

# **Medical Family Therapy Doctoral Handbook**

East Carolina University



Program Established 2005  
COAMFTE Accredited 2009

STUDENTS ARE ACCOUNTABLE TO THE MOST RECENT HANDBOOK REVISIONS  
REGARDLESS OF WHEN STUDENTS ARE ACCEPTED INTO THE PROGRAM

## **Doctor of Philosophy in Medical Family Therapy**

In January 2004, the Board of Governors of the University of North Carolina approved East Carolina University's proposal to offer the first doctoral degree in Medical Family Therapy through the Department of Child Development and Family Relations in the College of Human Ecology. The first class began doctoral study in the fall of 2005. The first doctoral students graduated from the Medical Family Therapy program in May of 2008.

### **ECU Mission Statement**

**To serve as a national model for public service and regional transformation by:**

- Preparing our students to compete and succeed in the global economy and multicultural society,
- Distinguishing ourselves by the ability to train and prepare leaders,
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
- Saving lives, curing diseases, and positively transforming health and health care, and
- Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.

*Approved by the UNC Board of Governors – November 13, 2009*

### **MedFT Mission Statement**

The doctoral program seeks to advance students' learning in the areas of research, theory, clinical practice, leadership, supervision and teaching in order to prepare and qualify them to pursue employment as researchers, educators, and administrators in the field of medical family therapy (MedFT).

#### *Directors and Coordinators*

Dr. Angela Lamson-Program Director (MFT MS and MedFT PhD)  
Dr. Lisa Tyndall-ECU Family Therapy Clinic Coordinator  
Dr. David Dosser-Supervisor Coordinator  
Dr. Wayne Hill-Teaching Coordinator  
Dr. Jennifer Hodgson-Professional Development Coordinator  
Dr. Damon Rappleye-Internship Coordinator  
Dr. Mark White-Research Coordinator

## **Educational and Program Outcomes**

The doctoral program in MedFT at East Carolina University is designed to prepare academicians who will advance the art and science of MedFT. Its curriculum is built upon an accredited clinical master's degree in marriage and family therapy and honors the standards outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The overall goal is to prepare students to be well grounded in a biopsychosocial-spiritual systems perspective with an application to research and clinical practice. Our mission, goal, and educational outcomes reflect the following professional influences: (1) Professional Marriage and Family Therapy Standards and Educational Guidelines; (2) AAMFT Core Competencies; (3) AAMFT Code of Ethics; (4) AMFTRB Guidelines; and (5) the North Carolina Marriage and Family Therapy Licensure Act and Administrative Rules. In addition, the MedFT faculty collaboratively created 27 MedFT Core Competencies that are related to the doctoral program specifically. These competencies were constructed based on a Delphi study, including a sample of professionals deemed experts in MedFT, conducted by Tyndall et al., 2010. Each MedFT competency is aligned with the Domains recognized within the AAMFT Core Competencies. The doctoral program also recognizes several of the original core competencies that were created by AAMFT.

The educational outcomes and expected outcomes used to guide the MedFT doctoral program at East Carolina University are broken down into the following categories: students, program, and faculty. Associated with each educational outcome are the corresponding objective(s) associated with it from East Carolina University's goal and the strategic plans developed by the College of Human Ecology and Department of Child Development and Family Relations.

### **Medical Family Therapy Doctoral Program's Educational Outcomes**

#### **Student Learning Outcomes**

- 1) Identify as an emerging leader in the sub-discipline of MedFT.

**ECU Health Objective 3.3.1: Provide an educational experience for future health providers that is responsive to a changing health environment.**

**ECU Health Objective 3.3.2: Expand graduate and post graduate educational programs in health and health care.**

**CHE Health Objective 3.3.A 1- Provide an educational experience responsive to a changing health environment to future health providers.**

**CHE Leadership Objective 2.3.A1 - Promote leadership development activities that support rural communities and underserved populations.**

**CDFR Education Objective 2.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

- 2) Demonstrate the ability to educate, communicate, and collaborate with a diverse audience about MFT, MedFT, and collaborative/integrated care.

**ECU Education Objective 1.2.3: Develop each student's ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

**ECU Education Objective 1.1.4: Advance the cultural competence of our students.**

**CHE Education Objective 1.2.A1 - Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

- 3) Locate, critique, integrate, report on, and extend the literature in MedFT.

**ECU Education Objective 1.2.3: Develop each student's ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

**CHE Education Objective 1.2.A1: Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 3.2: Support student research opportunities**

- 4) Demonstrate the ability to conduct independent research.

**ECU Education Objective 1.3.1: Increase the number of research opportunities available to undergraduate and graduate students.**

**CHE Health Objective 3.1.A 1: Continue interdisciplinary approach that integrates clinical, translational, and community-based health research.**

**CDFR Education Objective 3.2: Support student research opportunities**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

- 5) Demonstrate expertise in a specific area of MedFT.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**CHE Education Objective 1.2.A1 - Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

- 6) Assess, critique, and utilize a variety of qualitative and quantitative methodologies.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**CHE Education Objective 1.2.A1 - Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 3.2: Support student research opportunities**

- 7) Identify and summarize the theoretical and philosophical underpinnings of MedFT through the use of the biopsychosocial-spiritual, systemic, and biomedical paradigms.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**CHE Education Objective 1.1.A1 - Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

- 8) Identify and examine personal beliefs, biases, and values as a foundation for appreciating and respecting diversity.

**ECU Education Objective 1.2.3: Develop each student's ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

**CHE Education Objective 1.2.A1: Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

- 9) Interpret and discuss respectfully issues of diversity and social justice (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, and religion) and how these issues impact therapists, colleagues, supervision, and clients' lives.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**ECU Education Objective 1.1.4 - Advance the cultural competence of our students.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

- 10) Demonstrate an established professional identity as a MedFT.

**ECU Health Objective 3.3.1: Provide an educational experience for future health providers that is responsive to a changing health environment.**

**CHE Health Objective 3.3.A 1: Provide an educational experience responsive to a changing health environment to future health providers.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

- 11) Summarize legal and ethical issues affecting clinical and supervisory practice and research.

**ECU Education Objective 1.2.3: Develop each student's ability to locate, evaluate and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

**CHE Education Objective 1.2.A1 - Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

- 12) Complete the didactic client contact and supervisory requirements for the program.

**ECU Health Care Objective 3.2.3 - Create and implement innovative service models that expand access to health services for North Carolinians.**

**CHE Health Care Objective 3.2.A2 - Foster partnerships that integrate health promotion and health care.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

- 13) Compose/create/design and illustrate a clearly articulated personal model of therapy and supervision that includes the BPSS lens.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**ECU Education Objective 1.1.4: Advance the cultural competence of our students.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CHE Education Objective 1.2.A1: Increase efforts to support student opportunities to locate, evaluate and communicate knowledge; and to recognize the ethical dimensions of decisions.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

14) Integrate theories and models into effective systemic clinical practice.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

15) Demonstrate an ability to systemically assess, diagnose, and treat clients with a wide variety of presenting clinical problems using a collaborative lens.

**ECU Education Objective 1.2.1: Prepare students with an understanding of the variety of disciplinary perspectives that form the core knowledge base upon which all other scholarship is grounded.**

**ECU Education Objective 1.1.4: Advance the cultural competence of our students.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

**Faculty Outcomes**

- 1) Participate actively in professional realms by contributing to the interdisciplinary academic community of the social, behavioral, and health sciences, as evidenced by presentations, publications, and grant writing (see Appendices D2A-F).

**ECU Health Objective 3.1.2: Create an interdisciplinary approach that integrates clinical, translational, and community based health research.**

**ECU Health Objective 3.1.1: Increase external funding for health related research.**

**CHE Health Objective 3.1.A 1: Continue interdisciplinary approach that integrates clinical, translational, and community-based health research.**

**CDFR Education Objective 3.1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and scholarship**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

- 2) Expect full time faculty members' to participate in scholarly activities, minimum of one publication submitted and one professional presentation each year, as well as the scholarly activities of half-time faculty members by providing one professional presentation each year.

**ECU Education Objective 1.3.2: Continue to support the university's goals in research and graduate programs.**

**CHE Education Objective 1.3.A1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and creative activity scholarship.**

**CDFR Education Objective 3.1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and scholarship**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

- 3) Expect full time faculty members to write and/or maintain at least one external grant each year.

**ECU Health Objective 3.1.1 - Increase external funding for health related research.**

**ECU Economic Quality of Life Objective 5.2.2 - Enhance the capacity of departments and programs to promote faculty and student creative activity and research.**

**CHE Education Objective 1.3.A1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and creative activity scholarship.**

**CHE Education Objective 3.1.A 1- Continue interdisciplinary approach that integrates clinical, translational, and community-based health research.**

**CDFR Education Objective 3.1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and scholarship**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

4) Monitor and evaluate student research progress especially regarding dissertation preparation and completion as evidenced by successful completion of all 59 required semester hours and course assignments, the candidacy project, the MedFT comprehensive exam, and dissertation requirement.

**ECU Economic Objective 4.1.1 - Administer the foundations curriculum essential to building the knowledge and skills needed in the workplace.**

**ECU Education Objective 1.4.2: Increase the number of students who persist through key academic thresholds.**

**CHE Education Objective 1.4.A1: Partner with Academic Affairs and IPAR to improve student success and retention**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

5) Maintain credentials as AAMFT Approved Supervisors who are actively engaged in clinical practice as LMFTs.

**ECU Education Objective 1.4.6: Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.**

**ECU Health Objective 3.2.2: Implement an approach to health that integrates health promotion and health care.**

**CHE Health Objective 3.2.A1: Continue to promote healthy environments and health services.**

**CHE Health Objective 3.2.A2: Foster partnerships that integrate health promotion and health care.**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

### **Program Outcomes**

- 1) Expand marriage and family therapy (MFT) science and education and advance empirical and qualitative studies of MedFT through quality research.

**ECU Health Objective 3.1.2 - Create an interdisciplinary approach that integrates clinical, translational, and community based health research.**

**CHE Health Objective 3.1.A 1- Continue interdisciplinary approach that integrates clinical, translational, and community-based health research.**

**CDFR Education Objective 3.1: Recognize, reward, and promote faculty's basic, applied, and pedagogical research and scholarship**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

- 2) Provide internship and research opportunities in medical environments that facilitate teaching, research, clinical, and collaborative skill development.

**ECU Health Objective 3.1.2 - Create an interdisciplinary approach that integrates clinical, translational, and community based health research.**

**ECU Health Objective 3.3.1 - Provide an educational experience for future health providers that is responsive to a changing health environment.**

**CHE Health Objective 3.1.A 1- Continue interdisciplinary approach that integrates clinical, translational, and community-based health research.**

**CHE Health Objective 3.2.A2 - Foster partnerships that integrate health promotion and health care.**

**CDFR Education Objective 3.2: Support student research opportunities**

**CDFR Health Objective 1.1: Support the university's efforts to expand health-related research.**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

- 3) Provide educational and clinical opportunities that prepare students for qualification as a licensed MFT.

**ECU Education Objective 2: Prepare students to define and achieve successful civic, professional, and personal lives.**

**CHE Education Objective 2: Prepare students to be productive citizens within an increasingly global, culturally diverse, and rapidly changing society.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

**CDFR Leadership Objective 1.1: Support partnerships and training opportunities for students and faculty.**

- 4) Complete annual curriculum evaluations and revisions each fall in preparation for the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) Annual Review and COAMFTE Annual Report.

**ECU Education Objective 1.4.6: Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.**

**CHE Education Objective 1.4.A1: Partner with Academic Affairs and IPAR to improve student success and retention**

**CDFR Education Objective 4.3: Increase the number and enhance the quality of students in the behavioral health disciplines**

- 5) Recruit and enroll a culturally diverse cohort of students (minimum 19.8% of students enrolled in the program: a ratio reflective of the broader university's) who possess excellent qualifications (see <http://www.ecu.edu/cs-admin/mktg/points-east-quick-facts.cfm>, Appendix U2, p.4).

**ECU Economic Objective 4.2.2 - Identify, recruit and nurture creative talent and innovators within the region.**

**CHE Health Objective 3.3.A2 - Expand graduate enrollment in programs which foster health and health care.**

**CDFR Education Objective 4.3 Increase the number and enhance the quality of students in the behavioral health disciplines**

- 6) Graduate students in a timely manner (full time students within a 5 year time frame and part-time students within a 7 year time frame-data not yet available since the program began fall of 2005).

**ECU Education Objective 1.4.2: Increase the number of students who persist through key academic thresholds.**

**CHE Education Objective 1.4.A1: Partner with Academic Affairs and IPAR to improve student success and retention**

**CDFR Education Objective 2.1: Develop each student's ability to locate, evaluate, and communicate knowledge; to make informed decisions; and to recognize the ethical dimensions of decisions.**

- 7) Obtain and maintain COAMFTE accreditation standards for the doctoral program, as well as, adhering to the: (1) Professional Marriage and Family Therapy Standards and Educational Guidelines; (2) AAMFT Core Competencies; (3) AAMFT Code of Ethics; (4) AMFTRB Guidelines; and (5) the North Carolina Marriage and Family Therapy Licensure Act and Administrative Rules.

**ECU Education Objective 1.4.6 - Sustain our commitment to attract and retain excellent faculty, staff, administrators, and students. Further integrate academic and co-curricular and extra-curricular student living and learning experiences.**

**CHE Education Objective 1.1.A1: Increase efforts to align and support learning opportunities that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges.**

**CDFR Education Objective 1.1: Contribute to student experiences that enlighten and nurture an understanding of diverse cultures and increase competence to address global challenges**

## **Academic Requirements**

### **I. Prerequisites**

The doctoral program is a 59-semester hour program. Prior to admittance, students must have completed a Master's degree in a human service field. Prior to graduation from the doctoral program, students must complete the Master program's marriage and family therapy standard curriculum described below unless he or she can demonstrate having successfully completed graduate coursework in each required competency area (See Table 1) and successfully passed the marriage and family therapy competency exam or the North Carolina marriage and family therapy licensure exam. Students may use the COAMFTE Standard Didactic Equivalency Worksheet (Form B to assist in identifying courses needed/completed. Doctoral students may petition the program director to test out

of a master's program course if mastery of content has been achieved in another graduate education context. Permission to test out of a course may only be approved by the program director in agreement with the faculty member who teaches that course. Supplemental syllabi (preferred) or course catalog descriptions are required for any courses students wish to transfer into the program or request to be waived. Everything must be approved by your permanent advisor and/or the program director.

**TABLE 1. COAMFTE Standard Curriculum Didactic Area Requirements**

| Areas of Study                                   | Minimum Requirements  |
|--|---|
| I. Theoretical Foundations                       | CDFR 6407 Family Systems Theories <b>AND</b><br>CDFR 6408 Family Therapy Theories   |
| II. Clinical Practice                            | CDFR 6425 Assessment and Treatment Planning in Family Therapy <b>AND</b><br>CDFR 6410 Family Therapy Seminar II <b>AND</b><br>CDFR 6412 Family Therapy Seminar III <b>AND</b><br>CDFR 7401 Families, Systems & Health |
| III. Individual Development and Family Relations | CDFR 6401 Family Theories and Issues <b>OR</b><br>CDFR 6404 Human Development and Family Relations <b>OR</b><br>CDFR 6402 Theories of Child Development <b>OR</b><br>CDFR 6406 Child Development and Behavior         |
| <b>Total Required for Areas I, II, and III</b>   | 21 semester hours   |
| IV. Professional Identity and Ethics             | CDFR 6411 Family Therapy Issues   |
| V. Research                                      | CDFR 7400 Research in Child/Family Studies <b>AND</b><br>CDFR 7007 Statistics in Child/Family Studies   |
| VI. Additional Learning                          | 3 semester hours of an approved graduate level elective   |
| <b>Total for Areas IV through VI</b>             | 12 semester hours   |

## II. Doctoral Program Requirements

The doctoral program includes coursework in theory and philosophy, research and statistics, clinical practice and supervision, and internship and dissertation. See Table 2 for a description of the curriculum.

**Table 2. ECU/COAMFTE Doctoral Curriculum Didactic Requirements**

[**Note:** Students must complete the standard MFT Master's degree curriculum (see Table 1) prior to completion of the doctoral program.]

| Areas of Study  | Minimum Requirements  |
|---|---|
| VII. Theory (3 s.h.)  | CDFR 8402 Family Therapy Seminar V: Advanced Theories in MedFT  |
| VIII. Clinical Practice (6 s.h.)                                      | CDFR 7401 Introduction to Medical Family Therapy <b>AND</b><br>CDFR 8403 Gender & Ethnicity in Medical Family Therapy   |
| IX. Individual Development and Family Relations (3 s.h.)              | CDFR 7409- Illness & Disability Across the Lifespan   |
| <b>Total Required for Areas</b>                                       | <b>12 semester hours</b>  |
| X: Clinical Supervision (3 s.h.)                                      | CDFR 7502 Family Therapy Supervision Methods & Practice   |
| XI. Research (14 s.h.)  | NURS 8226/BIOS 7021 Statistical Methods for Nursing Research <b>AND</b><br>NURS 8227 Statistical Methods for Nursing Research <b>II AND</b><br>CDFR 8400 Advanced Research Method in Medical Family Therapy <b>AND</b><br>HLTH/OCCT/NURS 8235 Qualitative Research <b>AND</b><br>HUMS 7004 Research Ethics in a Complex World |
| <b>Total Required for Areas</b>                                       | <b>17 semester hours</b>  |
| XII. Additional Courses   |   |
| Cognates (6 s.h.)-may select from the following or consent of advisor | CDFR/REHB 6320 Family Treatment & Substance Abuse Rehabilitation<br>REHB 6000/6001 Medical & Psychological Aspects of Disability<br>CDFR 6022 Perspectives on Death and Dying<br>NURS 6035 Interdisciplinary Rural Health<br>IRHE 6000 Introduction to Interdisciplinary Virtual Teamwork<br>PSYC 8416 Psychopharmacology     |
| Electives (6 s.h.)  | <b>6 semester hours of approved graduate level electives</b>  |
| Clinical Practicum (min. 3 s.h.)                                      | CDFR 8404 Medical Family Therapy Practicum I<br>CDFR 8405 Medical Family Therapy Practicum II<br>CDFR 8406 Medical Family Therapy Practicum III<br>CDFR 8407 Medical Family Therapy Practicum IV<br><b>All students must complete at least 3 s.h. of clinical practicum</b>   |
| Dissertation (min 6 s.h.)   | CDFR 9000 Dissertation<br><b>All students must enroll in a minimum of 6 s.h. of dissertation credits</b>  |
| Internship (9 s.h.)   | CDFR 8910, 8911, and 8912 Family Therapy Research/Clinical Internship   |

## Academic Policies and Procedures

### I. Length of Program

Students are required to complete a minimum of 59 semester hours beyond the Master's degree and COAMFTE standard Master's curriculum requirements. Some students may be required to enroll in more than the minimum required semester hours to comply with COAMFTE standards or to complete dissertation credit hours. Students must be continuously enrolled in the program until completion of the dissertation unless excused for medical purposes.

### II. Cognate and Elective Courses

Cognate courses are taken in addition to the core MedFT and MFT required courses and should relate to the study of health, wellness and/or collaboration across disciplines. Elective courses may be MedFT/ MFT, research, teaching (e.g., clinical skills with M1 or M2, or teaching of residents), or additional cognate courses. It is the student's responsibility to seek elective and cognate courses and present the selections to his/her advisor for written approval on the Program of Study Form (Form A). Cognates may be those included in Table 2 or those approved by the student's advisor.

### III. Program of Study Form

The PhD program only admits full-time students. Since enrollment in the doctoral program tends to be limited and very competitive, students must adhere to their Program of Study, as courses are not offered every semester or year. To deviate from one's Program of Study Form (Form A) may mean a delay of one or more semesters before course enrollment in desired courses is again possible.

### IV. Time Limits for Completion

The doctoral degree program must be completed before the end of the fifth year after the full-time student began taking courses in the doctoral program and seventh year for the remaining part-time students. For example, full-time students who enrolled in the PhD program in August 2011, would have until August 2016 to complete the requirements of the degree. The time limitation does not include transfer credits, only credits obtained while enrolled in the program. With endorsement of the student's permanent graduate committee and the director of the MedFT program, a student may request one extension of not more than one semester, summer included.

If a student has completed two 3-credit dissertation courses (minimum number of dissertation credits required by the program) but has not yet defended, he/she must

maintain at least a one credit continuous enrollment in dissertation credits until the dissertation has been successfully completed. At the end of each semester the student will receive a grade denoting that the dissertation is (pass and in progress); (not pass in progress); or in the final semester will receive a letter on the transcript denoting that the dissertation was successfully completed. ). Students must be able to provide new documentation/content/chapters of their dissertation at the end of each semester in order to receive an in progress grade. Students who receive a mark/grade that denotes that the dissertation is not passing, will result in academic probation. The remediation plan or terms of dismissal will be provided to the student by the student's permanent advisor and/or program director.

## V. Non-degree Credit

A maximum of nine semester hours of course work taken as a non-degree student may apply toward the credit requirements of the doctoral degree program. Students must provide written documentation of the coursework (i.e., official transcript and a copy of the course syllabi).

## VI. Transfer Credits

The Administrative Board of the Graduate School must approve petitions for application of transfer credit. Ordinarily the Board will approve the application of graduate course transfer only if (1) the Department of Child Development and Family Relations so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimal final course of grade of B or above; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Up to 9 semester hours of course credit may be transferred in and applied toward the doctoral program, upon program director approval, as long as the credits have not already been applied toward a degree. Certain courses may be waived by the program if the faculty determines that the requirements for those courses (e.g., statistics) have been met in a student's previous graduate level coursework. However, waiver of a requirement (unlike transfer of credit) does not waive the total number of hours required and credits. Waived courses must be replaced with other courses that enrich the student's program of study.

Students must submit to the program director an official transcript, as well as, a syllabus for each proposed transfer course to be considered for transfer credit. Transfer credits will only be accepted based on the approval of the program director and the instructor who teaches the comparable course. If an instructor concurs that the course would be redundant, this response is to be given to the program director in written form (i.e., a memo on ECU letterhead or in electronic form). Only a grade of "B" or higher will be accepted for transfer credit. Required paperwork must be filed with the ECU Graduate School and Registrar's Office for credits to be applied to one's program of study. Students must provide materials for transferred courses prior to beginning studies in the MedFT doctoral program.

## VII. Permanent Graduate Committee

The permanent graduate committee will be composed of at least four members with graduate faculty status: (1) a committee chairperson who is the student's permanent advisor and is a member of the MFT/MedFT graduate faculty, (2) at least one additional committee member from the MFT/MedFT graduate faculty, (3) at least one committee member from the Department of Child Development and Family Relations, and (3) at least one committee member from outside the College of Human Ecology. Note: a substitution can be requested for the CDFR faculty person if backed by reasonable grounds to include a second graduate faculty member from outside of the program. All substitution requests must be submitted to the student's major advisor for review and approved via a majority vote from the MedFT faculty. Regardless, anyone serving on a dissertation committee must hold graduate faculty status within the University.

The permanent graduate committee will serve as the committee for the student's MedFT Comprehensive Examination, dissertation proposal, and dissertation defense. The Confirmation of Permanent Committee Membership Form (Form G) must be completed and admitted into the student's academic file by the end of the third semester enrolled in the program for full-time students and by the end of the fifth semester for part-time students. If circumstances warrant changing Permanent Committee Membership, the student selects another committee member, completes Form R, which is signed by his or her chairperson and placed in the student's academic file.

A student may also select a faculty person from outside of East Carolina University to serve as a consultant. This individual will be a non-voting member and must meet the credentials established by the ECU Graduate School. This person is welcome to attend the MedFT Comprehensive Examination, the dissertation proposal, and the dissertation defense. **Additional ad-hoc external committee members may be added as desired without securing adjunct graduate faculty status, as long as at least 4 members of the committee, including the thesis or dissertation advisor, hold appropriate graduate faculty status per Appendix F of the Faculty Manual.**

## VIII. Academic Standards

Students should consult the Graduate Catalog for general information regarding grading. Policies that are particular to the doctoral student include the following:

- Students must maintain a cumulative "B" average in all formal course work while enrolled in the doctoral program, based on semester hours of graded work equal to or exceeding semester hours of "C" work. If the cumulative average falls below "B" or a student receives an "F" in any course, the student will be placed on academic probation by the Graduate School. The student will be given one semester (including summer session) to bring their cumulative average above a B average. If a student receives an F in any core course the student will be terminated from the MedFT program.

- No grade less than “B” in a graduate-level course may be used to satisfy any part of the minimal credit hours required for the PhD. A grade less than “B” in a course defined by the student’s department as being essential for the doctoral degree might, at the department’s discretion, result in program termination.
- A cumulative “B” average in graduate-level courses is a prerequisite for the administration of the PhD candidacy examination.

## **Full-time Plan of Coursework**

**\*The proposed program of study is subject to course offerings, transfer credits accepted, and advisor approval of any proposed student variations.**

### **Fall Courses include:**

CDFR 7401-Families, Systems, & Health  
 CDFR 8402-Advanced Theories  
 CDFR 8403-Gender and Diversity in MedFT  
 CDFR 8404-MedFT Practica I  
 CDFR 8406-MedFT Practica III  
 NURS 8226- Statistical Methods for Nursing Research I  
 NURS 8235-Qualitative Research  
 HUMS 7004-Research Ethics (2 credit course)\*

\*this course must be taken one time, but is offered in fall and spring

### **Spring Courses include:**

CDFR 7409- Illness & Disability Across the Lifespan  
 CDFR 7502-Supervision Methods and Practice  
 CDFR 8227-Statistical Methods for Nursing Research II  
 CDFR 8400- Advanced Research Methods in Medical Family Therapy  
 CDFR 8405- Medical Family Therapy Practicum II  
 CDFR 8407- Medical Family Therapy Practicum IVHUMS 7004-Research Ethics (2 credit course)\*

**CDFR 8910, 8911, 8912 AND 9000 can be taken in any semester (fall, spring, or summer).**

**All cognates and electives must be approved by the student’s permanent advisor.**

(Recommended courses may vary for those who are admitted without having matriculated from a COAMFTE accredited Master’s degree program)

## Academic Advisor/Mentor

Upon admittance into the MedFT doctoral program each student will be automatically assigned a temporary advisor. Once the student identifies an area of research interest, then he/she will select a permanent advisor. Permanent advisors must be full-time MedFT or MFT faculty members. Students are advised to select a permanent advisor by the end of their second semester. The advisor will chair all examinations, defenses, and will facilitate all approvals for transfer credits, clinical placements, and internship sites.

Once a permanent advisor is selected, the student will need to file a formal agreement (Form F) with that faculty member. This agreement will be filed in the student's folder. Should a student wish to change his/her permanent advisor, another formal agreement will need to be entered into and filed. If a student opts to retain their temporary advisor as their permanent advisor, a formal agreement will still need to be filed.

## Candidacy Project

All students admitted to the MedFT doctoral program must submit a completed Candidacy Project (i.e., thesis or thesis equivalency) to his or her advisor by the end of their first academic year (August 15th) in order to continue in the MedFT program. THE ADVISOR MUST BE WILLING TO STATE THAT THE STUDENT HAS COMPLETED A FULL DRAFT OF THE THESIS EQUIVALENCY BY THE END OF THE SECOND SEMESTER IN THE PROGRAM IN ORDER TO RECEIVE CONTINUED FUNDING (April 30) (i.e., an assistantship and tuition remission for the student's second year in the program). Each student (in collaboration with their advisor) must be able provide a written plan of action throughout the first year in the program pertaining to the thesis equivalency and include deadlines for each component of the document. Students may submit multiple drafts of the project to their advisor during the time allotted to help achieve successful completion. If a formal project is unsuccessfully completed by the end of the first academic year (August 15) the student will be not be allowed to continue in the MedFT program. If the advisor and program director are the same individual, another MedFT faculty member who is not a collaborator on the project will be asked to help render a decision on the acceptance of the candidacy project. If the advisor is also a collaborator on the publishable/published manuscript or grant candidacy project, another MedFT faculty member who is not a collaborator on the project will be asked to help render a decision on the acceptance of the candidacy project. The Medical Family Therapy Candidacy Project Evaluation (Form Y) must be completed by the advisor and placed in the student's academic file. Examples of projects that would qualify as meeting this requirement would include any one or combination of the following:

**\*Master's Thesis** - A thesis must have been approved by the institution granting the student's master's degree. A signed copy of a completed master's thesis, and copy of the student's transcript noting the thesis has been completed, must be given to the student's advisor to be included in the student's academic file.

**\*Published or Publishable Manuscript** - Manuscript must be recent (within last 2 years) and the student must have served as a major contributing author. This means that the student must have made a significant contribution to the manuscript. Verification of the student's contributions to the development and writing of the manuscript must be provided in writing by the lead author (if the lead author is not the student submitting the work). The manuscript must either be published, under review, or actively in the revise and resubmit phase to qualify. A reprint of the article, acceptance letter, revise and resubmit letter, or letter of initial submission must be presented to the advisor, in addition to a copy of the article in its current form. Each advisor will determine and make known his or her criteria for determining if a manuscript is of sufficient quality for meeting this requirement.

**\*Grant** - Grant must be recent (within last 2 years) and the student must have served as the primary or secondary author. A clean copy of the grant itself must be submitted. If the grant was funded, a copy of the letter noting its approval must also be provided. A grant that was not funded will be reviewed and scored by the advisor. The advisor will have the authority to determine if the quality of the writing is or is not sufficient enough to meet the Candidacy Project requirement. Each advisor will determine and make known his or her criteria for determining a qualifying grant project.

## **Clinical Requirements**

### **Contact Hours**

Before graduating from the doctoral program, doctoral students will have to complete 1,000 hours of direct client contact (see Table 3). Doctoral students who can document that their previous supervised clinical practice is comparable to that which would be received in an accredited program, may petition the program (via their advisor) to waive some or all of the required 1,000 direct client contact hours. Students will be asked to submit a letter of verification of these hours signed by the AAMFT Approved Supervisor (if not obtained during his/her tenure in a COAMFTE accredited master's program).

Students who already hold a valid MFT license and/or who also hold the designation as an AAMFT Approved Supervisor may petition the program director to have this requirement waived. Students will be asked to submit a copy of their license to the program director.

| <b>Table 3. COAMFTE Clinical Experience Requirements</b> |   |
|--|---|
| 320.01   | Before graduating from the doctoral program, doctoral students will have completed 1000 hours of direct client contact equivalent to that which they would be receiving from an accredited program. If the program chooses to require less than 1000 hours it must use the alternative procedures outlined in 201.02. |
| 320.02   | The program will have established criteria for accepting direct client contact and supervision hours accumulated prior to entering the doctoral program. These criteria are consistent with the requirements set forth in the Standard Curriculum.  |

### **Practicum**

Upon admittance into the program, students will be required to complete a minimum of one doctoral level clinical practicum. If students have never practiced as a family therapist in a medical setting (minimum of 4 months) they are required to enroll in CDFR 8405 and 8406. Upon successful completion of the practicum(s) (receiving a grade of “A”), the student may request permission from his/her advisor to schedule a clinical competency exam. The advisor will consult with the student’s practicum supervisor to confirm that the student will be receiving a grade of “A” and that he/she is clinically prepared to schedule his/her competency exam. Exams will be scheduled to occur during finals week of that same semester (see “Clinical Competency Exam” section for details). If the student is determined not to be ready for the clinical competency exam, or did not successfully pass the clinical competency exam, he/she will continue to register for practicum credits until the exam is passed. If a student does not pass the exam on his/her second attempt, he/she will not be allowed to continue in the program.

Students are evaluated at the conclusion of each practicum by their practicum clinical supervisor using MedFT Supervision Evaluation (Form I) compared to students who have reached full clinical competency as measured at the clinical competency exam. The supervisor will provide the student with a copy of the evaluation, and will go over the evaluation with the student; students will have the opportunity to evaluate themselves using the same form. Copies of all evaluation methods will be placed in each student’s academic file. In preparation for the next semester, for those students still enrolled, areas of strength and growth will be shared with the student’s next practicum supervisor through the regular MFT faculty meetings. Students who will be going on internship and have competencies that need specific attention during the internship will be summarized in an Internship Plan of Action (Form W). Students will be asked to share this plan with their internship supervisor. Students who are already licensed MFTs and are AAMFT Approved Supervisors will not be given a plan for their clinical work but will develop a plan of action for research or other gains.

## **Clinical Placements**

All doctoral students will be required to maintain a minimum of five active cases at the ECU Family Therapy Clinic until they successfully defend their clinical competency exam. Exceptions will be considered at the discretion of the program and clinic directors. Cases will be assigned by the ECU Family Therapy Clinic staff. All doctoral students are required to submit weekly schedules identifying their hours of availability for clinical appointments. Students who do not turn in their weekly hour sheets on time may be subject to academic probation.

Students who pass their clinical competency exam, or who have completed a minimum of two semesters of coursework and CDFR 7401 (Families, Systems and Health), will be permitted to begin a clinical placement at a local medical family therapy clinical site. Students will work with their permanent advisor to determine what medical site will be the best fit for them. The advisors will work with students to contact the site administrator and schedule an interview. During this time students will be receiving supervision from an AAMFT Approved Supervisor, selected by the student. Table 4 reflects the program's requirements for supervision. Students are required to maintain clinical placements at the Family Therapy Clinic until they have begun their clinical internship.

Supervision will still be required by an AAMFT Approved Supervisor or Supervisor Candidate for any client contact hours credited toward the required 1,000 for graduation.

|  |
|--|
| <b>Table 4. Supervision</b>  |
| <b>Students will receive at least 100 hours of face-to-face supervision.</b>   |
| <b>Students will receive at least one hour of supervision for every five hours of direct client contact.</b>   |
| <b>Supervision will occur at least once every week in which students have direct client contact hours.</b>   |
| <b>Individual supervision will occur at least once every other week in which students have direct client contact hours.</b>  |
| <b>Students will receive at least 50 hours of supervision based on direct observation, videotape, or audiotape. At least 25 hours of this supervision will be based on direct observation or videotape.</b>  |
| <b>Students should be given opportunities to observe their supervisors' clinical work. In this context, "clinical work" includes therapy in progress, clinical evaluation in progress, and role playing.</b> |
| <b>Group supervision is required.</b>  |

## **Practicum Evaluations**

Students will be required to complete practicum evaluations (Appendices K) with their clinical faculty supervisors at the end of each semester. Evaluations from supervisors must be copied and kept in the students' academic files. Students will also be required to simultaneously complete an evaluation on practicum experiences. These may be done anonymously and given to the program director in a sealed envelope at the end of every semester students are enrolled in a practicum. Evaluations will be distributed after final grades are entered. In addition to these evaluations, each individual faculty supervisor may require additional evaluation tools (e.g., final paper, presentation, clinical videotape for review). Students will need to comply with the requirements outlined on each supervisor's syllabus.

## **HIPAA Compliance**

All students are required to update their Health Insurance Portability and Accountability Act (HIPAA) annually for off-site clinical practice. This may be accomplished via the web at <http://www.ecu.edu/cs-dhs/bsomcompliance/policies.cfm>. You will need to request that the HIPAA modules be sent to your Blackboard account. After completing this module, students will have the opportunity to take the HIPAA Privacy quiz. A passing grade on both exams is set at 90%. Students may re-take either/or exam until he or she receives a passing grade as long as it is done prior to the due date. Print the verification that you received a passing grade and forward to the MedFT Program Director. Documentation of HIPAA compliance is kept in the student's clinical AND academic file.

## **Liability Insurance**

All students are required to obtain and maintain liability insurance prior to any clinical contact obtained while enrolled in the program. Proof of insurance is due to the program director the first day of academic enrollment. Proof of renewal is due to the program director upon written confirmation/receipt EACH SEMESTER or YEAR (dependent upon policy). All student members of AAMFT are eligible for free liability insurance. Students may choose to purchase an additional policy at their discretion. Proof of insurance is stored in the student's clinical file.

## Clinical Competency Exam

Once a student, his/her permanent advisor, and current practicum supervisor have decided that a competency exam should be scheduled, the student will need to contact all MFT/MedFT faculty members to schedule an exam date (2 week courtesy notification deadline). The clinical exam should not exceed 60 minutes (including time for questions). The exam will be graded by all MFT/MedFT faculty members. Exams will be presented orally and accompanied with a well developed paper. Presentations of clinical work should be professionally done.

Your Permanent Advisor will determine if you are ready to schedule your competency exam. All papers must be electronically submitted to all MFT/MedFT faculty members no later than 2 weeks prior to the agreed upon exam date. Exam dates are not to be scheduled unless the student has secured all required components of the exam as listed below.

### *Video*

A professionally edited video of the student's work (no more than 20 minutes) will be shown at the time of the exam. Students must have learning points or objectives associated with each clip. They should set up the context of the case (i.e., background information) prior to showing the videotape. A genogram or other visual display of the family (e.g., family structural map) is highly recommended. The video portion of the exam will take 20 minutes (at most), the verbal portions of the exam where the student explains his/her theoretical model/approach and sets up the context of the case should take another 20 minutes. The student's advisor will moderate a 20-minute question and answer discussion at the end. These times will need to be respected and planned for in advance.

Appropriate releases by the clients seen in the video will need to be arranged prior to the exam. This video may be produced using the editing equipment at the Family Therapy Clinic. Please watch the editing instructional video well enough in advance so you have time to learn how to use the equipment and produce your tape. Make sure that the video is of good quality (i.e., sound and visual clarity). The video should illustrate your theoretical model/approach to therapy and show the audience how you progressed with a case (highlighting your competency as a MedFT). Feel free to be creative with this presentation (e.g., have a client's voice reflected in a follow-up interview or in a written evaluation of your work).

A video of a student working with a medical issue or concern is highly recommended but not required for this exam. Clinical competency, including proficiency in medical family therapy, should be reflected in your work. Faculty may assist you with the development of your presentation (e.g., case selection, creative aspects); however, faculty may not be used to prepare your video (e.g., selecting which segments to edit). If the voice quality of the tape is questionable, students will be asked to bring transcripts of the video with them to the exam. These transcripts will be shredded by the student immediately after the defense. All identifying information about the clients should be changed to protect their confidentiality.

### *Paper*

The paper should be well developed and include:

- 1) a general introduction that supports the selection of your family therapy theory,
- 2) Description of MedFT and your philosophy on how MedFT intertwines with your family therapy theory of change
- 3) how your self of therapist fits with this theory,
- 4) an understanding of the role of the therapist, clients, therapeutic process according to that theory
- 5) goals/objectives, techniques, development of behavior disorders, conditions for behavioral change, via your theory of change
- 6) How you recognize cultural awareness and contextual variables through your theory/approach
- 7) evidence based research/empirical findings pertaining to your theory (especially as it relates to MedFT)
- 8) what competencies (AAMFT or MedFT) that you have gained clinically while in the program
- 9) It is critical to cite all references on the paper and to use primary resources.

Exams will be open to MFT/MedFT faculty, other departmental graduate faculty, and students (master's and doctoral). Exams will be held in a location large enough to accommodate the audience size. Students are in charge of arranging the time, date, and location for the oral presentation. Students will only be graded by the MFT/MedFT faculty but anyone who attends is welcome to ask questions (only after the MFT/MedFT faculty have finished asking their questions).

The MFT/MedFT faculty will inform students of the results of their exam (in writing) within one week. Students will be graded using the following criteria (see Form J). The Report of Clinical Competency Form (see Form K) must then be completed and admitted into the student's academic file. If a student does not pass the second exam, he/she will not be allowed to continue in the program.

### *Evaluation Criteria for Clinical Competency Exam*

1. Professionally edited video (audio and visual images are of high quality; subtitles are appropriately placed) **A TRANSCRIPT IS REQUIRED**
2. Well-developed articulation of one's theory of change
3. Professional demeanor (dress, language, mannerisms, voice inflection/tone/volume, effective fielding of questions)
4. Evidence of MedFT AND theory of change reflected in the edited video
5. Evidence of attention to ethical issues and cultural sensitivity
6. Appropriate respect for client confidentiality
7. Well-developed paper on their theory of change and its application in MedFT
8. Ability to address how clinical case fits with medical family therapy, biopsychosocial-spiritual treatment, and/or collaborative care

Once students have passed their competency exam, they are not required to continue to enroll in practicum, but may locate a clinical placement in the medical community where they will be clinically active providing MedFT. Students who continue to need AAMFT Approved Supervision to count client contact hours toward the North Carolina MFT Licensing Requirements, may choose to continue to enroll in practicum or pay for supervision services independently.

## **Medical Family Therapy Competency Exam (Publishable Manuscript Requirement)**

Prior to entering into the internship and dissertation phases of the program, the MedFT doctoral program requires each student to have successfully: 1) written and orally defended a publishable quality manuscript, and 2) orally passed two out of three questions asked about medical family therapy at his/her medical family therapy competency exam. Each may occur on the same or different date. This means that students will select their preferred format and are responsible for arranging the time, date, and location for each portion of the exam.

### Manuscript Requirement

The manuscript must offer a contribution (research, clinical, and/or theoretical) to the sub discipline of medical family therapy. The student must be the primary author. Students may seek support from faculty/students on the development of the paper but the majority of the writing and editing must come from the student. Students should submit the paper using the guidelines of the journal they intend to submit it to after it is approved. Members of the student's permanent graduate committee will determine whether or not the student passes this exam.

Students are required to submit and defend their manuscript and pass the oral questions prior to beginning their internship/dissertation phase of the program. Students will need to schedule defense dates at least two weeks from the time they distribute their manuscript to their committee. Only the committee and the student will be present for this defense. Each committee member will complete the Medical Family Therapy Comprehensive Examination Evaluation Form (Form N) indicating his or her evaluation of the work.

The defense/examination of the written portion will last no more than one hour. Per the written portion, the student will present an abbreviated presentation of his/her manuscript and the committee will ask questions and provide feedback about it. If a student receives a revise and resubmit (with major revisions) or a rejection of his or her manuscript, the student will be required to revise the paper and reschedule a defense date at the earliest convenience of the student and committee. Attached to the second submission should be a written response to every editorial recommendation made by members of the committee. Students may opt not to integrate a recommendation made by a reviewer (at the advisement of his/her permanent advisor); however, the student must successfully defend that decision both in writing and orally at his/her second scheduled oral defense.

### Three Question Requirement

In relation to the oral portion of the exam (response to three questions), each student will be given one hour (without books, notes, or technological devices) prior to the oral exam to receive their three questions and take any notes in response to the questions that can then be available for the student during the oral exam. During the designated exam hour, each student will be given 10 minutes per question to provide her response, and then there will be an additional 10 minutes per question provided for follow up questions from the committee. All additional questions must be directly related to the original question asked of the student.

For this requirement, students will also be asked three questions by their committee members specific to knowledge about the sub-discipline of medical family therapy. Students must pass two of the three medical family therapy examination questions asked by their committee. If a student does not pass two out of the three questions the students must re-take their medical family therapy competency exam, even if he or she passed the manuscript portion of it. A reexamination should be scheduled as the earliest convenience of the student and committee.

The Report of Medical Family Therapy Competency Evaluation Form (Form M) and the Admission to Candidacy for Doctorate in Medical Family Therapy (Form O) are signed upon successful completion of the MedFT competency exam and admitted into the student's academic file.

Students cannot initiate the internship/dissertation phases until they have received an acceptance or an acceptance (with minor revisions) recommendation on their manuscript and have successfully passed two out of three oral examination questions. A student will be given three opportunities to defend the publishable manuscript and pass the medical family therapy oral competency exam. If a student cannot successfully do so after three attempts, he or she will not be allowed to continue in the program.

The Report of Medical Family Therapy Competency Evaluation Form (Form M) and the Admission to Candidacy for Doctorate in Medical Family Therapy (Form O) would be signed after the student has successfully passed the MedFT Competency Exam and admitted into the student's academic file.

## Supervision Candidacy

All doctoral students who have completed CDFR 7502 and have signed contracts with supervisees and a supervisor mentor are invited to provide supervision during their doctoral program. All supervision must be approved by the student's AAMFT Approved Supervisor mentor and done in collaboration with the student's current faculty supervisor. While the doctoral student is able to count their provision of supervision toward their candidacy hours, these hours cannot be counted as therapy hours for the supervisor candidate. Furthermore, the supervisees (e.g., typically master's students) are able to count the supervision from the supervisor candidate as hours toward licensure, they are not able to count the supervision received from this candidate toward graduation.

# Internship Requirements

Each doctoral student is required to complete an internship lasting a minimum of 9 months in duration. The internship must meet the site requirements and those set forth by the COAMFTE (see Table 5). The ECU MedFT program further requires that each internship site be situated in a medical context or in a context where students will have access to working with populations (research, teaching, and/or clinical) around biopsychosocial-spiritual content. All required coursework, the clinical competency exam, and the medical family therapy competency exam requirement must be successfully completed prior to starting the internship. Students who have not completed their 1,000 clinical contact hours will need to consider this when selecting an internship site. The MedFT program does not assume responsibility for placing students in internships, paid or not paid. The MedFT faculty will assist in any way possible, but the sole responsibility for locating an available internship rests exclusively with the student. All internships have to be approved by the program director and student's permanent advisor, as well as, meet the COAMFTE requirements for an internship site.

At least two months prior to beginning the internship, the student must present to his/her permanent advisor the Internship Plan of Action (Form W) for how he/she plans to complete the internship requirement. The student and advisor will work conjointly to develop an appropriate contract with the internship site (Form EE). The student, advisor, and internship site administrator must all sign the internship contract before the internship can officially begin. As part of the contract, all internship supervisors will be required to be available to the intern for at least one hour of supervision per week. All students are required to maintain malpractice insurance throughout clinical internships. A copy of the proof of insurance must be kept at the ECU Family Therapy Clinic and with the new internship site supervisor.

Students must register for CDFR 8910, 8911, 8912 while they are enrolled in their internship experience. Students must submit an internship evaluation from their internship administrative supervisor and AAMFT Approved Supervisor (if these persons are not one in the same) at the end of the internship (or more frequently upon the request of the major advisor or program director) while completing the internship requirement with a copy of the Internship/Externship Evaluation Form (Form Q). The originals of Form Q need to be signed and placed in the student's academic file. Upon successful completion of CDFR 8912, the Completion of Off-campus Internship Form (Form P) must also be completed and admitted into the student's academic file.

Note: Regardless of whether or not the site provides liability insurance, students must maintain their own liability insurance for the duration of the internship. This insurance is purchased in the Dean's office of the College of Human Ecology or is available at no cost through AAMFT.

| <b>Table 5. COAMFTE Internship and Internship Site Requirements</b> |   |
|---|---|
| 330.01  | There will be an internship, not to be counted toward the didactic course requirements. |

|        |  |
|--------|--|
| 330.02 | The internship is to provide doctoral students with a supervised full-time experience of at least nine months duration, emphasizing relationally focused practice and/or administrative/academic/research.         |
| 330.03 | The majority of requirements in Areas VII, VIII, IX, and XI will be completed before the beginning of the internship.  |
| 330.04 | An AAMFT Approved Supervisor, State Approved Supervisor, or the equivalent will supervise the intern's clinical work.  |
| 340.01 | The program will maintain clear and ongoing relationships with all internship site(s), which will be specified in a written document.  |
| 340.02 | Activities of each intern will be documented at the internship site(s). These records will be made available to the marriage and family therapy program.   |
| 340.03 | The institution sponsoring the internship site(s) will have been in operation for at least two years.  |
| 340.04 | Internship site(s) will provide adequate facilities and equipment for the intern to carry out designated responsibilities.   |
| 340.05 | Mechanisms for student evaluation of internship site(s) and supervision, and site evaluation of the intern's performance, will be demonstrated.  |
| 340.06 | Documentation of liability insurance for interns will be confirmed. Liability insurance may be provided by the internship site(s), the marriage and family therapy program, or the intern.                         |
| 340.07 | Internship site(s) will publish and adhere to policies prohibiting discrimination on the basis of age, culture, ethnicity, gender, physical ability, race, religion, sexual orientation, and socioeconomic status. |
| 340.08 | The internship supervisor will be available to the intern for at least one hour of supervision per week.   |
| 340.09 | The internship supervisor will be clearly senior in experience to the intern.  |

## Dissertation

(Notices of PHD dissertation defense/papers, must be posted on ANNOUNCE for the entire university.)

Each doctoral student is required to conduct an original research project that adds to the body of knowledge in medical family therapy, and to communicate that research in a written dissertation. The East Carolina University *Manual of Basic Requirement for Theses and Dissertations* provides general guidelines in approaching the task of writing the dissertation and to establish basic requirements in style and form for all dissertations. Students are expected to follow this *Manual of Basic Requirements*. It is the responsibility of each student to obtain a current copy of the manual and follow its directives. It may be obtained online at [www.ecu.edu/gradschool/](http://www.ecu.edu/gradschool/). In addition, the PhD

program in MedFT has selected the APA Manual of Style, most recent edition, for the student to follow for specific guidelines when preparing the dissertation.

The dissertation must be relevant to the sub discipline of medical family therapy. The following discussion of different classes of research might help you assess the relevance of your dissertation to medical family therapy:

**Basic Research in MedFT:** The foci of studies in this category are in such areas as family process, MedFT, or individual and/or relational disorders (e.g., couple process when one member has dementia). The topic chosen must have **strong research, theoretical and clinical implications**. This type of research is often used to lay the foundation for future research in the area.

**MedFT Process and Outcome Research:** This research utilizes a clinical sample and examines issues associated with therapy process, integrated care models, or the outcomes of clinical work with a medical-related issue (e.g., family-based interventions for cancer).

**Professional Practice Research:** Research on this domain focuses on the education, training, supervision, licensure, and professional practice activities of medical family therapists (e.g., cost-effectiveness of MedFT, ethical dilemmas faced by MedFTs). It may also include studying other professions with whom MedFTs will interact, educate, and collaborate.

Final approval for the dissertation, including structure and content, rests with the student's permanent graduate committee. If the student and graduate committee chair (variously referred to as the permanent advisor, dissertation director, major professor, and committee chair) determine that additional committee members are needed, they may add additional members at their discretion. Students must register continuously for CDFR 9000 and follow the core competencies established for these semester hours until the dissertation is successfully defended. Students may defend their dissertation proposal after successfully passing their clinical candidacy exam, publishable manuscript requirement, and all their required coursework. Students **must be registered** for at least one semester hours during the semester that they defend their dissertation. Following graduation, the student has up to 12 months to submit the dissertation articles for publication. If submission has not occurred during that time, the submission process and primary author designation may be overtaken by the student's dissertation committee chair.

### Dissertation Proposal

At the dissertation proposal meeting, students are expected to present the following chapters (introduction, review of literature, methodology, and/or article 1) of their dissertation. Students must use the following proposal format for the manuscript option:

## Dissertation Proposal for Manuscript Option

Doctoral students in the MedFT program must convene their committee to present a Preliminary Dissertation Proposal. Students should schedule this meeting only after their committee chair has approved the direction of their dissertation research. They may schedule this meeting at any point after their Doctoral Program of Study has been filed and their doctoral committee has been approved.

The graduate committee chair assumes ultimate responsibility for ensuring the student has conducted an exhaustive literature review (e.g., previous first-authored publication in area of dissertation, literature review prepared for publication, traditional literature review included in proposal).

If using the manuscript option, proposals should adhere to the following format:

Note: Prior to submitting the final dissertation a Title Page, Table of Contents, Table of Figures, Acknowledgment Page, Dedication Page, and Abstract would precede all writing described below.

Preface: This should be a brief description of the author's journey to the dissertation (e.g., personal and professional experiences that give credence to the expertise of the author. In addition, the author may include reasons for pursuing the dissertation topic.

1. Chapter 1 is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the dissertation, any operational definitions that will be relevant to the dissertation including a description of each chapter that will be included in the dissertation. The research questions and/or hypotheses must be integrated into this Chapter.

2. Chapter 2 is a review of the relevant and critical empirical and theoretical literature. If article 1 is a comprehensive lit review then this may be entitled article 1 in the proposal.

3. Chapter 3 is a detailed description of the proposed methodology, including design, sample/participants, instruments, proposed data analysis, research questions, and/or hypotheses to be explored in the study (depending on methodology).

4. Chapter 4 is Article 1 only if Article 1 is not a literature review. Article 1 should be inserted into the dissertation proposal based on the advice of the major advisor.

5. Chapter 5 is Article 2 and will include the results of the dissertation research.

6. Chapter 6 is the Discussion chapter and should include a summary of previous chapters including a broad range of clinical, research, policy, etc recommendations that are relevant to the overall dissertation.

\* Appendices must include (IRB approval; HIPAA approval –if required)

\* APA references should be at the end of each chapter.

To reach this stage of completion, students must work closely with their graduate committee chair. Students should anticipate a number of rewrites as their understanding evolves and their writing is refined. APA format is required.

Students should review the information in this handbook as they prepare for the dissertation proposal meeting. They should contact their graduate committee chair and committee members to schedule a date, time, and place for the dissertation proposal meeting. It is the students' responsibility to coordinate the scheduling of their meeting. Students must submit a copy of their dissertation proposal to their committee members at least two weeks prior to the scheduled meeting date.

Students may NOT collect data until: (1) approval of their dissertation proposal by their committee, (2) approval of their Research Involving Human Subjects form (variously referred to as the Human Subjects Form Mr IRB form) by the University Internal Review Board (IRB), and (3) approval by the Graduate School (Form L). Note: Students may also need to see whether an independent HIPAA review is required for their study. Documentation of IRB and HIPAA approval must be current and added as appendices to the final draft of the dissertation.

On occasion, students run in to major difficulties completing the research as proposed (e.g., data collection sites shut down or fail to complete agreed-upon data collection responsibilities, students are unable to obtain sufficient subjects to participate in the study). In such circumstances, students should meet with their Permanent Advisor and prepare a memo identifying proposed modifications to the protocol approved by their committee in the dissertation proposal meeting. Students must distribute the memo to each member of their graduate committee; and after the committee members have had sufficient time to review the proposed changes (at least one week), students must contact each committee member (either individually or in a group format) and obtain approval to carry out the modified study. Students must also get approval from the IRB for any changes to the protocol as a result prior to resuming data collection.

Upon completion of a dissertation quality proposal, the graduate committee chair and student will work with the other members of the committee to schedule a dissertation proposal defense date. The committee members must be given at least two weeks to read the proposal prior to the defense date. At the proposal defense meeting the student will give an oral presentation on the proposed research and then the committee will ask questions and provide feedback. Immediately following the proposal defense, the committee will vote to approve the proposal as written, approve with amendments, or reject it. If approved, the Report of Dissertation Proposal Form (Form S) will be completed and admitted into the student's academic file. Following approval, the student will seek the University Institutional Review Board's Human Subjects Committee's approval to conduct the research (see details following this section).

## Dissertation Guidelines for the Manuscript Option

All manuscript option dissertations should consist of at least the following materials:

- 1) Abstract
- 2) Title Page
- 3) Copyright Page
- 4) Signature Page
- 5) Dedication Page (optional)
- 6) Acknowledgement Page (optional)
- 7) Table of Contents
- 8) List of Tables
- 9) Preface
- 10) Chapter 1 –Introduction
- 11) Chapter 2-Literature Review or Article 1
- 12) Chapter 3-Methodology
- 13) Chapter 4-Article 1 if not above or Article 2
- 14) Chapter 5-Article 2 if not above or Discussion-discussion should include a summary of previous chapters including a broad range of clinical, research, policy, etc recommendations that are relevant to the overall dissertation.
- 15) Chapter 6-Discussion if not above
- 16) Appendices must include (IRB approval; HIPAA approval –if required)

### Dissertation Defense

Once students have completed a polished draft of the entire dissertation and received permission from the major advisor, they must set up a time to defend the completed dissertation. Students may defend in the final semester of their internship provided that they understand that graduation is contingent upon successful completion of the internship and 1,000 client contact hours. The oral examination must meet Graduate School deadlines as well as departmental ones. Students must adhere to the deadlines listed on the department calendar and in the official Graduate School Bulletin. Upon completion of the written dissertation document, an oral examination date will be scheduled with the same committee members present. The Oral Exam Date for Dissertation Defense Form will need to be completed and admitted into the student's academic file. The committee members should receive the dissertation at least two weeks prior to the scheduled examination date (unless more time is requested by any one committee member). In the event that a committee member should need to be replaced (e.g., because of relocation, death), a written request for an amendment to the dissertation committee will need to be filed within the CDFR main office.

The defending student and the members of his/her dissertation committee attend the dissertation oral examination. Students must defend their dissertation in person. Examinations typically run 1 ½ -2 hours in length. The format is up to the discretion of the student's committee chair. A grade of "pass" or "fail" will be determined by the committee. The student will be immediately notified of the committee's decision. If passed, the Report of Dissertation Defense Examination Form (Form T) will be completed and admitted into the student's academic file and a grade will be entered on Banner. Students should not provide food or gifts as part of their dissertation proposal or defense processes.

Upon completion of the recommended changes set forth by the committee, students will submit the dissertation for approval to the MFT/MedFT Program Director. . Once the Program Director's approval has been secured, students will follow the requirements and process set forth by the Graduate School. The Program Director must receive all completed and defended dissertations at least two weeks prior to the Graduate School's deadline for turning in dissertations. Students are asked to complete the Exit Interview Form (Form U). A Doctoral Student Exit Experience Plan of Action (Form X) must be completed prior to graduation for students who have specific competencies that need to be addressed with AAMFT Approved Supervisors.

At the end of each semester the student will receive a mark denoting that the dissertation is (pass and in progress); (not pass in progress); or in the final semester the transcript will be denoted with marks of a successfully completed dissertation. . Students must be able to provide new documentation/content/chapters of their dissertation at the end of each semester in order to receive an in progress score. A mark that denotes that the dissertation is not passing, will result in academic probation. The remediation plan or terms of dismissal will be provided to the student by the student's permanent advisor and program director.

## **Institutional Review Board**

As of September 16, 2002, the UMCIRB passed the resolution endorsing the policy that anyone involved with human subjects research must complete mandatory IRB training and have a passing score. This includes principal investigators, co-investigators, and research assistants (including students). The required training modules must be completed by the research team members prior to the UMCIRB granting approval for any research study, regardless of the level of risk or category of review. The UMCIRB will not accept submissions (new, continuous review, and/or revisions on existing studies) until all persons on the research team have completed the training.

To register and take the mandatory IRB Training, go to the following website: [www.ecu.edu/irb](http://www.ecu.edu/irb), under the education subheading. For your convenience, use the web link provided in your registration information, received electronically from the web master, to access the module website because this site is subject to change periodically.

The UMCIRB office receives a weekly electronic notice to verify the date of completion and generates a certificate that should be used to validate completion of the required education. The UMCIRB encourages all individuals in research to seek and take advantage of all continuing education opportunities, recognizing that education is an ongoing process and not a one-time event. The IRB Training should be completed in the fall of the first semester or prior to the start of any research project including human subjects. IRB Training must be renewed every three years.

## **Financial Assistance**

Scholarships, grants, and loans may be available to eligible students. Specific information about financial aid may be obtained from the ECU Office of Student Financial Aid (252-328-6610). Descriptions on traineeships, graduate teaching, and research assistantships, and scholarships available specifically for medical family therapy students may be obtained from the MedFT program director. Students are encouraged to apply for financial aid at the same time they are applying for admission to the program. Students are strongly encouraged to seek university resources as well as scholarships and grants from external sources. Visit local libraries or the web for program support resources. Tuition waivers are typically not afforded during the summer semesters.

The current university schedule of tuition and fees can be obtained from the cashier's office, the admissions office, or <http://www.ecu.edu/financial/>. The Financial Assistance policies are published in the *2011-2012 Graduate Catalog*.

## **Academic Common Market**

The Academic Common Market (ACM) is a cooperative tuition-reduction agreement among 16 states that participate in the Southern Regional Education Board (SREB): Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Under this program, qualified students from participating states may apply for reduced tuition rates in other participating states while pursuing programs that are not available in the home state's university system. In essence, qualified students are considered "in-state" residents by the participating universities during the time the students are pursuing the specified degree program, therein making them eligible for reduced tuition rates and other opportunities afforded residents who attend the institution.

All doctoral students who receive assistance through the ACM must be full time (9 credits) in the fall and spring semesters and must be in "good standing" according to the procedures set forth by ECU. Once the student begins dissertation credits he/she must register for 3 semester hours (CDFR 9000). Should he/she be accepted by the ACM, and follow the above criteria, then a tuition remission will be provided from the start of their program through graduation. For more information about the ACM visit <http://www.ecu.edu/cs-acad/gradschool/commonmarket.cfm>.

## **Student Insurance**

The ECU Graduate School provides health care insurance for full-time students who wish to receive insurance from the university plan, based on the provision of state allotments for this plan. Students will be asked prior to their first semester whether they would like to receive the university insurance plan or plan to enroll in an insurance plan of their own (at their own cost). Students who select the university plan, must enroll themselves on a semester by semester basis in order to receive benefits. Students must be enrolled full-time and have a full assistantship in order to qualify for the university insurance plan. All students must show proof of insurance in order to remain enrolled at East Carolina University. Students must pay for their own health insurance after two years in the program.

## **Request for Additional Time**

Should a student choose to request additional time to complete the requirements for a PhD in Medical Family Therapy, the following procedures must be followed. First, the student must submit his or her request in writing to his/her advisor at least three months in advance of the approaching deadline for completion of the degree. The advisor notifies the student's committee. Then the MFT/MedFT faculty, as well as members of the student's permanent graduate committee, will request a meeting with the student to discuss the circumstances surrounding his or her request. After hearing the student's oral appeal, the committee/faculty will discuss the student's request and make a decision whether or not to honor the request. The outcome of this meeting will be recorded on the Appeal for Additional Time Form (Form V) and will be admitted into the student's academic file.

## **Policy Revisions**

Policies set forth by ECU are reviewed and revised to reflect ongoing improvement. The university takes the following position on any policy changes: "All provisions, regulations, degree programs, and course listings in effect when this catalog went to press are subject to revision by the appropriate governing bodies of ECU. Students pursuing degree programs when such changes are instituted are expected to comply with the revisions that relate to their programs." Students may refer to the Graduate Student Catalog for more information regarding policy revisions.

## **Program Policy Revisions**

The program honors the policies set forth by ECU. Any of the following policies subject to revision by the program are reviewed each fall. Once revisions are approved by the CDFR Graduate Faculty, they are submitted to the Graduate School for catalog revision.

## **Anti-discrimination**

The program complies with the policy of the university regarding discrimination: “East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. East Carolina University is an equal opportunity/affirmative action employer.” This policy is published in the *2011-2012 Graduate Catalog* on the inside cover. In addition, on pages 295-298 of the catalog, the “Affirmative Action/Equal Opportunity Policy,” “Notion of Nondiscrimination,” “Sexual Harassment Prevention Plan, Policy, and Grievance Procedure for Complaints of Sexual Harassment,” and “Racial and Ethnic Harassment Policy” are published.

## **Recruitment and Admission**

The program complies with the policy of the university regarding recruitment and admission. As published in the *2011-2012 Graduate Catalog*, “East Carolina University is an equal educational opportunity institution. In keeping with this policy, the university makes no distinction in the admission of students or in any other of its activities on the basis of race, color, national origin, religion, gender, age, or disability” (p. 19). “Applicants for admission to the Graduate School are required to complete a self-managed application prior to consideration for admission. This application requires that the student manage the application process by completing the appropriate forms, gathering the necessary transcripts and letters of recommendation, and returning the forms as one package to the Graduate School. Graduate School applications can be acquired by phone at 252-328-6012, by e-mail at [www.gradschool@ecu.edu](mailto:www.gradschool@ecu.edu), or from the Graduate School’s home page [www.ecu.edu/gradschool/](http://www.ecu.edu/gradschool/). The admission requirements for graduate certificate programs depend upon the program.” The admission policy is published in the *2011-2012 Graduate Catalog*.

## **Academic Regulations and Retention**

The program complies with the policy of the university regarding academic regulations and retention. “The university maintains approximately 100 official bulletin boards at key locations on campus and also maintains an official bulletin board on the ECU home page, [www.ecu.edu](http://www.ecu.edu). Through consecutively numbered official announcements, academic departments and other divisions of the university communicate essential and timely information to students; it is the responsibility of the student to read and know the contents of those announcements which affect his or her program.” The Academic Regulations and Retention policy is published in the *2011-2012 Graduate Catalog*.

# Grievance Procedures

ECU has policies and procedures for refunding tuition, health fees, and other required fees (see *2011-2012 Graduate Catalog*). The policies and procedures of the university on termination or continuance of graduate study and readmission are published in the *2011-2012 Graduate Catalog*. All MedFT students are provided copies of the *Graduate Catalog*. If a formal grievance is filed, it would be kept under lock and key in the main office of CDFR, and would not be placed in student's files.

## **Grievance Procedures:**

Several grievance procedures govern the system and its students, staff, and faculty and are outlined below:

1. **Grievances Against East Carolina University Students**  
Complaints brought against ECU students by ECU students, faculty, staff, administrators or visitors are governed by the grievance procedures presented in the ECU Student Handbook  
<http://www.ecu.edu/studenthandbook/grievance.htm>.
2. **Grievances Against East Carolina University Staff**  
Complaints brought against ECU staff by ECU students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the ECU Business Manual, Volume 2, Section VIII.
3. **Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status**  
Complaints brought against ECU faculty members or administrators holding faculty status by ECU students, faculty, staff, administrators or visitors ordinarily are governed by the grievance procedures stated in the ECU Faculty Manual. A more detailed description of this policy is available in the faculty manual.
4. **Student Grievance Procedures Involving Equal Opportunity Complaints**  
Informal and formal grievance procedures involving equal opportunity complaints are available in the ECU Student Handbook.  
<http://www.ecu.edu/studenthandbook/grievance.htm>.

Doctor of Philosophy (PhD)  
MedFT

Advisor \_\_\_\_\_

**MEDICAL FAMILY THERAPY**

East Carolina University  
College of Human Ecology  
DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONS

Name: \_\_\_\_\_  
 (Last) (First) (Middle)  
 Expected Date of Graduation \_\_\_\_\_  
 E-Mail Address: \_\_\_\_\_ Effective Until: \_\_\_\_\_  
 Local Address: \_\_\_\_\_  
 Street/P.O. City State Zip Effective Until  
 Permanent Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Street/P.O. City State Zip

|  |  | <b>HOURS</b> | <b>SEM/YEAR</b> | <b>GRADE</b> |
|--|--|--------------|-----------------|--------------|
| <b><u>AREA VII: THEORY (3 s.h.)</u></b>                        |  |              |                 |              |
| CDFR 8402  | Family Therapy Seminar V:<br>Advanced Theories in MFT  | 3            | _____           | _____        |
| <b><u>AREA VIII CLINICAL PRACTICE (6s.h.)</u></b>              |  |              |                 |              |
| CDFR 7401  | Family, Systems, & Health                              | 3            | _____           | _____        |
| CDFR 7409  | Illness & Disability<br>Across the Lifespan            | 3            | _____           | _____        |
| CDFR 8403  | Gender & Ethnicity in<br>Medical Family Therapy        | 3            | _____           | _____        |
| <b><u>AREA IX: (3s.h.) INDIVIDUAL AND FAMILY RELATIONS</u></b> |  |              |                 |              |
| CDFR 7409  | Illness & Disability<br>Across the Lifespan            | 3            | _____           | _____        |
| <b><u>AREA X: CLINICAL SUPERVISION (3 s.h.)</u></b>            |  |              |                 |              |
| CDFR 7502  | Family Therapy Supervision<br>Methods & Practice       | 3            | _____           | _____        |
| <b><u>AREA XI: RESEARCH (14 s.h.)</u></b>                      |  |              |                 |              |
| NURS 8226  | Statistical Methods for<br>Nursing Research <b>I</b>   | 3            | _____           | _____        |
| NURS 8227  | Statistical Methods for<br>Nursing Research <b>II</b>  | 3            | _____           | _____        |
| CDFR 8400  | Advanced Research Methods in<br>Medical Family Therapy | 3            | _____           | _____        |
| HLTH/OCCT/NURS 8235  | Qualitative Methods                                    | 3            | _____           | _____        |
| HUMS 7004  | Research Ethics in a Complex World                     | 2            | _____           | _____        |

Form A

**AREA XII: ADDITIONAL COURSES (MIN. 30 s.h.)**

**COGNATES\* (6 s.h.)**

|     |       |   |       |       |
|-----|-------|---|-------|-------|
| 1.) | _____ | 3 | _____ | _____ |
| 2.) | _____ | 3 | _____ | _____ |

**ELECTIVES\* (6 s.h.)**

|     |       |   |       |       |
|-----|-------|---|-------|-------|
| 1.) | _____ | 3 | _____ | _____ |
| 2.) | _____ | 3 | _____ | _____ |

**CLINICAL PRACTICE (MIN. 3 s.h.)**

|     |       |   |       |       |
|-----|-------|---|-------|-------|
| 1.) | _____ | 3 | _____ | _____ |
| 2.) | _____ | 3 | _____ | _____ |
| 3.) | _____ | 3 | _____ | _____ |
| 4.) | _____ | 3 | _____ | _____ |

**DISSERTATION (MIN. 6 s.h.)**

|     |       |   |       |       |
|-----|-------|---|-------|-------|
| 1.) | _____ | 3 | _____ | _____ |
| 2.) | _____ | 3 | _____ | _____ |
| 3.) | _____ | 3 | _____ | _____ |
| 4.) | _____ | 3 | _____ | _____ |

**INTERNSHIP (MIN. 9 s.h.)**

|     |       |   |       |       |
|-----|-------|---|-------|-------|
| 1.) | _____ | 3 | _____ | _____ |
| 2.) | _____ | 3 | _____ | _____ |
| 3.) | _____ | 3 | _____ | _____ |
| 4.) | _____ | 3 | _____ | _____ |

\*All cognates and electives must be advisor approved

\*\*Minimum requirements for degree – 59 s.h.

## COAMFTE Standard Didactic Equivalency Worksheet

**Applicant's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Applicants must provide a copy of an official transcript, and any other documentation requested by the Medical Family Therapy Program Director (e.g., graduate catalogs, syllabi), to complete this process. Applicants may visit [www.ecu.edu/aa/grcat](http://www.ecu.edu/aa/grcat) to look up course descriptions for all ECU graduate courses listed below.

| COAMFTE Standard Curriculum Requirements & ECU Courses  | Proposed Equivalency Course (include # credits) | For Office Use Only |          |
|---|---|---------------------|----------|
|   |   | Accept/Reject       | Comments |
| <b>Areas of Study</b>   |   |                     |          |
| <b><i>I. Theoretical Foundations</i></b>  |   |                     |          |
| CDFR 6407 Family Systems Theories   |   |                     |          |
| CDFR 6408 Family Therapy Theories   |   |                     |          |
| <b><i>II. Clinical Practice</i></b>   |   |                     |          |
| CDFR 6425 Assessment & Treatment Planning in Family Therapy   |   |                     |          |
| CDFR 6410 Family Therapy Seminar II   |   |                     |          |
| CDFR 6412 Family Therapy Seminar III  |   |                     |          |
| <b><i>III. Individual Dev &amp; Family Relations</i></b>  |   |                     |          |
| CDFR 6401 Family Theories and Issues <b>OR</b><br>CDFR 6404 Human Dev & Family Relations <b>OR</b>    |   |                     |          |
| CDFR 6402 Theories of Child Development <b>OR</b><br>CDFR 6406 Child Development and Behavior         |   |                     |          |
| <b>Total Required for Areas I, II, and III</b>  |   |                     |          |
| <b><i>IV. Professional Identity and Ethics</i></b>  |   |                     |          |
| CDFR 6411 Family Therapy Issues   |   |                     |          |
| <b><i>V. Research</i></b>   |   |                     |          |
| CDFR 7400 Research in Child/Family Studies <b>AND</b><br>CDFR 7007 Statistics in Child/Family Studies |   |                     |          |
| <b><i>VI. Additional Learning</i></b>   |   |                     |          |
| 6 s.h. of an approved graduate level elective   |   |                     |          |
| <b>Total for Areas I – VI</b>   |   |                     |          |

**COAMFTE Master's Standard Curriculum**

**101. Area I: Theoretical Knowledge**

101.01 Area I content will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy.

101.02 Area I content will enable students to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy.

101.03 Area I material will provide a comprehensive survey and substantive understanding of the major models of marriage, couple, and family therapy.

**102. Area II: Clinical Knowledge**

102.01 Area II content will address, from a relational/systemic perspective, psychopharmacology, physical health and illness, traditional psychodiagnostic categories, and the assessment, diagnosis and treatment of major mental health issues.

102.02 Area II content will address contemporary issues, which include but are not limited to gender, sexual functioning, sexual orientation, sex therapy, violence, addictions, and abuse, in the treatment of individuals, couples, and families from a relational/systemic perspective.

102.03 Area II material will address a wide variety of presenting clinical problems.

**103. Area III: Individual Development and Family Relations**

103.01 Area III will include content on individual and family development across the lifespan.

**104. Area IV: Professional Identity and Ethics**

104.01 Area IV content will include professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification.

104.02 Area IV content will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. A generic course in ethics does not meet this standard.

104.03 Area IV will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.

**105. Area V: Research**

105.01 Area V content will include significant material on research in couple and family therapy

105.02.1 Area V content will focus on research methodology, data analysis and the evaluation of research.

105.03 Area V content will include quantitative and qualitative research and its methods.

**106. Area VI: Additional Learning**

Form B  
106.01

Additional learning will augment students' specialized interest and background in individual, couple, and family therapy. Additional courses may be chosen from coursework offered in a variety of disciplines.

\* A Standard Didactic Unit (SDU) is a group of instructional interactions that is equivalent, in a degree granting institution, to a customary three-credit course operated on a semester system and to a customary four-credit course in a quarter system. In non-degree granting institutions, an SDU is equivalent to a minimum of 30 instructional hours. One three-credit course cannot be counted as more than one SDU by any program. Programs are able to divide courses among SDUs and areas. A portion of one course could be used for one area while the other portion could be used for another area. As long as the sum of student experiences adds up to the required SDU minimum, programs can document SDUs in a variety of ways. Clinical experience requirements such as practicum or internship (as documented in Section 400) cannot be counted as SDUs.

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Child Development and Family Relations**

**STUDENT NEED SHEET**

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 MAJOR AREA OF STUDY \_\_\_\_\_  
 NC INITIAL LICENSE \_\_\_\_\_

M.A. M.S. MAEd. M.P. M.L.S. M.F.A. M.B.A. M.MUS M.A.E. ED.S M.S.S.L.  
 M.S.N. C.A.S. Ph.D.

**THE STUDENT MUST SUCCESSFULLY COMPLETE THE REMAINING COURSES:**

| COURSES | HOURS | SUBSTITUTION | HOURS |
|---------|-------|--------------|-------|
|         |       |              |       |
|         |       |              |       |
|         |       |              |       |
|         |       |              |       |
|         |       |              |       |

|                           |        |        |              |
|---------------------------|--------|--------|--------------|
| ACADEMIC COMPREHENSIVE    | NEEDED | PASSED | NOT REQUIRED |
| DISSERTATION              | NEEDED | PASSED | NOT REQUIRED |
| DOCTORAL COMPETENCY EXAMS |        |        |              |
| CLINICAL                  | NEEDED | PASSED | NOT REQUIRED |
| CONTENT-ORAL              | NEEDED | PASSED | NOT REQUIRED |
| CONTENT-WRITTEN           | NEEDED | PASSED | NOT REQUIRED |
| EDUCATION COMPREHENSIVE   |        |        |              |
| GENERAL                   | NEEDED | PASSED | NOT REQUIRED |
| EDUCATION COMPREHENSIVE   | NEEDED | PASSED | NOT REQUIRED |
| EDUCATION ORALS           | NEEDED | PASSED | NOT REQUIRED |
| FOREIGN LANGUAGE          | NEEDED | PASSED | NOT REQUIRED |
| INTERNSHIP                | NEEDED | PASSED | NOT REQUIRED |
| CANDIDACY PROJECT         | NEEDED | PASSED | NOT REQUIRED |

TOTAL SEMESTER HOURS COMPLETED \_\_\_\_\_  
 TOTAL SEMESTER HOURS EARNED THROUGH CREDIT BY EXAMINATION \_\_\_\_\_  
 TOTAL SEMESTER HOURS BY TRANSFER FROM ANOTHER INSTITUTION \_\_\_\_\_  
 TOTAL SEMESTER HOURS NEEDED FOR GRADUATION \_\_\_\_\_

SECONDARY MAJORS:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Form C

\_\_\_\_\_  
DEPARTMENT CHAIRPERSON

\_\_\_\_\_  
CHAIRPERSON, DEPT. OF SECONDARY EDUC.

\_\_\_\_\_  
GRADUATE ADVISOR

ADDITIONAL REMARKS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOTE: THIS FORM AND PROGRAM CHECK SHEET SHOULD BE FORWARDED TO THE GRADUATE SCHOOL.

cc: Graduate School, Student Folder  
Thesis Form 2

Approved 10/90  
Revised 11/96  
Revised 6/03  
Updated 8/04

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**ANNUAL PROGRESS REPORT**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Full Time \_\_\_\_\_

Part Time \_\_\_\_\_

Year in Program (circle)    1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>    Other: \_\_

1.    What are the *strengths* noted in the student's research/writing skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.    What are the *growth areas* noted in the student's research/writing skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.    What are the *strengths* noted in the student's teaching/presentation skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.    What are the *growth areas* noted in the student's teaching/presentation skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.    What are the *strengths* noted in the student's clinical/supervisory skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Form D

6. What are the *growth areas* noted in the student's clinical/supervisory skills?

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7. How well is the student managing the demands of the curriculum and what are the recommendations being made if any?

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8. What does the student perceive to be his/her biggest challenge in relation to the program and what are his/her plans for accomplishing that/those requirement(s)?

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Additional Comments/Concerns:

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**EAST CAROLINA UNIVERSITY  
The Graduate School  
College of Human Ecology  
Department of Child Development and Family Relations**

**Completion of Candidacy Project  
Approval and Completion Form**

\*\*\*\*\*

**Approval of Project**

I, (print name) \_\_\_\_\_ with permission from my advisor,  
Dr. (print name) \_\_\_\_\_, will complete the following requirement  
for my Doctoral Candidacy Project:

- Master's Thesis,
- Published/Publishable Manuscript,
- Submitted Grant.

I understand that the Candidacy Project is a requirement of this program and must be completed by (insert date) \_\_\_\_\_. I have read and understand the terms of this requirement as printed in the medical family therapy doctoral handbook.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**Completion of Project**

In accordance with the terms stated in the medical family therapy doctoral handbook, and by my approval, (insert student's name) \_\_\_\_\_ has

- successfully
- unsuccessfully

completed his/her Candidacy Project requirement. A copy of the cover page and abstract of his/her project, and other required documentation, is attached to this form.

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\* Submit form to program director at both stages of completion.

\*\* If the project is unsuccessfully completed, and additional time is granted, a new Form Kust be completed.

Form F

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**SELECTION OF PERMANENT ADVISOR**

The undersigned has agreed to serve as the permanent advisor for

---

(Name of Student) (Banner#)

a candidate for the degree of

\_\_\_\_\_ Doctorate of Philosophy (PhD) in

\_\_\_\_\_ Medical Family Therapy.

I UNDERSTAND that my advisor will chair all examinations, defenses, and will facilitate all approvals for transfer credits, clinical placements, and internship sites.

---

Student Department Date

---

Advisor Department Date

**EAST CAROLINA UNIVERSITY**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**CONFIRMATION OF PERMANENT GRADUATE COMMITTEE  
MEMBERSHIP**

The undersigned have agreed to serve as a member of the permanent graduate committee for

\_\_\_\_\_ (Name of Student) \_\_\_\_\_ (Banner#)

a candidate for the degree of

\_\_\_\_\_ Doctor of Philosophy (PhD) in  
\_\_\_\_\_ Medical Family Therapy\*

\_\_\_\_\_ Master of Science (MS) in  
\_\_\_\_\_ Child Development and Family Relations  
\_\_\_\_\_ Marriage and Family Therapy

\_\_\_\_\_ Master of Arts in Education (MAEd) in  
\_\_\_\_\_ Birth through Kindergarten Education  
\_\_\_\_\_ Family and Consumer Science Education

\_\_\_\_\_ Chair of Committee/Director of Thesis/Dissertation \_\_\_\_\_ Department \_\_\_\_\_ Date

\_\_\_\_\_ Committee Member \_\_\_\_\_ Department \_\_\_\_\_ Date

\_\_\_\_\_ Committee Member \_\_\_\_\_ Department \_\_\_\_\_ Date

\_\_\_\_\_ Committee Member \_\_\_\_\_ Department \_\_\_\_\_ Date

\_\_\_\_\_ Committee Member \_\_\_\_\_ Department \_\_\_\_\_ Date

\*The permanent graduate committee of the MedFT PhD will be composed of at least four members with graduate faculty status: (1) a committee chairperson who is the student's permanent advisor and is a member of the MFT/MedFT graduate faculty, (2) at least one additional committee member from the MFT/MedFT graduate faculty, (3) at least one committee member from the Department of Child Development and Family Relations, and (3) at least one committee member from outside the College of Human Ecology. This committee will serve as the committee for the student's MedFT Comprehensive Examination and Dissertation Defense. Thesis Form 1

cc: Student Folder  
Student

Approved 10/90  
Revised 11/98, 6/03, Updated 8/04



Form H

4) In what ways did the supervisor's style of supervision enhance or limit your ability to experiment with new therapeutic approaches, expand your view of family therapy, and otherwise grow as a therapist?

5) In reviewing your growth as a therapist this semester, please rate the quality of the practicum in enhancing the following specific areas: (rate on a scale of 1 to 5, with 5 indicating much improved and 1 indicating no significant improvement).

- \_\_\_\_\_ Theoretical conceptualization
- \_\_\_\_\_ Clinical skills
- \_\_\_\_\_ Integration of theoretical concepts with clinical practice
- \_\_\_\_\_ Understanding of team process
- \_\_\_\_\_ Sense of self as a professional marriage and family therapist

Comments:

6) Please note any additional information which you believe would be useful in planning future practicum experiences.

7) Overall I rate this supervisor as:

- \_\_\_\_\_ Excellent
- \_\_\_\_\_ Good
- \_\_\_\_\_ Average
- \_\_\_\_\_ Below Average
- \_\_\_\_\_ Poor

(page 2)

Form I

BASIC SKILLS EVALUATION DEVICE (Nelson & Johnson, 1999)  
Kansas State University

|            |  |                  |  |
|------------|--|------------------|--|
| Therapist  |  | Semester/Date    |  |
| Supervisor |  | Experience Level |  |

| <b>Conceptual Skills</b>          | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|-----------------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
| 1. Knowledge                      |                        |           |                   |                    |                      |                    |
| 2. Systems Perspective            |                        |           |                   |                    |                      |                    |
| 3. Familiarity with Therapy Model |                        |           |                   |                    |                      |                    |
| 4. Self as Therapist              |                        |           |                   |                    |                      |                    |

Comments:

| <b>Perceptual Skills</b> | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|--------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
|--------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|

|                                   |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|
| 5. Recognition Skills             |  |  |  |  |  |  |
| 6. Hypothesizing                  |  |  |  |  |  |  |
| 7. Integration of theory practice |  |  |  |  |  |  |

Comments:

Form I

| <b>Executive Skills</b> | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|-------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
|-------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|

|                         |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|
| 1. Joining              |  |  |  |  |  |  |
| 2. Assessment           |  |  |  |  |  |  |
| 3. Hypothesizing        |  |  |  |  |  |  |
| 4. Interventions        |  |  |  |  |  |  |
| 5. Communication Skills |  |  |  |  |  |  |
| 6. Personal Skills      |  |  |  |  |  |  |
| 7. Session Management   |  |  |  |  |  |  |

Comments:

| <b>Professional Skills</b> | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|----------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
|----------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|

|                                  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|
| 1. Supervision                   |  |  |  |  |  |  |
| 2. Recognition of Ethical Issues |  |  |  |  |  |  |
| 3. Paperwork                     |  |  |  |  |  |  |
| 4. Professional Image            |  |  |  |  |  |  |
| 5. Professional Conduct          |  |  |  |  |  |  |

Comments:

| <b>Evaluation Skills</b> | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|--------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
|--------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|

|            |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|
| 1. Therapy |  |  |  |  |  |  |
| 2. Self    |  |  |  |  |  |  |

Comments:

| <b>Theory of Choice</b> | Inadequate Information | Deficient | Below Expectation | Meets Expectations | Exceeds Expectations | Exceptional Skills |
|-------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|
|-------------------------|------------------------|-----------|-------------------|--------------------|----------------------|--------------------|

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Knowledge of Theory                         |  |  |  |  |  |  |
| Utilizes Theory in Practice                 |  |  |  |  |  |  |
| Recognized Strengths and Weakness of Theory |  |  |  |  |  |  |

Description:

Comments:

**EAST CAROLINA UNIVERSITY**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**CLINICAL COMPREHENSIVE EXAMINATION EVALUATION**

DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_

Please evaluate the student's written comprehensive examination on the achievement of the following criteria:

|                                 | <u>STRONG (1)</u> | <u>AVERAGE (2)</u> | <u>WEAK(3)</u> |
|---------------------------------|-------------------|--------------------|----------------|
| <b>I. VIDEOTAPE</b>             |                   |                    |                |
| A. Content                      | _____             | _____              | _____          |
| B. Clarity                      | _____             | _____              | _____          |
| C. Clinical Skill               | _____             | _____              | _____          |
| D. Theoretical Consistency      | _____             | _____              | _____          |
| E. Creativity                   | _____             | _____              | _____          |
| <b>II. THEORY OF CHANGE</b>     |                   |                    |                |
| A. Content                      | _____             | _____              | _____          |
| B. Organization                 | _____             | _____              | _____          |
| C. Clarity                      | _____             | _____              | _____          |
| D. References                   | _____             | _____              | _____          |
| E. Integration of MedFT and MFT | _____             | _____              | _____          |
| <b>III. CASE PRESENTATION</b>   |                   |                    |                |
| A. Content                      | _____             | _____              | _____          |
| B. Organization                 | _____             | _____              | _____          |
| C. Clarity                      | _____             | _____              | _____          |
| D. References                   | _____             | _____              | _____          |
| E. Integration & Creativity     | _____             | _____              | _____          |
| F. Attention to Ethical Issues  | _____             | _____              | _____          |
| G. Attention to Cultural Issues | _____             | _____              | _____          |
| H. Attention to Gender Issues   | _____             | _____              | _____          |
| <b>IV. HANDOUT</b>              |                   |                    |                |
| A. Content                      | _____             | _____              | _____          |
| B. Organization                 | _____             | _____              | _____          |
| C. Clarity                      | _____             | _____              | _____          |
| D. References                   | _____             | _____              | _____          |
| E. Integration MedFT & MFT      | _____             | _____              | _____          |

**V. RESPONSE TO COMMITTEE MEMBERS' QUESTIONS**

- A. Pacing \_\_\_\_\_
- B. Tone/Volume \_\_\_\_\_
- C. Clarity \_\_\_\_\_
- D. Thoroughness \_\_\_\_\_
- E. Professional Demeanor \_\_\_\_\_

**Total Score for Exam** \_\_\_\_\_

**I recommend the student:** \_\_\_\_\_ **be passed.**  
\_\_\_\_\_ **be required to do the following:**  
\_\_\_\_\_ **Make revisions to handout, no defense or further practicum needed.**  
\_\_\_\_\_ **Reschedule oral defense after another practicum is completed.**

This evaluation form will be given to the students as feedback to be used to improve and/or understand the terms of his/her results.

**COMMENTS: (on back of page)**

Signature \_\_\_\_\_

Date \_\_\_\_\_

Non-thesis Form 5

Approved 09/02  
Updated 8/04

Form K

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**REPORT OF CLINICAL COMPETENCY EXAMINATION**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has passed the written and oral clinical competency examination for the degree of

Doctorate of Philosophy (PhD) in Medical Family Therapy.

\_\_\_\_\_  
Chairperson of Committee Date

\_\_\_\_\_  
Chairperson of Department Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

**Pre-Thesis or -Dissertation Research Approval Form**

Before beginning thesis or dissertation research, this check list should be completed by the master's or doctoral candidate in conjunction with the thesis or dissertation director. Please NOTE: All thesis and dissertation research must be approved by the thesis or dissertation director and the Unit Graduate Program Director. All students whose thesis or dissertation projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. Likewise, all students whose projects involve animals must have their proposed research approved by the Institutional Animal Care and Use Committee (IACUC) before beginning those studies. A copy of the appropriate IRB, IACUC or Biosafety approval must be included in the Appendix of the completed thesis or dissertation.

Date \_\_\_\_\_ Student name, phone number, and email address:

\_\_\_\_\_

Working Title of Thesis or Dissertation Research:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ Have you selected an appropriate director for your master's or doctoral work?

Name \_\_\_\_\_

\_\_\_ Have you selected an appropriate committee for your master's or doctoral work? If so, please list:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ Has your proposed research been reviewed and approved by your thesis or dissertation director?

\_\_\_ Does your research involve human subjects?

\_\_\_ Has it been approved by the UMCIRB?

If not, when will it be reviewed for approval? \_\_\_\_\_

\_\_\_ Does your research involve animals?

\_\_\_ Has it been approved by the IACUC?

If not, when will it be reviewed for approval? \_\_\_\_\_

\_\_\_ Does your research involve potential biohazards such as recumbent DNA, viral vectors, infectious agents, human blood products etc?

\_\_\_ Has it been approved by the by the Biosafety Committee?

If not, when will it be reviewed for approval? \_\_\_\_\_

**Approvals:**

---

Thesis or Dissertation Director Signature

Date

---

Program Director Signature

Date

**Acknowledgement of Receipt by Graduate School:**

---

Dean of the Graduate School or designee

Date

Form M

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**REPORT OF MEDICAL FAMILY THERAPY COMPETENCY EVALUATION**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has successfully passed the written and oral competency examination for the degree of Doctorate of Philosophy (PhD) in Medical Family Therapy:

\_\_\_\_\_  
Chairperson of Committee Date

\_\_\_\_\_  
Chairperson of Department Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Non-thesis Form

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

**EAST CAROLINA UNIVERSITY**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**MEDICAL FAMILY THERAPY COMPREHENSIVE EXAMINATION EVALUATION**

DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_

Please evaluate the student's written comprehensive examination on the achievement of the following criteria:

|                                       | <u>STRONG (1)</u> | <u>AVERAGE (2)</u> | <u>WEAK(3)</u> |
|---------------------------------------|-------------------|--------------------|----------------|
| <b>I. MANUSCRIPT</b>                  |                   |                    |                |
| A. Content                            | _____             | _____              | _____          |
| B. Organization                       | _____             | _____              | _____          |
| C. Clarity                            | _____             | _____              | _____          |
| D. References                         | _____             | _____              | _____          |
| E. Significance to Field              | _____             | _____              | _____          |
| F. Writing                            | _____             | _____              | _____          |
| G. Innovativeness                     | _____             | _____              | _____          |
| <b>II. PRESENTATION ON MANUSCRIPT</b> |                   |                    |                |
| A. Knowledge of Literature            | _____             | _____              | _____          |
| B. Organization                       | _____             | _____              | _____          |
| C. Clarity                            | _____             | _____              | _____          |
| D. References                         | _____             | _____              | _____          |
| E. Significance to Field              | _____             | _____              | _____          |
| <b>III. DEFENSE OF MANUSCRIPT</b>     |                   |                    |                |
| A. Knowledge of Literature            | _____             | _____              | _____          |
| B. Organization                       | _____             | _____              | _____          |
| C. Clarity                            | _____             | _____              | _____          |
| D. References                         | _____             | _____              | _____          |
| E. Ability to answer questions        | _____             | _____              | _____          |

**V. RESPONSE TO MedFT GENERAL KNOWLEDGE QUESTION #1**

|    |                               | <u>STRONG (1)</u> | <u>AVERAGE (2)</u> | <u>WEAK(3)</u> |
|----|-------------------------------|-------------------|--------------------|----------------|
| A. | Knowledge of Literature       | _____             | _____              | _____          |
| B. | Organization                  | _____             | _____              | _____          |
| C. | Clarity                       | _____             | _____              | _____          |
| D. | References                    | _____             | _____              | _____          |
| E. | Relevance of Answers to MedFT | _____             | _____              | _____          |

**VI. RESPONSE TO MedFT GENERAL KNOWLEDGE QUESTION #2**

|    |                               |       |       |       |
|----|-------------------------------|-------|-------|-------|
| A. | Knowledge of Literature       | _____ | _____ | _____ |
| B. | Organization                  | _____ | _____ | _____ |
| C. | Clarity                       | _____ | _____ | _____ |
| D. | References                    | _____ | _____ | _____ |
| E. | Relevance of Answers to MedFT | _____ | _____ | _____ |

**VII. RESPONSE TO MedFT GENERAL KNOWLEDGE QUESTION #3**

|    |                               |       |       |       |
|----|-------------------------------|-------|-------|-------|
| A. | Knowledge of Literature       | _____ | _____ | _____ |
| B. | Organization                  | _____ | _____ | _____ |
| C. | Clarity                       | _____ | _____ | _____ |
| D. | References                    | _____ | _____ | _____ |
| E. | Relevance of Answers to MedFT | _____ | _____ | _____ |

**Total Score for Manuscript (sections I-IV) \_\_\_\_\_**

**Total Score for General Knowledge (section V-VII) \_\_\_\_\_**

**I recommend the student: \_\_\_\_\_ be passed.**

\_\_\_\_\_ **be required to do the following:**

\_\_\_\_\_ **Make revisions to manuscript, no defense.**

\_\_\_\_\_ **Make revisions to manuscript, reschedule defense.**

\_\_\_\_\_ **Reschedule MedFT general knowledge oral defense.**

This evaluation form will be given to the students as feedback to be used to improve and/or understand the terms of his/her results.

**COMMENTS: (on back of page)**

Signature \_\_\_\_\_

Date \_\_\_\_\_

Form O

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**ADMISSION TO CANDIDACY FOR DOCTORATE IN MEDICAL FAMILY THERAPY**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has been admitted for candidacy for the degree of Doctorate of Philosophy (PhD) in Medical Family Therapy:

\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Chairperson of Department Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

Form P

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**COMPLETION OF OFF-CAMPUS INTERNSHIP**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has completed his/her off-campus internship requirement for the degree of Doctorate of  
Philosophy (PhD) in Medical Family Therapy:

\_\_\_\_\_  
Program Director Date

\_\_\_\_\_  
Chairperson of Department Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**INTERNSHIP/EXTERNSHIP EVALUATION**

\_\_\_\_\_  
 Intern's Name

\_\_\_\_\_  
 Placement Site (Agency)

I. Please rate the Medical Family Therapy doctoral student named above on the following criteria using the accompanying scales.

|  | Excellent | Above<br>Average | Average | Below<br>Average |
|--|-----------|------------------|---------|------------------|
| 1. Appropriate background for this placement               |           |                  |         |                  |
| 2. Planning and preparation                                |           |                  |         |                  |
| 3. Acceptance of supervision                               |           |                  |         |                  |
| 4. Ability to relate to client/patient population          |           |                  |         |                  |
| 5. Ability to relate to staff (peers)                      |           |                  |         |                  |
| 6. Ability to relate to supervisors                        |           |                  |         |                  |
| 7. Positive attitude                                       |           |                  |         |                  |
| 8. Contributions through suggestions                       |           |                  |         |                  |
| 9. Professional demeanor (actions and appearance)          |           |                  |         |                  |
| 10. Potential for functioning in similar professional role |           |                  |         |                  |

(over)

Forms/Interneval.doc

Form Q

II. Overall how would you rate this intern's performance compared to other persons of similar education and experience?

| Excellent | Above Average | Average | Below Average |
|-----------|---------------|---------|---------------|
|           |               |         |               |

III. Briefly describe what you consider this intern's strengths to be.

---



---



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IV. Briefly describe any growth areas you would advise intern to address.

---



---



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V. How would you recommend intern for similar employment?

| Would not recommend | Would recommend with reservation | Would recommend without reservation | Would strongly and enthusiastically recommend |
|---------------------|----------------------------------|-------------------------------------|---|
|                     |                                  |                                     |   |

I have reviewed this form and discussed it with my off-campus supervisor.

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**CHANGE OF PERMANENT GRADUATE COMMITTEE MEMBERSHIP**

\_\_\_\_\_ (Name of Student) \_\_\_\_\_ (Banner#)

a candidate for the degree of  
 \_\_\_\_\_ Doctor of Philosophy (PhD) in  
 \_\_\_\_\_ Medical Family Therapy\*  
 \_\_\_\_\_ Master of Science (MS) in  
 \_\_\_\_\_ Child Development and Family Relations  
 \_\_\_\_\_ Marriage and Family Therapy  
 \_\_\_\_\_ Master of Arts in Education (MAEd) in  
 \_\_\_\_\_ Birth through Kindergarten Education  
 \_\_\_\_\_ Family and Consumer Science Education

\_\_\_\_\_ Chair of Committee/Director of Thesis/Dissertation \_\_\_\_\_ Department \_\_\_\_\_ Date

| Committee Member to Be Replaced | New Committee Member   |
|---------------------------------|--|
| Name:                           | Name:<br><br>Department<br><br>Signature: _____<br><br>Date: |
| Rationale:                      |  |

\*The permanent graduate committee of the MedFT PhD will be composed of at least four members with graduate faculty status: (1) a committee chairperson who is the student's permanent advisor and is a member of the MFT/MedFT graduate faculty, (2) at least one additional committee member from the MFT/MedFT graduate faculty, (3) at least one committee member from the Department of Child Development and Family Relations, and (3) at least one committee member from outside the College of Human Ecology. This committee will serve as the committee for the student's MedFT Comprehensive Examination and Dissertation Defense. Thesis Form 1

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**REPORT OF DISSERTATION PROPOSAL**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has successfully completed the dissertation proposal portion of the dissertation requirement toward a degree in:

Doctor of Philosophy (PhD) in Medical Family Therapy

\_\_\_\_\_  
Chairperson of Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson of Department

\_\_\_\_\_  
Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Thesis Form 4

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

Form T

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**REPORT OF DISSERTATION DEFENSE EXAMINATION**

This is to certify that \_\_\_\_\_  
(Name of Student) (Banner#)

has through written and oral defense successfully passed the dissertation requirement toward a degree in:

Doctor of Philosophy (PhD) in Medical Family Therapy

\_\_\_\_\_  
Chairperson of Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson of Department

\_\_\_\_\_  
Date

cc: Registrar  
Graduate School  
College of Human Ecology  
Student File

Thesis Form 4

Approved 10/90  
Revised 11/98  
Revised 6/03  
Updated 5/06

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**EXIT INTERVIEW FORM**

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

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

Program: \_\_\_\_\_

1. How well do you feel prepared for the job market? Please explain.

---

---

---

---

---

2. What is your Post-Graduation employment situation:

Not Employed \_\_\_\_\_

Part-time \_\_\_\_\_ Where: \_\_\_\_\_

Full-time \_\_\_\_\_ Where: \_\_\_\_\_

For each job noted above please list your position title and job responsibilities:

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3. What part(s) of the program did you find to be the *most* valuable? Please elaborate.

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Form U

4. What part(s) of the program did you find to be the *least* valuable? Please elaborate.

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5. Are there any specific comments/recommendations that you have regarding the research, clinical, and teacher preparation training you received at ECU?

**Research:**

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---

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---

**Clinical:**

---

---

---

---

**Teaching:**

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6. Overall how satisfied are you with your education and training at ECU?

Highly Satisfied \_\_\_\_\_  
Somewhat Satisfied \_\_\_\_\_  
Somewhat Dissatisfied \_\_\_\_\_  
Highly Dissatisfied \_\_\_\_\_

Please Elaborate:

---

---

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Form U

7. How could the MedFT Program and CDFR Department have done a better job preparing you? Please be specific:

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---

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8. Additional Comments?

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Your Contact Information upon Graduation:

Address:

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Phone(s):

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Fax:

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E-mail:

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**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**APPEAL FOR ADDITIONAL TIME**

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

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

**Program Advisor:** \_\_\_\_\_

It has been decided by the medical family therapy faculty that the above named student be granted an extension of time to complete the requirements of the doctoral degree in medical family therapy. The faculty has agreed to allow this student an additional \_\_\_\_\_ in hopes that this will allow enough time to complete his/her remaining requirements toward his/her degree.

Should the student not be successful under the terms of this agreement, further appeals are strongly discouraged and are up to the approval of the program director and student's advisor.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date

### Doctoral Internship Plan of Action

Students are to complete an internship plan of action grid with their permanent graduate advisor prior to leaving for their internship. The grid should only include those competencies that were not considered “complete” following the Medical Family Therapy Comprehensive Examination and can be worked on during the internship experience. The student is charged with reviewing this Internship Plan of Action with their site supervisor and AAMFT Approved Supervisor. A copy of progress toward the plan of action should be turned in to the permanent graduate advisor at the close of each academic semester throughout the internship process.

Type of Internship (check one or more that apply):

Research

Clinical

Teaching

| Competency | Primary Domain | Secondary Domain | What continuing education did you receive regarding this competency | How were you evaluated for this competency |
|------------|----------------|------------------|---|--|
|            |                |                  |   |  |

**Doctoral Student Exit Experience Plan of Action**

Students are to complete a plan of action grid with their graduate advisor prior to graduation to supplement the Exit Interview. The grid should only include those competencies that were not considered “complete” at the end of the student’s final semester. The student is charged with reviewing this Plan of Action with future employers or AAMFT Approved Supervisors.

| Competency | Primary Domain | Secondary Domain | What continuing education did you receive regarding this competency | How were you evaluated for this competency |
|------------|----------------|------------------|---|--|
|            |                |                  |   |  |

Signature of Graduate Student \_\_\_\_\_

Date \_\_\_\_\_

Signature of Graduate Advisor \_\_\_\_\_

Date \_\_\_\_\_

**EAST CAROLINA UNIVERSITY**  
**College of Human Ecology**  
**Department of Child Development and Family Relations**

**MEDICAL FAMILY THERAPY CANDIDACY PROJECT EVALUATION**

DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_

Please evaluate the student's written comprehensive examination on the achievement of the following criteria:

|   | <u>STRONG (1)</u> | <u>AVERAGE (2)</u> | <u>WEAK(3)</u> |
|---|-------------------|--------------------|----------------|
| <b>I. MANUSCRIPT</b>                    |                   |                    |                |
| A. Content                              | _____             | _____              | _____          |
| B. Organization                         | _____             | _____              | _____          |
| C. Clarity                              | _____             | _____              | _____          |
| D. References                           | _____             | _____              | _____          |
| E. Integration & Creativity             | _____             | _____              | _____          |
| H. Writing                              | _____             | _____              | _____          |
| I. Equivalent to a Master's thesis      | _____             | _____              | _____          |
| <b>II. REPORT/SYNTHESIS OF RESEARCH</b> |                   |                    |                |
| A. Content                              | _____             | _____              | _____          |
| B. Organization                         | _____             | _____              | _____          |
| C. Clarity                              | _____             | _____              | _____          |
| D. References                           | _____             | _____              | _____          |
| E. Integration & Creativity             | _____             | _____              | _____          |
| F. Equivalent to a Master's thesis      | _____             | _____              | _____          |

Signature of Graduate Student \_\_\_\_\_

Date \_\_\_\_\_

Signature of Graduate Advisor \_\_\_\_\_

Date \_\_\_\_\_

**Medical Family Therapy Doctoral Program  
East Carolina University  
Standard Internship Contract**

**Internship Site:** \_\_\_\_\_

**Intern:** \_\_\_\_\_

**Dates Effective:** \_\_\_\_\_ to \_\_\_\_\_

***Introduction***

Students in ECU's doctoral program are required to complete a nine-month internship. The guidelines for the internship have been established with regard to the competencies and standards set forth by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The internship is to provide doctoral students with a supervised full-time experience of at least nine months duration, emphasizing relationally focused practice and/or administrative/academic/research. 330.02.

The MedFT program at ECU has defined the phrase "supervised full-time experience" to mean that the intern will participate in the internship for **at least 30 hours per week**.

COAMFTE has delineated nine requirements for the internship site. The first portion of the contract articulates each of these requirements and includes space for the internship site to discuss any issues for their site in complying with these requirements. In the list that follows, ***program*** will refer to the medical family therapy program at East Carolina University, ***site*** will refer to [internship site].

***Site Requirements***

1. Activities of each intern will be documented at the internship site(s). These records will be made available to the medical family therapy program.
2. The institution sponsoring the site will have been in operation for at least two years.
3. The site will provide adequate facilities and equipment for the intern to carry out designated responsibilities.
4. Mechanisms for student evaluation of the site and supervision, and site evaluation of the intern's performance, will be demonstrated.
5. Documentation of liability insurance for interns will be confirmed. Liability insurance may be provided by the site or by the intern.
6. The site will publish and adhere to policies prohibiting discrimination on the basis of age, culture, ethnicity, gender, physical ability, race, religion, sexual orientation, and socioeconomic status.
7. An AAMFT Approved Supervisor or the equivalent will supervise the intern's clinical work.

8. The internship supervisor will be available to the intern and will be an active participant in her or his training.
9. The internship supervisor will be clearly senior in experience to the intern.

Form EE

10. The intern, site administrative supervisor, and the intern's permanent advisor must have a clear understanding of the Internship Plan of Action prior to the start of the internship and this document must be reviewed at the end of each academic semester. A copy of the Internship Plan of Action must be kept in the student's academic file.

|  |
|--|
| Application of Requirements to Internship Site |
|  |

***Nature of Internship***

While an intern at [site], [intern] will be involved in [...].

## Goals for Internship Experience

The following goals/objectives are planned for the internship experience...

***Description of Supervision***

Supervision for [intern] will be provided by [...].

***Evaluation Procedures***

The evaluation plan for the internship includes formal evaluations at [...]. At the conclusion of the internship, [...] will provide the program with a written evaluation of [...].

***Contact Person***

The contact person at [...] is [...]. The contact person for the MedFT intern is the MedFT intern's permanent advisor [...]. Contact information:

|  |      |
|--|------|
| Student/MedFT Intern's Signature           | Date |
| Permanent Advisor's Signature              | Date |
| Site Administrative Supervisor's Signature | Date |