

2019

Couple and Family Therapy Program Manual

Doctoral Degree Program

School of Family
Studies and Human
Services

Kansas State
University

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Introduction

This handbook is a guide to the doctoral degree program in couple and family therapy at Kansas State University. Please become familiar with it as it guides experience in the program from start to finish. This handbook is not meant to be exhaustive, so stay in touch with advisors and other mentoring resources to maintain a complete understanding of what is required to successfully navigate the Kansas State University Graduate Program in Couple and Family Therapy.

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and is one of eight graduate programs in the School of Family Studies and Human Services (FSHS). Because it is a graduate program, students are a part of the Graduate School, which has ultimate authority for administering graduate programs at Kansas State University. In addition, doctoral programs in the College of Health and Human Services are administered by the College, not the departments.

Because of the multiple layers of administrative oversight, each student must comply with several different sets of policies and requirements in order to graduate from the program (the COAMFTE, the Graduate School, the College of Health and Human Services, the School of FSHS, and the CFT program). This handbook articulates what is required, as well directs you to additional information about the graduate experience at Kansas State University.

Program Components & Degree Requirements

Major requirements for successful completion of a Doctor of Philosophy degree with a specialization in Couple and Family Therapy include:

- Completion of all required coursework with a B average or better.
- Completion of all clinical requirements with a minimum of 1000 hours of face-to-face client contact.
- Demonstration of development of the program core competencies.
- Successful completion of and defense of dissertation.
- Successfully complete portfolio with at least two publications OR
Successfully complete portfolio with less than two publications and complete written preliminary examinations and, if necessary, successfully defend them in the oral preliminary examination.

Program Mission

The mission of Kansas State University's Ph.D. program in CFT is to educate and mentor family scientist-practitioners with the most advanced, cutting edge research training, for the purpose of developing scholars prepared to make significant contributions in academic and clinical settings. Our goal is to develop distinguished scholars who embrace diversity and are highly sought after due to their demonstrated competency as world-class researchers, excellent clinicians, clinical supervisors, and educators.

Student Learning Outcomes

The Ph.D. Program Student Learning Outcomes are derived from the American Association of Marriage and Family Therapy (AAMFT) Core Competencies, Association of Marital and Family Therapy Regulatory Boards, AAMFT Code of Ethics, and AAMFT Supervision Handbook.

Goal 1: Students will develop competence in systemic, ethical, and culturally sensitive clinical practice.

- 1.1 Students will develop an integrated clinical specialization and theory of change that is informed by multidisciplinary theory and research.
Benchmark: 75% of Students will average a 4 or better on their clinical specialization paper.
Measurement: Rubric in Clinical Specialization (Odd Springs)
- 1.2 Students will demonstrate clinical skills of engaging, assessing, diagnosing, and intervening with clients from diverse backgrounds with a variety of client presenting issues and different configurations.
Benchmark: 75% of students will average at least 4.5 on the PhD Supervisee Evaluation Form or the Evaluation of Supervising PhD student (for those supervising) in the six areas of Therapeutic Relationship Competencies.
Measurement: PhD Supervisee Evaluation or Evaluation of Supervising PhD Student (final clinical semester)

Goal 2: Students will develop competence in systemic, ethical, and culturally sensitive supervision.

- 2.1 Students will develop an integrated philosophy of supervision that is systemic, sensitive to context, and ethically responsive.
Benchmark: 75% of Students will average a 4 or better on their philosophy of supervision paper.
Measurement: Rubric in Supervision Course. (Odd falls)
- 2.2 Students will demonstrate supervision that is culturally and developmentally sensitive that facilitates supervisee growth.
Benchmark: 75% of student supervisors will average at least 4 on the Evaluation of Supervising PhD Student form in the eight areas of Clinical Supervision
Measurement: Supervisor Evaluation (Supervisee Evaluation of Supervision) Form (final supervision semester; fall year 3)
Benchmark: 75% of students will average at least 4 on the Supervision of Supervision Evaluation Form.

Goal 3: Students will develop competence in teaching.

- 3.1 Students will develop an integrated teaching philosophy that connects learning activities to diverse student needs.
Benchmark: 75% of Students will score a 4 or better on their philosophy of teaching paper (Completed as part of the portfolio).
Measurement: Teaching portfolio Rubric
- 3.2 Students will demonstrate success as teachers in establishing a positive learning climate and facilitate student learning.
Benchmark: 75% of Students will average at least a 4 (on campus) or 3.5 (online) on the overall effectiveness item of the KSU TEVAL: Student Evaluation of Instruction.
Measurement: KSU TEVAL: Student Evaluation of Instruction (student average across semesters)

Goal 4: Students will develop competence as a researcher

- 4.1 Students will demonstrate ability to design, conduct, analyze, and identify implications of research that is ethically responsible and culturally and contextually informed.
Benchmark: 75% of Students will average at least a 4 on the Dissertation Evaluation in the five areas of Research.
- 4.2 Students will demonstrate the ability to publish original research.
Benchmark: 80% of our doc students during the course of the program will publish at least 2 peer-reviewed articles while in the program.
Measurement: By time of graduation.

CFT Program Climate

The CFT faculty desire that they and the students work together to create a program climate that:

- is safe
- is respectful
- is supportive
- values and affirms diversity
- is non-discriminatory
- is positive and empowering

Going hand-in-hand with the faculty's desire to work collaboratively with students is the faculty's responsibility to serve as gatekeepers for the profession of couple and family therapy. The faculty take this responsibility very seriously and maintain at every point in the program the ability to halt a student's progress toward graduation. Because this is a clinical program, and not just an academic program, the faculty expects each student to be fit for the practice of our profession at the time the student graduates. There may be occasions when a student is asked to put her or his progress in the program on hold, asked to complete additional work, instructed to step out of clinical practice, and/or asked to seek other resources outside of the program. The faculty also has the responsibility to remove a student from the program if, in their opinion, the profession would be best served by so doing. However, the desire of the faculty is to provide supports needed to help students succeed, and faculty will work with student to try to help students address any barriers to students' progress and success.

The CFT program complies with the University's Nondiscrimination Policy, Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, gender, sexual orientation, gender identity, religion and spiritual beliefs and/or affiliation, age, ancestry, disability, military status, veteran status, relationship status, socioeconomic status, health status, or other non-merit reasons, in recruitment, admissions, code of conduct, educational programs or activities, hiring and employment (including employment of disabled veterans and veterans of the Vietnam Era), or dismissal of students, faculty, and supervisors or other relevant educators and/or staff as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to the Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785- 532-4807.

Kansas State University is a land-grant, public research university committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

- We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.
- We affirm the value of human diversity for community.
- We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency.
- We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.
- We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.
- We acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners.

- We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

Roles of Faculty and Students in the Governance of the Program

Program Management

The program director is Glade Topham, Ph.D. Glade is a tenured associate professor and is responsible for providing overall guidance for the academic program, the program curriculum, clinical training, facilities, services, maintenance and enhancement of program quality, and oversight of the accreditation process. The clinical director is Marcie Lechtenberg, Ph.D. Marcie is a clinical assistant professor and clinical supervisor in the program and is responsible for the operation of the Family Center and the oversight of off-campus practicum experiences. Sandi Stith, Ph.D., Joyce Baptist, Ph.D.; Jared Anderson, Ph.D.; Amber Vennum, Ph.D.; Jared Durtchi, Ph.D.; and Chelsea Spencer are core faculty in the CFT program. Dr. Sonya Lutter is director of the Department of Applied Human Sciences and provides overall oversight of the department and the CFT program.

Faculty Role in Supporting Student Achievement of Student Learning Outcomes

Core program faculty are those who are full time faculty in the program with teaching and supervisory responsibilities. All core faculty have responsibility to maintain productivity in the areas of teaching, research, service, and practice. Each faculty teaches, on average, two courses each semester which includes a traditional academic course and supervision of students' clinical work. Faculty are expected to maintain active involvement in professional and community service and to maintain some level of clinical activity. Faculty engagement in teaching and practice support student achievement of Program Goal 1. Faculty engagement in teaching and supervision supports student achievement of Program Goal 2. Faculty engagement in teaching and mentoring supports student achievement of Program Goal 3. Faculty engagement in teaching and research supports student achievement of Program Goal 4.

Dr. Glade Topham, Associate Professor of Couple and Family Therapy

Dr. Topham serves as Program Director and teaches courses in both the master's and doctoral programs. He also serves on committees for both master's and doctoral students. His research and clinical interests are focused on the parent-child relationship and the most effective/efficacious approaches to early parent-child treatment for vulnerable populations. In addition, Glade is interested in the influence of parenting and family relationships in the establishment of healthy weight balance in young children, and in the efficacy of transdisciplinary obesity prevention approaches that target physical and psychosocial health. He is a Kansas Licensed Clinical Marriage and Family Therapist and an AAMFT Approved Supervisor.

Dr. Sandra Stith, Professor of Couple and Family Therapy

Dr. Stith joined the K-State faculty in 2007 and served as the program director until summer, 2016. She has transitioned to working full time on her US Air Force research grants but continues to support graduate research assistants through her grants and to supervise and serve on committees for both master's and doctoral students. Her research interests are in intimate partner violence, dating violence, and treatment of couples in violent relationships. She is an AAMFT Approved Supervisor and a Kansas Licensed Clinical Marriage and Family Therapist.

Dr. Joyce Baptist, Professor of Couple and Family Therapy

Dr. Baptist teaches, supervises and serves on committees in both the master's and doctoral programs. Her research focuses on vulnerable and underserved groups. She is interested in improving treatments for suicide and depression, understanding resiliency factors in Black and mixed-race couples, improving the parent-child relationships in military families and the mental health of LGBT and refugee families. She collects biometric data (eye tracking and EEG) in her clinical research. Her clinical expertise lies in working with couples and

families especially in relation to trauma. Dr. Baptist provides clinical training and consultation, conducts research and leads a study abroad to Malaysia. She is an EMDR Practitioner, an AAMFT Approved Supervisor and a Kansas Licensed Clinical Marriage and Family Therapist.

Dr. Jared Anderson, Professor of Couple and Family Therapy

Dr. Anderson teaches didactic courses in both the master's and doctoral programs, provides individual and group supervision, and serves as major professor for both master's and doctoral students. His research interests include the study of committed relationships across the life course. Specifically, he's interested in the impact of the couple relationship on one or both partner's chronic illness (e.g. diabetes), how differentiation—or the ability to be emotionally connected to important others while simultaneously being your own person—is associated with couple sexuality and relational outcomes, and finally, the development of young adult romantic relationships in collectivist societies. He conducts his research by using both large, publicly available national datasets, and through collecting his own data. Clinically he is interested in working with couples on the brink of divorce and couples who are ambivalent about their decision to stay together. Dr. Anderson is a Clinical Member of AAMFT, an AAMFT Approved Supervisor, and a Kansas Licensed Marriage and Family Therapist.

Dr. Jared Durtschi, Associate Professor of Couple and Family Therapy

Dr. Durtschi teaches in both the master's and doctoral programs, provides individual and group supervision, and serves on committees for graduate students. His research interests center on couple and family process, specifically within the formative developmental periods of emerging adulthood, early marriage, and the transition to parenthood. Dr. Durtschi studies couples and families with large, national data sets, using longitudinal, dyadic data analysis to quantitatively examine processes between and within family members. Clinically, he enjoys working with couples wanting to strengthen their romantic relationship, and with families coping with crises and stress. Dr. Durtschi is a Clinical Member of AAMFT and a Kansas Licensed Marriage and Family Therapist.

Dr. Amber Venum, Associate Professor of Couple and Family Therapy

Dr. Venum teaches, supervises, and serves on committees in both the master's and doctoral programs. Her research interests include the development of early romantic relationships, the impact of early romantic relationships on later adult romantic relationships, developing and evaluating programs that address healthy relationships, and working therapeutically with adolescents, young adults, and their families in school settings. Dr. Venum is a Clinical Member of AAMFT, an AAMFT Approved Supervisor, and a Kansas Licensed Marriage and Family Therapist.

Dr. Marcie Lechtenberg, Clinical Assistant Professor

Dr. Lechtenberg coordinates all clinical services and activities for the Family Center. She teaches the Ethics and Pre-practicum courses and provides individual and group clinical supervision to both master's and doctoral students. Marcie is responsible for case management issues, student therapist orientation and training, quality assurance review, clinical budget, outreach and coordination of contracts for therapy services with the Family Center. Her research interests include court-mandated clients, mindfulness-based therapies, and mental and physical wellness. Marcie is a member of the American Family Therapy Academy, AAMFT and is an AAMFT approved supervisor.

Student Cohort Representatives

Each year, every cohort nominates a student representative to participate in the management of the K-State CFT programs by attending a minimum of two faculty meetings per semester. The student cohort representatives are responsible for soliciting positive feedback as well as concerns about the program from members of their cohort, presenting this student feedback to the faculty during designated faculty meetings, and reporting the outcomes of the meeting back to their cohort.

Monthly Program Meetings

Each month, all CFT graduate students are expected to attend and participate in our all program meetings. This will be an opportunity for the faculty to communicate and reinforce program and clinic policy and procedures, for student to provide feedback and get clarification, and for faculty and students to problem solve as a group in our efforts to continue to improve students' training experience. All students are required to attend. If they cannot attend they are required to seek approval from Dr. Topham or Dr. Lechtenberg.

CFT Core Faculty Contact Information

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Evaluation and Assessment of Student Learning Outcomes

Formal and informal data from communities of interest (i.e., current students, alumni, employers, placement sites, and K-State Family Center clients) inform program review and refinement. This information informs decision-making in weekly CFT faculty meetings and the CFT faculty retreats which occur at least annually.

Weekly CFT faculty meetings focus primarily on issues needing immediate attention such as student issues, supervision needs, and curriculum revision, but formal policy changes are also discussed at these meetings. Proposed curriculum revisions are approved by CFT faculty, FSHS unit leaders, FSHS faculty, academic affairs committee of the College of Health and Human Services and University Academic Affairs committee and are incorporated into the Graduate Catalog at its yearly revision; and clinic policy changes are incorporated into the Clinic Manual at its yearly revision. Students are also notified of any immediate changes via email announcements.

In addition to directing course instruction and learning opportunities toward fostering student competencies, faculty also focus course evaluation and assessment on student knowledge and skill relative to the core program competencies (Student Learning Outcomes). There are several purposes to assessing student progress with regard to these competencies: First, it provides students with a continuing source of direct

feedback with regard to their progress which helps them know where to focus their efforts; second, it helps faculty to identify student strengths and growth areas in order to best know how to continue to foster student development; third, it aids faculty in determining student readiness for increasing responsibility and challenge (i.e., begin clinical work, begin independent work at offsite placement, etc.); fourth, it helps faculty identify whether the instruction and training in the program are fostering in the students the desired competencies and where the instruction and training may need to be modified to be more effective. Much of the assessment of the program Student Learning Outcomes takes place within courses and in conjunction with students' clinical work in the Family Center. Exams, papers, scoring checklists and rubrics that are used to assess program competencies are kept for a minimum of 7 years after the completion of the work to enable faculty to track student performance across cohorts. Qualtrics is the web-based interface used for much of the recording and reporting of assessment data on student performance. It is also used as a mechanism through which students are asked to provide feedback on faculty and program performance and through which students and alumni are asked to provide feedback on their experience in the program.

It is important to note that data are aggregated across students, as well as across cohorts, such that no one individual student is identified when creating reports on outcomes. Faculty, supervisors, instructors, and staff may have access to your data, along with the COAMFTE site visit team. Otherwise, data collected is confidential and will not be released to anyone without the student's written authorization.

Information collected on student performance/experience outside of class and Family Center clinical work include:

- Offsite Supervisor Evaluations of Intern (*conclusion of externship*)
 - Students' externship site supervisors are asked to complete an evaluation of students' skills, competency, and general performance at the externship site at the conclusion of their externships.
- Students' Evaluation of Offsite Experience
 - Students complete a survey on their experience at their externship.
- Students' Annual Program Feedback
 - Students complete a survey each year on their experience in the program. This includes information on facilities, resources, faculty, the program director, and general feedback on the program.
- Exit Interviews and Surveys (*conclusion of the program*)
 - Prior to graduation students meet with the program director in an exit interview and complete a survey about their experience in the program.

Information collected on students after graduation include:

- An Alumni Survey
 - Around one year after graduation alumni are asked to complete a survey on their experience in the program. Alumni are asked a number of questions about how well the program prepared them to work with particular clinical populations/issues, about the quality of specific aspects of the program (e.g., facilities, faculty attention, open communication, etc.), about program resources, and how effective each course was in preparing alumni for their career. In addition, alumni are asked about current employment, time required to obtain a clinical job post-graduation, and experience with national and state licensing exams (dates taken and results).
- Employer Evaluation of Alumni
 - One year post graduation alumni are contacted to ask for permission to contact on-site supervisors at their place of employment to solicit their feedback on the alumnus's performance.

Faculty review Student Learning Outcome data in aggregated form early spring semester for the prior fall semester and at the end of summer for spring and summer semesters. Faculty review data to assess whether students, faculty, and the program as a whole are meeting established benchmarks. Where benchmarks are not met, faculty identify ways to strengthen the training in order to improve student development. During these biannual meetings faculty also review the Student Learning Outcomes of the program, the methods for assessing outcomes, the teaching and learning practices in the program, policies and procedures of the program, and feedback from students and other communities of interest

CFT Program Policies and Requirements

Computers/Email

In addition to a mailbox in the student mail room (Campus Creek Complex [CCC] 112), much of the communication within the CFT program occurs via email. Please make sure that the Clinic Director has any changes to email accounts as this person maintains the CFT program listserv. Therefore, each student will need a Health and Human Services Network account in order to access most of the computers in the Family Center. The Family Center has a computer lab with printers available to students. If students desire to do computer generated work at home, it is up to the student to purchase a laptop or desktop. The faculty stores a variety of program documents and forms, including several best practice documents for a variety of presenting problems, on the HHS network (S:\Fshs\MFT Program). You can access these documents by logging on to the HHS network either in Justin Hall or on machines in Campus Creek Complex.

Clinical Hours Requirement

Before graduating from the Ph.D. program, students must have accrued 1,000 clinical contact hours (including equivalent hours obtained during the student's master's degree program). If the master's degree was at a COAMFTE accredited master's program, all the hours accrued in the master's program will count toward the 1000 hours. Please ask the program director from the accredited master's program to submit a signed document which clarifies the total number of hours, (both total and relational) and the total number of hours of supervision received at the master's program. This signed document should be given to the assigned major professor who will place it in the students file (Appendices). If a student did not graduate from an accredited program, or if they want to receive credit for supervised hours completed since earning a master's degree, they must submit documentation of the hours of therapy completed and the type and amount of supervision received.

During the first semester in the program, give the assigned major professor documentation of the number of hours completed, the credentials of the supervisor (e.g., have they had training in MFT?), the number of relational vs. individual hours and the type of supervision (raw data vs. case note supervision). The documents must be signed by your master's program supervisor(s). To count toward your first 500 hours, the student must have received one hour of supervision for each five hours of client contact. Also, they must have received at least 50 hours of supervision based on raw data (live, videotape or audiotape). In addition, the supervisor(s) must have training and experience in marriage and family therapy and marriage and family therapy supervision. Finally, at least 40% of the first 500 hours must be conducted with couples or families in the room. After the hours are reviewed by the clinical faculty, a decision will be made as to how many hours you will need to complete to satisfy the 1000-hour requirement.

All doctoral students are required to be involved in clinical work during their first two years in the program. Students provide therapy at the Family Center, the on-campus CFT clinic. The facility includes 5 therapy rooms and a large group room. All rooms have one-way mirrors and state-of-the-art audiovisual equipment. In addition, there are opportunities for practicum placements at a variety of social service agencies in the area, including a regional medical center and other facilities serving medically underserved populations.

Beginning during their second year, doctoral students are required to supervise master's students under the mentoring of the CFT Faculty. Doctoral students are required to supervise for three semesters. For these three semesters, each doctoral student will provide individual supervision as well as supervision one clinic night each week. Although not a requirement of the program, students will be offered the opportunity to provide supervision a fourth semester, if they desire, in order to complete the requirements for AAMFT Approved Supervision status.

Portability of Degree

Because the K-State CFT PhD degree requires students to have met the COAMFTE standards for their master's degree, and with the additional hours and coursework of a doctoral degree, the degree is highly portable and prepares students to successfully apply for licensure in most states. Students are encouraged to review licensure regulations for any states they may plan to move to after graduation. The following website is an easily accessible resource that is helpful in assessing state requirements: <https://www.mft-license.com>.

Research Teams

The Research team experience provides an opportunity to work directly with faculty researchers and student colleagues. These direct experiences in collaborative relationships compliment knowledge and understanding acquired in coursework. The research team experience can enhance expertise, foster career goals and advance skills needed for the thesis or dissertation. In addition, students may have an opportunity to co-author publications or conference presentations. See research team opportunities in the appendix.

Research Practicum

The Research practicum experience (CFT 982) involves taking leadership of a research team, or taking leadership of a research project which may result in a publication. You will work with a faculty member (normally your chair) and you will come up with a question you want to investigate. The question may be a branch of work your chair is pursuing. You may collect data or use data already collected. You may provide leadership to other students or may work independently. You should submit an article for publication from this practicum experience. The course can be taken for variable credit. You should work with your chair to determine how many credits to take a particular semester. You will need to complete 3 credits at some time.

Poster Printing

The College of Health and Human Services will print graduate student posters for state, national, or international conferences for free. In order to have your poster printed for free you must e-mail your poster to daramos@ksu.edu in PDF format according to college guidelines (see appendix) at least 10 days before the poster is needed.

Annual Reviews

During the fall semester of each year students will be asked to prepare an annual self-evaluation for the faculty. This report should detail academic and clinical progress as well as progress in attaining professional goals and objectives of the previous academic year. It should also contain personal goals and objectives for the coming academic year. During each fall semester you will be asked to send to your major professor an electronic copy of your annual self-evaluation using the template below.

Academic Progress

1. Describe your progress regarding dissertation, including area of focus, time-line, and committee chair (if decided).

Clinical Progress

2. How many clinical and supervision hours did you receive in your MS program? How many have you received since arriving at KSU?

3. Briefly describe the development of your clinical abilities during the past year.
4. List sites where you have practiced this year, your onsite supervisor, hours per week in the setting, and your primary responsibilities.
5. If you will be doing practicum hours next year, do you expect to remain in the same setting or try something different? If in a new setting, what do you have in mind?
6. If you have done the supervision practicum this year, how many hours did you log of supervision contact and supervision of supervision?

Professional Involvement

7. Please attach an updated vita. On your vita, please clarify:
 - AAMFT membership status
 - Conferences you attended this year.
 - Any training seminars or workshops attended
 - Any professional presentations you submitted, had accepted, or conducted during the last year
 - Any submitted, accepted and published papers or chapters

Service

8. On your vita, identify any presentations you gave, service you provided, or public engagement activities you did with community groups.

Professionalism

9. How would you evaluate your performance this year on paperwork and other logistical expectations, such as turning in your clinical hours and annual self-report in a complete and timely fashion?
10. What do you see as your area of interest or “niche” clinically and/or in research?

Concerns

11. Indicate concerns you have about your progress in the program.

Goals

12. What are your primary goals for this academic year?
13. Are there any goals in place for you after graduation?

Feedback to the CFT Program (Optional)

14. What you see as program strengths and weaknesses?
15. Do you have any suggestions that would improve the program?

Progression through Program

The Graduate School online checklist will help the students stay on track in terms of completing coursework, preliminary examinations, dissertation, and each of the other graduation requirements <http://www.k-state.edu/grad/students/doctoral/checklist.html>.

Below is a summary of program tasks with a recommended timeline. Details on these tasks are provided elsewhere in this handbook. Note that students' individual timelines may vary based on how quickly students complete required tasks and develop required competencies.

1 st Year		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Provide major professor signed document verifying MS clinical hours.	Select a permanent major professor and committee	
Begin seeing clients in FC	Complete program of study	

2 st Year		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Supervise MS students	Supervise MS Students	Supervise MS students
Annual Review		Defend portfolio and/or preliminary examination.

3 st Year		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Supervise MS students (if desired)	Defend dissertation	
Dissertation proposal	Complete 1000 clinical hours	
Annual review	Close cases/transfer clients	
	Graduation	

When available students will be given the opportunity to supervise for 18 months to fulfill the AAMFT approved supervisor requirement. Students not needing or wishing to complete 18 months of supervision will only be required to complete 3 semesters of supervision.

Fall 2019 Ph.D. Cohort Sample Program of Study

FALL 2019 (9)	
FSHS 906 Stat II	CFT 984 Supervision in CFT
CFT 985 Practicum	
SPRING 2020 (9)	
CFT 985 Practicum	FSHS 809 Qualitative Research in FSHS
CFT 910 Advanced CFT Research: SEM I	
SUMMER 2020 (6)	
CFT 985 Practicum	CFT 982 Research Practicum or elective
FALL 2020 (9)	
CFT 910 Advanced CFT Research: SEM II or other elective	CFT 986 Practicum in Supervision of CFT
CFT 983 CFT Research	
SPRING 2021 (9)	
CFT 986 Practicum in Supervision of CFT	FSHS 950 Theory Construction in Family Science
Elective (can be taken any semester)	
SUMMER 2021 (3)	
CFT 986 Practicum in Supervision of CFT	
FALL 2021 (12)	
CFT 970 Clinical Specialization (3) FSHS 990 Dissertation Proposal Seminar (1) FSHS 999 Ph.D. Research in Family Studies and Human Services (5) CFT 986 Practicum in Supervision of CFT * OR CFT 985 Practicum (3)	
SPRING 2022 (13)	
FSHS 999 Ph.D. Research in Family Studies and Human Services (10) CFT 986 Practicum in Supervision of CFT * OR CFT 985 Practicum (3)	

At least 90 credit hours are required for graduation. No more than 30 credit hours from a master's degree may be applied to fulfill this.

Doctoral Portfolio and Preliminary Examination Requirements

Timing

The portfolio defense or preliminary examinations are given when both the student and the major professor agree that the student is ready. Furthermore, the portfolio defense or preliminary exam should be given:

1. After the program of study is filed and after at least two-thirds of the coursework is completed.
2. At least seven months before the final oral examination, which is the defense of the dissertation.
3. After the student notifies the Graduate School one month before the scheduled date, students complete and submit the **Request for Preliminary Examination Ballot**, which can be obtained from the Graduate School.
4. During a semester in which the student is enrolled.

Options

Students have a choice between, 1. completing all requirements for doctoral portfolio or 2. all but the publication requirement of the portfolio and the written preliminary exam. The same preliminary examination ballot is used for either option.

Doctoral Portfolio Guidelines

The following portfolio requirements must be accomplished while enrolled in the doctoral program at Kansas State University before students are eligible to defend their portfolio. Publications, presentations, or other activities completed while in a master's program or prior to entering the K-State doctoral program will not be credited as fulfilling the doctoral portfolio requirements.

1. **PUBLICATIONS:** Two publications if at least one of these publications is single author or first author. These two publications can include any combination of the following:

- ☐ A published peer-reviewed journal article
- ☐ A peer-reviewed journal article accepted for publication (in press)
- ☐ A peer-reviewed journal article with positive reviews (Revise & Resubmit) in a journal with a five-year Impact Factor of 1.0 or higher based on ISI Web of Knowledge: <http://admin-apps.isiknowledge.com/JCR/JCR?RQ=HOME>
- ☐ A published or in press book chapter

Note: If neither of the publications are single author or first author, the student must provide evidence that he/she has at least one additional first/single authored publication currently under review. This publication must be approved by the student's major professor prior to submission for publication consideration. Encyclopedia entries, book reviews, and commentaries, although valuable, do not count toward the required publications.

2. **PRESENTATIONS:** Two peer-reviewed presentations at meetings of national/international academic/professional organizations if at least one of these presentations is single author or first author. Three peer-reviewed presentations at meetings of national/international academic/professional organizational are required if you are not the single or first author on any of the presentations.
3. **TEACHING and/or OUTREACH:** Professional level performance in teaching or outreach. Document *two* of the following (all of these requirements are to be met while in residence as a student at K-State):
 - ☐ Full responsibility for one class at Kansas State University.

- ☐ Full responsibility for a second class at Kansas State University.
- ☐ Primary responsibility for a programmatic series of six to ten (6-10) presentations for a local service agency.
- ☐ On-going (at least 40 contact hours) clinical/work/outreach in an institutional setting (e.g., hospital, school, service agency, etc.) with a specialized population.
- ☐ Significant involvement in research evaluation for a specific program, including creation of an evaluation report
- ☐ Production of a significant document for outreach purposes or an outreach publication.

4. LEADERSHIP and/or CITIZENSHIP: (A) and (B) are required:

- a. Maintaining membership in a professional society beginning from the first year in the program.
- b. Participation in leadership and/or professional activities: At least *two* of the following are required (other activities may be included if approved by the student's doctoral committee):
 - ☐ Reviewing proposals for presentations and publications.
 - ☐ Service on program, departmental, university, outreach, or professional organization committees.
 - ☐ Membership on professional or service organization boards.
 - ☐ Volunteer work at state, multistate, or national conferences. (Append correspondence or other acknowledgement information).
 - ☐ Election to office in a state, multistate, or national organization.
 - ☐ Appointment or election for committee involvement in state, multistate, or national organizations.
 - ☐ Moderation of a session at a state, multistate, or national meeting.
 - ☐ Significant involvement in the Graduate Student Organization, SAO, or CCC.

5. OTHER PROFESSIONAL ACCOMPLISHMENTS: Although not a part of the activities required for defending your portfolio, participation in the activities below should be used to tailor your experience to prepare you for your specific career path. This list below should not be considered all-inclusive- consult with your major professor about which activities are the most useful for you.

- ☐ Pass the national licensure exam.
- ☐ Nominations for honors and awards for scholarship, teaching, or outreach.
- ☐ Honors and awards for scholarship, teaching, or outreach.
- ☐ Membership on research teams and activities conducted.
- ☐ Special fellowships for research.
- ☐ Obtaining competitive grants and contracts to finance research, teaching, clinical, or outreach activities when these grants and contracts are subject to rigorous peer review and approval.
- ☐ Evaluation by students being trained in clinical, laboratory, field or teaching hospital activities.
- ☐ Evidence of effective and diligent mentoring/advisement of students in pursuing their chosen academic programs.
- ☐ List of invited outreach presentations. (Append invitation and information about the meeting.)
- ☐ List of workshops developed and delivered along with information about the meeting; indicate your level of involvement in development and delivery.
- ☐ Program and project development not included in standards documentation: list with indication of your level of involvement.
- ☐ Consultation and technical assistance.
- ☐ List of special outreach activities.
- ☐ List of program/project coordination activities.
- ☐ Guest lectures in classes.

- ☐ Preparation of innovative teaching materials or instructional techniques.

Assembling Your Portfolio:

Please include all of the following in an integrated PDF document with bookmarks:

- ☐ A copy of the above Portfolio Guidelines with the requirement options you completed checked.
- ☐ Document all activities in an updated CV
- ☐ A 1-2 page teaching philosophy with a grid outlining the classes you had full responsibility for teaching, when you taught them, the format of those classes (in person or online), the number of students in those classes, and your TEVAL scores for “overall effectiveness.” You may also include similar information for any community-based presentations you gave for which you collected feedback on your presentations.
- ☐ A 1 page statement of your program of research as you conceptualize it at this point.
- ☐ A 1-page supervision philosophy

Doctoral students should be working closely with their major professor to determine when the student has met all the portfolio requirements outlined in this document. When it is determined that the student has sufficiently completed the doctoral portfolio requirements, the student will set up a defense date in conjunction with the student’s major professor and dissertation committee. A completed portfolio must be delivered (either electronically or in print) to each committee member 2 weeks prior to the oral defense date for committee review. The full committee will have the final say as to whether the student has successfully completed the doctoral portfolio requirements.

Portfolio Oral Defense:

Please come prepared to present to and discuss with the committee what you learned throughout your experience being involved with research, teaching, supervision, leadership, and outreach, and how it has prepared you for your chosen career path. Additionally, be prepared to discuss ideas for what you intend to do for your dissertation, including research questions, potential data you will gather or secondary data you will use, and a basic outline of when you will have your dissertation proposal and defense completed.

Written Preliminary Examination Guidelines

Content

The content of the preliminary examination is dictated by the College of Health and Human Services Ph.D. Coordinating Committee. The three areas are (a) the major area of study, (b) research methods/statistics, and (c) the student’s specialty area (a supporting area or an area related to the dissertation research [or both]). The student’s supervisory committee will discuss the content of the questions and will decide who will write each question.

When offered

The examination will be scheduled with the student’s major professor.

Duration

Three days per question (students have four weeks to complete all three questions)

Conditions of Writing

The examination will be open-book and take home. However, students are not to consult with anyone about the examination. If it is discovered that they have received unauthorized assistance with the examination, they will fail the examination on ethical grounds and will be dismissed from the Couple and Family Therapy

program.

Upon completing each examination, students will submit an electronic copy to their major professor.

Evaluation

The committee as a whole will evaluate the examination. Each question will be evaluated independently and rated as PASS, CONDITIONAL PASS, or FAIL (See Table 1 below). If a student fails any part of the examination, that part must be retaken no sooner than 3 months after the original exam (based on grad school policy). After students retake the failed question, their new response is evaluated by the committee. Retakes can only receive a CONDITIONAL PASS WITH ORALS or a FAIL.

If students receive a pass on all three questions, they do not have to participate in an oral examination (FULL PASS). If they receive a conditional pass on any question, they must participate in oral examination (CONDITIONAL PASS WITH ORALS). If they do not pass all questions on their second attempt, they fail the examination and will be dismissed from the KSU Graduate School and the CFT program (FAIL).

Oral exam

Students who receive a full-pass will not have to participate in an oral defense of the preliminary examination. Students who receive a “conditional pass with orals” will.

Table 1. Possible Preliminary Examination Outcomes

Result of Evaluation	Required Steps	Outcome
PASS on all 3 questions and all but publication	No oral defense of the prelims necessary	<i>FULL PASS</i> ; student is admitted into candidacy
Conditional pass on any of the three questions	Oral defense of questions that received a CONDITIONAL PASS	If successful, <i>PASS</i> and admission to candidacy.
		If unsuccessful, <i>FAIL</i> on that question
Fail on any question	Rewrite failed question(s) and participate in oral defense of rewritten response.	If successful, <i>CONDITIONAL PASS</i>
		If unsuccessful, <i>SECOND FAIL</i> on that question
Second fail on any question	Student’s evaluation committee indicates that student has failed the preliminary examination.	<i>FAIL</i> ; student is dismissed from the CFT Program and the KSU Graduate School.

Dissertation Guidelines

Step 1: Select a permanent advisor during the first semester of enrollment. This faculty member will serve as both your academic advisor and as the major professor supervising your dissertation. By the end of your second semester, you will need to file your Program of Study with the Graduate School.

Step 2: Select a dissertation topic with the assistance of your major professor and plan to enroll in FSHS 990 Dissertation Proposal Seminar and, after your prospectus is approved, in FSHS 999 Ph.D. Research in Family Studies and Human Services.

Step 3: Select a committee. The doctoral committee includes four faculty members. At least two need to be CFT faculty members. One needs to be a faculty member outside the School of Family Studies and Human Services.

Step 4: Involvement of the Supervisory Committee. Each individual student and his or her committee should determine the role of the supervisory committee. Some suggestions regarding the role of the committee include these: (1) the committee members could review the student's dissertation midway through the writing process in order to provide input for the student and to keep the committee abreast of current developments; (2) an agreement could be reached between the student and the committee regarding time allotted for committee members to review written materials; (3) early in the process, the student and his or her committee could determine how many times they would like to meet in order to secure time in all member's schedules. The role of the supervisory committee should ultimately be left up to the individual student and the committee; however, the whole committee should play a meaningful role throughout the entire process of dissertation preparation.

Step 5: Enroll for FSHS 990 Dissertation Proposal Seminar. After your prospectus is approved, you should enroll in FSHS 999 Ph.D. Research in Family Studies and Human Services. In addition, you must maintain continuous enrollment in at least one hour per semester after you have passed your preliminary exams. Finally, you must be enrolled during the semester or term in which you have your final oral examination.

Step 6: Develop a proposal in conjunction with and approved by your major professor. The proposal's content should include an introduction of the problem and hypotheses, a review of literature showing a depth and breadth of understanding of the topic, and the methods to be used. Refer to the American Psychological Association's Publication Manual (most recent edition) for appropriate style guidelines. The proposal must be given to committee members at least two weeks prior to the presentation of the proposal.

Step 8: Present your dissertation proposal to your committee and any other interested graduate students and faculty. Two weeks prior to the meeting, a dissertation proposal announcement must be emailed to the FSHS office to be posted on the FSHS email system. All proposal presentations will be open to the University graduate students and faculty.

Step 9: Submit approval paperwork for IRB committee. Once IRB approval is received, you collect, analyze, and interpret data under the direction of your major professor. Assistance may be sought from other faculty.

Step 10: Prepare the manuscript. Preparation is the sole responsibility of the student but it is expected that the major professor chair will closely supervise the process. Students should refer to the most recent APA style manual for directions on preparation.

Step 11: Check on the Graduate School's deadlines for scheduling your final examination, for revalidating courses, and for removing Incompletes, as well as the drop dates for the preliminary and final dissertation documents.

Step 12: Submit the form "Approval to Schedule Final Examination" to the Graduate School by the deadline and at least two weeks ahead of your oral examination. All members of your supervisory committee as well as the Director of the School must sign this form. You must include a copy of your dissertation abstract and title page.

Step 13: Submit the dissertation manuscript to all committee members two weeks prior to the oral examination.

Step 14: Complete oral examination of dissertation by your committee. The student should follow the procedures found in Handbook for the Ph.D. Program in Human Ecology.

Step 15: All dissertations are required to be submitted electronically (ETDR). To learn more about the ETDR program visit the Graduate School ETDR website: <http://www.k-state.edu/grad/etdr/index.htm>.

Note to Students: Completing a dissertation is a scientific research process. While it is a learning process, scientific research is not a predictable process, precisely because cutting-edge research is leading you into the unknown. Specifically, you cannot develop a survey, for example, and guarantee that the survey and/or your analyses will be completed within a certain number of months. Unexpected or unanticipated delays often occur that delay the completion of the research. Furthermore, faculty serve in a quality control role. Sometimes, quality control issues arise after research has been planned and cause delays in the research process. Faculty have the right to insist on corrections or improvements to the process as part of the dissertation/degree requirements, even if those changes delay the process substantially. In fact, faculty have an obligation to impose quality control on all research projects, regardless of any ensuing inconvenience to them or to their student (s). Consequently, it is very unwise to tell others that “I will have my dissertation done by May so I can graduate in August” because so many things can occur that will prevent that from happening according to your desire schedule. It should also be noted that dissertations are associated with 15 semester hours of academic credit, which implies that as much work is required to complete a dissertation as to complete 15 hours of Ph.D. coursework in the classroom. Suggesting that you can do a dissertation in anything short of at least one full year is almost certainly presumptuous, given the standard requirements and unanticipated problems that often arise.

Dissertation Outline

The final product of a dissertation will consist of a journal manuscript-length report of the project, with an extended literature review. This format is aimed at expediting submission of a manuscript to a journal as quickly after the final defense as possible to increase competitiveness in the job market. Be sure to use the ETDR dissertation template provided by the Graduate School to prepare your dissertation. In the Preface section of the dissertation clarify that this dissertation is a part of a larger body of research you have completed during your doctoral program. Include a list of all of your publications (those in which you have been the single author or first author and those you have co-authored with colleagues).

The dissertation format usually conforms to the form typically seen in research journals, such as *Child Development*, *Journal of Marriage and the Family*, or other professional journals. The usual sections are introduction, literature review, methods, results, and discussion. The dissertation proposal would include the introduction, literature review, and methods, including an analytic plan. The main report, containing all the typical elements (Introduction, Methods, Results, Discussion) should generally not exceed 50 pages, including tables, figures, and references. This is intended more as a target, rather than an iron-clad rule, and may be longer in the case of qualitative studies. The following areas are ones that might be addressed in more depth than a typical manuscript:

- A fairly comprehensive review of previous studies bearing on the student's focal empirical question in which the student draws conclusions from the previous findings.
- A fuller elaboration of some theory or methodological technique than would be possible in a journal-length report.
- A background report on the epidemiology of some phenomenon (i.e., what percent of the population has experienced some psychological disorder, and how estimates were obtained).
- Detailed results to display the student's full analytic capabilities.
- Additional appendices of full measures used.

- Expanded clinical implications of the findings.

1) **Abstract: Abstract (Brief review of the dissertation)**

2) **Introduction**

1. Purpose of the study or statement of the problem.
2. Context of topic or problem.
3. Significance of the study.
4. Brief description of concepts, hypotheses or research questions.

3) **Review of Literature**

1. Summary of relevant research.
2. Critical evaluation of extant research (how and why your study fits in with what has been done or needs to be done).
3. Theory and hypotheses in more detail than in introduction.

4) **Methods**

1. Participants (subjects), describe sampling method.
2. Procedures, how the study was conducted, step by step description of data collection.
3. Measures, instruments, tools, with validity and reliability.
4. Description of data analysis, specific tests to be used and why they are appropriate for your data.

Note: Other researchers should be able to replicate your study based on your methods section.

5) **Results**

1. Briefly review hypotheses or research questions then present results of statistical analysis and explain what the results mean.
2. Highlight all findings, even those contrary to hypotheses.

6) **Discussion**

1. Review purpose, objectives and hypotheses.
2. Simplify findings into general conclusions or support or rejection of hypotheses.
3. The study's limitations.
4. Present alternative interpretations of your results.
5. Give suggestions for further research or how to improve research.
6. Discuss implications of your research for basic or applied research, teaching, therapy or policy.

Live Supervision Guidelines

The supervision you offer to our master's students is a valuable part of their training, and they come to rely upon your approachability, your experience, and your wisdom. You will be assigned one evening a week to supervise at the Family Center. You should be available from 4:45-9:15 PM during each week that classes are in session. **If you need to be absent, please arrange for back up by speaking directly with another doctoral student supervisor candidate or a faculty member. If you cannot find a backup, contact the Clinic Director.**

As a supervisor candidate, you may count the hours of supervision you provide toward Approved Supervisor status.

Being Helpful to the Student Therapist

Touch base with student therapists before sessions, if possible, to ask if there is something in particular that they would like you to watch for.

Ask what would be useful to them regarding call-ins, breaks, etc.

- Comment on what is going well in the session
- In most instances, ask the student therapist what their thoughts are before offering your own or making space for observers' thoughts
- If there is an ethical issue that needs to be addressed, be direct about the ethical issue
- If you are unsure about an ethical issue, call your clinical supervisor. If your clinical supervisor is not available call any other faculty supervisor. Faculty supervisors prefer to be contacted via their personal cell phones.

Be available to help student therapists process their emotions after especially difficult sessions. This may mean making a decision to come late to a session.

Being Helpful to Pre-Practicum Students and Treatment Teams

- Remind observing students that their role is to learn and be supportive and helpful to the student therapist. Be sure to let your student therapist know when things are going well.
- You may choose to offer commentary as the session proceeds if you believe that can be done without being distracting. In particular, it would be helpful to point out process and distinguish it from content of the session. You may also wish to comment on the use of theoretical models and research in the session.
- You may include first year students in post-session discussions if you believe that would be comfortable for the student therapist. If in doubt, ask the student therapist if they are comfortable including observers in the discussion.
- Be available to review first year students' session write-ups for *accuracy* with a 2-3 day turn-around. After review, initial the observation write-up and place in the pre-practicum instructor's box. Note that client names should not appear on the write-up. The pre-practicum instructor will grade the write-up using a rubric that includes being able to identify process and distinguish that from content. Pre-practicum students will write up three sessions per semester.
- You may observe sessions conducted by doctoral students and faculty as a peer consultant (as distinguished from supervision). As a professional courtesy, remember to ask your colleague to observe prior to the observation. If you provide feedback, please provide the option of doing so in a private setting.

Getting Help with Supervisory Challenges

- If you are unsure how to proceed with an ethical challenge during an evening of supervision, call a faculty supervisor for a consultation. Together you will develop a way of addressing the issue.
- If you are experiencing an on-going challenge with a case you are supervising in the evening, a student therapist you are observing, or any other recurring issue in the evening, bring that issue to weekly supervision with your supervisor of supervision. Together you will decide how to proceed. It is possible that the two of you will decide you need more information and suggest a meeting that brings together multiple players in the issue.

Exit Interviews

Upon graduating and leaving the couple and family therapy program the faculty would like to invite graduates to participate in an online exit interview. The primary purpose of the exit interview is to give students an opportunity to share with the CFT faculty their overall evaluation of the CFT program, including ways that it can be improved. Although the faculty welcomes suggestions and feedback at any time, the exit interview is the primary vehicle for students to consider their experience in the program, as a whole, and provide feedback. Please ensure that the faculty has a valid email address so that a link to the exit interview survey can be sent.

Addressing Student Deficiencies¹

Because couple and family therapists have a great deal of influence in the lives of their clients, it is important that only competent beginning-level clinicians be allowed to graduate. In addition, because of the vulnerable position that clients are in when they receive treatment, it is imperative that students of this program meet high standards of conduct and performance in areas including, but not limited to, professionalism, emotional health, and ethical behavior. CFT faculty have the responsibility of determining whether a student is emotionally, ethically, and professionally suited to enter the profession and to counsel out of the program students that might pose serious risk to their clients and the standards of the profession. What follows is a list of areas of student performance/functioning and a short description of the expectations associated with each.

Academic

It is expected that students will be invested in and perform well in their coursework. Students must maintain a 3.0 grade point average ("B" Average) at all times while enrolled as graduate students at K-State. If students are underperforming in classes it may negatively impact students' ability to provide quality care to clients. Students who do not meet the minimum academic requirements will be placed on academic probation and/or dismissed from the program.

Professional

Students are expected to consistently interact in their work with faculty, site supervisors, and other students in appropriate ways. Students are expected to behave in professional fashion, taking care to discuss cases in confidential and sensitive ways, approaching colleagues with respect, and responding appropriately to feedback given by faculty and site supervisors. When a student disagrees with the feedback of a faculty or site supervisor, the student is expected to discuss this with that person and not passively dismiss it or discuss it as a problem with other students and faculty. Similarly, students are expected to be sensitive when giving feedback to colleagues, recognizing when their advice may be ill timed or inappropriate to the situation.

Emotional

It is expected that students will learn to effectively manage stress. Students must take appropriate steps to

prevent their emotional problems from having a negative effect on their clients, professionalism, academic work or other responsibilities as judged by faculty or site supervisors. Students are expected to address any personal problems that impede their ability to be effective in their clinical work and/or their ability to be appropriate in their interaction with other students, faculty, or other professionals with whom they work. In extenuating circumstances students may request a leave of absence from the program in order to address these issues.

Where students are unable to resolve their personal problems through their own efforts they may need to seek professional help. Where these issues are evident in the students' conduct/performance, faculty will provide feedback to students and encourage them to address the problematic issues. In cases where students' emotional problems pose a risk to their clients they may be immediately removed from cases and may be asked to immediately discontinue all clinical work. In cases where students fail to adequately address the problematic issues they may be counseled out or dismissed from the program.

Ethical

Students are expected to conduct themselves in their clinical work and in their general conduct according to ethical and legal guidelines as outlined in Kansas law and the AAMFT code of ethics. Due to the sensitivity of the professional role of a couple and family therapists, ethical conduct is taken very seriously. As determined by the faculty, students found to have engaged in or to be engaging in ethical misconduct in their clinical work or in other areas such as cheating in coursework, misrepresenting facts in clinical paperwork or in communication with faculty, or engaging in other ethically questionable conduct will be subject to corrective measures. Examples of corrective measures include, but are not limited to, receiving a failing grade, removal from cases and all activity in the clinic, removal from external placements, and dismissal from the program.

Clinical Skills

Students are expected to be able to appropriately apply theoretical material in the clinic setting. This relates to being able to engage clients in therapy, assess existing problems, and design and implement intervention strategies. Students are expected to be familiar with a variety of family therapy theories. A deficiency may exist when a student appears to not be able to apply general tenets of systems theory or specific tenets of family therapy theory as guided by the supervisor. When an area of concern is identified with regard to a student's clinical performance, specific goals and strategies will be implemented in supervision to help the student develop the necessary skills. This is a normal part of the supervision experience. However, if the faculty or site supervisor believes that the problem fits within the category of a severe deficiency and it is not alleviated through initial goal setting, the faculty member will discuss the concern with the entire CFT faculty.

Severe Deficiency

The faculty will make the determination of when a problem warrants the label, "severe deficiency." If the problem is termed a severe deficiency by the faculty, the student will be notified by his/her supervisor, major advisor, the Program Director, or the Clinic Director. The student and faculty member(s) will strategize and contract for specific steps the student can take to resolve this deficiency and decide on a time schedule for accomplishing this. This contract will be finalized in writing with a copy given to the student, a copy to remain in the student's file, and copies for all members of the CFT faculty. If the student satisfactorily resolves the severe deficiency, he/she will receive a letter notifying him/her of such with a copy placed in his/her file and copies for all members of the CFT faculty.

Dismissal from the Program

If the student still does not resolve the severe deficiencies s/he may be dismissed from the program. S/he

will meet with the CFT faculty to discuss the situation, and if dismissed from the program will receive a letter from the Program Director notifying him/her of dismissal. Copies of the letter may also be sent to all CFT faculty members, the graduate school, the School Director with one placed in the student's file. Counseling a student out of the program is a difficult situation for both faculty and students. Where possible, faculty will work with those students who exhibit severe deficiencies in an effort to assist them in correcting the problems. Where remedial action on the part of the student is not deemed feasible such as in cases, including, but not limited to, ethical misconduct or emotional instability, the student may be dismissed from the program. In such cases the student will be given specific feedback about the reasons for his/her dismissal. The members of the CFT faculty remain committed to students' growth and are invested in the success of all students in the program. As such we will make every effort to help students address any deficiencies in a way that will allow students to benefit fully from the training and to reach their potential as therapists.

¹Portions of this section were adapted from the Purdue University at Calumet MFT Handbook.

Graduate School Grievance Procedures

A. Graduate Student Rights and Responsibilities

1. Every graduate student has:

- a. Freedom of inquiry, conscience, expression, and association and the right to petition for the redress of grievances.
- b. The right, to the extent permitted by law, to have any information about his or her opinions and associations unrelated to academic performance or assigned responsibilities that has been acquired by professors or administrators in the course of their work as instructors, advisors, or counselors held confidential at his or her request and not disclosed to others without his or her consent.
- c. Freedom from unfair treatment by faculty or administration in the assignment and evaluation of academic work toward the completion of requirements for a particular course.
- d. The right to due process in the conduct of proceedings pursuant to the provisions of this document or of any proceedings conducted under any other provisions of any other rule or regulation governing Kansas State University.
- e. The right to immunity from reprisal in the form of University disciplinary action or proceedings for seeking redress pursuant to the provisions of this document.

2. Every graduate student is responsible for:

- a. The exercise of applicable rights and freedoms, as enumerated above, in a manner that does not materially and substantially interfere with the requirements of appropriate discipline in the operation of the institution nor infringe upon the rights of other students, faculty, or staff.
- b. Completing the requirements and meeting the standards of any course in which he or she is enrolled.
- c. Understanding the legal and ethical standards applicable to scholarship in general and to the student's discipline, and understanding the policies and procedures that the University has in place to ensure compliance with these standards.

- d. Diligent pursuit and timely completion of all responsibilities associated with progress toward a degree.

B. Graduate Student Academic Grievance Procedures

The Graduate Handbook contains general rules and procedures governing graduate education developed by the Graduate Council. In addition, each graduate program may have more detailed departmental or program guidelines that specify how that degree program operates within general Graduate School policies, and what graduate students can expect during their graduate career. If departmental or program policies are inconsistent with Graduate School policy, the Graduate School policy is the overriding policy.

1. Scope of Authority

This policy is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. This policy does not address concerns or grievances related to courses taken from instructors associated with consortiums or groups external to Kansas State University. In such cases, the grievance procedures of the external consortiums or groups should be used.

The formal grievance must be initiated within 90 working days of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the Student Life Handbook and the hearing procedures therein. The undergraduate grievance procedure, as described in the Student Life Handbook, applies to any academic matter involving an undergraduate student taking graduate courses. The Veterinary Medicine academic grievance procedures, as described in Appendix A of the Student Life Handbook, govern academic matters involving courses within the DVM degree. The K-State Honor & Integrity System, as described in the Student Life Handbook, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the "Policy and Procedure for Discrimination and Harassment Complaints" in the University Handbook should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the "Policy Prohibiting Sexual Violence" should be referred to the Office of Student Life.

2. Definition of Terms

- a. *Graduate Student* - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.
- b. *Grievance* - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision that the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall

include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

c. *Respondent* - The person(s) against whom a grievance is being made.

d. *Working Days* - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

e. *Faculty advisor* - A faculty member assigned by the graduate program director or department head to provide guidance to the graduate student until the appointment of the student's supervisory committee.

f. *Hearing advisor* - The person who provides guidance to the student or respondent during the grievance process. Arrangement for and compensation of the hearing advisor, if applicable, is the responsibility of each party.

g. *Consortium* – A formal arrangement between Kansas State University and one or more accredited institutions of higher education that have formal approved degree programs or graduate certificates approved by the Graduate Council and Faculty Senate.

3. Guidelines for Administrative Review and Conflict Resolution

a. The graduate student should attempt to resolve any conflict first with the faculty member, supervisory committee, or administrator involved.

b. If the conflict remains unresolved, the graduate student should discuss the conflict with the department head/chairperson, or other immediate administrative superior of the respondent, the Academic Dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. The outcome of this conflict resolution process shall be a written document. The document should be signed by all participating parties to confirm their receipt. Copies of the signed document will be provided to the graduate student, respondent, administrative superior, and Academic Dean involved in the conflict resolution session. The official copy shall be sent to the Graduate School to be retained in the student's file.

c. If the conflict resolution process is not successful, the Academic Dean and the Associate Dean of the Graduate School will confer within 10 working days following receipt of the conflict resolution process document to determine if further conflict resolution steps should be pursued. The outcome of this conference will be shared in writing with all parties participating in 3b.

4. Formal Grievance Procedure

a. If the grievance is not resolved by the above discussions and the graduate student chooses to pursue the matter further, the graduate student must submit a written statement and the Notice of Grievance form to the Associate Dean of the Graduate School within 10 working days after the receipt of the outcome of 3c. A Notice of Grievance form is available in the Graduate School or on the Graduate School website. The written grievance shall include a clear, concise statement regarding the nature of the academic matter to be resolved, which may include the policy or policies/procedures thought to be violated, and the redress requested. The Associate Dean of the Graduate School shall forward a copy of the grievance to the

respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the Associate Dean of the Graduate School with a copy of his or her written response.

b. The grievant or respondent may request a one-time extension for 10 working days for good cause. A written request for an extension must be filed with the Grievance Chair, who will review and rule on the request after consultation with both parties and may consult with the Associate Dean of the Graduate School. Grounds for an extension may include but not be limited to a) Dispute resolution in process; b) Affirmative Action complaint and investigation is in process c) Extenuating personal circumstances.

c. Upon receipt of the written response, the Associate Dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The Associate Dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote, unless there is a tie), and two committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.

d. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.

e. The hearing is not a legal process; however, either party may arrange for a court certified reporter to record the hearing at the party's expense. If recorded the transcription is the property of the party paying for the service. The transcription will not be used by the committee in their deliberations.

f. A student with a disability requiring special accommodations should communicate the specific needs to the Associate Dean at least five working days prior to the scheduled hearing.

g. Guidelines for ad hoc grievance committee hearings

1. Pre-hearing procedures

a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.

b. The notice shall include the written grievance and the written response of the respondent.

c. A copy of the procedures guiding the hearings as outlined in Step 2 Hearing (4 d2) shall accompany the notice.

d. The following must be submitted by each party to the chair at least five working days prior to the hearing:

i. A copy of all written supporting documentation that the party will present at the hearing,

ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and

iii. The name of any hearing advisor who will accompany the party to the hearing and whether the advisor is an attorney. The hearing advisor may advise the party but not otherwise participate in the proceedings. If the advisors accompanying both the grievant and respondent are attorneys, the hearing chair also will be provided appropriate counsel.

iv. The name of any court certified reporter who will accompany the party to the hearing, if applicable.

e. Copies of materials listed in 1d will be provided to the grievant and respondent a minimum of three working days prior to the hearing.

2. Hearing

a. The hearing is an administrative process and will follow the procedures outlined in this section. The committee will have complete discretion in deciding any procedural questions that arise during the hearing.

b. At the discretion of the committee, arrangements may be made for procedural formats for the hearing for students enrolled in distance graduate education programs.

c. At the hearing, each party may be accompanied by a hearing advisor who may advise the party, but not participate in the hearing.

d. All hearings shall be closed except for parties to the grievance and their hearing advisors unless the graduate student requests that the hearing be open. All parties are advised that the committee routinely records the hearing for its own use.

e. Either party may arrange for a court certified reporter to record the hearing at the party's expense. The party must notify the Grievance Chair according to pre-hearing procedures outlined in 4g. If recorded, the transcription is the property of the party incurring the expense of the service. The transcript will not be used by the committee in their deliberation.

f. The committee will permit each party to present a brief opening statement of no more than 10 minutes.

g. The evidence shall be presented by the graduate student and then by the respondent at the hearing.

h. The parties and the committee shall have the opportunity to question all witnesses

i. The committee will accept any new evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.

j. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.

k. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.

l. Within 10 working days from the conclusion of the hearing, the committee will prepare a report that will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings and recommendations of the committee and the reasons for the recommendation. The findings of the committee are final and cannot be appealed.

m. The Dean of the Graduate School shall respond to the recommendation of the committee within 10 working days of receiving the committee's recommendation. Copies of the response and notification of subsequent actions should be sent to the committee and the parties of the grievance.

n. The complete record, including the report to the Dean of the Graduate School, evidence obtained during the hearing, and the response from the Dean of the Graduate School shall be placed in a file by the grievance committee chair. This file shall be retained in the graduate school for at least three years following

the conclusion of the grievance hearing. Each party may, at its own expense, copy the record or any part thereof at a place and time to be determined by the Dean of the Graduate School.

5. Enforcement of the Graduate School's Decision

The Dean of the Graduate School has the authority and responsibility to enforce the decision.

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Kansas State University

Master's Degree Clinical Hours Approval Form

Instructions: Please have the Program Director of your Master's degree program document your client contact and supervision hour totals.

Student's Name: _____

Master's Degree Program: _____

Client Contact Hours:

Individual: _____

Couple: _____

Family: _____

TOTAL: _____

Supervision Hours:

Case Report: _____

Live: _____

Video: _____

Audio: _____

TOTAL: _____

Program Director Signature

Date

*Please contact Glade Topham at (785) 532-6245 or gtopham@ksu.edu if there are questions about completing this form.

CLINICAL DOCTORAL PROGRAM IN COUPLE AND FAMILY THERAPY: INFORMED CONSENT

PREFACE: Clinical training involves a student in applied learning experiences, responsibilities, and methods of evaluation that are not typical in other types of graduate training. For that reason, this document is designed to describe several aspects of the Couple and Family Therapy Program that the students might not otherwise anticipate. Please note that this document should be read in combination with the “The CFT Doctoral Program Handbook” and with the “Addressing Student Deficiencies” and “Graduate School Grievance Procedures” sections of the handbook.

STANDARD CURRICULUM: The curriculum for the Ph.D. in CFT follows Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) guidelines. It assumes students have completed the requirements for the COAMFTE Master’s –Level Standard Curriculum. In situations where that is not the case, students must complete the equivalent of any deficiencies.

CLINICAL PRACTICUM: The COAMFTE requires that doctoral students be involved in clinical practice. Students must enroll in a minimum of three semesters (one calendar year) in the doctoral practicum in CFT (CFT 985). Upon the recommendation of the faculty, some students may be asked to continue enrollment in CFT 985 beyond one calendar year. Students without prior supervised clinical experience in CFT will be asked to complete nine hours of CFT 885 (the Master’s Practicum in CFT) prior to entry into the doctoral practicum (CFT 985). The program and COAMFTE standards require students to have completed 1000 hours of direct client contact before graduating. Students who come to K-State with a Master’s degree from a COAMFTE accredited program may transfer in all the client contact hours. Nevertheless, students must be in continuous clinical practice and enrolled in practicum as long as they are receiving supervision from KSU CFT faculty. If a student has completed his/her 1000 required hours by the third year, the student may enroll in 1-3 credit hours. Students with previous clinical experience comparable to that obtained in an accredited program may waive some or all of the required 1000 hours. These hours can be waived if the student can document that the previous client contact hours were supervised by an AAMFT Approved Supervisor or the equivalent.

LIABILITY INSURANCE: Students and their supervisors incur liability for the therapy conducted by students. Therefore, each student is required to obtain liability insurance before enrolling in a clinical practicum.

THE NATURE OF SUPERVISION¹: Each student who is enrolled in clinical practicum must receive weekly group and/or individual supervision. A large part of this supervision must be over *live, videotaped, or audiotaped sessions*. Supervisors vary in the degree to which they focus on theory, skills and use of self. However, each of these issues will receive attention at some point in the program.

If it appears to a supervisor that personal material is interfering with a student’s assessment or treatment of clients, the supervisor will share that observation with the student and may suggest that the student explore the issue further with his/her own therapist. Supervisors *will not conduct personal therapy* with supervisees, *nor will the program require a student to obtain personal therapy²*. However, if personal issues appear to the faculty to continue to interfere with the student’s behavior as a therapist, that difficulty will be reflected in the student’s practicum grade and possibly in the student’s ability to progress through the program. Intergenerational approaches to family therapy are included in the curriculum at Kansas State, along with other schools of family therapy. In studying the intergenerational approaches to therapy, students

¹ Supervision has as its primary goal the enhancement of the supervisee’s professional competence and a secondary goal of assuring quality service to clients.

² Personal therapy has as its primary goal the personal growth of the client and resolution of problems in living.

may become intrigued with how the material applies to themselves in their own family of origin. While the faculty actively encourages such personal integration and believes such personal work will result in improved professional performance, students are ***not required to report on such personal explorations***. Students who do choose to reveal personal information in the course of clinical supervision deserve to have that information treated with respect. That respect includes keeping the information confidential. However, supervisors and faculty may share student personal information with other faculty or supervisors if it is directly relevant to student performance or progress. In addition, faculty and supervisors will routinely communicate with each other about student progress relative to clinical skill, and end of semester narrative evaluations are routinely forwarded to the student’s next on-campus clinical supervisor to assist in their continued supervision of the student. Students receive a copy of this evaluation. Students in clinical practicum can expect to receive live supervision from behind a one-way mirror as well as supervision based on audiotapes, videotapes, and case notes. Students can also expect to receive regular feedback on their progress in clinical practicum. This regular feedback will be verbal during the course of the semester, unless the faculty have reason to be especially concerned, in which case a letter will be sent to the student. End-of-the-semester evaluations will include a course grade, which goes on the student’s transcript, and a standard evaluation form.

GATEKEEPING ASPECT OF SUPERVISION: One aspect of the role of the supervisor is that of gatekeeper to the profession. Because of our ethical obligation to our clients and to the program as a whole, CFT faculty and clinical supervisors have a duty to make sure that our students are providing competent and ethical services to clients who are contributing to a training environment that is supportive of learning. Should we become concerned about the quality of therapy being provided by a student or the manner in which he/she is participating in the program, we are obligated to address the problem and work with the student to develop a plan to either return the student to full functioning or help him/her determine if being a therapist is still the right decision. Such problems are described in the literature as professional impairment and are defined as:

- An inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- An inability to acquire professional skills to reach an acceptable level of competency;
- An inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987, p. 598)

PROGRESS TOWARD AAMFT FELLOW STATUS: It is the student’s responsibility to communicate directly with AAMFT regarding the current criteria for fellow status in that organization. The program director at KSU will provide documentation for supervision and clinical contact hours accomplished at KSU.

I understand the nature of clinical training as described above and choose to enter the clinical practicum in couple and family therapy. **SIGNED:**

Student Name	Student Signature
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Clinical Director Signature	Date
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Statistics, Research, & Clinical Courses Across Campus

Stats I Equivalent Courses:

EDCEP 817 - Statistical Methods in Education (F, Su)

An introductory yet comprehensive survey of common statistical analyses encountered in educational research. Computer oriented.

SOCIO 822 - Introduction to Methods of Social Analysis (F)

Provides an introduction to the methods and techniques utilized in sociological research. Includes such topics as basic collecting and analyzing sociological data.

PSYCH 803 – Psychological Research and Design and Analysis I (F)

Introduction to techniques of research planning and design, including critical evaluation of psychological research practices and selected research studies.

STAT 702 – Introduction to Statistical Methods for the Sciences (F, S, Su)

Statistical methods applied to experimental and survey data from social sciences; test of hypotheses concerning treatment means; linear regression; product-moment, rank, and bi-serial correlations; contingency tables and chi-square tests. Formerly called Stat 702 – Statistical Methods for Social Sciences.

Stats II Equivalent Courses:

EDCEP 917 - Experimental Design in Educational Research (S, Su)

Philosophy, planning, and evaluation of research in education. Experimental designs appropriate for educational research with special emphasis on multivariate procedures. Computer oriented.

SOCIO 825 - Quantitative Methods (S)

Provides instruction for advanced techniques in the quantitative analysis of sociological data. Includes regression analysis and estimation of models with categorical data. A working knowledge of basic statistical concepts is assumed.

STAT 705 – Regression and Analysis of Variance (F, S, Su)

Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects. Formerly called Regression and Correlation Analyses.

Advanced Statistics Courses:

FSHS 907 - Advanced Family Research Methods (F)

A critical review and analysis of contemporary analysis techniques in family research, dealing with multiple members of family-like groups, including a variety of mixed model methodologies.

SOCIO 925 - Specialized Approaches to Sociological Research (S-odd yrs)

Intensive examination of methodological approaches developed for analysis of sociological problems. The approaches to be examined will depend on faculty and student interests. Likely foci include estimation

procedures for structural equation models, advanced techniques for quantitative analysis of categorical data, techniques for social network analysis and methods for comparative and historical analysis.

STAT 730 - Multivariate Statistical Methods (S)

Multivariate analysis of variance and covariance; classification and discrimination; principal components and introductory factor analysis; canonical correlation; digital computing procedures applied to data from natural and social sciences.

Research Methods/Design Courses:

Research Courses

FSHS 890 – Application of Research and Statistics in Family Science (S)

Emphasis is on family research, conducting statistical analyses, and reporting results. Topics include research methodology, selection of statistical approach, techniques for conducting analyses, interpretation of output, and writing the results section of a manuscript based on that output. Formerly called Research Methods in FSHS II.

SOCIO 823 - Intermediate Methods of Social Research (S)

Current sociological research techniques, strategies of research design, construction of research instruments, logic of sociological inquiry, conceptualization, problem formation, and preparation of research proposals.

PSYCH 805 – Psychological Research Design and Analysis II (S)

Extensive coverage of repeated measures designs, advanced experimental design, and the treatment of common psychological measures.

Qualitative Research Courses:

FSHS 809 - Qualitative Research Methods in FSHS (F)

Expands students' skills in theories and methods associated with qualitative research. Emphasis on understanding foundations of qualitative methods, comparing and using various qualitative traditions and applying this knowledge to a research project. Formerly called FSHS 902.

FSHS 909 – Advanced Qualitative Methods in FSHS (S even)

Emphasizes the diversity and variety within qualitative methodology. Focuses on hands-on experiences of completing a qualitative research project after the basic research design has been determined.

SOCIO 824 - Qualitative Methodology (On sufficient demand)

Collection, analysis, and presentation of sociological data using such methods as participant observation, ethnomethodology, community analysis, documentary research and historiography, case study, and life history. Emphasis upon formulation of problems and the execution of research.

Grant Writing:

FSHS 801 - Grant Development and Management (Su)

Introduces students to the grant development process and provides an overview of what happens after a grant is awarded. Topics include: identifying funding sources, generating fundable ideas, assessing needs,

project planning, budget design, evaluation and project management.

Program Evaluation:

FSHS 893 - Program Evaluation in Human Services (S-odd)

Study and application of program evaluation approaches and methodology pertinent to evaluating programs in human service and education settings.

PSYCH 808 - Applied Research Methods (S, even yrs)

Examines research methods and analyses that are used in the applied psychology literature. Focuses on planning and conducting program evaluation.

Measurement:

FSHS 895 - Principles and Techniques of Family Measurement (S)

The comparative reliability and validity of current measures of family interaction and analysis of their suitability for use in program evaluation of family life education and family therapy.

EDCEP 915 - Theory of Measurement (on sufficient demand)

A course designed to provide the theoretical background needed for students who wish to (1) develop greater competence in practical uses of tests in educational settings, (2) pursue academic study of measurement theory, and (3) develop instruments for research use.

PSYCH 806 - Psychological Measurement (F)

The logic and methodology underlying the construction of psychological measuring instruments from the psychophysical estimate of threshold to the scaling of complex psychological variables.

Survey Research:

FSHS 891 - Family Survey Research (S)

Principles and techniques for collection, coding, analysis, and interpretation of survey data from several family members. Computer-oriented.

EDCEP 819 - Survey Research (S)

Evaluation, interpretation, use, and production of survey research in education.

Other:

SOCIO 830 - Social Demography (F)

The study of human population, including the social, economic, political, ecological, and cultural determinants and consequences of changes in fertility, mortality, and migration.

CFT Research Teams Opportunities

Fall 2019 and Spring 2020

Faculty	Topic	Participant Duties	Presentations & Publications
Stith	Meta-analysis on risk factors for partner violence	<ul style="list-style-type: none"> • Write Proposals • Write sections of journal articles • Use meta-analysis software to analyze data 	<ul style="list-style-type: none"> • Journal articles • NCFR and AAMFT proposals
Anderson	The Couples & Diabetes Project: Marital Influences on Disease Management and Metabolic Control	<ul style="list-style-type: none"> • Reviewing literature • Analyzing data • Writing journal article 	<ul style="list-style-type: none"> • AAMFT/NCFR presentations • Journal articles
Anderson	Differentiation and Sexuality in Committed Relationships	<ul style="list-style-type: none"> • Reviewing literature • Analyzing data • Writing journal article 	<ul style="list-style-type: none"> • NCFR Presentation • Journal article
Baptist	Clinical study on treating suicidal ideation	<ul style="list-style-type: none"> • Providing clinical treatment • Reviewing literature • Analyzing data • Writing journal articles • Writing grants 	<ul style="list-style-type: none"> • Journal articles • Conference presentations
Baptist	Black couples and mixed race relationship maintenance	<ul style="list-style-type: none"> • Reviewing literature • Analyzing quantitative data • Writing journal articles 	<ul style="list-style-type: none"> • Journal articles • Conference presentations
Vennum	Improving youth mental health outcomes through systemic trauma-informed intervention in schools.	<ul style="list-style-type: none"> • Intervention design & delivery • Grant writing & Project Design • Collecting & analyzing data • Writing journal articles 	<ul style="list-style-type: none"> • Conference Presentations • Journal Articles
Vennum	Reducing disparities in relational and mental health outcomes through interactive in-person, online, and mobile relationship education for youth.	<ul style="list-style-type: none"> • Intervention design & delivery • Grant writing & Project Design • Networking with scholars • Creating resources • Event planning • Data Analysis • Writing journal articles 	<ul style="list-style-type: none"> • Conference Presentations • Peer reviewed Journal Articles • Public Scholarship
Vennum	Concurrent and longitudinal correlates of romantic relationship development and maintenance during adolescence & young adulthood.	<ul style="list-style-type: none"> • Reviewing literature • Project Design • Participant Recruitment • Collecting & analyzing data • Writing journal articles 	<ul style="list-style-type: none"> • Conference Presentation • Journal Articles
Durtschi	Relationship quality across the transition to parenthood	<ul style="list-style-type: none"> • Review literature • Grant writing • Assist in gathering data, managing data, & paying participants in a 15-month study of couples • Analyze data • Write journal articles 	<ul style="list-style-type: none"> • AAMFT/NCFR presentation • Journal Articles

Durtschi	Marital quality in early stages of marriage	<ul style="list-style-type: none"> • Review literature • Analyze data • Write journal articles 	<ul style="list-style-type: none"> • AAMFT/NCFR presentation • Journal Articles
Durtschi	Links between marital interactions, parenting and child outcomes	<ul style="list-style-type: none"> • Review literature • Analyze data • Write journal articles 	<ul style="list-style-type: none"> • AAMFT/NCFR presentation • Journal Articles
Topham	Parent-child relationship predictors of child physical (healthy weight balance) and socioemotional outcomes.	<ul style="list-style-type: none"> • Collect & analyze data • Write sections of journal articles 	<ul style="list-style-type: none"> • Conference Presentations • Journal Articles
Topham	Efficacy/Effectiveness of Early Parent-Child Intervention	<ul style="list-style-type: none"> • Write sections of proposals • Collect & analyze data • Intervention delivery • Write sections of journal articles 	<ul style="list-style-type: none"> • Conference Presentations • Journal Articles
Lechtenberg	Efficacy of Mindfulness based Therapy	<ul style="list-style-type: none"> • Write sections of proposals • Collect & Analyze Data • Intervention Delivery • Write Sections of Journal Articles 	<ul style="list-style-type: none"> • Journal Articles • Conference Presentations
Lechtenberg	Delivery of Court-Mandated Therapy	<ul style="list-style-type: none"> • Write Sections of Proposals • Collect & Analyze Data • Intervention Delivery • Write Sections of Journal Articles 	<ul style="list-style-type: none"> • Journal Articles • Conference Presentations
Lechtenberg (& Kinesiology Dept.)	Physical Wellness & Mental Health	<ul style="list-style-type: none"> • Collect & Analyze Data • Intervention Delivery • Write Sections of Journal Articles 	<ul style="list-style-type: none"> • Journal Articles • Conference Presentations

Student Support Services

Library Resources:

Hale Library houses approximately 2 million items, which comprise the Libraries' principal collections, and an off-site storage annex holds many older volumes that can be requested by users. The main library structure provides 2,000 seats for users, access to over 200 computer stations and wireless internet access for personal laptop computers. Many services, including specialized software and equipment, are provided for users with visual or hearing impairments. Assistance is also provided to retrieve items from shelves and other locations upon request.

Electronic information sources have initiated a major shift from an emphasis on ownership to one of access. Online journals, databases, and books are accessible to K-State students and faculty 24 hours a day through the Libraries' web page. Currently, the library provides electronic access to over 21,000 full-text journal titles through various databases and publishing packages. Examples of journal titles specific to couple and family therapy available through K-State Libraries are Developmental Psychology, Family Process, Family Relations, Human Development, Journal of Marriage and Family, Journal of Sex and Marital Therapy, Journal of Traumatic Stress, and Journal of Multicultural Counseling and Development. In addition to these titles, K-State Libraries provide online access and direct linking to articles through such resources as PsycInfo PsycArticles, Mental Measurements Yearbook, and Web of Science. An automated interlibrary loan request system is available on the Library's web site, which enables patrons to submit requests from locations outside the libraries.

In addition to the Library Help Desk, there is a full-time Social Sciences Librarian who acts as a liaison to the Couple and Family Therapy program. The Social Sciences Librarian provides the program with both general and in-depth reference, research, and instructional services for faculty and students. In-depth services include specialized research assistance for faculty and graduate students, online searching, subject-specific orientation, and course-related library instruction presentations.

The K-State Writing Center:

The K-State Writing Center welcomes active discussions with writers from all disciplines and experience-levels across the campus community. They are committed to developing writing and critical thinking through collaborative learning. In one-to-one consultations, students talk about their writing projects with trained writing tutors (most of whom are fellow students). They provide feedback at any stage of the writing process to enable students to gain awareness of writing strategies; improve writing assignments or non-academic writing; and increase their sense of competence, confidence, and ownership in writing.

Financial Aid/Scholarships:

K-State has a website dedicated solely to financial aid, scholarships, grants, loans, and jobs (see <http://www.k-state.edu/sfa/>, Appendix M). The Student Financial Assistance Office has two main goals. First, to provide access to higher education to any student who has the desire and second, to provide students with the financial means to enable them to complete their chosen program of study.

To help meet these goals, every student at K-State is given a personal financial assistance advisor. These advisors are available to answer any questions students may have regarding student financial assistance at K-State – including any questions students might have on how to complete their forms or the Free Application for Federal Student Aid (FAFSA). They encourage all students to schedule an appointment with their advisors. Students can send the office an email, give them a call, or simply stop by their office.

Along with the services their personal financial assistance advisors provide, their peer advisors are also available Monday through Friday, from 8:00 a.m. to 5:00 p.m., to assist with students' financial aid needs. Their peer advisors are K-State students who are trained to answer other students' specific questions

regarding their financial assistance.

Personal Counseling:

Counseling Services at Kansas State University are available to every student. The emphasis of services is to provide brief intervention in a student's life that may assist in decision making, skill building, or mental health support. The overriding goal for all students is to help them maintain successful academic progress.

Counseling Services provides services in an atmosphere welcoming diversity in culture, in sexual orientation, religion, and other factors of difference and is a member of the SAFE ZONE on campus. They provide:

1. Short-term, focused counseling to currently registered K-State students in areas of;
 - Decision-making
 - Crisis intervention
 - Solution
 - Adjustment
 - Matters of Personal Concern
2. Consultation to K-State Faculty and Staff
3. Assist in the identification and referral of additional and appropriate resources on campus or in the community

Counseling Services provides the first four sessions per fiscal year (July 1-June 30) at no charge. Sessions 5-10 cost \$15.00/hour and sessions beyond 10 cost \$25/hour (see <http://www.k-state.edu/counseling/>, Appendix N).