

Doctoral Program Academic Guide

Antioch University New England

Couple and Family Therapy Program

Revised August 2021 for Fall Entry 2021 Students

Table of Contents

<u>Section</u>	<u>Page #</u>
<i>Introduction and General Information</i>	3
<i>Program Overview</i>	4
<i>Program Demographics</i>	6
<i>What to expect from low residency</i>	7
<i>Minimum Academic Expectations (Retention)</i>	10
<i>Mission and Competencies</i>	11
<i>Assessment of Student Learning Outcomes</i>	17
<i>Assessment Policy</i>	17
<i>Degree Requirements</i>	18
<i>Course Sequence</i>	19
<i>Advising</i>	20
<i>Student Governance</i>	21
<i>Student Support Services</i>	22
<i>Antioch University Policies</i>	24
<i>Transfer of Credits and Clinical Hours</i>	26
<i>Dissertations: Introduction</i>	29
<i>Dissertation Potential Timeline</i>	30
<i>Dissertation Guidelines</i>	32
<i>Dissertation Defense Guidelines</i>	34
<i>Qualifying Examinations</i>	35
<i>Qualifying Examination Evaluation Rubric</i>	40

Introduction and general information about the CFT Programs

The Couple and Family Therapy Master of Arts and Doctor of Philosophy Programs are housed in the Department of Applied Psychology at Antioch University—New England (AUNE). Antioch University, with its central administration in Yellow Springs, Ohio, is accredited by the North Central Association of Schools. The New Hampshire Postsecondary Commission has approved all degree programs.

The CFT Programs are both fully accredited by the Commission on the Accreditation for Marriage and Family Therapy Education (COAMFTE) through November 1, 2023. Details can be viewed on the Antioch University New England website. Other programs in the department are as follows: masters and doctoral programs in Couple and Family Therapy, Dance Movement Therapy with a Concentration in Couple and Family Therapy master's degree program, and an Applied Behavior Analysis master's program (this program is on hiatus).

The Academic Catalog of Antioch University New England contains all official academic policies and degree requirements. Students should be sure to read this carefully and refer to it as necessary. The current Academic Catalog can be found in the Resources section of the AUNE website (<https://www.antioch.edu/new-england/resources/>). The program's web page contains general program information such as faculty bios and alumni, and program highlights. (see <https://www.antioch.edu/academics/counseling-therapy/couple-and-family-therapy-phd/>).

There are a number of sites within Sakai that also have important program information. The AUNE CFT Clinic site has information and policies regarding the Antioch University Couple and Family Therapy Institute (AUCFTI), our training clinic. The ANE CFT-PhD Student Resources site has information for doctoral students and the Field Experiences Resources site has information about clinical and other field experience sites.

CFT PhD Program Faculty

Department Chairperson (Applied Psychology):	Dr. Lucy Byno
Program Director:	Dr. Kevin Lyness
Full-time Faculty:	Dr. Lucy Byno Dr. Denzel Jones Dr. Markie Twist (Teaching Faculty) Dr. Jinsook Song (Director of Clinical Training and Director AUCFTI) Dr. Janet Robertson (PD for MA program, leaving in December 2021) Dr. Pia Alexander (will join doctoral faculty upon completion of PhD)

The Doctor of Philosophy in Couple and Family Therapy (PhD in CFT) has a focus on Social Justice applications to couple, marriage and family therapy, and prepares graduates for academic, leadership, supervision, and research careers. As a doctoral degree, there is considerable focus on research training (a PhD is primarily a research degree), and as a degree in CFT, there is also a clinical training component. In everything we do, we emphasize principles of social justice, and our students learn about ways to apply social justice principles in research, teaching and supervision, and clinical work.

The PhD in CFT has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 2010.

Program Overview

The PhD in CFT program is a low-residency program, designed to be completed in three or four years of full-time enrollment, with two or three years of coursework and practice experience and one year of dissertation. The minimum length of time for program completion is three years, the advertised length of the program is four years (most students will take longer than three years but the program can be completed in three), and the maximum time to completion (with financial aid eligibility) is six years from initial enrollment to complete all course requirements, practical experience requirements, and dissertation.

As a low residency program, students must attend residencies in each year of the program. The first-year residencies are in the Fall and Spring, with second-year residencies in Summer, Fall, and Spring, and third-year residencies required in Summer (these residencies are in each of the first six semesters in the program). In between residencies, students will be working on learning class material and applying CFT concepts in clinical and teaching/supervision/leadership advanced practical experiences. Much of the learning will be facilitated online in a flexible format, and there will also be weekly professional seminar meetings (group supervision experiences) facilitated online via video and/or voice conferencing. The low residency nature of the program does not require students to be located in the New England area, only to attend the residencies as scheduled, but also offers the benefits of regular face-to-face contact with instructors and fellow students. Program plans can be developed for students who would need an extended program.

Students in the program will be able to use current clinical or training work positions as learning opportunities in these advanced practical experiences. For students who are located in New England, we will have clinical and supervision training opportunities on campus at the Antioch University Couple and Family Therapy Institute, which is our campus-based training clinic for master's and doctoral students. For students who are not local, we will assist you in finding suitable locations to get clinical and supervisory/leadership experiences. Clinical experiences in the program are designed to lead to licensure for those students who are not yet licenses, and we will work with you to make sure you receive appropriate supervision. The PhD may also serve as a qualifying degree for licensure for those whose master's degree does not fit licensure requirements.

The program starts in the Fall semester each year, and students enter as a cohort. We work to build the cohorts as collaborative learning environments, and cohorts move through the program together. Each course in the program has a residency component and an online component, and student learning is evaluated through the successful completion of learning achievements. Students in the program will develop an academic portfolio that includes learning achievements dedicated to clinical theory, research, teaching, supervision and leadership, all with an emphasis on social justice.

The residencies are intense gatherings combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. The residencies are five days long (plus travel days) and may take place in Keene, NH or at other Antioch University campuses (e.g., Los Angeles, CA, Santa Barbara, CA, Seattle, WA, or Yellow Spring, OH).

Program Demographics

Our accrediting body, COAMFTE, asks that we report on program demographics as well as student achievement criteria (as defined by COAMFTE). Our latest student achievement criteria report can be found on the program's website at: <https://www.antioch.edu/wp-content/uploads/2021/02/SAC-disclosure-Jan-2021-rev.pdf>

Here is a summary of program demographics as of August 2021:

Gender and Ethnicity (based on available reporting categories):

	<u>Faculty</u>	<u>Supervisors</u>	<u>Current Students</u>	<u>Graduates</u>
Female	7	8	31	15
Male	6	6	9	1
Non-Resident (International)	0	0	0	1
Asian or Pacific Islander	1	1	2	3
African-American / African / Black	5	4	16	4
White / Non-Hispanic	6	8	17	8
Hispanic / Latinx / Chicano/a	0	0	7	0
Multiethnic	0	0	3	0
American Indian or Alaska Native	0	0	1	0
Other	0	0	2	0

What to expect from the Antioch University New England Low Residency PhD Program in Couple and Family Therapy

What do the residencies look like?

Unlike traditional online programs, low residency programs are unique in that they afford students regular opportunities to interact with their peers and faculty in person. **Because the residencies are our only opportunity to interact in person, attendance is mandatory.** Most of the costs for the residency are your responsibility—you pay for your flights and hotel, and some meals, while we provide some meals (continental breakfast, lunch, a couple of dinners). The residencies are long days—we typically start at 8 a.m. (with breakfast) and may not wrap up until 8 p.m., so these are intensive learning experiences. We do include several chances for getting to know everyone, but we also spend a lot of time in learning settings, including supervision groups. We will likely have one residency each year on our Keene campus, but other residencies will likely be at other locations. Every class in the program has at least one residency session, and our residencies also include time for advising meetings, supervision sessions, research group times, and times to connect with students in our master's degree program.

What happens between residencies?

The bulk of your learning takes place between residencies, and courses may include regular (up to weekly) video conferencing sessions as well as synchronous and asynchronous online learning (including video supervision, small group work, individual papers and presentations, online discussion forums, quizzes or exams, etc.). This is a full-time program and there is as much work as a traditional format. You'll be taking on average 11-12 credits per semester, and you should expect to spend 30+ hours/week on coursework, in addition to your advanced practical experience (clinical work, teaching, or supervision). Just because we're a low residency program does not mean that you will not have a lot of work to do—in fact, some find it more challenging because you have to structure and manage your own time and be a more active participant in your learning. The benefit of this format is that you have more flexibility for choosing when to do your work ahead of class meetings and due dates, and of course you're able to do all of this work at a distance.

Zoom Policy

While you are attending class by Zoom (our video conferencing platform--<https://zoom.us/>), you will be held to the same professional dispositional standards as you would any other in-person class. Please keep the following in mind:

- Although we cannot guarantee confidentiality, please respect the confidentiality of other classmates and take precautions when using Zoom in public spaces.
- Professionalism extends to dress and settings. Please dress appropriately and be aware of your surroundings when logging into class.
- Due to safety concerns, you are not to Zoom into class while driving. Please schedule your activities around the Zoom class, so that you can be settled in a distraction free environment prior to logging in. You will need to ensure that you have adequate network bandwidth for video conferencing.

What does it mean to be in a social justice program?

Our commitment to social justice informs all aspects of this program, from its structure and evaluation to the ways we critically examine our field's theoretical foundations and professional practice. The first thing this means is that we will ask you to think about social justice, and we will support you in exploring what it means to you while collaborating as a group to situate ourselves in the social justice mission of the program and school. We will integrate the consideration of social justice issues in all of our classes, and we will ask you to reflect on these issues both during class as well as in coursework. Approaching your work through a social justice lens may challenge some of your beliefs; we expect students to be open to learning about socially just practices and principles in CFT, and we will support you in this process. We strongly value diversity in our program, which means we value students of diverse racial, ethnic, and cultural backgrounds, gender and sexual minorities, students from different religious and spiritual communities, and students from a range of social class backgrounds and political orientations, and we actively seek to have diverse representations in our students, faculty, and supervisors. Being in our program means that you are committing yourself to taking a social justice perspective toward your work as a couple, marriage, and family therapist, including your clinical work, teaching, supervision, policy advocacy, and research. You are also committing yourself to being open-minded and challenged to grow, and to thoughtfully engaging your classmates in their own growth. You will be asked to examine your privilege in ways that may not be comfortable, and to be respectful of where your peers may be in their own development as an advocate for social justice.

Diversity and Inclusion Statement:

The Applied Psychology Department is committed to building a learning community where diverse perspectives are welcome, respected, and regarded as valuable resources for enriching and strengthening our capacity for empathy, reflection, and critical thinking. While the course materials and experiential activities presented in the course are intended to be inclusive of historically underrepresented voices, overt and covert biases of privileged views may still be dominant. We encourage you to offer any suggestions to enhance a more inclusive, comprehensive learning environment especially for those whose voices have been marginalized. Antioch University New England also publishes a commitment to diversity and inclusion here: <https://www.antioch.edu/new-england/sustainability-social-justice/commitment-social-justice-diversity-inclusion/>.

Non-discrimination Policy Statement:

The program does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation or national origin in any of its activities (including admission, retention, application of policies, and work with clients, supervisees, students, and others).

Civility Pledge: I acknowledge that racism, sexism, heterosexism, classism, ableism, ageism, nativism, and other forms of interpersonal and institutionalized forms of oppression exist. I will do my best to better understand my own privileged and marginalized identities and the power that these afford me. I will keep an open mind, listen, and respect everyone. I will share personal experiences in the context of the course topic. I understand that what I share is kept confidential unless otherwise agreed upon. I trust that I am not regarded as a representative spokesperson for a given group of people. If I feel my coursework is being impacted by my experiences, I will reach out to my professors, peers, Department Chair, the Associate Provost &/or Chief Student Services Officer.

What else should I know?

- The program takes a minimum of three years to complete, but most students will likely take longer. Dissertations most often take longer than you think they will. As a student in a research-based degree, you will be expected to be actively involved in research projects, writing, and presenting your work to the academic community.
- There is a clinical component to your practical experience and you will be expected to be clinically active in the first year of your program. We have a training clinic in Keene (the Antioch University Couple and Family Therapy Institute: <https://www.antioch.edu/new-england/resources/centers-institutes/couple-family-therapy-institute/>) where you can choose to complete your clinical work, your supervision experience in your second year, and potentially clinical research. Students working toward licensure should check with their state licensure board about requirements for clinical experience and supervision.
- Technology Requirements: Because this program involves online learning, you must have access to a fast internet connection and a computer with a webcam. You will also need a private place to participate in video conferencing and supervision. As part of supervision we review video recordings of sessions, so you should have a way to record sessions in your place of practice, and a secure place to store them. Please do not join video sessions while driving. Supervision sessions typically take place using a platform called Supervision Assist, which has HIPAA-compliant video conferencing and storage.
- In the second year of the program your advanced practical experience focuses on supervision as well as teaching, consultation, and leadership. While we have teaching opportunities, we do not guarantee that you'll be able to teach in the program—we select student instructors as we would other adjunct faculty based on experience and expertise.
- If you did not graduate from a COAMFTE-accredited master's degree program, we will evaluate your master's curriculum to assess whether you have taken all of the required master's degree courses. This may mean that you will have to take additional coursework while you are in the program. If your degree is in another discipline, you may need to take additional time to complete the program. We can create a customized plan of study for you if that is the case.

- We expect a high level of professionalism and commitment to ethical standards. You will need to maintain a high level of academic performance in order to stay in the program. Since you will be in contact with your peers and professors primarily online throughout the year, it is important that you can commit to being responsive via email within reasonable timeframes. Note that you must use your Antioch email for communication with the University and your professors and expect to receive office AU emails only at that address.

Minimum Academic Expectations (Student Retention)

As a doctoral program we have high expectations for student work. Students are expected to earn a rating of “Good” or better in the “Overall Course Performance” category for all courses. The “Overall Course Performance” is the overall rating that a faculty member gives in their course evaluations.

Students may be placed on Academic Warning if they receive more than one Overall Course Performance rating of “Satisfactory” or receive “No Credit” or an Overall Course Performance rating of “Unsatisfactory” in any course.

Students may also be required to engage in an academic review for violations of academic policies, unprofessional and/or unethical behavior, and poor academic performance or progress as noted above and in the University’s Satisfactory Academic Progress policies. Students may be disenrolled from the program following academic review and unsuccessful attempts at remediation (including receiving an Overall Course Performance rating less than “Good” in retaking a course). Specific university policies (as note above) may also involve specific procedures and have specific appeal procedures--these policies include the Student Grievance Policy and Student Conduct Policy, among others.

Mission and Competencies

The mission of the Antioch University New England PhD program in Couple and Family Therapy is to develop highly competent advanced clinicians in CFT and to develop students who are competent in teaching CFT, in providing clinical supervision in CFT, and in conducting CFT-related research utilizing both quantitative and qualitative methodologies. CFT doctoral students will also develop a focus on social justice and human diversity issues across all areas of the curriculum.

Derived from our mission, the program has identified the following Program Goals:

1. Prepare graduates who are advanced CFT clinicians
2. Prepare graduates who are competent in CFT teaching, leadership, and/or consultation and in clinical supervision
3. Prepare graduates who are competent in various CFT research methods
4. Prepare graduates who have a social justice focus

The following lists the Competency Areas developed in the PhD in CFT program. In each competency area are listed the Program Student Learning Outcomes (SLOs), the specific language from the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Accreditation Standards Version 12 Advanced Curriculum components, the specific Courses and Learning Achievements and areas in the curriculum where additional learning takes place to address each Competency Area as well as a list of the evidence to be used to evaluate each SLO.

- ***Advanced Clinical Skills in Couple/Marriage and Family Therapy***
 - Program Student Learning Outcome 1: Students will demonstrate advanced understanding of multiple family and couple therapy models.
 - COAMFTE Accreditation Language: Addresses ACA 2: demonstrate an advanced understanding and application of multiple family and couple models and empirically-supported interventions
 - Courses and Learning Achievements:
 - Advanced Clinical Skills in CFT and Professional Seminars
 - Advanced Theory of Change Paper
 - CFT Model Application Paper
 - Additional Learning:
 - Professional Seminars I, II, III (and elective prosems IV, V, and VI)
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Theory of Change Paper Rubric
 - Clinical Evaluations by faculty and site supervisors
 - Qualifying Examination Portfolio and Defense

- ***Advanced Relational/Systemic Clinical Theory***
 - Program Student Learning Outcome 2: Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.
 - COAMFTE Accreditation Language: Addressed Advanced Curriculum Area (ACA) 2: development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.
 - Courses and Learning Achievements:
 - Advanced Relational/Systemic Clinical Theory
 - Model Exploration Paper
 - Clinical Specialization Paper (QE)
 - Additional Learning:
 - Professional Seminars
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Clinical Evaluations by faculty and site supervisors
 - Qualifying Examination Portfolio and Defense

- ***Relational/Systemic Applications to Contemporary Challenges***
 - Program Student Learning Outcome 3: Students will demonstrate the ability to develop relational/systemic innovations across multiple domains.
 - COAMFTE Accreditation Language: Addresses ACA 3: develop relational/systemic innovations; application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems; demonstrate competency in family policy and/or family law.
 - Courses and Learning Achievements:
 - Relational/Systemic Applications to Contemporary Challenges
 - Innovation Paper
 - Family Policy
 - Family Policy Application/Analysis Paper
 - Advanced Clinical Skills and Clinical Ethics
 - Advanced Ethics Paper
 - Clinical Innovations w/ Diverse Populations
 - Application to Diverse Populations Paper
 - Additional Learning:
 - Professional Seminars
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Clinical Evaluations by faculty and site supervisors
 - Qualifying Examination Portfolio and Defense

- ***Social Justice Applications***

- Program Student Learning Outcome 4: Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity.
 - COAMFTE Accreditation Language: Addresses ACA 1, 2, 3 and 4: demonstrate skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; demonstration of an awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work; Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided; understanding and demonstrated sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, SES, etc. play a role in their choice of research topics and their conduct of research activities.
- Courses and Learning Achievements:
 - Social Justice Theory and Application
 - Social Justice Theory Paper and Plan
- Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Qualifying Examination Portfolio and Defense
 - Evidence across other domains (items from rubrics and evaluations for other competency areas)

- ***Introductory Research Methods in Quantitative and Qualitative Research***

- Program Student Learning Outcome 5: Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis.
 - COAMFTE Accreditation Language: Addresses ACA 1: demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques appropriate to carrying out research in relationships; demonstrated working knowledge of other methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, s/he will have a working knowledge of qualitative methods as well).
- Courses and Learning Achievements:
 - Introduction to Research Methods in CFT
 - Literature Review
 - Research Question
 - Introduction to Qualitative Methods
 - Qualitative Proposal

- Introduction to Quantitative Methods
 - Quantitative Proposal
 - Introduction to Statistics
 - Statistics Application Paper
 - Research Ethics
 - CITI Modules completion Certificate
 - Research Ethics Application/IRB Application
 - Additional Learning:
 - Research Groups
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Evidence of CITI Modules completion
 - Evidence of IRB approval
 - Qualifying Examination Portfolio and Defense
- ***Advanced Research Methods and Applications***
 - Program Student Learning Outcome 6: Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation.
 - COAMFTE Accreditation Language: Addresses ACA 1: demonstrate understanding of the theoretical complexity of change within relationships and how this complexity informs research; students should have opportunities to participate in grants and grant-writing activities, and in the publication and presentation of research material.
 - Courses and Learning Achievements:
 - Advanced Research Methods: Program Evaluation
 - Program Evaluation
 - Advanced Research Methods Applications
 - Completed Research Study
 - Publication or Presentation of Research
 - Advanced Statistics
 - Analyzed Data for various methods
 - Grant and Professional Writing
 - Grant application
 - Published Paper (from any area in curriculum)
 - Dissertation Seminar
 - Draft Dissertation Proposal and Plan for completion
 - Dissertation
 - Dissertation
 - Additional Learning:
 - Research Groups
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses

- Evidence of publication and/or presentation of research
 - Dissertation Proposal and Dissertation Defense results
 - Qualifying Examination Portfolio and Defense
- ***Couple and Family Therapy Supervision***
 - Program Student Learning Outcome 7: Students will demonstrate competency in CFT supervision.
 - COAMFTE Accreditation Language: Addresses ACA 4: demonstrate skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; demonstrate skills in clinical supervision
 - Courses and Learning Achievements:
 - Supervision in CFT
 - Supervision Philosophy Draft
 - Advanced Supervision
 - Final Supervision Philosophy
 - Supervision Portfolio (QE)
 - Additional Learning:
 - Professional Seminar in T/C/L/S
 - Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Supervision evaluations by supervision mentor/faculty and supervisees
 - Qualifying Examination Portfolio and Defense
- ***Teaching/Leadership/Consultation in Couple and Family Therapy***
 - Program Student Learning Outcome 8: Students will demonstrate competency in teaching, leadership, and/or consultation.
 - COAMFTE Accreditation Language: Addresses ACA 4: administrative competencies including program development and policy, leadership roles and evaluation of CFT educational and service oriented institutions and agencies; develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes; Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.
 - Courses and Learning Achievements:
 - Introduction to Teaching/Consultation/Leadership (T/C/L) in CFT
 - Course or Program Development
 - T/C/L Applications
 - T/C/L Philosophy
 - Additional Learning:

- Professional Seminar in T/C/L/S
- Evidence used to determine competence:
 - Quality of Documentation evaluations for courses
 - Teaching Evaluations (if applicable)
 - Qualifying Examination Portfolio and Defense

Summary Table

Competency Area	Learning Outcome
Advanced Clinical Skills in Couple/Marriage and Family Therapy	1. Students will demonstrate advanced understanding of multiple family and couple therapy models
Advanced Relational/Systemic Clinical Theory	2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding
Relational/Systemic Applications to Contemporary Challenges	3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains
Social Justice Applications	4. Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity
Introductory Research Methods Quantitative and Qualitative	5. Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis
Advanced Research Methods and Applications	6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation
Couple and Family Therapy Supervision	7. Students will demonstrate competency in CFT supervision
Teaching/Leadership/Consultation in Couple and Family Therapy	8. Students will demonstrate competency in teaching, leadership, and/or consultation

Assessment of Student Learning Outcomes

Student learning outcomes will be assessed in a variety of ways (as noted above), and at multiple levels. At the course level, each course will have specific outcomes-based learning objectives that students must meet to achieve passing grades for courses. Doctoral students will meet educational outcomes through a variety of means, including through the use of papers, presentations, observed clinical work, observed supervision, and so forth.

Student learning outcomes will be assessed through the use of specific assessment tools designed to measure core competencies, specifically those core competencies that address the educational goals noted earlier (for example, clinical competence, supervisory competence, teaching competence, and research competence). Teaching will be evaluated through summative and formative teaching evaluations.

Student learning outcomes will also be assessed through the use of qualifying examinations—exams that are used to assess readiness to be considered a candidate for the degree. Qualifying exams will include content assessing the competency areas noted above (clinical, supervisory, teaching and research). As examples, the clinical qualifying exam will include a cohesive presentation of clinical work related to a theory of change paper and other papers noted in the clinical competencies areas, while the teaching qualifying exam may include a teaching portfolio and teaching philosophy.

Finally, students will complete a research dissertation on a topic important to the field of Marriage and Family Therapy, and only will be awarded the degree upon successful defense of the dissertation.

Program Assessment Policy

It is the policy of the CFT Programs (Master of Arts and Doctor of Philosophy) to collect and aggregate a variety of data in order to facilitate program improvement. These data include, but are not limited to, course evaluations, assessments of student learning from course materials, clinical assessments, capstone projects (at the doctoral level this includes qualifying examinations as well as dissertations), as well as surveys of graduating students, alumni, and employers. The program will gather information on graduation rates, licensure exam pass rates, and job placement in addition to the above specified data. Information from these assessments will be used to evaluate program effectiveness in meeting identified outcomes (including student learning outcomes, program outcomes, and faculty outcomes) and will also be used to fulfill requirements of accreditation (including regional university accreditation as well as program accreditation).

Degree Requirements

The official degree requirements are listed in the AUNE Online Academic Catalog at <https://www.antioch.edu/new-england/resources/>.

Additional Requirements

Students in the CFT program are required to maintain membership in the American Association for Marriage and Family Therapy (see the membership tab on the AAMFT website at www.aamft.org).

Course Sequence CFT PhD Program

Course #	Courses	Timing	Credits	Semester Credits
CFT 7020	Introduction to Research and research ethics	Fall 1	3	
CFT 7010	Social Justice Theory and Application	Fall 1	3	
CFT 7030	Relational Systemic Theory and Applications	Fall 1	3	
CFT 7401	Doc Prof/Pract I	Fall 1	3	12 credits
CFT 7110	Introduction to Quantitative Methods	Spring 1	3	
CFT 7190	Introduction to Qualitative Methods	Spring 1	3	
CFT 7050	Intro to Statistics	Spring 1	3	
CFT 7402	Doc Prof/Pract II	Spring 1	3	12 credits
CFT 7040	Family Policy and Advocacy	Summer 1	3	
CFT 7150	Intro to Teaching/ Consultation/ Leadership (T/C/L)	Summer 1	2	
CFT 7090	Supervision in CFT	Summer 1	3	
CFT 7403	Doc Prof/Pract III	Summer 1	3	11 credits
CFT 7930	Advanced Statistics	Fall 2	1	
CFT 7200	Teaching/Consultation/Leadership (T/C/L) Applications	Fall 2	2	
CFT 7500	Advanced Clinical Skills and Clinical Ethics	Fall 2	3	
CFT 7510	Advanced Supervision	Fall 2	3	
CFT 7404	Doc Prof/Pract IV (Elective)	Fall 2	1	
CFT 7201	T/C/L/S Prof/Pract I	Fall 2	3	12 credits
CFT 7300	Clinical Innovations w/ Diverse Populations	Spring 2	3	
CFT 7120	Grant and Professional Writing	Spring 2	3	
CFT 7920	Adv Res Methods, Prog Eval, and Applications	Spring 2	3	
CFT 7405	Doc Prof/Pract V (Elective)	Spring 2	1	
CFT 7202	T/C/L/S Prof/Pract II	Spring 2	3	12 credits
CFT 7940	Advanced Research Seminar	Summer 2	2	
CFT 8000	Dissertation Seminar	Summer 2	2	
CFT 8100	Qualifying Examination	Summer 2	2	
CFT 7406	Doc Prof/Pract VI (Elective)	Summer 2	1	
CFT 7203	T/C/L/S Prof/Pract III	Summer 2	3	9 credits
CFT 8981	Dissertation I	Fall 3	6	
CFT 7204	T/C/L/S Prof/Pract IV (elective)	Fall 3	1	6 credits
CFT 8982	Dissertation II	Spring 3	6	
CFT 7205	T/C/L/S Prof/Pract V (elective)	Spring 3	1	6 credits
CFT 8983	Dissertation III	Summer 3	6	
CFT 7206	T/C/L/S Prof/Pract VI (elective)	Summer 3	1	6 credits

Advising

Doctoral students are assigned an initial faculty advisor for academic advising but will choose a dissertation chair who will take over the academic advising by the end of the 2nd year.

The assigned Academic Advisor is the primary person to sign off on routine registration forms, requests for advanced placement or transfer credits, and working with the student regarding any Supervised Individual Study contracts. Students and advisors will also maintain regular contact throughout the academic year via phone or video conference. The Clinical Training Coordinator is the primary contact for clarifying decision-making regarding internships.

Student Governance

Doctoral students in the CFT programs have two opportunities to engage in governance. At the program level the doctoral students elect a student representative to attend selected faculty meetings and bring student issues to the faculty as well as communicate program issues back to the doctoral student body. Student representatives provide input into the structure and implementation of the program, particularly around our 5 student learning outcome areas.

At the campus level, Antioch University New England has a student government that students from all programs can participate in (see <https://www.antioch.edu/new-england/resources/students/student-organizations/> for more information).

Student Support Services

Integrated Student Services

Services that help students enroll and maintain their student status at AUNE are provided by four offices: Admissions, Financial Aid, the Registrar's Office, and the Student Accounts Office. These offices are staffed from 8:30 am to 4:30 pm, Monday through Friday, and may also receive requests during off hours through email. Visit "People & Offices" on the AUNE website for helpful information, including current tuition and fees, how to apply for financial aid, academic calendars, course registration information, how to order transcripts, and much more.

Access to student resources: <https://www.antioch.edu/new-england/resources/>

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. For more information, please contact Fran Ziperstein, Director of Student Disability Services, 603.283.2438, fziperstein@antioch.edu, Room 30.

Support for Research & Audiovisual Services

The **AUNE Library** offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Rachel Sperling, is available weekdays 9 - 4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <https://www.antioch.edu/new-england/resources/students/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page:

http://libguides.antioch.edu/library_AV

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/>

Support for Writing and Presentations:

The **AUNE Writing Center**, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Support at the **AUNE Writing Center** is available in via face-to-face, phone, or skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, <https://www.antioch.edu/new-england/resources/students/writing-center/>.
- For written feedback on writing, you can submit your work to the **Virtual Writing Center**, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at <https://www.antioch.edu/resources/students/virtual-writing-center/> and you will receive a response in 24-48 hours.
- Be sure to review this page on citing sources and academic honesty: <https://www.antioch.edu/resources/students/virtual-writing-center/using-sources-avoiding-plagiarism-academic-honesty/>

Career Services:

Antioch University New England assists students in planning their careers and seeking employment in several ways. The primary route is through myCareer Planner, an online career counseling tool for AUNE students, available through the myCareer Planner button on AUDirect. Also, job listings are posted on bulletin boards maintained by each of the academic departments. Reference books on resume writing and interviewing for jobs are available in the library. Your advisor can also help you with advice on career planning and professional networking in your field of interest. Academic departments also sponsor practicum/internship and job fairs for current students. Alumni resources may be found here: <https://www.antioch.edu/resources/alumni/>.

Licensure:

Students are required to sign an acknowledgement that they have received information regarding the portability of the degree. This form will be signed at orientation prior to students beginning the program and notes that licensure requirements vary by state/province or other location, and that the program may not meet all the educational or licensure requirements in every state. See the Advanced Practical Experience handbook for additional information regarding licensure regulations.

Counseling Services

Students on campus or in the New England region can access counseling services at the Antioch Psychological Services Center: <https://www.antioch.edu/new-england/resources/centers-institutes/psychological-services-center/>

All students can also access services via WellConnect (<https://sites.google.com/antioch.edu/auwellconnect/home>) which provides a range of remote-access services, including counseling and coaching, referrals, and other wellness consultations. These services are available via phone, text, video, or in-person in certain locations.

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and the respectful treatment of the academic efforts of others.

As a student at Antioch University, you have certain rights and responsibilities. While you may never need to immerse yourself in many of the policies below, we expect you to familiarize yourself with them. A quick guide to some Antioch University policies are gathered here with a quick overview of the contents and a link for convenient access to the full details.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Academic, student, and other university policies are available online at <https://www.antioch.edu/new-england/resources/students/student-policies/>

Antioch University (AU) and Antioch University New England (AUNE) reserve the right to revise or modify these policies and procedures or create new policies and procedures at any time as deemed necessary and appropriate. Find all AU policies http://aura.antioch.edu/au_policies/

Policy	Policy Name	Overview of Policy	Policy URL
4.607	Sexual Harassment and Sexual Violence Policy	This policy informs students and employees about the University's prohibitions of all forms of unlawful sex discrimination directed at both students and employees, including sexual harassment, gender harassment, and sexual misconduct. This policy includes both efforts at prevention and steps to ameliorate the effects of violations.	http://aura.antioch.edu/policies_400_6x/12/
5.227	Grading System and Transcript Recording	The purpose of this policy is to communicate to students and faculty the Antioch University grading system and the symbols that will be used to communicate the faculty's assessment of student achievement on student academic records and official transcripts.	http://aura.antioch.edu/policies_500_2x/14/
6.101	Disability Support Services Policy	This policy outlines the steps one must take to request reasonable accommodation for a disability, provides a directory of the staff members on your campus who can help you with this, and a variety of other relevant items. It also includes the process of how to file a grievance related to disability.	http://aura.antioch.edu/policies_600_1x/1/
6.102	Student Academic Rights and Freedom	This policy informs students and faculty of the university's expectation regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.	http://aura.antioch.edu/policies_600_1x/7/

6.103	Student Conduct Policy	This policy informs students and student organizations general notice of the required standards of conduct, the nature of prohibited behavior, and their rights and responsibilities during a disciplinary process, should one arise.	http://aura.antioch.edu/policies_600_1x/2/
6.105	Student Academic Integrity	The purpose of this policy is to establish and communicate the university's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' rights as well as expectations regarding students' responsibilities during the disciplinary process. It touches on areas such as clear expectations about thorough attribution of sources in writing and presentations, avoiding plagiarism, and the standards of academic honesty.	http://aura.antioch.edu/policies_600_1x/6/
6.109	Student Grievance Policy	The purpose of this policy is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.	http://aura.antioch.edu/policies_600_1x/5/
6.111	Academic Appeal Policy	The purpose of this policy is to provide students with a mechanism to address specifically academic actions taken by faculty or administration which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy.	http://aura.antioch.edu/policies_600_1x/4/
6.119	Satisfactory Academic Progress	The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.	http://aura.antioch.edu/policies_600_1x/9/
6.127	Student Organizations, Speech and Publications	This policy sets forth students' rights and responsibilities as well as University expectations with regard to the establishment of conduct of student organizations and student publications	http://aura.antioch.edu/policies_600_1x/3/

Questions about policies and their application, should be addressed to your campus Chief Services Officer: Linda Drake Gobbo, Associate Provost: ldrakegobbo@antioch.edu

Transfer of Credits and Clinical Hours for Non-COAMFTE Master's Students
Version 12 of COAMFTE standards, Foundational Curriculum

Transcripts and copies of syllabi will be required to be on file for graduates of non-COAMFTE master's degree programs.

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must have been covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

Clinical work

- a. Students from non-COAMFTE programs who can document clinical work supervised by an AAMFT Approved Supervisor will be allowed to transfer up to 500 hours of that clinical work. Students who have not received supervision by an AAMFT Approved Supervisor will be required to complete 1000 client contact hours before graduation.
- b. Students from COAMFTE programs may transfer up to 500 hours of clinical work from their master's degree program. In addition, advanced clinical standing students (e.g., those who are already licensed as an LMFT or clinical members of AAMFT) may request a waiver of up to 350 documented post-degree clinical hours supervised by an AAMFT Approved Supervisor.

Students from non-COAMFTE master's degree programs who submit materials to document this coursework will receive a determination of the remedial coursework needed to meet the foundational

curriculum requirements. The core CFT faculty will collaborate in evaluating syllabi and determining remedial work required.

Since the master's level courses are considered prerequisites for doctoral level work, the bulk of these requirements must be met prior to official enrollment in the doctoral program. Students who have three or fewer remedial courses will be allowed to simultaneously enroll in the doctoral program and to take remedial courses within the master's program. Those students who have more than three courses to take must enroll as a special student [note: need specific language from registrar's office].

It is assumed that graduates of COAMFTE-Accredited programs have met the curricular requirements of the master's degree in Couple or Marriage and Family Therapy and need show no further documentation.

Dissertations: Introduction

Students are required to enroll in the Dissertation Seminar in their second summer in order to begin preparation of their dissertation proposals. Guidelines for the dissertation proposal will be disseminated during the Dissertation Seminar. **Students may not propose their dissertation until they have successfully passed their qualifying examinations.**

The dissertation committee must include three faculty members, including one non-AUNE CFT core faculty member. The chair of the committee must be an CFT core faculty member. Students should choose their committee chair based on interest and availability and should consult with their chair on appropriate selection of additional committee members. The dissertation committee should be formed after the Dissertation Seminar.

The dissertation must involve research on a topic in the field of couple and family therapy or a closely related field (e.g., family studies, family science, human development, child development, gerontology) and include a comprehensive discussion of implications for the field of couple and family therapy. The dissertation is intended to be the final demonstration of research competence, and may involve either (or both) qualitative or quantitative methodologies.

Students who do not complete the dissertation within three semesters must enroll in dissertation continuation and will be charged a dissertation advising fee.

The final dissertation must be submitted electronically via the OhioLink Electronic Thesis and Dissertation (ETD) process. Information on this process can be found here: <http://libguides.phd.antioch.edu/AUETDCentral>.

The dissertation must be submitted to the ETD center by the end of the semester (the date grades are due) in order for you to graduate that semester. If you do not submit by that date, you will be required to register for an additional semester and will not be able to graduate until the end of that semester. This means that you must defend your dissertation **at least two weeks prior** to the end of the semester in order to have time to make revisions, undergo final formatting checks, and make the deposit. The defense is not the last step in the process, so please plan accordingly.

POTENTIAL DISSERTATION TIMELINE

Summer before dissertation:

You will have two courses in the summer that related to dissertation. The first is the Qualifying Exam seminar, which prepares you for completing your qualifying exams as soon as Fall starts. The second is the Dissertation Seminar, which is a course designed to prepare you for the dissertation process, including getting started on your proposal. You also have an advanced research seminar that can also support your dissertation work, so all of your summer course work is geared toward preparing you for QEs and dissertation.

The Beginning of the Dissertation Process:

Each semester of your third year you will enroll in a 6-credit dissertation course, with the expectation that you would spend at least 20 hours/week working on your dissertation as a full-time student.

You can defend your QEs the first week of the Fall semester (our policy is that you must have completed and passed all course work prior to defending the QE as a capstone, so you have to have passed all summer courses first)

Once your QEs have been passed, you can defend your dissertation proposal. But that doesn't mean you can't be working on it prior to that time (in fact, you should be working on it!). You need to give your committee 2 weeks to review the proposal before the defense date, so the earliest you could defend the proposal would be mid-September.

Once you've passed the proposal defense and completed any edits, you can submit for IRB approval (if required). This can take one to three weeks depending on the complexity of the application.

It would be possible to have all of this completed by October 1st if you are aggressive with your time. (So, you could get this done in 5 or 6 weeks with an aggressive timeline).

The Middle:

At this point, you've received IRB approval and you are ready to collect data (you can't engage in any data collection activities until you receive IRB approval). Depending on your method this could go quickly or slowly.

Once you collect your data, you analyze it, write up the results, write up the discussion (either as separate chapters or as a publishable article in the 2-article format), and work with your chair on getting it in shape to defend.

If you've moved quickly, this gives you 9 months to gather data and write it up (see the next section for dates at the end).

The End (working backwards a bit):

End of August – Submit to Electronic Thesis and Dissertation Database (this is the final step for graduation)

You need to defend the final dissertation at least two weeks prior in order to have time for final edits. Note that many faculty are on vacation in the middle of August, so you should plan to defend by August 1st.

You need to give your committee 2 weeks to review the final dissertation, so your writing needs to be done by mid-July at the latest.

Dissertation Guidelines

There are two options for dissertations in the PhD program at AUNE.

Option One: Traditional Dissertation

The traditional dissertation entails a full-length manuscript that has the following structure:

- Chapter One: Introduction
 - This chapter is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the dissertation, any operational definitions that will be relevant to the dissertation including a description of each chapter that will be included in the dissertation. The research questions and/or hypotheses must be integrated into this Chapter.
- Chapter Two: Review of the relevant and critical empirical and theoretical literature
- Chapter Three: Methods
- Chapter Four: Results
- Chapter Five: Discussion

The proposal for a traditional dissertation will include the first three chapters listed above (though certain qualitative methodologies require limited review of the literature, so this section will need to be negotiated with one's committee). An abstract must be included in the final document.

Option Two: Publishable Manuscript Dissertation

The publishable manuscript dissertation option entails a structure that includes two publishable manuscripts. The first manuscript should be a publishable thorough and critical review of the literature (taking the place of Chapter Two in the traditional option), while the second manuscript should be a publishable research report ready to be submitted for publication and meeting the requirements of the particular journal identified for publication in terms of formatting, structure, and page length. The final dissertation for AUNE will have the following structure:

- Chapter One: Introduction
 - This chapter is a brief introduction that provides an overview of the topic and need for the study. This introduction should include a very general introduction to the dissertation, any operational definitions that will be relevant to the dissertation including a description of each chapter that will be included in the dissertation. The research questions and/or hypotheses must be integrated into this Chapter.
- Chapter Two: Manuscript One (critical literature review)
- Chapter Three: Manuscript Two (research report)
- Chapter Four: Discussion (if needed)

The proposal for a Manuscript option should include Chapters One and Two, plus an in-depth description of the proposed methods for review (including design, sample/participants, instruments,

proposed data analysis, research questions, and/or hypotheses to be explored in the study, depending on methodology).

Publishing the Dissertation:

It is an expectation of the program that students will publish their dissertations upon completion (this is an ethical issue as research should be disseminated or it is not valuable and is not of benefit to society). Typically the student will be first author, the chair second author, and other committee members may or may not be included as authors (please work this out with your committee members prior to the defense). If you do not publish your dissertation within one year, your chair then has the right to edit and submit for publication as first author, with you as second author.

Common Content:

Regardless of which option the student chooses, the final dissertation must have the following content (in this order):

- Title Page
- Copyright Page
- Signature Page (note that the final deposited version will not have signatures)
- Dedication Page (optional)
- Acknowledgement Page (optional)
- Table of Contents
- List of Tables
- List of Figures
- Abstract (this is p. 1—all prior pages use lower case roman numerals)
- Body of the Dissertation
- Appendices
 - must include documentation of IRB approval (it is not necessary to include the IRB application materials, just the approval email)
 - must include copies of instruments used (if not copyrighted) or interview protocols utilized

Dissertation Defense (and Proposal Defense) Guidelines

To avoid any major surprises, your dissertation defense should only be scheduled after consultation with your advisor and committee in regard to the quality and completion of your dissertation. You are responsible for scheduling this meeting and reserving a seminar room, and for inviting your fellow students to attend (in person or via Zoom). The CFT faculty have developed the following guidelines for a defense:

- A. The proposal or final dissertation will be sent to the Committee at least two weeks prior to the defense.
- B. Committee may meet alone at the beginning of the scheduled final examination to discuss evaluation of thesis/dissertation and expected result of oral.
- C. Committee invites students and everyone else who wants to attend into the meeting room.
- D. Student is given uninterrupted time (generally about 30 minutes) to introduce/summarize the dissertation.
- E. After the student presentation, questions may be asked of the student. For the first 30 to 40 minutes, questions are limited to the Dissertation Committee of the student. After this, students, other faculty, and other guests are welcome to ask questions as well.
- F. After about 1-1/2 hours, the student and all non-committee members leave the room while the committee discusses whether the student should pass or fail and what changes, if any, should be made to the dissertation.
- G. Student returns alone to meet with the committee to find out if s/he has passed or failed and what changes s/he needs to make in the dissertation.
- H. It is recommended that the final examination should last no longer than two hours.
- I. The student will send out an invitation to the CFT community (all students and faculty) to invite them to attend the defense.

Qualifying Examinations

Basic Requirements:

In order to present the qualifying examinations, students must have passed all required coursework prior to the last summer of courses. It is expected that students will present their qualifying examinations after the end of the final semester of courses and portfolios must be available for review at least two weeks prior to the presentation. Students who do not pass the examination on the first attempt will be asked to revise and resubmit their work, and will be given specific feedback on what needs to improve. The faculty must approve the written materials prior to a second presentation, if one is required. Students will be given a specific time frame in which they must produce revisions that are approved by the faculty. Students who do not pass the second presentation will not be able to continue in the program. Qualifying exams will be evaluated by the Core CFT Faculty. Once the student has satisfactorily completed the QE, final grades for CFT 8100 (Qualifying Examination) will be awarded (note that the seminar portion of this course is in the final summer).

Components of Qualifying Examinations for Antioch University New England's Couple and Family Therapy Doctoral Program

Qualifying Examinations take the form of portfolios and presentations. Each portfolio should include a variety of sources of evidence of competence, including course papers, evaluations and evaluative summaries, additional materials developed (e.g., syllabi, research projects, etc.), and a summary and reflection component. Each QE portfolio will include attention to issues of diversity/culture/context/social justice. Some of the materials should document progress toward competence over time while other materials will be developed specifically for this portfolio. See the attached rubric for summary evaluation related to specific competency areas.

Portfolio Areas:

Clinical

The Clinical Portfolio is one of the primary outcome measures for Student Learning Outcome 1: "Students will demonstrate advanced understanding of multiple family and couple therapy models", and 2: "Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding,"

The clinical portfolio will include a variety of materials developed by the student over time. This will include an updated theory of therapy paper, a model exploration paper, a clinical specialization paper, summaries of evaluations of the student's clinical competence from supervisors, documentation of clinical hours to date, documentation of licensure if available, and a final summary/reflection paper summarizing the student's learning regarding clinical competence over the first two years of the doctoral program. The presentation should focus on the student's theory of therapy and should illustrate the student's current thinking and understanding about their clinical work.

Relational/Systemic Applications to Contemporary Challenges

This portfolio area addresses Student Learning Outcome 3: “Students will demonstrate the ability to develop relational/systemic innovations across multiple domains,”

This portfolio will include an innovation paper, a family policy paper, an applications to diverse populations paper, and any other materials that demonstrate relational/systemic innovations (may reference clinical work, teaching/consultation/leadership, supervision and/or research). During the presentation, students will include innovations content in areas that fit (e.g., clinical, supervision, etc.).

Social Justice Applications

Student Learning Outcome 4: “Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity” is evaluated as a component of each portfolio, and is reflected in the rubric. Each area must adequately address issues of social justice. Students will prepare a social justice reflection paper that summarizes their learning and competence in social justice approaches across these areas. Each area during the presentation will include social justice applications.

Research Methods

The Research Portfolio is one outcome measure for Student Learning Outcome 5: “Students will demonstrate proficiency in quantitative and qualitative CFT research methods and analysis,” (split on rubric to separately evaluate quantitative and qualitative competencies) and 6: “Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation.” The research portfolio will include a variety of materials developed by the student over time. These will include research proposals developed for courses, critiques of literature from coursework, summaries of research work experience (e.g., work done as research assistants, if the student had such experiences), and other research products (e.g., completed research projects, presentations, papers, documentation of research ethics training, IRB applications, grant applications, etc.). Finally, a summary/reflection paper summarizing the student’s learning up to the point of the QE should be included. This summary paper should include information how the pieces of the portfolio fit together and should highlight the student’s areas of strength and competence. It should be recognized that the final evaluation of research competency comes in the form of the dissertation, but the research portfolio illustrates ongoing research competencies developed prior to the start of the dissertation. A draft dissertation proposal may be used to document competency in this area, fitting where appropriate (qualitative, quantitative, or mixed methods) The presentation should focus on highlighting and summarizing the current level of research competency, along with how the student plans to proceed (including preliminary dissertation plans).

Supervision

The Supervision Portfolio is one of the primary outcome measures for Student Learning Outcome 7: “Students will demonstrate competency in CFT supervision.” The supervision portfolio will include a variety of materials developed by the student over time, including materials developed for supervision coursework and used in supervising students. Specific materials will include a philosophy of supervision paper and other papers relating to supervision, summaries of evaluations of supervision (by supervisees, self, and by the supervision mentors). Students will document hours of supervision provided and supervision mentorship received. Additionally, students will write a summary/reflection paper summarizing their learning from supervision practical experience and discuss their ongoing philosophy of supervision. The presentation will focus on the development of the philosophy of supervision and linking the philosophy to supervision methods employed.

Teaching/Consultation/Leadership (T/C/L)

The T/C/L Portfolio is one primary outcome measure for Student Learning Outcome 8: “Students will demonstrate competency in teaching, leadership, and/or consultation.” The teaching portfolio must include an updated philosophy of teaching/consultation/leadership paper, sample syllabi or program development plans, additional artifacts of teaching, consultation, or leadership activities/learning (e.g., syllabi, assignments, rubrics, prepared lectures, etc.). For teaching, it is expected that students will develop materials for both clinical and non-clinical coursework. For students who have taught, copies of course evaluations and summaries of evaluations should be included. Finally, a summary/reflection paper summarizing the student’s learning up to the point of the QE should be included. Part of the summary paper will address continuing education plans for updating courses throughout the teaching career. In addition, students will address how they see their professional teaching goals being informed by and informing student learning goals within their identified courses. The presentation for the teaching portfolio should focus on integration of the teaching philosophy with teaching methods and materials.

Publication or Presentation

It is expected that students will submit papers for publication and/or engage in conference presentations during their time at AUNE prior to submission of their QE portfolios. Papers or presentations may be in any of the areas noted above. Students will provide an up-to-date vita with their portfolio, as well as a copy of any publications or presentations made.

Presentation Guidelines

Presentation will be 45 minutes with 15 minutes for responding to questions from faculty. The presentation will focus on common themes across these areas of competence. As a prompt, think about answering the question “Who are you as a doctoral candidate? What do you bring to the table?” You should talk some about models that influence you across areas and how that influence can be seen in your work, and you should touch at least briefly on the following areas: clinical work, supervision,

teaching, and research. The student is responsible for sending an invitation to the MFT community (students and faculty) to attend the QE presentation.

Portfolio Guidelines

You will submit a portfolio to the faculty that includes all of the following components (summarized above). Your portfolio must be complete 2 weeks prior to your presentation. The portfolio will be reviewed and evaluated by your academic advisor and a second reader (a faculty member selected by the faculty).

Competency Area (SLOs)	Portfolio Components
Advanced Clinical Skills and Clinical Theory	
1. Students will demonstrate advanced understanding of multiple family and couple therapy models	Theory of Change paper demonstrating understanding of multiple MFT models, including specific applications Clinical Reflection paper
2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding	Clinical Specialization paper Clinical Reflection paper (note that only one clinical reflection paper is required, but it should address SLOs 1, 2, and 3)
Relational/Systemic Applications	
3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains	Clinical Innovations paper or other evidence Family Policy paper Clinical Reflection Paper
Social Justice Applications	
4. Students will demonstrate competency in social justice approaches to MFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity (rated across portfolios)	Social Justice Reflection paper
Introductory and Advanced Research	
5a. Students will demonstrate proficiency in quantitative MFT research methods and analysis	Research proposal or project that includes quantitative methods Statistics application paper Research Reflection paper (including reflections on learning re: quantitative methods)
5b. Students will demonstrate proficiency in qualitative MFT research methods and analysis	Research proposal or project that includes qualitative methods Research Reflection paper (including reflections on learning re: qualitative methods)
6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation	Grant proposal, publication, or presentation Evidence of change research (may be covered in proposals or projects submitted for 5a and 5b)
Supervision	
7. Students will demonstrate competency in MFT supervision	Philosophy of Supervision paper Supervision Reflection paper
Teaching/Consultation/Leadership	
8. Students will demonstrate competency in teaching, leadership, and/or consultation	Teaching Philosophy paper Other evidence regarding consultation or leadership areas T/C/L Reflection paper
	Up-to-date vita Additional Evidence (include a section here that addresses summaries of clinical hours, clinical ratings, supervision ratings, teaching evaluations, awards, etc.)

Revised July 2020

QE Major Paper Components

- The *Theory of Therapy*, *Philosophy of Teaching*, and *Philosophy of Supervision* all have the following essential elements:
 - Mastery of the literature
 - Incorporates literature and resources from doctoral classes and additional literature from other sources
 - Cites more than one major model from the CFT literature or related systemic literature
 - Includes citations in every section—links concepts and content back to literature and situates philosophy in the literature
 - Application of the literature in practice (for the writer, in 1st person)
 - Moves from goals to enactment of goals to evaluation
 - Describes how the writer does or plans to apply aspects of the philosophy to practice
 - Attention to issues of diversity and inclusion
 - Clarity of thought and expression
 - Clear goals and purpose
 - Clear writing – well-organized and free of grammatical errors
 - Adherence to APA style

The best papers will name, define, discuss/explain, illustrate, and integrate concepts (borrowed from the AAMFT Approved Supervisor Handbook, 2019).

QE Portfolio Evaluation Rubric

Student Name: _____ Rater: _____ Date: _____

Rubric for Evaluation of Papers and Presentations

Advanced Clinical Skills and Clinical Theory	Excellent	Acceptable	Requires Resubmission
1. Students will demonstrate advanced understanding of multiple family and couple therapy models			
2. Students will develop a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding			
Relational/Systemic Applications	Excellent	Acceptable	Requires Resubmission
3. Students will demonstrate the ability to develop relational/systemic innovations across multiple domains			
Social Justice Applications	Excellent	Acceptable	Requires Resubmission
4. Students will demonstrate competency in social justice approaches to CFT teaching, research, supervision, and practice, demonstrating attention to multiple domains of diversity (rated across portfolios)			
Introductory and Advanced Research	Excellent	Acceptable	Requires Resubmission
5a. Students will demonstrate proficiency in quantitative CFT research methods and analysis			
5b. Students will demonstrate proficiency in qualitative CFT research methods and analysis			
6. Students will demonstrate understanding of change research with relationships and will demonstrate application of research methods through grant-writing, publication, and presentation			
Supervision	Excellent	Acceptable	Requires Resubmission
7. Students will demonstrate competency in CFT supervision			
Teaching/Consultation/Leadership	Excellent	Acceptable	Requires Resubmission
8. Students will demonstrate competency in teaching, leadership, and/or consultation			
Professional Development	Excellent	Acceptable	Requires Resubmission
QE Presentation			
Up-to-date vita			

Required Components of Rating:**Excellent**

Idea or concept is fully explored and integrated throughout the paper or presentation. Discrepancies among theories and ideas are explained in a logical manner. Information presented is adequately and appropriately referenced. Student provides an original/creative response that synthesizes existing information. Clearly demonstrates competence above expected level. In terms of style, the paper or presentation is very easy to follow and there is a logical flow throughout. When reading the paper or listening to the presentation, ideas are understood with almost no re-reading or clarification questions. Grammar and spelling error are very minimal. APA style is followed. For publication/presentation, student has had at least one paper accepted for publication, has submitted multiple papers for publication, and/or has made more than one conference presentation (including posters).

Acceptable

Idea or concept is explored and integrated though out the paper or presentation. Discrepancies among theories and ideas are explained in a logical manner. Demonstrates competence at expected level. Information presented is adequately and appropriate referenced. In terms of style, the paper or presentation is well organized. For publication/presentation, the student has submitted at least one paper for publication and/or has made at least one conference presentation (including posters).

Requires Resubmission to be Acceptable

Ideas and concepts are inadequately explored and integrated but simply listed and defined throughout the paper or presentation. Discrepancies among theories and ideas are minimally explained with no rational provided, or discrepancies are ignored. Does not demonstrate competence at expected level. Information presented is inadequately referenced and some key citations are omitted. In terms of style, the organization of the paper is inadequate. Ideas and concepts are difficult to understand and not presented with a clear logical flow. There are errors in grammar and spelling. There are APA style errors. For publication/presentation, the student has not submitted papers for publication nor presented at any conferences.

Revised July 2020