

**Medical Family Therapy  
Doctoral Handbook  
2022-2023  
East Carolina University**



Permission to Establish January 2004  
Accepted First Cohort August 2005  
COAMFTE Initially Accredited January 1, 2007  
COAMFTE Re-Accredited May 1, 2013 & 2020

STUDENTS ARE HELD TO THE CURRICULUM AND PROGRAM REQUIREMENTS OF THE HANDBOOK THEY ENTERED THE PROGRAM UNDER. HOWEVER, THEY ARE ACCOUNTABLE TO THE MOST RECENT HANDBOOK REVISIONS REGARDING ANY POLICY AND PROCEDURE CHANGES.

## Table of Contents

Introduction .....	4
ECU Mission Statement .....	4
ECU College of Health and Human Performance (HHP) Mission Statement.....	4
HHP Department of Human Development and Family Science Mission Statement....	5
MedFT Mission Statement .....	5
Core Faculty & Leadership Team.....	5
Educational Goals and Student Learning Outcomes .....	6
Diversity, Antiracism, and LGBTQ Rights to Health Care Statements.....	10
Academic Requirements.....	11
Prerequisites.....	11
Doctoral Program Requirements .....	13
Academic Policies & Procedures .....	14
Length of Program.....	14
Cognate and Elective Courses .....	14
Program of Study.....	15
Time Limits for Completion.....	15
Progress Toward Degree Completion.....	16
Non-Degree Credit .....	16
Transfer Credits .....	17
Permanent Graduate Committee.....	17
Grading/Assessment .....	19
Academic Conduct Policy.....	19
Plan of Coursework .....	19
Professional License Disclosure Statement.....	20
Portability of Degree.....	21
Permanent Advisor .....	22
Thesis/Equivalency Project .....	22
Clinical Requirements .....	24
Contact Hours .....	24
Practicum.....	25
Documentation Timeliness .....	25
Clinical Placements .....	25
Practicum Evaluations .....	26
HIPAA Compliance.....	26
Liability Insurance .....	26
Annual Student Learning Outcome Competency Review.....	27
Clinical Competency Exam.....	27
Medical Family Therapy Competency Exam.....	28
Manuscript Requirement .....	28
Three Questions Requirement .....	29
Supervision Candidacy .....	30
Internship Requirements.....	30
Dissertation.....	31
Dissertation Proposal.....	32
Dissertation Proposal for Manuscript Option.....	33

Dissertation Guidelines for Manuscript Option.....	35
Dissertation Progress.....	35
Dissertation Defense.....	36
Dissertation Grades.....	36
Dissertation Registration.....	37
Recommended Timeline for Program Completion .....	37
Resources, Policies & Procedures.....	41
Academic Common Market.....	41
Academic Regulations and Retention.....	41
Adding or Dropping Courses.....	42
Course Registration.....	42
Tuition Refunds.....	42
Student Health Insurance.....	42
Sexual Assault Prevention Modules.....	43
Deadlines and Policies.....	43
Graduation.....	43
Career Center Services.....	44
Financial Assistance .....	44
University Writing Center.....	46
Ledonia Wright Cultural Center.....	46
The Dr. Jesse R. Peele LGBTQ Center.....	46
Department for Disability Support Services.....	46
Office of Global Affairs.....	47
Center for Counseling and Student Development.....	48
Student Legal Services.....	48
Grievance Procedures .....	48
Institutional Review Board.....	50
Policy Revisions .....	51
Procedures on Alumni Data Collection .....	51
Procedures on Data Collection .....	52
Procedures on Student Outcome Data Collection .....	53
Program Policy Revisions .....	54
Recruitment and Admission .....	54
Recruitment and Retention of a Diverse Student Community.....	55
Request for Additional Time .....	56
Social Media Policy.....	57
Technology Requirements and Training.....	58
Travel Reimbursement.....	58
Vacation Policy.....	58
Signature Page.....	59
Forms.....	60
Form A: Program Handbook Signature Page.....	60
Form B: COAMFTE Standard Didactic Equivalency Worksheet.....	61
Form C: Annual Progress Report & Form O MedFT Doctoral Student Learning Competency Form (due each January).....	64
Form D: Thesis/Equivalency Project Form (due 1 <sup>st</sup> week program and updated upon project completion).....	66
Form E: Selection of Permanent Advisor (due January of 1 <sup>st</sup> year).....	67

Form F: Advancement to Doctoral Candidacy Form (“committee member section” due to Program Director/Permanent Advisor by January of program year 2 to confirm eligibility).....	68
Form G: Clinical Comprehensive Examination Evaluation (due by instructor upon completion of final practicum) .....	69
Form H: MedFT Comprehensive Examination Evaluation (due at time of MedFT Competency Exam to Program Director) .....	70
Form I: Exit Interview (also don’t forget [Form M] (due before commencement)	72
Form J: Appeal for Additional Time .....	75
Form K: Standard Internship Syllabus (due before beginning internship).....	76
Form L: Affiliation Agreement .....	81
Form M: Diversity Oath (due pre and post program.....)	89
Form N: Academic Conduct Policy (due during program orientation).....	92
Form O: MedFT Doctoral Student Learning Competency Form.....	94
Form P: PhD Internship Site Satisfaction Survey (due at end of each internship course; completed via Qualtrics online).....	96
Form Q: External Committee Member’s Approval Form.....	110
Appendices	
Appendix A: MedFT Graduate Evaluation .....	111
Appendix B: MedFT Program Evaluation.....	115
Appendix C: MedFT Competencies.....	118
Appendix D: Program Leadership Descriptions.....	119
Appendix E: Research Resources.....	122
Appendix F: MedFT Program Mission, Goals, and Outcomes Chart.....	123
Appendix G: MedFT Consortium Internship Application Deadlines and Process.....	125
Appendix H: Medical Family Therapy Faculty Contact Information.....	126

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

In January 2004, the Board of Governors of the University of North Carolina approved East Carolina University's proposal to offer the first doctoral degree in Medical Family Therapy through the Department of Child Development and Family Relations in the College of Human Ecology. The first class began doctoral study in the fall of 2005. The first doctoral students graduated from the Medical Family Therapy program in May of 2008. In 2015, the program and its Department moved to a new college, the College of Health and Human Performance and the name of the Department was renamed Human Development and Family Sciences.

## **ECU Mission Statement**

**To be a national model for student success, public service and regional transformation, East Carolina University:**

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

**We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.**

*Approved by the Board of Trustees in July, 2013*

*Approved by the Board of Governors in February 2014*

## **ECU College of Health and Human Performance (HHP) Mission Statement**

The mission of the College of Health and Human Performance is to improve health, well-being, and quality of life. By providing instruction, conducting research, and performing service in health, exercise science, recreation, and leisure, the college strives to advance and disseminate knowledge concerning

enhancement of health, physical performance, and quality of life of individuals and communities, particularly those in eastern North Carolina.

## **HHP Department of Human Development and Family Science Mission Statement**

**The mission of the Department of Human Development and Family Science is to educate future leaders and professionals to enrich the wellbeing of individuals, children, families, and communities through innovative teaching, research, service and community engagement.**

## **MedFT Mission Statement**

**The mission of the doctoral program in Medical Family Therapy (MedFT) is “to prepare leaders in the advancement of science, practice, and policy in the field of Medical Family Therapy via a relational, biopsychosocial-spiritual, and multiculturally-informed framework.”**

*Approved by MedFT Community of Interest January 22, 2015*

*Approved by MedFT Faculty May 18, 2015*

## **Core Faculty & Leadership Team**

The Core Faculty are those who have a full-time faculty contract and are appointed as graduate faculty assigned to the MedFT doctoral program. Core faculty may teach graduate and undergraduate courses but retain specific primary responsibilities for the instruction, supervision and advising of the MedFT doctoral students. Core faculty have received doctoral training in marriage and family therapy or a closely related degree, have research, teaching, and/or clinical expertise in Medical Family Therapy, and have a primary identity as a Marriage and Family Therapist and/or Medical Family Therapist. Descriptions of Director and Coordinator duties are listed in Appendix D.

### ***Core faculty for the MedFT doctoral program:***

Jakob “Jake” Jensen, PhD, LMFT - Interim Program Director & Professional Development Coordinator (PhD); Supervision Coordinator

Angela Lamson, PhD, LMFT - Global and Diversity Awareness Coordinator

Damon Rappleyea, PhD, LMFT - Master’s Program Director & Professional Development Coordinator (MS)

Andrew “Andy” Brimhall, PhD, LMFT - Teaching Coordinator

Erin Roberts, PhD, LMFT - ECU Family Therapy Clinic Director/MS Internship Coordinator; Clinic Research Coordinator

## **Program's Educational Goals and Student Learning Outcomes**

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

The overall goal is to prepare students to be well grounded in a biopsychosocial-spiritual systems framework with an application to research, training, policy, and clinical practice. However, several program goals guide the student learning outcomes described below. Our mission, goal, and educational outcomes reflect the following professional influences: (1) Professional Marriage and Family Therapy Standards and Educational Guidelines; (2) AAMFT Core Competencies; (3) AAMFT Code of Ethics; (4) AMFTRB (regulatory board) Guidelines; and (5) the North Carolina Marriage and Family Therapy Licensure Act and Administrative Rules. In addition, the MedFT faculty collaboratively co-authored the AAMFT Competencies for Family Therapists in Healthcare Settings (2018) that are used to guide the program's curriculum and training (see Appendix C). Those that apply are listed on the syllabi for each required program course.

### **Program Goals**

The MedFT doctoral program has six program goals (PG). Each corresponds with the same numbered Student Learning Outcome in the section below.

**PG 1:** Train students to have expertise in Medical Family Therapy literature and relevant health-related theories and frameworks.

**PG 2:** Train students to demonstrate Medical Family Therapy skills in a variety of health-related contexts.

**PG 3:** Train students to be globally minded and sensitive to social location factors in all applications of their work.

**PG 4:** Train students to be competent independent researchers.

**PG 5:** Train students to be ethical in their applications of Medical Family Therapy.

**PG 6:** To graduate students to meet the direct client contact hour requirement, who are eligible for American Association for Marriage and Family Therapy Approved Supervisor Candidacy Status, and graduate by the advertised length to completion.

*Initial Draft approved by MedFT Community of Interest January 22, 2015 (see [faculty meeting minutes confirming this action](#), p. 2)*

*Initial Draft approved by MedFT Faculty May 18, 2015 (see [faculty meeting minutes confirming this action](#), p. 1)*

## Medical Family Therapy Doctoral Program's Student Learning Outcomes

The mission, goals, and student learning outcomes that are used to guide the MedFT doctoral program at East Carolina University correspond to commitments aligned to the East Carolina University 2017-2022 strategic plan and its three primary commitments: Maximizing Student Success, Serving the Public, Leading Regional Transformation. Each of the program's SLOs are connected to one or more of ECU's primary commitments.

### Student Learning Outcomes

**SLO 1: Knowledge:** Examine and synthesize the theoretical and philosophical underpinnings of MedFT with current literature through the use of the biopsychosocial-spiritual, systemic, and biomedical paradigms.

**ECU Lead Regional Transformation: Commitment 1.** "We will grow ECU into the third-largest research institution in the UNC system by investing in our people, tools, and facilities. We will seek solutions to the challenges of our region, including health issues, coastal community resiliency, rural development, advanced manufacturing, and assisting the military."

**ECU Serve the Public. Commitment 3:** "We will be a national leader in the integration of health sciences instructional, research, and clinical programs. We will expand the number of Brody School of Medicine graduates who practice as primary care physicians and we will be ranked as the nation's top producer of family physicians. We will leverage our network of Community Service Learning Centers to benefit dental health sciences and our patients. ECU will continue to lead North Carolina in the number and the quality of nursing and allied health professional graduates."

**SLO 2: Practice:** Ability to translate MedFT knowledge, empirical support, and skills into a variety of healthcare and academic contexts, specifically through collaborative and integrated behavioral health care, research/program evaluation, supervision, and leadership.

**ECU Maximizing Student Success. Commitment 8.** "We will expand service learning, undergraduate research, and creative activity across our entire campus."

**ECU Serve the Public. Commitment 1:** "We will inspire our students to be engaged citizens and be a national model for developing the leadership of faculty, staff, and students through engaged research and service."

**ECU Lead Regional Transformation: Commitment 5.** "We will emphasize critical workforce needs in the region and beyond, including STEM, K-12 teacher education, and healthcare."



**SLO 3: Diversity:** Evaluate and design models of research, training, and/or practice that recognize multicultural systems embedded within communities of interest.

**ECU Serve the Public. Commitment 2:** We will refine our strengths as an “Engaged University” (as designated by the Carnegie Foundation) and as an Economic Prosperity University (as designated by the Association of Public and Land-grant Universities) to benefit communities in eastern North Carolina and beyond.”

**ECU Maximizing Student Success. Commitment 4:** “We will reflect a global workplace and society by diversifying our faculty, staff, and students. We will increase the number of international students on our campus. We will provide 25 percent of ECU graduates with study-abroad experience and increase scholarship opportunities to improve accessibility. We will increase those with competency in a second language and leverage our success with the Global Partners in Education.”

**ECU Maximizing Student Success. Commitment 7:** “We will foster a positive campus environment and culture that encourages a diverse, living-learning community to maximize student success.”

**ECU Lead Regional Transformation: Commitment 1.** “We will grow ECU into the third-largest research institution in the UNC system by investing in our people, tools, and facilities. We will seek solutions to the challenges of our region, including health issues, coastal community resiliency, rural development, advanced manufacturing, and assisting the military.”

**SLO 4: Research:** Design, analyze, and report findings from independent research using a variety of methods relevant to the field of MedFT.

**ECU Serve the Public. Commitment 1:** “We will inspire our students to be engaged citizens and be a national model for developing the leadership of faculty, staff, and students through engaged research and service.”

**ECU Serve the Public. Commitment 3:** “We will be a national leader in the integration of health sciences instructional, research, and clinical programs. We will expand the number of Brody School of Medicine graduates who practice as primary care physicians and we will be ranked as the nation’s top producer of family physicians. We will leverage our network of Community Service Learning Centers to benefit dental health sciences and our patients. ECU will continue to lead North Carolina in the number and the quality of nursing and allied health professional graduates.”

**ECU Lead Regional Transformation: Commitment 1.** “We will grow ECU into the third-largest research institution in the UNC system by

investing in our people, tools, and facilities. We will seek solutions to the challenges of our region, including health issues, coastal community resiliency, rural development, advanced manufacturing, and assisting the military.”

**SLO 5: Ethics: Interpret and discuss legal and ethical issues affecting healthcare research, supervision, practice, and policy.**

**ECU Lead Regional Transformation: Commitment 1.** “We will grow ECU into the third-largest research institution in the UNC system by investing in our people, tools, and facilities. We will seek solutions to the challenges of our region, including health issues, coastal community resiliency, rural development, advanced manufacturing, and assisting the military.”

**SLO 6: Student Achievement To graduate students who meet the 500 direct client contact hour requirement, are eligible for American Association for Marriage and Family Therapy Approved Supervisor Candidacy Status, and graduate by the advertised length to completion.**

**ECU Maximizing Student Success: Commitment 3.** “We will be a national leader as a “best value” in undergraduate and graduate education while minimizing student debt and cultivating an institutional culture of timely graduation. We will develop programs to grow the number of enrolled and graduating low-income students and establish competency-based requirements for all degree programs. We will be a national leader in the assessment of learning outcomes and the use of innovative teaching strategies. Faculty will lead examination of general education requirements and pursue needed reforms that will be a model for others to follow.”

\* The East Carolina University strategic plan is found: <https://strategicplan.ecu.edu/> (to verify each of the commitments, open “read more” under each “Our Commitment” link).

\*\* See Appendix F for the MedFT Program Mission, Goals, and Outcomes Chart

*Initial Draft approved by MedFT Community of Interest January 26, 2015 (see [faculty meeting minutes confirming this action](#), p. 2)*

*Approved by MedFT Faculty May 18, 2015 (see August 31, 2015 [faculty meeting minutes confirming this action](#), p. 1)*

*Revised Draft approved by MedFT Community of Interest August 29, 2016 (see [faculty meeting minutes confirming this action](#), p. 3).*

*Approved by MedFT Faculty August 29, 2016 (see [faculty meeting minutes confirming this action](#), p. 3).*

**Antiracism, Anti-Discrimination Statements**

The program complies with the policies of the university regarding discrimination: “East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race/ethnicity, color,

genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.”

Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. East Carolina University is an equal opportunity/affirmative action employer.” Policies regarding nondiscrimination and affirmative action are published in the *Graduate Catalog* only available online through the Graduate School’s website (see <http://catalog.ecu.edu/content.php?catoid=13&navoid=1015&hl=%22Affirmative+action%22&returnto=search#affirmative-action-obligations>).

In addition, the “Affirmative Action/Equal Opportunity Policy,” “Notion of Nondiscrimination,” “Sexual Harassment Prevention Plan, Policy, and Grievance Procedure for Complaints of Sexual Harassment,” and “Racial and Ethnic Harassment Policy” are published in the *Graduate Catalog*. All students are required to complete a diversity oath (Form Z) prior to the start of the MedFT program. The MedFT program is committed to multicultural and global humility and thus students should share any concerns (at any point throughout the program) pertaining to diversity awareness with their advisor so that resources can be extended to the student to assist with competency and/or diversity awareness/sensitivity.

In addition, the program has committed to the following statements of diversity, antiracism, and LGBTQ rights to healthcare:

**MedFT Program’s Diversity Statement:** The Marriage and Family Therapy (MFT) and Medical Family Therapy (MedFT) programs at East Carolina University are committed to equality and prohibit the unlawful discrimination on the following protected classes: race, ethnicity, color, genetic information, national origin, citizenship, religion and spiritual beliefs and/or affiliation, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, relationship status, socioeconomic status, disability, health status, political affiliation and veteran status.

*Approved by MedFT Faculty November 27, 2017*

### **Commitment to Anti-Racism and Inclusion:**

The MedFT/MFT faculty and the Family Therapy Clinic at ECU confirm our commitment to disrupt the ongoing racism, discrimination, violence, and murders against Black, Indigenous, and People of Color (BIPOC). We are deeply concerned and committed to fighting systemic and institutionalized oppression and racism with self-critical engagement. Our faculty and clinic continue to personally and professionally examine our own privileges and actively work to dismantle the oppression created by privilege in our society. We invite all of our students and alumni as well as members of the community to do this same work.

*Initially approved by MedFT/MFT Faculty June 2, 2020*

*Revised September 18, 2020*

### **Commitment to LGBTQ Healthcare:**

The ability to receive any type of healthcare services should never be dependent upon one's gender, sexual orientation, or any other social location. The MedFT/MFT faculty, students, and alumni are aligned with the LGBTQ community in support of their reception of equal healthcare opportunities. We stand ready to combat prejudice, violence, and discrimination against members of the LGBTQ community by continuing to partner with the East Carolina University Dr. Jesse R. Peel LGBTQ Center in delivering affirming healthcare services.

In response to recent governmental policies that limit healthcare opportunities for members of the LGBTQ community, the East Carolina University MFT and MedFT communities clearly state that members of the LGBTQ community are always welcome at the ECU Family Therapy Clinic.

*Initially approved by MedFT/MFT Faculty June 23, 2020*

*Revised September 18, 2020*

## **Academic Requirements**

### **Prerequisites**

The doctoral program is a 59-semester hour program. Prior to admittance, students must have completed a Master's degree in a human service field. If students did not graduate from a COAMFTE-accredited MFT master's degree program, prior to graduation from the MedFT program they must complete the Master program's marriage and family therapy standard curriculum described below unless they can demonstrate having successfully completed graduate coursework in each required competency area (See Table 1) and successfully passed the marriage and family therapy competency exam or the North Carolina marriage and family therapy licensure exam. Doctoral students may petition the program director to receive an approval for a course equivalency on a master's program course if mastery of content has been achieved in another graduate education or clinical context. Permission to receive an approval for a course equivalency may only be conducted by the program director in agreement with the faculty member who teaches the equivalent course at ECU. Course catalog descriptions are required for any courses students wish to transfer into the program or request to be approved as course equivalent. Syllabi are recommended as well and may be requested for any courses that remain uncertain for equivalency upon reviewing the course catalog descriptions. All courses must be approved by each student's permanent advisor and/or the program director, as well as instructors who teach "equivalent" courses at ECU. Form B ([http://www2.ecu.edu/hhp/docs/hdfs/medft/MedFT\\_Handbook.pdf](http://www2.ecu.edu/hhp/docs/hdfs/medft/MedFT_Handbook.pdf)) is used to demonstrate that each student who has not matriculated from a COAMFTE accredited master's family therapy program has successfully completed all foundation curriculum requirements. Upon completion, the form is placed into the student's academic file.

**The following policy requiring a thesis or thesis equivalency to enter the program has been suspended for the 2023-2024 academic year:** All students preparing to enter

the doctoral program should also have a Thesis/Equivalency Project (i.e., thesis or thesis equivalency) near completion by the start of the PhD program. Students are given until the end of their second semester of their first year in the program to provide proof of a completed Thesis/Equivalency Project. Evidence of the current status of the Thesis/Equivalency Project (must be at least 75% completed) must be ready to submit to the program director prior to the start of the first day of classes. All theses must include the title page, signature page, and abstract. All thesis equivalencies must include a letter from an editor, permanent advisor, or co-author who was directly involved with the thesis equivalency stating that the student completed at least 50% of the contribution to the project. An abstract of the document must also be submitted along with the letter. Form D should be completed to confirm the project and its due date, as well as its successful completion.

**Table 1. ECU/COAMFTE Masters Curriculum Didactic Requirements**

[**Note:** Students who did not come from a COAMFTE program may be asked to complete all or some of the following courses.]

Foundational Curriculum Areas	Minimum Requirements
<b>FCA 1</b>	HDFS 6407 HDFS 6408 HDFS 6412
<b>FCA2</b>	HDFS 6300 HDFS 6415 HDFS 6416 HDFS 6417
<b>FCA3</b>	HDFS 6303
<b>FCA4</b>	HDFS 6410 HDFS 7007 HDFS 7400
<b>FCA5</b>	HDFS 6411
<b>FCA6</b>	HDFS 6309
<b>FCA7</b>	HDFS 6401/02/04/06
<b>FCA8</b>	HDFS 6300 HDFS 6303
<b>FCA9</b>	HDFS 6415 HDFS 6416 HDFS 6417

## **Doctoral Program Requirements**

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

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

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

Advanced Curriculum Areas	Minimum Requirements
ACA 1 –Advanced Research (total 23 required credits) *these courses are shared with ACA3	ACA1a-Statistics I and II --PSYC 6430 and PSYC 7431 OR PSYC 6327 and PSYC 7505 ACA1a-Qualitative Research Methods-HLTH 7100 ACA1a-Advanced Research Methods in MedFT-HDFS 8400 ACA1b-Qualitative Research Methods—HLTH 7100 ACA1b-Advanced Research Methods in MedFT-HDFS 8400 ACA1c-Advanced Research Methods in MedFT-HDFS 8400 ACA1c-Advanced Theory in MedFT-HDFS 8402 ACA1d-Research Ethics-HUMS 7004* ACA1d-Advanced Research Methods in MedFT-HDFS 8400 ACA1d-Advanced Theories in MedFT-HDFS 8402 ACA1d- Gender & Ethnicity in Medical Family Therapy-HDFS 8403 ACA1e-Introduction to Medical Family Therapy-HDFS 7401*
ACA2- Advanced Relational/Systemic Clinical Theory (total 6 required credits)	ACA2- Illness & Disability Across the Lifespan-HDFS 7409 ACA2- Medical Family Therapy Practicum I-HDFS 8404
ACA3- Advanced Relational/Systemic Applications to Contemporary Challenges (total 8 required credits) *these courses are shared with ACA1or ACA4	ACA3-Research Ethics-HUMS 7004* ACA3-Introduction to Medical Family Therapy-HDFS 7401* ACA3-Family Therapy Supervision Methods and Practice-HDFS 7502*
ACA4- Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership (total 3 credits) *these courses are shared with ACA3	ACA4- Family Therapy Supervision Methods and Practice-HDFS 7502*
<b>Total Required for Areas</b>	<b>32 semester hours</b>
Additional Courses	
Cognates (6 s.h.)-may select from the following or consent of advisor	<b>6 semester hours of approved graduate level cognates aligned with MedFT</b>
Electives (6 s.h.)	<b>6 semester hours of approved graduate level electives</b>
Dissertation (min 6 s.h.)	HDFS 9000 Dissertation

	<b>All students must enroll in a minimum of 6 s.h. of dissertation credits</b>
Internship (9 s.h.)	HDFS 8910, 8911, and 8912 Family Therapy Research/Clinical Internship
<b>Total for Areas</b>	27 semester hours

## Academic Policies and Procedures

### Length of Program

Students are required to complete a minimum of 59 semester hours beyond the Master's degree and COAMFTE standard Master's degree curriculum requirements. Some students may be required to enroll in more than the minimum required semester hours to comply with COAMFTE standards or to complete dissertation credit hours. Students must be continuously enrolled in the program until completion of the dissertation and internship unless excused for medical purposes. Once a student enrolls in dissertation credits for the first time, they must stay continuously enrolled in dissertation credits until the point of graduation, including enrollment during the summer semester (unless excused by an ECU Medical Leave). Students who registered for summer credits or defended during the summer but did not complete their dissertation edits and submission by the summer deadline must register for fall dissertation credits.

*Summer Enrollment:* No one needs to be enrolled in summer except students who are lacking credits, need 3 credits to qualify for insurance or are on an F1 visa. Tuition waivers do not cover summer courses. "If the student misses the summer graduation deadline, they will have a Fall graduation, but will not have to enroll if the dissertation is approved prior to the day before the first day of classes in August." (K. Cox, email 5.10.2019)

### Cognate and Elective Courses

Cognate courses are taken in addition to the core MedFT and MFT required courses and should relate to the study of health and health conditions, wellness, and/or collaboration across disciplines in healthcare settings. Elective courses may be MedFT/MFT-relevant, research, teaching experience (e.g., medical school/\*\*university teaching, additional statistics/research methods courses), or may be additional cognate courses in a health-related area. It is the student's responsibility to seek elective and cognate courses and present the selections to their advisor. Under approval by a student's permanent advisor, a student may combine cognate and elective credits toward a certificate (e.g., Statistics Certificate or Biofeedback Certificate).

Degree Works has some courses listed that students may select from for their cognates and electives. Students are not restricted to that list of courses but should seek approval from their Permanent Advisor, or the Program Director, if a Permanent Advisor has not already been selected. A course not listed on Degree Works will need to be added by the

Program Director. Note: students may count HDFS 8405, the second practicum offered in the MedFT program as one of their cognates or electives.

It is important that students apply for and get accepted into a certificate prior to taking classes for the certificate. The students' Degree Works audits will not show information about the requirements for the certificate until the student is formally accepted into the program. Faculty will do their best to remind students to apply for certificates on a regular basis so that students are doing this prior to taking more than 1-2 classes. Ultimately, it is the student's responsibility to be accountable for seeking certificates. Certificates cannot be applied for and awarded after classes have already been completed. Requests for addition of certificates retroactively may not be approved.

**\*\*Students who want undergraduate university teaching experience, should contact the program director in their first semester. Students, who wish to teach their own undergraduate course will be directed to enroll in an independent study course (HDFS 6500) the semester they will be teaching. This would count as one of the student's required 3-credit hour elective courses. Note: The HDFS department has an instructor training process for students to complete before teaching in the department. This instructor training process is typically offered every spring semester. Students who have undergraduate teaching experience may petition in writing to the HDFS Director of Graduate Studies, to have the training process waived (see MedFT Program Director for more details).**

### **Program of Study**

The PhD program only admits full-time students. Since enrollment in the doctoral program tends to be limited and very competitive, students must adhere to their Program of Study, as courses are not offered every semester or year. A deviation from one's program of study may mean a delay in graduation of one or more semesters.

### **Time Limits for Completion**

The doctoral degree program must be completed before the end of the fifth year after the full-time student began taking courses in the doctoral program. For example, students who enrolled in the PhD program in August 2020 would have until May 2025 to complete their degree requirements. The time limitation does not include transfer credits, only credits obtained while enrolled in the program. With endorsement of the student's permanent graduate committee and the director of the MedFT program, students may request one extension of not more than one semester, summer included.

If students have completed two 3-credit dissertation courses (minimum number of dissertation credits required by the program) but have not yet defended, they must maintain continuous enrollment in dissertation credits (with a minimum of one credit hour per semester of HDFS 9000) until the dissertation has been successfully defended (unless granted a medical leave by ECU). If students elect to take variable Dissertation



credit hours (1-12) in a given semester after having met the Dissertation Course requirements, they understand that they will not be eligible for student insurance or assistantships, and will enter student loan repayment status unless they take at least 3 Dissertation credit hours, which is considered “full-time”. Students must be able to provide evidence of ongoing dissertation progress throughout the semester (e.g., collected data/written content) in order to receive an “in progress” grade at the end of the semester. Students who receive a mark/grade that denotes that the dissertation is not passing/progressing will result in academic probation which could also include termination from the program. A remediation plan or terms of dismissal will be provided to the student by the student’s permanent advisor and/or program director.

### **Progress Toward Degree Completion**

If students do not progress or progress unsatisfactorily at any point in their program of study, students will be placed on a remediation plan and may be terminated from the program if they do not demonstrate positive progress accordingly. Students will have no more than one semester to make progress to satisfy individualized remediation plans or risk being terminated from the program. Students must maintain the GPA requirements and procedures outlined by the Graduate School ([ECU Graduate Catalog-academic eligibility standards](#)) and cannot receive the grade of a “C” in any of the MedFT core courses (HDFS 7401, 7409, 7502, 8400, 8402, 8403, 8404). Students may be given the option to retake a core course or take an incomplete (which is up to the discretion of the instructor); however, they must have a cumulative 3.0 GPA to be offered an option to retake the course. Instructors follow what is written in the *ECU Faculty Manual*. Students are directed to refer to the ECU Faculty Manual’s [specific policy on incompletes](#) (pp. 7-8) for what constitutes an incomplete grade.

If a student takes a leave of absence for more than two semesters, the student must re-apply for admission to the ECU Graduate School. Upon graduate school re-admission, the student will then need to complete a panel review with MedFT program faculty to determine whether re-admission into the doctoral program is appropriate. At least two weeks prior to this panel review, the student must complete and submit to the program director (who will then distribute it to the MedFT/MFT faculty) a plan of action for accomplishing program requirements. If the leave occurred during the course of the dissertation phase, students must have their dissertation updated to reflect current literature, research, and contributions to the field, as well as have a product that reflects the appropriate progress necessary to re-enter the program (i.e., the dissertation must be completed in alignment with the dissertation syllabus requirements registered for thus far) in order to graduate within the advertised time. The student should correspond with their permanent advisor on a regular basis during a leave of absence and in preparation for the return to ensure that all procedures are followed.

### **Non-degree Credit**

A maximum of nine semester hours of course work taken as a non-degree student may be applied toward the credit requirements of the doctoral degree program. Students must

provide official and written documentation of all coursework (i.e., official transcript and a copy of the course syllabi dated to match what appears on the transcript) and coordinate the transfer of non-degree credit with program director prior to program admission.

## **Transfer Credits**

The Administrative Board of the Graduate School must approve petitions for [application of transfer credit](#). Ordinarily the Board will approve the application of graduate course transfer only if: (a) the Department of Human Development and Family Science so recommends; (b) the graduate credit was earned at a regionally accredited institution; (c) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimal final course of grade of B or above; and (d) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Up to 9 semesters hours of course credit may be transferred in and applied toward the doctoral program, upon program director approval, as long as the credits have not already been applied toward a degree. Certain courses may be considered course equivalents by the program if the faculty determines that the requirements for those courses (e.g., statistics) have been met in a student's previous graduate level coursework. However, a course equivalency of a requirement (unlike transfer of credit) does not waive the total number of credit hours required for the program.

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

Requests for transfer credit to be considered are sent to the ECU Graduate School using this form: <http://www.ecu.edu/cs-acad/gradschool/upload/Transfer-Credit-New-Form.pdf>. This is also the form used to request that Excess Non-Degree Courses taken at ECU be counted in a degree program at ECU. (You will need to open this form in Internet Explorer)

Note: Students must review the "Transfer Credit" policy of the Graduate School if considering transferring in credits from another institution:  
[http://catalog.ecu.edu/content.php?catoid=9&navoid=578#Transfer\\_Credits](http://catalog.ecu.edu/content.php?catoid=9&navoid=578#Transfer_Credits) (You will need to open this form in Internet Explorer)

## **Permanent Graduate Committee**

The permanent graduate committee will be composed of four members with at least three having graduate faculty status: (a) a committee chairperson who is the student's permanent advisor and is a member of the MFT/MedFT graduate faculty, (b) at least one additional committee member from the MFT/MedFT/HDFS graduate faculty, (c) at least two additional committee members, whereby at least one is from outside the College of Health and Human Performance. Note: Anyone serving on a dissertation committee must hold graduate faculty status/be approved by the Graduate School to be an external member. This must be cleared prior to the MedFT candidacy exam. Information about graduate faculty and external member status is on page 6 of the faculty manual:

<http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part2section4.pdf>

If you and your permanent advisor determine that an external committee member would be important to include on your committee, please obtain the external committee member's electronic CV and forward it and Form Q: External Committee Member's Approval Form to the Medical Family Therapy Program Director after your permanent advisor/committee chair signs it.

The permanent graduate committee will serve as the committee for the student's MedFT Competency Examination, dissertation proposal, and dissertation defense. The Advancement to Doctoral Candidacy Form (Form F) must be completed, sent to the Graduate School, and a copy of the approval admitted into the student's academic file and as an appendix of their dissertation. However, by January of the student's second year in the program, this form must be submitted so the Program Director/Permanent Advisor may confirm all intended dissertation committee members are eligible to serve (i.e., graduate faculty member status or external member approval) and that each committee has the required number of graduate faculty members. If circumstances warrant changing Permanent Committee Membership, after the student selects another committee member, they will need to resubmit the Advancement to Doctoral Candidacy Form to the Graduate School and the approval copy placed in the student's academic file.

**External Thesis and Dissertation Committee Members.** Individuals external to ECU with demonstrated expertise in area of study related to a student's thesis or dissertation topic may serve on, but not chair, a thesis or dissertation committee. The external member should have a terminal degree in an appropriate discipline or extensive professional experience. This appointment must be approved by the Dean of the Graduate School. The procedure for appointing a person to serve in this role will require approval by the Program Director, student's Permanent Advisor, and the unit graduate faculty members serving on the thesis or dissertation committee. The Program Director will submit a letter of request to the Dean of the Graduate School outlining the person's credentials (academic curriculum vitae or resume) relative to the specific thesis or dissertation.

**Consultants.** A student may also select a faculty person from outside of East Carolina University to serve as a consultant. This individual will be a non-voting member. This person is welcome to attend the MedFT Comprehensive Examination, the dissertation proposal, and the dissertation defense as a non-voting member. Additional ad-hoc external committee members may be added as desired without securing adjunct graduate

faculty status, as long as at least four members of the committee, including the permanent advisor, hold appropriate graduate faculty status per Form F.

### **Grading/Assessment**

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

- No grade less than “B” in a MedFT core course may be used to satisfy any part of the minimal credit hours required for the PhD. A grade of “C” in a core course will require the student to delay advancement in the program until the course is completed with a satisfactory grade (“B” or higher). A student receiving 2 “C’s” in any constellation of core courses will be terminated from the program
- A cumulative 3.0 grade point average in graduate-level courses is a prerequisite for the administration of the PhD candidacy examination.
- Sufficient and ongoing progress (as determined by the permanent advisor and site supervisor) must be made on the dissertation and internship requirements in order for the student to receive a passing grade in those enrolled courses for credit.

**\*\* See Appendix F for the MedFT Program Mission, Goals, and Outcomes Chart**

### **Academic Conduct Policy**

Students are expected to conduct themselves in a manner that will ensure an effective, ethical, and equitable learning and working environment. All students are expected to sign the Academic Conduct Policy (Form N) during their orientation to the program and uphold the policy until graduating. Any student who violates the policy may be dismissed from the program.

## **Plan of Coursework**

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

### **Fall Courses typically include:**

Cognates and Electives (see **Note<sup>1</sup>** below)  
 HDFs 7401-Introduction to Medical Family Therapy (offered annually)  
 HDFs 8402- Advanced Theory in MedFT  
 HDFs 8403-Gender and Diversity in MedFT  
 HDFs 8404-MedFT Practicum I (offered annually)- (see **Note<sup>2</sup>** below)  
 PSYC 6430 (or 6327 if necessary)- Statistics I (offered annually)  
 HUMS 7004-Research Ethics (2 credit course taken in fall/spring and offered annually)

### **Spring Courses typically include:**

Cognates and Electives (see **Note<sup>1</sup>** below)  
 HDFs 7409- Illness & Disability Across the Lifespan or

HDFS 7502-Supervision Methods and Practice  
 PSYC 7431 (or 7505 if necessary) -Statistics II (offered annually)  
 HDFS 8405-Medical Family Therapy Practicum II (see **Note**<sup>2</sup>)  
 HDFS 8400- Advanced Research Methods in Medical Family Therapy  
 HLTH 7100-Qualitative Research  
 HUMS 7004-Research Ethics (2 credit course taken in fall/spring and offered annually)

**HDFS 8910, 8911, 8912 (internship courses) can be taken in any semester (fall, spring, or summer) after the student has passed their Medical Family Therapy Competency Exam. HDFS 9000 (dissertation credits) may be registered for after the students have completed all required coursework apart from HDFS 8910, 8911, 8912 and 9000.**

**Note**<sup>1</sup>: All cognates and electives must be approved by the student's permanent advisor.

**Note**<sup>2</sup>: Upon admittance into the program, students will be required to complete a minimum of one doctoral level clinical practicum (HDFS 8404). A Clinical Competency Exam Paper is required to be passed prior to the student being able to finish seeing clients at the ECU Family Therapy Clinic. This typically occurs as part of HDFS 8405 and details on the Clinical Competency Exam are provided below. If it is determined that the student is not to be ready for the clinical competency exam, or did not successfully pass the clinical competency exam, the student will continue to register for practicum credits until the exam is passed. If a student does not pass the exam on their second attempt, they will not be allowed to continue in the program.

### **Professional Licensure Disclosure Statement**

Students enrolled in the MedFT doctoral program are encouraged, but not required, to sit for the MFT licensure exam and/or be licensed as a LMFTA/LMFT in North Carolina. In order to comply with U.S. Department of Education regulations regarding distance education and professional licensure, ECU is required to make the following disclosure with respect to professional licensure outside the state of North Carolina. ECU cannot confirm whether a particular program meets requirements for professional licensure outside of the State of North Carolina. Please contact applicable licensure board(s) in any state you may want to pursue licensure prior to beginning the academic program in order to determine whether the program meets licensure requirements. It is the student's responsibility to confirm program eligibility for licensure in any state outside North Carolina.

Individuals who wish to practice in North Carolina as marriage and family therapists are required to be licensed by the North Carolina Marriage and Family Therapy State Licensure Board (see <https://www.ncbmft.org>). Applicants for licensure must complete 1,500 hours of client contact (see "21 NCAC 31 .0502 ONGOING SUPERVISION" and "21 NCAC 31 .0506 DIRECT CLIENT CONTACT" in the NC Administrative Code for the breakdown of eligible hours <http://reports.oah.state.nc.us/ncac/title%2021%20-%20occupational%20licensing%20boards%20and%20commissions/chapter%2031%20-%20marriage%20and%20family%20therapy%20licensure/chapter%2031%20rules.pdf>). You may include up to 500 client contact hours obtained in your master's program as

long as they were supervised by a AAMFT Approved Supervisor. In addition, for North Carolina licensure, 200 hours of approved supervision must be obtained, including up to 175 hours of AAMFT Approved Supervision obtained pre-graduation during the student's master's training. In North Carolina, graduates who have completed 175 (or more) hours of approved ongoing supervision within the program shall complete a minimum of 25 hours of approved ongoing supervision concurrently with the completion of any remaining 1,500 hours of post-degree clinical experience as required by the MFT licensure law. If a student acquires less than 175 hours of supervision while in their MFT master's program they must obtain the 25 post-degree supervision hours plus any additional hours that would bring them to the 200 hours total. Additional information on licensure may be obtained by contacting the marriage and family therapy licensure board of the state in which the graduate expects to practice. Supervision by an AAMFT Approved Supervisor or Supervisor Candidate must be continuous until licensure is achieved. Students should frequently check the licensure board website (<https://www.ncbmf.org>) for the most up to date information.

**STUDENTS ARE ENCOURAGED TO APPLY TO TAKE THE LICENSURE EXAM AND APPLY FOR FULL LICENSURE AS SOON AS ELIGIBLE.**

Note: As long as students are enrolled in the MedFT doctoral program any practice setting is considered exempt and they are not obligated to affiliate with the licensure board. The program does encourage students to take and pass the national marriage and family therapy licensing exam as soon as eligible, and apply for their affiliate license (i.e., LMFTA) right before graduating from the program (if they intend to reside in the state of North Carolina). Students who meet the requirements for full licensure in North Carolina while enrolled in the program are encouraged to apply for full licensure as they may be able to take advantage of reciprocity in other states after their matriculation.

### **Portability of Degree Statement**

While students may meet the academic requirements as specified by the North Carolina Marriage and Family Therapy Licensure Board, students who are planning to pursue licensure in a different state or jurisdiction should be aware that each state or jurisdiction may have specific or unique requirements for licensure or certification. Applicants are encouraged to be aware of these differences and to consult with the MedFT Program Director about ways to address these concerns. Ultimately, it is the responsibility of the student to ensure that all requirements are met for licensure in the jurisdiction of choice.

After an applicant accepts admission into the MedFT Doctoral Program, the Program Director will email important information to the student regarding next steps for enrollment and welcoming them to the program. In this email, the student will receive the Degree Portability Disclosure and Acknowledgement Form, detailing degree portability information and acknowledging the student understands the limitations of the degree portability and its' impact on potential licensure in other areas. This form is required to be signed and returned to the Program Director prior to the start of the first semester in the MedFT Doctoral Program.

### **Important Note to Residents Outside of North Carolina:**

Admission of applicants outside the State of North Carolina to an online degree, certificate or individual online course offered by East Carolina University, is dependent on ECU's ability to secure authorization from the applicant's state of residence, if such authorization is required.

East Carolina University delivers online education programs and courses throughout the United States and internationally. All programs have been approved by the University of North Carolina General Administration. Many states have prescribed an authorization process for out-of-state institutions delivering online programs to its state residents to ensure quality post-secondary education, to preserve the integrity of an academic degree, and to instill greater consumer protection for its student citizens.

East Carolina University has taken steps to protect its students and programs through nationwide compliance by: participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA); obtaining authorization, approval, exemptions and waivers; or confirming that East Carolina University can operate without such authorization because the state's laws do not pertain to a public institution, to an accredited institution, or to the ECU's activities in that state.

On November 14, 2016, East Carolina University was approved to participate in NC-SARA which is a voluntary, regional/national approach to state oversight of postsecondary distance education. Institutions that participate in SARA are authorized to provide online education to students from all SARA member states. States and institutions that choose to become members of or participate in SARA operate under a set of policies and standards overseen by SARA and administered by the four nationally recognized regional higher education compacts.

## **Permanent Advisor**

Upon admittance into the MedFT doctoral program students will be automatically assigned a temporary advisor. Once students identify an area of research interest, then they will select a permanent advisor. Permanent advisors must be full-time core MedFT or MFT faculty members. Students are advised to select a permanent advisor by the beginning of their second semester of their first year in the program. The advisor will chair all examinations, defenses, and will facilitate all approvals for cognates and electives, committee members, transfer credits, clinical placements, and internship sites.

Once a permanent advisor is selected, students will need to file a formal agreement (Form E) with that faculty member. This agreement will be filed in the students' academic folder. Should students wish to change their permanent advisor, another formal agreement will need to be entered into and filed with the new permanent advisor. If

students opt to retain their temporary advisor as their permanent advisor, a formal agreement will still need to be filed.

## Thesis/Equivalency

**The following policy requiring a thesis or thesis equivalency to enter the program has been suspended for the 2023-2024 academic year:**

All students admitted to the MedFT doctoral program must submit a completed Thesis/Equivalency Project (i.e., thesis or thesis equivalency) to the program director and complete the “Thesis/Equivalency Approval Form” (Form D). Form D should be completed to confirm the project and its due date and to attest to its successful completion. All students preparing to enter the doctoral program should also have a Thesis/Equivalency Project (i.e., thesis or thesis equivalency) near completion by the start of the PhD program. Students are given until the end of their second semester to provide proof of a completed Thesis/Equivalency Project. Evidence of the current status of the Thesis/Equivalency Project (must be at least 75% completed) must be ready to submit to the program director prior to the start of the first day of classes. All theses must include the title page, signature page, and abstract. All thesis equivalencies must include a letter from an editor, permanent advisor, or co-author who was directly involved with the thesis equivalency stating that the student completed at least 50% of the contribution to the project. An abstract of the document must also be submitted along with the letter.

THE PROGRAM DIRECTOR MUST BE WILLING TO STATE THAT THE STUDENT HAS COMPLETED A FULL AND ACCPETABLE THESIS EQUIVALENCY BY THE END OF THE SECOND SEMESTER IN THE PROGRAM IN ORDER TO RECEIVE CONTINUED FUNDING (April 30; i.e., an assistantship and tuition remission for the student’s second year in the program).

Students (in collaboration with their temporary or permanent advisor) must be able to provide a written plan of action throughout the first year in the program pertaining to the thesis equivalency (if it was not complete prior to the first day of class) and include deadlines for each component of the document. Students may submit multiple drafts of the project to their advisor during the time allotted to help achieve successful completion.

If a formal project is unsuccessfully completed by the end of the first academic year (last day of final’s week) the student will be not be allowed to continue in the MedFT program. If the advisor is also a collaborator on the publishable/published manuscript or equivalency project, another MedFT faculty member who is not a collaborator on the project will be asked to help render a decision on the acceptance of the equivalency project. The Thesis/Equivalency Approval Form” (Form D) must be completed, submitted to the Program Director, and placed in the student’s academic file. Examples of projects that would qualify as meeting this requirement would include any one or combination of the following:



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

**\*Published or Publishable Manuscript** - Manuscript must be recent (within last 2 years) and the student must have served as a major contributing author. This means that the student must have made a significant contribution to the manuscript (i.e., at least 50% of the article). Verification of the student's contributions to the development and writing of the manuscript must be provided in writing by the lead author (if the lead author is not the student submitting the work). The manuscript must either be published, under review, or actively in the revise and resubmit phase to qualify. A reprint of the article, acceptance letter, revise and resubmit letter, or letter of initial submission must be presented to the advisor, in addition to a copy of the article in its current form. Advisors will determine and make known their criteria for determining if a manuscript is of sufficient quality for meeting this requirement.

**\*Grant** - Grant must be recent (within last 2 years) and the student must have served as the primary or secondary author. A clean copy of the grant itself must be submitted. If the grant was funded, a copy of the letter noting its approval must also be provided. A grant that was not funded will be reviewed and scored by the advisor. The advisor will have the authority to determine if the quality of the writing is or is not sufficient enough to meet the Thesis/Equivalency Project requirement. Advisors will determine and make known their criteria for determining a qualifying grant project. The student must have provided at least 50% of the contribution.

**Again, the requirement to have a thesis or thesis equivalency completed or near completion by the start of the PhD program has been temporarily suspended for the 2023-2024 academic year. Similarly, applicants are not required to complete Form D.**

## **Clinical Requirements**

### **Contact Hours**

Before graduating from the doctoral program, students are required to complete 500 hours of direct client contact and 100 hours of supervision (including hours completed under a AAMFT Approved Supervisor during their master's program). If students successfully completed these hours prior to enrolling in the doctoral program, written verification from the AAMFT Approved Supervisor or student's master's Program Director that those clinical contact hours were earned under AAMFT Approved supervision, is required prior to the student's completing the required "Completion of 500 Clinical Contact Hours." Once completed, verification of hours in written form must be provided to the Program Director to document in Degree Works.

All students must complete at least one semester of practicum and must be clinically active at the ECU Family Therapy Clinic (including fulfilling an intake time) until they

successfully pass their Clinical Competency Exam. If students have never practiced as a family therapist in a medical setting (minimum of 4 months), they are required to enroll in HDFS 8405. Any student engaged in clinical work while actively enrolled in the doctoral program must obtain AAMFT Approved Supervision at least bi-weekly until graduating from the program.

Students who already hold a valid MFT license will be asked to submit a copy of their license to the program director. ALL STUDENTS, EVEN IF LICENSED MUST COMPLETE AT LEAST ONE PRACTICA AND PASS THE MEDICAL FAMILY THERAPY CLINICAL COMPETENCY EXAM.

**Note: ECU cannot confirm whether any of its courses or program meets requirements for professional licensure outside of the state of North Carolina. ECU strongly encourages students to contact applicable licensing boards in states they wish to pursue licensure prior to seeking admission or beginning study in an academic program.**

## **Practicum**

Upon admittance into the program, students will be required to complete a minimum of one doctoral level clinical practicum (HDFS 8404). After successfully passing the practicum(s), the student may request permission from their permanent/temporary advisor to schedule a clinical competency exam. The advisor will consult with the student's practicum supervisor(s) to confirm that the student is prepared to schedule their Clinical Competency Exam. If it is determined that the student is not to be ready for the clinical competency exam, or did not successfully pass the clinical competency exam, the student will continue to register for practicum credits until the exam is passed. If a student does not pass the exam on their second attempt, they will not be allowed to continue in the program. To note, most students will complete their Clinical Competency Exam as a formal paper written as part of the HDFS 8405 Practicum Course.

In preparation for the next semester, students still enrolled in practicums and/or clinically active will have their competency areas of strength and growth shared with the student's next practicum supervisor through the regular MFT/MedFT faculty meetings. At the end of each practicum, students will complete a Qualtrics Survey administered by the instructor. This survey is used to evaluate the course instruction and effectiveness.

## **Documentation Timeliness**

Students are expected to complete all clinical documentation in a timely manner (i.e., Time2Track cannot be submitted more than two weeks out from the current date, intakes must be completed within 24 hours, and clinical case notes completed in the electronic

health record system within 48 hours of all sessions). All clinic files absolutely must be up to date prior to the completion of any benchmark (e.g., competency exams, proposal, defense, beginning a new practicum), or the student will not be allowed to progress in the program until all documents are up to date. A remediation plan may also be constructed for the student to ensure success through the remainder of the program. Egregious concerns will be turned into the NCMFT licensure board to ensure that the student receives additional supervision during internships or post-graduation.

### **Clinical Placements**

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

Students are required to maintain a client panel and conduct intake assessments at the Family Therapy Clinic until they pass their Clinical Comprehensive Exam and through the first summer of their first year in the program. Once they have passed the Clinical Competency Exam, students may continue seeing clients and conducting assessments on a voluntary basis. However, they must continue to have all cases seen at the ECU Family Therapy Clinic supervised by their permanent advisor while enrolled in the program.

### **Practicum Evaluations**

Students will be required to complete clinical progress evaluations with their practicum faculty supervisors at the end of each semester. Evaluations from supervisors must be copied and kept in the students' academic files. Students will also be required to simultaneously complete an evaluation of their practicum experiences. A link to an anonymous, online evaluation of each practicum will be provided by the practicum instructor. It should be completed by the end of the semester in which the corresponding practicum course was taken. Evaluations will not be opened by the faculty until after final grades are entered. In addition to these evaluations, each individual faculty supervisor may require additional evaluation tools (e.g., final paper, presentation, clinical videotape for review). Students will need to comply with the requirements outlined on each supervisor's syllabus.

### **HIPAA Compliance**

All students are required to update their Health Insurance Portability and Accountability Act (HIPAA) annually for off-site clinical practice. Students must request access to the

HIPAA training via the MedFT program director. Students will need to request that the HIPAA modules be sent to their Cornerstone account. After completing modules, students will have the opportunity to take the HIPAA quizzes. A passing grade is set at 80%. Students may re-take the exam until a passing grade of 80% is received as long as it is done prior to the due date. Students must print the verification that they received a passing grade and forward their outcome to the MedFT Program Director. Documentation of HIPAA compliance is kept in the student's clinical file.

### **Liability Insurance**

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

## **Annual Student Learning Outcome Competency Review and Annual Review**

Students will meet with the MedFT faculty in January of each academic year to complete the MedFT Doctoral Student Learning Competency Form (Form O). Students will come to the meeting having completed the form and prepared to discuss it. A possible outcome of that meeting would be a plan of action to help remediate any competencies that are not progressing as expected and/or any concerns about the student's professionalism and academic conduct. Failure to successfully remediate in the time allotted by the faculty may result in dismissal from the program. A copy of Form O that the faculty will complete collaboratively will be placed in each student's academic file, along with the student's self-assessment on Form O. Remediation plans will be communicated to the student in writing within a week of the Competency Review meeting and a copy will be placed in the student's file.

Students in their first and second years of the program will need to schedule an appointment with their permanent advisor by the end of January to complete their annual review. This will involve completion of the annual review (email permanent advisor a copy of your updated CV) and complete Form C "Annual Progress Report."

## **Clinical Competency Exam**

Students will submit their clinical competency exam, which includes a focus on telehealth competency, at the end of the semester in which they are enrolled in HDFS 8405. The exam will be graded by the HDFS 8405 instructor. If a student meets the criteria for not being required to enroll in HDFS 8405 (i.e., 4-month clinical placement in

a healthcare setting) and is in good clinical standing with current clinical supervisors, they will be invited to prepare and submit their clinical competency exam to their temporary/permanent advisor for grading using the same timeline and paper requirements provided to the students who enroll in HDFS 8405. The doctoral program's clinical comprehensive exam requirement includes successful completion of a paper (as per the guidelines established in the HDFS 8405 course syllabus).

The HDFS 8405 instructor or student's permanent advisor, will communicate the outcome of the exam result to the Program Director. The Program Director will record a passing result in the student's Degree Works file. Should the HDFS 8405 instructor/permanent advisor request a second reader to render a decision on the student's examination outcome, the student will first be notified of this decision and informed who the second reader will be. The second reader will use the clinical comprehensive exam rubric to record their decision. If the decision between the two readers is inconclusive, a meeting will be held with the faculty to help determine a decision.

Faculty who evaluate the student's Clinical Competency Exam will complete Form G. Their decision will be entered onto one copy of Form G and placed into the student's academic file. Students may not be passed if they have more than two "No Pass" checks on this form. Possible outcomes may include: (a) pass with no revisions, (b) Make revisions to paper and resubmit to the 8405 instructor for re-consideration within one week of receiving initial feedback, and (c) Make major revisions to paper and resubmit to both 8405 instructor and a second reader within one week of receiving initial feedback.

Once a student passes their competency exam, they are not required to continue to enroll in practicum but may locate a clinical placement in a medical context where they will be clinically active as a MedFT. Students who continue to need AAMFT Approved Supervision to count client contact hours toward the NCMFT Licensing Requirements, may choose to continue to enroll in practicum or pay for supervision services independently.

**NOTE: Competency exams must be completed prior to the end of the spring semester of their first year in the program, otherwise the student must enroll in a fall practicum (HDFS 8406).**

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

Prior to entering into the internship and dissertation phases of the program, the MedFT doctoral program requires students to have successfully a two-part competency exam: (a) written and oral defense of a publishable quality manuscript, and (b) oral defense of three questions asked about medical family therapy. Students will want to review Form H carefully to understand how each part is scored and criteria for passing the exam.

Each part of the exam may occur on the same or different date. This means that students will select their preferred format (i.e., whether to complete both parts on the same or different dates) and are responsible for arranging the time, date, and location for each part of the exam. Oral MedFT exams are closed to anyone other than committee members, unless an exception is made by the committee (e.g., someone watching the presentation part only of the manuscript defense).

### **Part 1: Manuscript Requirement**

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

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

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

### **Part 2: Three Question Requirement**

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

Students must achieve a “pass” or “high pass” on two of the three medical family therapy examination questions asked by their committee. Failure to pass the “knowledge” portion of any question results in automatic “no pass” for that question. For each individual question, students may have no more than two “no pass” ratings (as per committee agreement) to pass that question. If students do not pass two out of the three questions, they must re-take their medical family therapy competency exam (defending three new questions), even if they passed the manuscript portion of it. A reexamination should be scheduled at the earliest convenience of the student and committee.

The outcome of each student’s Medical Family Therapy Competency Exam must be communicated by the student or their Permanent Advisor with the Program Director to be successfully entered into the student’s Degree Works.

Students cannot initiate the internship/dissertation phases until they have successfully passed two out of three oral examination questions and the manuscript portion of the exam. A student will be given three opportunities (total) to defend the publishable manuscript and pass the medical family therapy oral competency exam. If students cannot successfully do so after three attempts, they will not be allowed to continue in the program.

## **Supervision Candidacy**

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

## **Internship Requirements**

Each doctoral student is required to complete an internship lasting a minimum of 9 months or up to 12 months. If the student is contracted for a 12-month internship via the site, the student shall receive an incomplete for the final internship credits only if they haven’t completed at least nine months of the contract. The ECU MedFT program further requires that each internship site be situated in a healthcare context or in a context where students will have access to working with (research, teaching, and/or clinical) around biopsychosocial-spiritual content. All required coursework, the clinical competency exam, and the medical family therapy competency exam requirement must be successfully completed prior to starting the internship.

Eligible internships must be consistent with the program’s mission, goals, and outcomes in any of the following areas AND a minimum of two areas must be a part of the

internship experience: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy.

The MedFT program does not assume responsibility for placing students in internships, paid or unpaid. The MedFT faculty will assist in any way possible, but the sole responsibility for locating an available internship rests with the student exclusively. All internships must be approved by the students' permanent advisor.

The student and site supervisor will work conjointly to develop an appropriate internship syllabus with the internship site (Form K), as well as complete an HHP Affiliation Agreement between ECU and the site (Form L). The student, advisor, and internship site administrator must all sign the internship contract before the internship can officially begin. As part of the contract, all internship site supervisors will be required to be available to the intern for at least one hour of supervision per week.

All students are required to maintain malpractice insurance throughout a clinical internship. A copy of the proof of insurance must be kept at the ECU Family Therapy Clinic and with the new internship site supervisor.

Students must register for HDFS 8910, 8911, 8912 while they are enrolled in their internship experience. Students must request an internship evaluation (Form O) be completed by their internship administrative supervisor and/or AAMFT Approved Supervisor (if these persons are not one in the same) at the end of each internship semester (or more frequently upon the request of the major advisor or program director). Additional evaluations from the supervisors are also permitted. At the completion of each internship course, students will be sent a Qualtrics "PhD Internship Satisfaction Survey" to complete (see Form P). The results of the survey will only be shared with the student's major professor and program director. No contact will be made with the site or site supervisor regarding information from the survey without the student's consent.

Note: Regardless of whether or not the site provides liability insurance, students must maintain their own liability insurance for the duration of the internship.

## **Dissertation**

Each doctoral student is required to conduct an original research study that adds to the body of knowledge in medical family therapy, and to communicate that research in a written dissertation. The East Carolina University *Graduate School* provides general guidelines in approaching the task of writing the dissertation and to establish basic requirements in style and form for all dissertations <http://www.ecu.edu/cs-acad/gradschool/ETD.cfm>. Students are expected to follow this webpage for deadlines and guidelines. In addition, students must prepare their dissertation in harmony with the specific guidelines from the most recent edition of the *Publication Manual of the American Psychological Association*.



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

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

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

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

Final approval for the dissertation, including structure and content, rests with students' permanent graduate committee. If the student and dissertation chair (variously referred to as the permanent advisor, dissertation director, major professor, and committee chair) determine that additional committee members are needed, they may add additional members at their discretion. Students must register continuously for HDFS 9000 and follow the protocol established for these semester hours until the dissertation is successfully defended. Students **must be registered** during the semester that they defend and submit their dissertation to the Graduate School. It is the student's responsibility to make sure that all committee members have Graduate Faculty status or have been approved by the University as an External Graduate Advisory Committee Member prior to the medical family therapy competency exam. External members may be from industry, government, community organizations or other universities, and must have been approved by the Graduate School. \*Note the approval process for an eligible faculty member to gain graduate faculty status can take one to two months to secure.

Following graduation, students have up to 12 months to submit the dissertation articles for publication. If submission has not occurred during that time, the submission process and primary author designation may be overtaken by the student's dissertation committee chair. All correspondence related to journal article submissions must be communicated with the dissertation chair prior to submission. Authorship order for all journal article submissions should be discussed between student and permanent advisor and/or dissertation committee prior to each journal submission.

## **Dissertation Proposal**

A dissertation proposal must be turned into the student's dissertation chair no later than one semester following the successful completion of the MedFT Competency Exam (summer included). Students must not propose their dissertation until after all coursework, the Clinical Competency Exam, and MedFT Competency Exam have been successfully completed. Prior to your proposal meeting, your major professor and you should work together to complete the "Advancement to Doctoral Candidacy" form: [http://libguides.ecu.edu/ld.php?content\\_id=34029669](http://libguides.ecu.edu/ld.php?content_id=34029669)

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

### **Dissertation Proposal for Manuscript Option**

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

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

**Note:** Prior to submitting the final dissertation a Title Page, Table of Contents, Table of Figures, Acknowledgment Page, Dedication Page, and Abstract would precede all writing described below. (See-- <https://gradschool.ecu.edu/forms/>)

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

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

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

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

**Chapter 4** is Article 1 (a publishable manuscript) only if Article 1 is not a literature review. Article 1 should be inserted into the dissertation proposal based on the advice of the dissertation chair.

---

To complete after dissertation proposal meeting along with all updates and revisions from all initial chapters.

**Chapter 5** is Article 2 (a publishable manuscript) and will include the results of the dissertation research.

**Chapter 6** is the Discussion chapter and should include a summary of previous chapters including a broad range of clinical, research, policy, etc. recommendations that are relevant to the overall dissertation and applied to the Medical Family Therapy field in some capacity (e.g., designated section at the end of the chapter). Students should work with the chair of their dissertation if they decide to make this chapter into another format (e.g., policy brief).

**Appendices** must include IRB approval and HIPAA approval if required

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

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

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

Students may NOT collect data until they have received: (a) approval of their dissertation proposal by their committee\*, (b) approval of their research by the University Internal Review Board (IRB), and (c) approval by the Graduate School using the "Advancement to Doctoral Candidacy" form (<https://gradschool.ecu.edu/forms/>). Note: Students may also need to see whether an independent HIPAA review is required for their study. Documentation of IRB and HIPAA approval must be current and added as appendices to the final draft of the dissertation. \*Students may propose their method to their committee for approval prior to the full proposal meeting with approval of the dissertation chair. These circumstances are unique and should only be reserved for longitudinal data collection, intervention research, or at the discretion of the dissertation chair.

On occasion, students run into major difficulties completing the research as proposed (e.g., data collection sites shut down or fail to complete agreed-upon data collection responsibilities, students are unable to obtain sufficient subjects to participate in the study). In such circumstances, students should meet with their dissertation chair and prepare a memo identifying proposed modifications to the protocol approved by their committee in the dissertation proposal meeting. Students must distribute the memo to each member of their dissertation committee; and after the committee members have had sufficient time to review the proposed changes (at least one week), students must contact

each committee member (either individually or in a group format) and obtain approval to carry out the modified study. Students must also get approval from the IRB for any changes to the protocol as a result prior to resuming data collection.

Upon completion of a dissertation quality proposal, the permanent advisor and student will work with the other members of the committee to schedule a dissertation proposal meeting date. The committee members must be given at least two weeks to read the proposal prior to the meeting date. At the proposal meeting the student will give an oral presentation on the proposed research and then the committee will ask questions and provide feedback. Immediately following the proposal defense, the committee will vote to approve the proposal as written, approve with amendments, or reject it. If approved, the student will submit the study to seek University Institutional Review Board's Human Subjects Committee's approval prior to initiating the research (see details following this section).

### **Dissertation Guidelines for the Manuscript Option**

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

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

### **Dissertation Progress**

Students will not be awarded dissertation credit with a grade of “U” (unsatisfactory). Students will have to take extra dissertation credit hours until satisfactorily completing the dissertation. In the ECU Graduate Catalog, a section entitled, “Academic Eligibility Standards” reads that, *“The students’ advisor or graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree,*

*taking into account all aspects of academic performance and promise, not necessarily course work alone.” Satisfactory progress is defined as:*

1. Meeting all deadlines for the dissertation as outlined by the student’s permanent advisor and found in the dissertation syllabus
2. Successfully incorporating feedback from the Permanent Advisor and any other dissertation committee member into the dissertation itself
3. Maintaining good standing with: (a) all professional organizations the student is a member of, (b) any malpractice, licensing boards and IRBs governing their work, (c) guidelines for academic integrity, and (d) demonstrating responsiveness to any and all members of the student’s dissertation committee in a timely manner (acknowledging receipt of feedback within 48 business hours of receiving feedback unless otherwise approved by one’s permanent advisor to be nonresponsive for a period of time).

## **Dissertation Defense**

Once students have completed a polished draft of the entire dissertation and received permission from the dissertation chair, they must set up a time to defend the completed dissertation. Students may defend in the final semester of their internship provided that they understand that graduation is contingent upon successful completion of the internship. Upon completion of the written dissertation document, an oral defense date will be scheduled with the dissertation committee members present. The committee members should receive the dissertation at least two weeks prior to the scheduled examination date (unless more time is requested by any one committee member). In the event that a committee member should need to be replaced (e.g., because of relocation, death), a written request for an amendment to the dissertation committee will need to be filed within the HDFS main office. Committee members who are not active contributors (via providing timely and relevant feedback or evidence of having read any or all of the dissertation) may be excused from the committee. This decision should be made between the student and their permanent advisor and only after demonstrated attempts to engage the inactive member have been made. This decision should be reported to the HDFS Department Chair or to the Dean of the Graduate School if an outside member.

It is preferred that students defend their dissertation in person to the dissertation chair and committee members. If circumstances, due to internship location or other life circumstances, require that the defense be held on-line please make a request to your dissertation committee chair so approval can be obtained by the faculty. Examinations typically run 1 ½ -2 hours in length. The format is up to the discretion of the student’s permanent advisor (but should also match the parameters of past MedFT defenses). A grade of “pass” or “fail” will be determined by the committee. The student will be immediately notified of the committee’s decision. A grade of “pass” may still include necessary edits recommended by the committee. Students should not provide food or gifts as part of their dissertation proposal or defense processes.

Upon completion of the recommended changes set forth by the committee, students will submit the dissertation to the HDFS Graduate Director for a final review of formatting. Once the Department Chair’s signature has been secured on the signature page (per the review by the HDFS Graduate Director), students will follow the submission

requirements (i.e., upload into the Graduate School's repository) and process set forth by the Graduate School. The HDFFS Graduate Director must receive all completed and defended dissertations at least two weeks prior to the Graduate School's deadline for turning in dissertations.

Students are asked to complete the Exit Interview Form (Form I) and A Diversity Oath to East Carolina University (Form M).

### **Dissertation Grades**

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

### **Dissertation Registration**

Students register for dissertation courses through their permanent advisor. During registration for each semester, it is the student's responsibility to contact their permanent advisor to initiate this process.

If a student defends their dissertation successfully, gets the document uploaded with, reviewed by, and approved by the Graduate School, prior to the start of the spring semester, the student will not have to register for spring dissertation credits and will graduate in May.

If it is not uploaded and approved by the start of the spring semester, then they need to enroll in the dissertation course. Three credits is considered full-time, keeping students from going into student loan repayment status. Students enrolled full time would also still be eligible for an assistantship (if funded) and would be eligible to purchase the student health insurance on campus. If they are enrolled in 1 credit, then they would be in student loan repayment status, not eligible for an assistantship, and would not be eligible for insurance. So, the decision for 1 or 3 credits is important for many students.

Students have to enroll in courses and pay for them by the January deadline; however, they can save the \$25 processing fee if they enroll before the end of the fall semester, If after, there will be the added \$25 processing fee.

Summers are an exception to the continuous enrollment policy. They do not have to be registered for summer unless: 1. they need more credits to graduate, 2. they need 3 campus based credits to be eligible to purchase health insurance, or 3. they are on a visa

that requires a face-to-face course enrollment in the semester of graduation, even if it is summer.

## **Recommended Timeline for Program Completion**

This timeline includes recommended benchmarks for completion of program requirements for students who intend to graduate in three years.

### **First year: Fall**

- Complete required coursework for first semester (12 hours).
- Explore potential dissertation areas through course opportunities (e.g., literature reviews, grant assignment).
- Consider goals for future employment (only to help develop which cognates and electives are most fitting). With your advisor, review your current experience and set goals for building your curricula vitae toward your internship or full-time position after graduation. This program affords the option for many opportunities that will enrich your professional identity – it is impossible to take advantage of all of them, but you can be intentional about doing the ones that matter most to your individual goals.
- NCAMFT's call for submissions to present at their annual conferences is in early to mid-fall.
- Interview faculty for possible consideration of a permanent advisor. Students are permitted to choose their permanent advisor at any time. Faculty may decline if already full of advisees. Students will learn who is available for permanent advising early during the fall semester in the HDFS 8404 dissertation think tank meetings. It is recommended that students select their permanent advisor by the end of their first fall semester in the program.

### **First year: Spring**

- Choose a permanent advisor by the end of January and begin working with that person on your clinical competency paper.
- Sit down with permanent advisor by the end of January and complete the annual review (email permanent advisor a copy of your CV).
- Apply for College scholarships (early in semester) and watch out for release of CFHA fellowship call for submissions (mid to late semester)—an opportunity for funding for your dissertation/research.
- Complete required coursework for this semester (12 hours).
- Continue exploring potential dissertation topic areas with your permanent advisor. Narrow focus on two or three core concepts that you feel could drive your program of research throughout your doctoral program and the first few years of your future career.
- Formulate a research question for your systematic review (aka article 1 of your dissertation) and begin working on it under the mentorship of your permanent advisor. You do not have to do a systematic review for article 1 of your dissertation or your MedFT Competency Exam. However, whatever you do

should be at a level of rigor that ties to your dissertation topic and is pre-approved by your dissertation committee.

- Consider potential methodologies and settings for your dissertation. Work to foster relationships with key stakeholders in the community with whom you may wish to work. Determine feasibility of possible designs given funding, resources, and timeline to graduation.
- Complete paper requirement for clinical competency exam (required assignment for 8405 practicum).
- Absolute deadline for completion of thesis equivalency (last day of finals week). (Thesis/thesis equivalency requirement suspended for 2023-2024 academic year.)
- Submit abstracts for CFHA fall conference presentations

#### First year: Summer

- Meet with permanent advisor and map out individual goals at the beginning of the summer.
- Consider potential internships and establish key contacts.
- Work on your systematic review/article 1 of your dissertation and dissertation method concept
- Consider selection of committee members.
- Apply for instate residency status 60 days before the fall semester begins.

#### Second year: Fall

- Complete required coursework for this semester (variable hours)
- Choose a specific topic for dissertation and begin writing all possible assignments toward that topic area.
- Map out potential dissertation chapters with advisor and consider which ones you can start working on (e.g., method or literature review).
- Finalize article 1 by end of the semester.
- Confirm dissertation committee members.
- Study for oral MedFT competency exam (three questions exam) may be at the beginning of the spring semester.
- Consider potential internships and establish key contacts. Watch out for early application deadlines that come before the holiday break in December.
- Attend and present at conferences (e.g., CFHA, AAMFT, etc.) to network and foster professional relationships with leaders in the field.
- NCAMFT call for submissions is in early fall to present in the spring at their annual conference.

#### Second year: Spring

- Complete required coursework for this semester (variable hours).
- Apply for College scholarships (early in semester) and watch out for release of CFHA fellowship call for submissions (mid to late semester)
- Map out plan for dissertation chapters and continue writing process for proposal.
- Complete Article 1 (for final MedFT competency exam) by end of semester.
- Defend Article 1 (final MedFT competency exam) at end of spring semester.
- Defend MedFT Competency Exam questions.



- Work on attaining IRB approval for dissertation study data collection. (must have successfully defended proposal or have permission from dissertation committee)
- Apply for and finalize plans for internship.
- Propose dissertation to committee and complete recommended edits – PROPOSALS MUST BE DONE WITHIN ONE SEMESTER OF DEFENDING BOTH PORTIONS OF THE MedFT COMPETENCY EXAM (including summer semester).
- Turn in Advancement to Doctoral Candidacy Form (after proposal: <http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm>)
- Sit down with permanent advisor before last day of classes and complete the annual review (email permanent advisor copy of CV).
- Make sure any updates to your Degree Works is given to the Program Director, in writing, with the exact changes needed and corresponding dates of exams passed.

#### Second year: Summer

- Submit Article 1 for publication.
- Submit all final internship paperwork (contract, Plan of Action, proof of insurance)
- Collect data for dissertation.
  - Note: If intending to leave the area for internship, dissertation data should ideally be completed before moving. Depending on methodology and intended sample size, timeline may need to be adjusted so that data collection begins earlier in the second year.
- Plan for ECU FTC client transitions if you are leaving for internship.

#### Third year: Fall

- Adjust to internship site.
- Finish data collection.
- Begin data analysis.
- Write as much of Article 2 as possible (pending completion of data analysis)
- If planning to enter academia, apply for jobs (search process typically begins in the fall).
- Apply for graduation by December 1. (Complete Graduation Summary, and Application for Graduation) Note: The semester you are scheduled to graduate, please read <https://registrar.ecu.edu/wp-content/uploads/sites/166/2018/01/How-to-Apply-for-Graduation-1.pdf>. Review your Degree Works to make sure it reads appropriately as the Registrar will audit your Degree Works to ensure you have everything met for graduation. If you end up having to move your graduation to a later semester, you can email [regis@ecu.edu](mailto:regis@ecu.edu) to inform them of the change. If you are earning a certificate AND a degree, you must apply to graduate for EACH credential.
- Make sure you complete the site satisfaction survey (via Qualtrics) and that your site supervisor completes the internship evaluation on your performance (via Qualtrics) by the end of the semester. The Program Director typically sends an

email to you notifying you that these needs to be completed. You will be asked to forward the internship evaluation survey link to your site supervisor. They are encouraged to discuss it with you in person but are not required to do so prior to its submission.

#### Third year: Spring

- Complete and defend dissertation.
- Make sure your Degree Works reads correctly and notify the Program Director if anything is not marked correctly.
- Finish required 500 clinical hours for graduation (if applicable).
- Finish internship.
- Apply for post-graduation employment.
- Make sure you complete the site satisfaction survey (via Qualtrics) and that your site supervisor completes the internship evaluation on your performance (via Qualtrics) by the end of the semester. The Program Director typically sends an email to you notifying you that these needs to be completed. You will be asked to forward the internship evaluation survey link to your site supervisor. They are encouraged to discuss it with you in person but are not required to do so prior to its submission.

## **Resources, Policies & Procedures**

The following are resources, policies, and procedures important to successfully completing the Medical Family Therapy PhD Program. All students and faculty are required to review the following policies and make sure they are up to date on each of them.

### **Academic Common Market**

The Academic Common Market (ACM) is a cooperative tuition-reduction agreement among 15 states that participate in the Southern Regional Education Board (SREB): Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

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

All doctoral students who receive assistance through the ACM must be full time (9 credits) in the fall and spring semesters and must be in "good standing" according to the procedures set forth by ECU. Once the student begins dissertation credits they must

register for 3 semester hours (HDFS 9000). Should the student be accepted by the ACM, and follow the above criteria, then a tuition remission will be provided from the start of their program through graduation. Each participating SREB state has a coordinator for the Academic Common Market. Each state coordinator's name and address can be obtained by visiting the SREB Website at [www.sreb.org](http://www.sreb.org) or by calling the SREB in Atlanta at (404) 875-9211 or by email at [acm@northcarolina.edu](mailto:acm@northcarolina.edu).

## Academic Regulations and Retention

The program complies with the policy of the university regarding academic regulations and retention. "The university maintains approximately 100 official media boards at key locations on campus and also maintains an official media board on the ECU home page, [www.ecu.edu](http://www.ecu.edu). Through consecutively numbered official announcements, academic departments and other divisions of the university communicate essential and timely information to students; it is the responsibility of the student to read and know the contents of those announcements which affect their program." The Academic Regulations and Retention policy is published in the *2021-2022 Graduate Catalog* (<http://www.ecu.edu/cs-acad/registrar/catalog.cfm>).

## Adding or Dropping Courses

Students who wish to add or drop any required courses for the MedFT Program will need to submit their request in writing to the MedFT Program Director before taking action. Students who wish to add or drop an elective or cognate course will need to submit their request in writing to the MedFT Program Director, if the student has not yet selected a Permanent Advisor, or one's Permanent Advisor before taking action.

## Course Registration

There are no adds after the last registration date (see academic calendar) and anything that is a "drop" is actually a withdrawal with a W on your transcript. **It is the responsibility of the student to ensure the accuracy of your schedule – even if your program registered you. You must check your schedule in Banner Self Service (not Blackboard or Canvas) and confirm the accuracy of the course name, number,**

**section number, and number of credits. Make all changes by the last day to add or drop a class.**

If you decide you are not taking courses at any point in the semester, you must email [regis@ecu.edu](mailto:regis@ecu.edu). Notifying your program is NOT sufficient. All students who wish to drop all courses now or at any point in the future (withdrawals) must email the Registrar at [regis@ecu.edu](mailto:regis@ecu.edu) to officially notify the university.

## Tuition Refunds

The [Tuition Refund schedule](#) is always posted by the Cashier. Please consult this schedule to determine if you are due a refund and talk to the Cashier's Office if you have questions. The 100% refund opportunity ends on August 23 at 5:00 PM, for example.

## Student Health Insurance

If you are taking 3 credits of **campus-based** courses or more, you are required to have health insurance. The Student Health Insurance Plan is automatically billed to students who qualify in this way. It is your responsibility to purchase AND ENROLL in the insurance OR waive out of it. If you have not yet waived out or enrolled in a purchased policy, the Health Insurance Plan has been emailing you. Please review the insurance emails carefully and follow those directions. Email [studentinsurance@ecu.edu](mailto:studentinsurance@ecu.edu) with questions.

## Sexual Assault Prevention Modules

If you are a new graduate student, even if you went to ECU for undergraduate, and you are taking any **campus-based credits** at all, you will be receiving an email that you are required by a federal regulation to complete a Sexual Assault Prevention Module. You are required to complete this and must complete it in 2 parts. Part 1 and Part 2 must be completed 30 days apart. Please review your email to find the instructions that are being mailed to qualified students this week. If you do not complete this module, **you will not be able to register for graduation.** You may Dr. Cox with questions about the SAPG module ([coxka@ecu.edu](mailto:coxka@ecu.edu)).

## Deadlines and Policies

Please make yourself familiar with the important policies & deadlines that you will encounter as a graduate student:

Academic Calendars – always found here:

<http://www.ecu.edu/fsonline/senate/fscalend.cfm>

Tuition & Fees information/deadlines:

[http://www.ecu.edu/financial\\_serv/cashier/tufee.cfm](http://www.ecu.edu/financial_serv/cashier/tufee.cfm)

Health Insurance Information: <https://studenthealth.ecu.edu/ship/>

Graduate School Policies: [Graduate Catalog](#)

## Graduation

The semester you intend to graduate in, please [APPLY TO GRADUATE](#) so that the Registrar can begin reviewing your Degree Works audit. If you end up having to move your graduation to a later semester, you can email [regis@ecu.edu](mailto:regis@ecu.edu) to inform them of the change. If you are earning a certificate AND a degree, you must apply to graduate for EACH credential.

Students that have successfully defended their dissertation through the oral presentation process may participate in the College of Health and Human Performance (CHHP) Graduate Recognition Ceremony provided their faculty mentor or program director recommendation has been approved by the CHHP Dean. Participation in the ECU (“main”) Commencement ceremony is guided by the policy set out at: [https://gradschool.ecu.edu/wp-content/pv-uploads/sites/118/2020/02/Graduate-Program-Directors-Coordinator-Handbook\\_May\\_13\\_2020.pdf](https://gradschool.ecu.edu/wp-content/pv-uploads/sites/118/2020/02/Graduate-Program-Directors-Coordinator-Handbook_May_13_2020.pdf) and <https://commencement.ecu.edu/graduates-faqs/> (which states "Undergraduate and graduate students, excluding doctoral candidates, who will complete all degree requirements in Spring or Summer are eligible to participate in the University Spring commencement ceremony. Students who complete degree requirements in Summer and who did not participate in the University Spring commencement ceremony have the option to participate in the University Fall commencement ceremony. Doctoral students can only participate in a ceremony that takes place after they have completed all degree requirements for graduation. Contact your department or college for information about eligibility to participate in departmental ceremonies." What this means is that you may be able to participate in the CHHP ceremony if you meet their deadline of successfully defending your dissertation XX weeks prior to the ceremony event, but unless you have submitted your dissertation to the Graduate School AND it is approved, you are unable to participate in the University graduation ceremony event. This is because they issue your diploma to you at the ceremony and need to make sure you completed everything successfully.

## Career Center Services

**Career Center** (see <https://career.ecu.edu>)

The mission of the East Carolina University Career Services is to support and empower students in their career development to succeed as professionals in a global community. The Career Center’s vision is as follows, “ECU graduates are prepared to pursue and manage their careers within a global community.” The Career Center also maintains the following values, “**Empowerment**: Students will be empowered to make informed career decisions, **Collaboration**: Through building relationships with faculty, staff, and

employers, students will establish valuable career connections, **Development:** Student development is enhanced by self-exploration and discovery, **Preparation:** We prepare and engage students to become professionals in a changing global workforce.”

## Financial Assistance

Scholarships, grants, and loans may be available to eligible students. Specific information about financial aid may be obtained from the ECU Office of Student Financial Aid (252-328-6610). Descriptions of traineeships, graduate teaching, and research assistantships, and scholarships available specifically for MedFT students may be obtained from the MedFT program director. Graduate students who are interested in what assistantships are available across all of ECU may go to the “Prospective Students” page on the ECU website. On there, they will find a link “Search Job Postings” that directs students to People Admin where they can find listings of GA positions, provided the program offering the position posts them in people admin. Students are encouraged to apply for financial aid at the same time they are applying for admission to the program. Students are strongly encouraged to seek university resources, as well as scholarships and grants from external sources. Visit local libraries or the web for program support resources.

Students enrolled in the MedFT program are directed to the main webpage for the Office of Student Financial Aid (see <http://www.ecu.edu/financial>), the site for assistantship information (see <https://gradschool.ecu.edu/assistantships/>), and also receive e-mails from the HDFS Scholarship Committee in regard to MedFT scholarships and from the Associate Dean of the Graduate School, HDFS Graduate Program Coordinator, and MedFT Program Director in regard to available assistantships.

Tuition waivers are typically not awarded during the summer semesters. ALL STUDENTS ARE EXPECTED TO APPLY FOR IN-STATE RESIDENCE BY THE END OF THEIR FIRST YEAR IN THE PROGRAM OR PAY FOR THE DIFFERENCE IN TUITION (i.e., the difference between out of state minus in-state tuition).

The current university schedule of tuition and fees can be obtained from the cashier’s office, the admissions office, or [http://www.ecu.edu/financial\\_serv/cashier/tufee.cfm](http://www.ecu.edu/financial_serv/cashier/tufee.cfm). The Financial Assistance policies are published in the *2019-2020 Graduate Catalog*. ALL STUDENTS MUST PAY FOR THEIR OWN TUITION AFTER YEAR TWO IN THE PROGRAM.

There are several options for students with regard to financial assistance for the 2019-2020 academic year. All notes (NOTE) below apply to all options.

Option A: 10 hours (Grad School) + 10 hours (GCHC) = up to \$26,000 (if work summers for GCHC) + receive (fall and spring tuition remission); note: students must pay for their own fees each semester enrolled.

Option B: 10 hours (Grad School) + 10 hours (ECU Other) = \$16,000 (or equivalent pay for most assistantships on campus)- fall and spring semesters only + receive (fall and

spring tuition remission); note: students must pay for their own fees each semester enrolled.

Option C: 10 hours (Grad School) = \$8,000 (or equivalent pay for most assistantships on campus)- fall and spring semesters only + no tuition remission

Option D: No assistantship; No tuition remission

NOTE 1: International students receive tuition remissions for the first three years enrolled in the program; however, they must carry 20 hours, and no more, of fall, spring, and/or summer assistantship support during their first two years in the program; to receive tuition remission also must be enrolled in internship and dissertation courses full time in their third year.

NOTE 2: Students who decline assistantships offered, assume the financial responsibility and task of locating another assistantship.

NOTE 3: All students get a health insurance waiver for their first two years as long as they enroll in the ECU student health care plan.

**Special Emergency Assistance:** Students who find themselves in need of emergency financial support may apply for help through the ECU Student Treasure Chest: <https://stc.ecu.edu>. You can complete an application or nominate as a 3<sup>rd</sup> party someone who needs it.

## University Writing Center

“The University Writing Center (UWC) offers peer consulting services to students, faculty, and staff of ECU. Face-to-face and online appointments can be made to work with trained undergraduate and graduate writing consultants at any stage of the writing process.” see <https://writing.ecu.edu/uwc/>

## Ledonia Wright Cultural Center

"The Ledonia Wright Cultural Center (LWCC) at East Carolina University provides specialized diversity and social justice experiences so all students can become confident, culturally aware, global citizens. Additionally, LWCC provides programming and services to support student success." see <https://lwcc.ecu.edu>

## The Dr. Jesse R. Peele LGBTQ Center

As part of the Department of Intercultural Affairs within Student Involvement and Leadership at ECU, the LGBTQ+ Center works in conjunction with our colleagues in the Ledonia Wright Cultural Center, the Women and Gender Office, the Center for Leadership and Civic Engagement, and the Lucille Gorham Intergenerational Community Center to cultivate a transformative and culturally competent community centered in intercultural learning. We strive to foster understanding and acceptance of the lesbian, gay, bisexual, transgender, and queer community. The Peel LGBTQ Center works each day to develop tomorrow's leaders to serve and inspire positive change.

Since our founding in 2011, we have served the entire ECU campus. Our new home is in Suite 209 in the Main Campus Student Center and we are open Monday through Friday from 8:00 am to 5:00 pm. Our resources include: a lending library; information on campus, local, and national resources; and two computer workstations, in addition to a social area and offices for our staff. Throughout the year, we offer educational programs and events, and participate in national campaigns such as National Coming Out Day, Transgender Day of Remembrance, World AIDS Day, "Gay? Fine by Me," Bisexual Awareness Week, Asexual Awareness Week, and Transgender Day of Visibility. We invite you to visit the Peel LGBTQ Center—everyone is always welcome! See <https://lgbtq.ecu.edu>

## **Department for Disability Support Services**

Students may request support through the Department for Disability Support Services. The department extends that "Reasonable academic accommodations are based on the nature of the disability and the impact of the disability in the academic environment. All accommodations are determined and provided on a case-by-case individual basis that consider the needs of the student. Reasonable accommodations at the university/college level may differ from those available to the student in high school. Reasonable accommodations may include extended time for tests, low distraction environment, e-text, reader, sign language interpreter." (see their website for more FAQs about what they offer and how to receive services [http://www.ecu.edu/accessibility/FAQ.cfm#STUDENT\\_FAQ](http://www.ecu.edu/accessibility/FAQ.cfm#STUDENT_FAQ))

## **Office of Global Affairs**

The Office of Global Affairs works to facilitate and expand international programming at ECU. The unit is a hub for international activities and exists to serve faculty, students, and the ECU community as they engage globally, positively impacting lives in North Carolina and around the world. The Office is involved in a wide range of activities in support of the university's commitment to maximize student success, serve the public, and lead regional transformation.



We work to broaden and deepen ECU's partnerships with universities and other organizations abroad. Currently, ECU has more than 80 partner schools abroad allowing our students and scholars to work with and learn from a variety of international experts. Many of these partnerships are organized through Global Partners in Education (GPE), an organization housed at ECU which focuses on expanding international and intercultural competence through virtual exchange. This nationally recognized program is a world leader in utilizing innovative technology-based learning strategies to provide high-impact, interactive global education experiences.

The Office of Global Affairs also oversees student exchanges and faculty-led study abroad programs, providing support for faculty and students traveling internationally to observe, understand, and experience divergent cultures and traditions. As part of our commitment to globalizing our campus, we work to recruit students from around the world. We seek to attract the brightest international students and scholars to collaborate with and broaden the perspectives of our students, faculty and community.

The Office of Global Affairs coordinates the nationally-accredited ECU Language Academy, home to international students working to improve their English proficiency for the purpose of attaining additional graduate or undergraduate training. Finally, the Office works to assist international students and scholars as they acclimate to ECU's unique culture and academic traditions. Each of these activities help to magnify ECU's global impact and reputation as an important national university while enhancing scholarship and cultural understanding on and off campus." See <https://www.ecu.edu/cs-acad/intlaffairs/welcome.cfm>.

## **Center for Counseling and Student Development**

"The mission of the Center for Counseling and Student Development (CCSD) is to enhance personal growth through developmental, preventive, and therapeutic programming designed to facilitate skill development, improve functioning, and increase understanding of self and others. The CCSD's programs and services are designed to be an integral part of the university structure and contribute toward the university's mission of education, research, and service. As such, individual and group programs and outreach activities are designed to enhance the quality of life for ECU students in the areas of cognitive, emotional, social, career, and academic development. The CCSD staff affirm an inclusive definition of diversity and respect and celebrate the richness of each student's experience." As part of students' fees, they are eligible for 10 free counseling sessions through this center. (see <http://www.ecu.edu/counselingcenter/>)

## **Student Legal Services**

"Student Legal Services (SLS) was established by the Student Government Association at East Carolina University as a service to provide for students. SLS is registered with the North Carolina State Bar as a pre-paid legal services plan. It is funded through student fees and services are available for fee-paying students. ECU-SLS is an advisory

service. We do not represent students in court on legal matters. We will work with you to determine whether you need representation by a lawyer, which will, however, always remain the decision of the student-client. ECU-SLS is not affiliated with the University Attorney's office and does not provide advice concerning University related matters, against the university or against another student. The legal services provided through ECU-SLS are not offered by or on behalf of East Carolina University or the Student Government Association but instead are provided through the ECU Student Legal Services plan by the attorney directly to the individual receiving the services and so the attorney client privilege and confidentiality are assured." see <https://attorney.ecu.edu>

## Grievance Procedures

Students who wish to file a complaint related to a course and/or program-related experience are encouraged to first talk to the course instructor/faculty member/staff member/student involved. If that does not resolve the issue, students are encouraged to bring it to the attention of their permanent advisor and/or the Program Director. If that does not result in resolution to the student's satisfaction, they are encouraged to talk to the Chair of the Department of Human Development and Family Science.

When appropriate, students may also bring complaints/feedback to the attention of their cohort representative and that individual will bring it to the attention of the Program Director to present at the upcoming faculty meeting. Cohort representatives are selected by the cohorts at the beginning of each new academic year and the program director is notified of their decision. All complaints will be discussed and a written response will be generated within a week of the faculty meeting to the entire cohort(s) impacted by the concern.

ECU has policies and procedures for refunding tuition, health fees, and other required fees (<https://financialservices.ecu.edu/refund-and-withdrawal-policy/>). The policies and procedures of the university on termination or continuance of graduate study and readmission are published in the *2021-2022 Graduate Catalog* (<http://catalog.ecu.edu/index.php?catoid=21> ). If a formal grievance is filed, it would be kept under lock and key in the main office of HDFS and would not be placed in any student's files.

Several grievance procedures govern the system and its students, staff, and faculty and are outlined below and can be found in more detail at (<https://deanofstudents.ecu.edu/home/complaints-grievances>):

### 1. **Disability Accommodation Grievance Procedure**

Any student who has an issue or concern regarding their rights under the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 may inquire with the dean of students or file a grievance with the Office for Equity and Diversity. The Dean of Students Office is located in 362 Wright Building. Telephone: 328-9297. Website: <https://deanofstudents.ecu.edu>. The Office for Equity and Diversity is

located in Suite G-406 Old Cafeteria Building. Telephone: 252-328-6804.  
Website: <https://oed.ecu.edu>

The [full-text of these procedures](#), including any future updates, will be available at <https://accessibility.ecu.edu/students/>

## 2. Regulation on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence – Interim (version 3)

The University offers a wide range of resources for all Students and Employees to provide support and guidance in response to any incident of Prohibited Conduct. For comprehensive information on accessing University and community resources, including emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the University and/or law enforcement; and available support with academics, housing, and employment:

- a. 5.1. Students should refer to the Student Resource Guides ([Additional Reference A-1](#) and [Additional Reference A-2](#));
- b. 5.2. Employees should refer to the Employee Resource Guides ([Additional Reference B-1](#) and [Additional Reference B-2](#)); and
- c. 5.3. Third Parties should contact the Title IX Coordinator to discuss available University and/or community resources and reasonably available assistance.

## 3. Procedures for Grievance Against CSS, SHRA, or EHRA non-faculty and for Reporting Unlawful Discrimination, Harassment, and/or Related Retaliation

An individual alleging conduct prohibited in the University's Notice of Nondiscrimination and Affirmative Action Policy (i.e., unlawful discrimination, harassment and/or retaliation) should report the alleged conduct directly to East Carolina University's Associate Provost for Equity and Diversity, Title IX Coordinator and ADA/Section 504 Compliance Officer within 180 calendar days of the alleged discriminatory or harassing action.

1. Complaints outlining the nature of the alleged conduct can be submitted to the Associate Provost for Equity and Diversity by any of the following means:
  - a. Completing the online Grievance Reporting Form  
<https://oed.ecu.edu/report/>
  - b. Submitting a written report in person or via mail using the contact information below
  - c. Submitting a report verbally in person or by telephone using the contact information below  
Office for Equity and Diversity  
East Carolina University  
Suite G-406, Old Cafeteria Building  
Greenville, North Carolina 27858  
(252) 328-6804  
[oed@ecu.edu](mailto:oed@ecu.edu)

#### 4. Procedures for Grievance Against EHRA Faculty

Grievance procedures for complaints of unlawful or prohibited harassment, discrimination or improper relationships brought against East Carolina University faculty members or administrators holding faculty status are written in the Faculty Manual <https://humanresources.ecu.edu/employee-relations/mediation-grievance-procedures/>

## Institutional Review Board

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

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

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

Note: All students must successfully close out any open IRB approvals they initiated as a PI prior to commencement. See the following for instructions on how to close an open IRB: <http://www.ecu.edu/cs-acad/rgs/irb/upload/How-to-Close-a-Study-in-ePIRATE-03-05-14.pdf>

## Policy Revisions

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

Catalog for more information regarding policy revisions. While the Graduate School provides policies that all graduate programs must minimally meet, the policies of the MedFT program (when more rigorous) are the policies that students must follow.

## Procedures on Alumni Data Collection

Approximately every three years, the Program Director gathers information from the Graduate Evaluation (Appendix A) form that is completed by employers of graduates asking them to evaluate the graduate's preparation and performance regarding their current position. This evaluation was last completed in September 2018.

In addition, the Program Director solicits information from graduates (approximately every three years; Appendix B) regarding their satisfaction with their education and their preparedness to function in the workplace. This evaluation is done through the Program Evaluation form. This evaluation was last completed in July, 2017.

Information on graduates including their professional employment status, credentialing status, current mailing address, email address, work and home phone numbers, and changes in marital or family status is constantly being updated by the clinic office assistants and the Program Director. This file is saved on the Program Director's PirateDrive with access granted to the MS Program Director as well.

## Procedures on Data Collection

The following table depicts the communities of interest that inform advancements to this doctoral program. The table includes the assessment schedule and mechanisms

Name	Community of Interest	Date	Method
Program Mission, Goals, and Student Learning Outcomes	Students, Alumni, and Faculty	Annually or more frequently as needed	Monthly Faculty meetings, Faculty retreats, Annual student competency meetings, Exit Meetings with graduating students, and informal conversations with alumni
Student/Graduate Achievement	Students & Alumni	Annually in the fall	Program Director contacts alumni and current students to see if any information needs to be updated

Student Support Services	Students	Midyear	(a) Qualtrics Survey (b) Cohort Interviews
Program Director	Students and Faculty	Midyear	Qualtrics Survey
Faculty Leadership & Program Feedback	Students	Midyear	(a) Qualtrics Survey (b) Cohort Interviews
Curriculum/Teaching Learning Practices	Students	End of every semester (Fall/Spring/Summer)	(a) University administered course evaluations (b) The "Family Therapy Practicum Course Evaluation"
Resources	Faculty and Students	Every faculty meeting and Midyear	(a) Qualtrics Survey (b) Cohort Interviews (c) Faculty Meetings
Alumni Survey	Graduates of the MedFT Doctoral Program	Once every five years (Spring/Summer)	Qualtrics Survey. The evaluation was last completed January, 2017.
Client Satisfaction Survey	Clients of the ECU Family Therapy Clinic	Initiated by the ECU Family Therapy Clinic Director at least once a year and for every client at termination	(a) Paper pencil survey entitled "Client's Input on Ongoing Treatment" survey while receiving therapy and at termination. Data reviewed with student and Practicum/AAMFT Supervisor.
Alumni Employer Survey	Employers of Program Alumni	Once every five years	Qualtrics Survey. The evaluation was last completed January, 2017.
ECU Administrator Feedback	Department Chair and Dean of the College of Health and Human Performance	Annually or more frequently as needed	In the spring semester, the Program Director sits down with the Department Chair to discuss the program budget, needs, and performance. This information is communicated with the program faculty at faculty meetings.
Internship Evaluation Survey	Intern Site Supervisor	Given at end of each semester the student is enrolled for internship credit	Paper "Intern Evaluation" Survey. Results go into each student's academic file after being reviewed by the

			student's permanent advisor.
PhD Internship Satisfaction Survey	Students	Given at end of each semester the student is enrolled for internship credit	Qualtrics survey. Results are reviewed by the program director and feedback is compiled to share with the site supervisors after students complete the internship.

## Procedures on Student Outcome Data Collection

\*Most assessment processes and policies are described above; however, this section will illustrate ways that additional data is garnered from currently enrolled students.

Every fall and spring semester the University administers course evaluations with a minimum of 6 students enrolled in them. The results of these evaluations are reviewed by the instructor who taught the class and who then makes adjustments and/or improvements based on the results. Student responses are anonymous, and results compiled by the Office of Institutional Planning, Assessment and Research (IPAR). According to the IPAR, (see <http://www.ecu.edu/ipar/>), this survey is conducted each semester in order to obtain student evaluations of their instructors. These evaluations become part of the instructors' personnel records and are used by academic unit heads for decisions regarding annual evaluations.

Since the clinical practicum course includes less than six students per section, the faculty members who teach this course are not eligible to be evaluated using the University's instrument. Therefore, the MedFT Program has incorporated the Basic Skills Evaluation Device to help provide student feedback at the conclusion of each practicum experience. Students place completed surveys directly into the instructors' mailboxes (in a sealed envelope) after grades are completed. They are instructed not to identify themselves on the instrument.

Students are also asked each spring to complete the MedFT Clinic and Program Leadership survey. Results from this survey are shared with the MedFT faculty and recommendations for change are considered and/or implemented. Results and recommended changes from the survey are also shared with program students and HDFS chair.

## Program Policy Revisions

The program honors the policies (e.g., the Graduate Handbook) set forth by ECU. Any of the following policies subject to revision by the program are reviewed each fall. Once

revisions are approved by the HDFG Graduate Faculty, they are submitted to the Graduate School for catalog revision.

## Recruitment and Admission

The program complies with the policy of the university regarding recruitment and admission. As published in the *2019-2020 Graduate Catalog*, “East Carolina University is an equal educational opportunity institution. In keeping with this policy, the university makes no distinction in the admission of students or in any other of its activities on the basis of race, color, national origin, religion, gender, age, or disability” (<http://catalog.ecu.edu/content.php?catoid=9&navoid=540&hl=%22equal+educational+opportunity+%22&returnto=search>). Applicants for admission to the Graduate School are required to complete a self-managed application prior to consideration for admission. This application requires that the student manage the application process by completing the appropriate forms, gathering the necessary transcripts and letters of recommendation, and returning the forms as one package to the Graduate School. Graduate School applications can be acquired by phone at 252-328-6012, by e-mail at [www.gradschool@ecu.edu](mailto:www.gradschool@ecu.edu), or from the Graduate School’s home page [www.ecu.edu/gradschool/](http://www.ecu.edu/gradschool/). The admission requirements for graduate certificate programs depend upon the program.” The admission policy is published in the *2019-2020 Graduate Catalog* <http://catalog.ecu.edu/content.php?catoid=26&navoid=2302>

## Recruitment and Retention of a Diverse Student Community

East Carolina University’s doctoral program strongly supports the advancement of a diverse community of faculty, supervisors, learners, and graduates. We have a great need for bilingual and bicultural professionals in the field.

**Student Recruitment:** Every year the ECU graduate school disseminates information about the doctoral program to all of the Historically Black Colleges and Universities in the region. Our program is also building a partnership with the Hispanic Studies undergraduate and master’s programs to encourage more of their scholars to consider degrees in the fields of Marriage and Family Therapy and Medical Family Therapy. Representatives of our program (i.e., faculty, students, and alumni) also frequently give presentations in the ECU Hispanic Studies’ courses. We are also partnering with the Hispanic Studies department by providing grant funded assistantships to their master’s students on our existing grants to help increase interest in our master’s and doctoral programs.

### **Student Retention:**

The faculty facilitate rituals and ceremonies to give attention to the need for belonging. These rituals include an initiation ceremony and exit experience that are attended by the master’s and doctoral students. A mid-year debriefing is conducted every fall with all



students to learn what has gone well and what can be improved for each cohort. Furthermore, competency reviews are conducted with each student each of the first four semesters to ensure that faculty, supervisors, and students are aware of strengths and areas of growth or challenges that exist within the program. Retention efforts also include co-presenting and co-publishing with students as well as opportunities shared with students to secure awards (such as the minority fellowship through AAMFT, the UNC campus scholarship, or the MedFT scholarship at ECU).

**Faculty Recruitment:** ECU conducts national searches when new faculty positions open in our department and have been very successful in recent years recruiting and retaining a more diverse faculty. ECU follows a strict protocol through the Office of Equity and Diversity <https://oed.ecu.edu/recruitment/best-practices/> that is tied to Human Resource practices to ensure that job openings are posted in a variety of venues, particularly in sites that focus on attention to women and minority populations.

**Faculty Retainment:** Retaining faculty is a multilayered and multisystemic investment. Initially, all tenure and tenure track faculty are offered a start up package through the Division of Research, Economic Development, and Engagement (<https://rede.ecu.edu/funding/>). These three-year financial packages often help faculty to become more engaged with a community of scholars and the eNC community at large. Furthermore, the Dean of each college receives an annual report denoting the percentage of women and ethnic minorities within the college in order to bring awareness to recruitment and retention needs. The College of Health and Human Performance has consistently been in the top two for most women and most ethnically diverse faculty over the past three years.

**Supervisor Recruitment and Retainment:** The supervisors of the clinical work for the first two years of the MedFT program are the ECU MedFT Clinical Faculty. However, the program has recruited and retained graduates from our doctoral program who have remained in the community and are from a minority group. These individuals commonly serve as mentors for our doctoral students. Students who request an additional mentor who shares a similar ethnic and cultural background are offered options for additional support either within the department, college, or through various other resources on campus such as the Office for Diversity and Equity and the Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Office.

In summary, retention of our faculty, supervisors, and students is important and strongly valued. We have recently implemented quarterly cultural meetings where we work to advance the shared respect and cultural humility of our program community. We have invited guest speakers to some of these events to help ensure our worldview is continuously expanded. We have also instituted more check points (e.g., open discussions, one on one meetings with faculty, annual student learning outcome competency meetings) to ensure that students who need more educational, emotional, relational support have the opportunity to receive it.

We understand that not all of our students have had equal access to educational resources and supports so we work hard to provide adequate depth and breadth in our feedback and promote on-campus resources to make it possible to retain all students to graduation.

ECU has a writing lab where students can get support with their writing and APA style. There is also support in the Communications Department for students who wish to advance their professional presentation skills. Additionally, we have formed a strong partnership with the Psychology Department to ensure that our students have access to the best statistics teachers and tutoring support. Our faculty also have provided draft support to students where possible so those students who need more time and feedback on drafts of papers, projects, and presentations, get that support when needed.

## **Request for Additional Time**

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

## **Social Media Policy**

In addition to being therapists, ECU MedFT students are ambassadors for the program, ECU, and the field of medical family therapy. As such, certain guidelines for social media use are necessary to protect the integrity and reputation of clients, students, the program and the profession. These policies apply to any social networking site (e.g., Facebook, Instagram, Twitter, linked-in, etc.)

Students are prohibited from using the Family Therapy Clinic and internships sites and/or services provided therein, or program-related academic content, to advertise or post to their own social media accounts.

Students should be professional and respectful in online interactions. In order to maintain confidentiality and ethical responsibility toward clients and research participants, students must not post any information about clients or research participants on social media sites, even with identifying information obscured. Students should not post anything that defames other students, the MedFT program, East Carolina University, or the profession. Should postings be found that violate these policies, MedFT faculty will meet with the student and a remediation plan may be enacted. A student can be dismissed from the program based on the discretion of the program director or department chair, if this policy is violated.

## Technology Requirements and Training

Students in the MedFT program are required to have consistent access to a computer with sufficient capabilities for word processing, producing presentations and University email. Students should have regular and consistent internet access. Students are expected to manage confidential client information in a manner that adheres to the AAMFT Code of Ethics and HIPAA rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student.

Training for specific technologies will be provided on a regular basis in the Family Therapy Clinic and resources for library use can be found on the Joyner or Laupus Library websites. The ECU Information, Technology, and Computing Services (ITCS) website <http://www.ecu.edu/itcs/> maintains a listing of detailed “how-to” guides on a variety of technical training issues. MFT Faculty and Supervisors will stay current on appropriate uses of technology and will encourage students to develop competent and secure practices.

The College of Health and Human Performance (HHP) also has its own ITCS staff who are available for trainings, consultation, and support during business hours. Technology training and HHP technology service requests are to be placed on the HHP Sharepoint page available under the “Faculty” tab (<http://www.ecu.edu/hhp/>). Login to the Sharepoint page is required using your Pirate ID and Password to successfully log in.

Students in the MedFT doctoral program engage with a number of technological platforms and resources. The audio/visual recording program that is utilized in both the Redditt House: Medical Family Therapy Research Academy and ECU Family Therapy Clinic is Occularis. The Occularis program allows each student to record every therapy session they conduct. The Occularis program is only accessible within the Redditt House: Medical Family Therapy Research Academy and ECU Family Therapy Clinic buildings and is housed on a secure server. These recordings are also deleted at the end of every spring semester in order to further protect confidentiality. Students and faculty document sessions through TheraNest, an electronic health record system purchased and maintained by the ECU Family Therapy Clinic. Forms and the room reservation system used for the ECU Family Therapy Clinic and Redditt House are maintained through the university’s online server, SharePoint. SharePoint is a web-based collaborative platform that is primarily a document management and storage system. Students and faculty also interface with Canvas, an educational technology tool where faculty will host their courses and post assignments, announcements, discussions, and grades. PirateDrive is the university’s encrypted and secure server that students may use to store research data and important projects. A newer edition to the technological resources is Ellucian DegreeWorks. Ellucian DegreeWorks is an online system that helps students manage their degree requirements progression. They can track what courses and requirements they have completed and it gives a percentage of progress toward degree completion. It is really beginning to replace paper academic files.

## Travel Reimbursement

Certain years there is a small amount of funding that can be provided by the ECU Medical Family Therapy Priority Fund that can offset the cost of student travel. Faculty revisit this issue each year and will inform students if there is funding available. If funding is available, students will need to provide faculty with a breakdown of requested funds (hotel, flight, conference registration, etc.) Additionally, there is often a small budget of travel funds in the ECU Graduate School for doctoral students presenting research at conferences. The Graduate School has a required form that would need to be submitted to Alexis Morris ([morrisal@ecu.edu](mailto:morrisal@ecu.edu)), Graduate School Business Services Coordinator. The request should include information about the conference (e.g., registration materials, program, and documentation of the student's presentation) and written confirmation of matching funds from the student's home department (HDFS) and/or college (HHP). Note: there is the expectation that the funds requested from the Graduate School are matched by the student's home department or college. Then, the Graduate School will match, potentially. Therefore, all requests should be brought to the Program Director first and the Program Director will see if departmental funds are available.

## Vacation Policy

MedFT students are commonly contracted for assistantships on nine or twelve month increments. Because students are paid by state or grant funds for their time, any vacation time must be approved. When students are traveling to conferences, other professional events, or on vacation, the Pre-Travel Approval Form for Students must be completed <https://financialservices.ecu.edu/travel-office/>

In addition to completing the Pre-Travel Approval Form for Students, students must also complete the Student Leave Request Form (see Student Leave Request Form in Sharepoints and submit it to all current teaching faculty, supervisors, Clinic Director, Internship Supervisor, and Program Director) and have it approved by the Program Director at least 30 days prior to your leave date to ensure that there are no liability concerns with clients, research participants, or obligations that were aligned with the student during the leave time. Even when students are not on an assistantship contract, students must still request vacation leave using the "Vacation Leave Form." It is available in Sharepoints under MFT Clinic, shared documents. The form must be signed by the student's current teaching faculty, supervisors, Clinic Director, Internship Supervisor, and Program Director). Students should not make travel plans or commitments to travel until this form has been approved. When travelling for conferences, the "Pre Travel Form," is also required to be completed. It is available on Sharepoints as well under MFT Clinic, shared documents.

## **Signature Page**

Form A contains a signature page confirming that all incoming students have read through this handbook and understand the requirements and policies of the Medical Family Therapy doctoral program. Please submit a signed copy of Form A signature page to the MedFT Program Director before the start of the fall semester.

Form A

### **Program Handbook Signature Page**

I, the undersigned, certify that I have read the Medical Family Therapy Program Handbook in full and that I am now responsible for the information contained within.

---

*(Name, printed)*

*(Date)*

---

*(Signature)*

*(Date)*

**\*Print, Sign, and Email this form to the Program Director**

**\*\* This handbook cannot be changed or reproduced without consent of its originators, the Medical Family Therapy doctoral program core faculty.**

Form B

**EAST CAROLINA UNIVERSITY**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**COAMFTE Standard Didactic Equivalency Worksheet**

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

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

COAMFTE Standard Curriculum Requirements & ECU Courses	Proposed Equivalency Course (include # credits)	For Office Use Only	
		Accept/Reject	Comments
<b>Areas of Study</b>			
HDFS 6300 Sexual Health			
HDFS 6303 Critical Issues & Diversity			
HDFS 6407 Family Systems Theories			
HDFS 6408 Family Therapy Theories			
HDFS 6409 Assessment and Treatment Planning in Family Therapy (Pre-practicum)			
HDFS 6410 Family Therapy Seminar II			
HDFS 6412 Family Therapy Seminar III			
HDFS 6425 Assessment & Treatment Planning in Family Therapy			
HDFS 6401 Family Theories and Issues <b>OR</b> HDFS 6404 Human Dev & Family Relations <b>OR</b> HDFS 6402 Theories of Child Development <b>OR</b> HDFS 6406 Child Development and Behavior			
HDFS 6411 Family Therapy Issues			
HDFS 7400 Research in Child/Family Studies			
HDFS 7007 Statistics in Child/Family Studies			
6 s.h. of an approved graduate level elective			
HDFS 6415, 6416, 6417 Family Therapy Practicum			

Form B

## COAMFTE Master's Standard Curriculum

*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 semester 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 semester 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 semester credits/4 quarter credits/45 clock hours)*

This area facilitates students developing competencies in MFT research and evaluation 23 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 semester 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 semester 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 semester 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 be 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. These developments include



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**.

Form C

**EAST CAROLINA UNIVERSITY**  
**College of Health of Human Performance**  
**Department of Human Development & Family Science**

**ANNUAL PROGRESS REPORT**

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

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

- 1.     What are the ***strengths*** in your research/writing skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2.     What are the ***growth areas*** in your research/writing skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3.     What are the ***strengths*** in your teaching/presentation skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4.     What are the ***growth areas*** in your teaching/presentation skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 5.     What are the ***strengths*** in your clinical/supervisory skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 6.     What are the ***growth areas*** in your clinical/supervisory skills?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Form C

7. How well do you believe that you are managing the demands of the curriculum and what adjustments would help if any?

---

---

---

8. What do you perceive to be your biggest challenge in relation to the program and what are your plans for accomplishing that/those requirement(s)?

---

---

---

Additional Permanent Advisor Feedback:

---

---

---

---

---

---

---

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Form D

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**Completion of Thesis/Equivalency Project**  
**Approval and Completion Form**

\*\*\*\*\*

**Approval of Project**

I, (print name) \_\_\_\_\_ with permission from my advisor,  
 Dr. (print name) \_\_\_\_\_, will complete one of the following  
 requirements for my Doctoral Thesis/Equivalency Project:

- ☐ Master's Thesis
- ☐ Published/Publishable Manuscript
- ☐ Submitted Grant

I understand that the Thesis/Equivalency Project is a requirement of this program. It must be completed by the end of the spring semester in my first year. The due date for my Thesis/Equivalency Project is (insert date) \_\_\_\_\_, which is the last day of the spring semester's final exam week. I have read and understand the terms of this requirement as printed in the medical family therapy doctoral handbook.

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

\_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date

\*\*\*\*\*

**Completion of Project**

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

- ☐ successfully
- ☐ unsuccessfully

completed their Thesis/Equivalency Project requirement. A copy of the cover page and abstract of the student's project, and other required documentation, is attached to this form.

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

\_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date

\* Submit form to program director at both stages of completion. \*\* If the project is unsuccessfully completed and additional time is granted, a new form must be completed.

Form E

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**SELECTION OF PERMANENT ADVISOR**

The undersigned has agreed to serve as the permanent advisor for

---

(Name of Student)

---

(Banner#)

a candidate for the degree of

\_\_\_\_\_ Doctorate of Philosophy (PhD) in Medical Family Therapy.

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

---

Student

Department

Date

---

Advisor

Department

Date

Form F

### **Advancement to Doctoral Candidacy Form**

Please access the “Advancement to Doctoral Candidacy Form” using the link below as it is maintained and updated by the Graduate School. This ensures you have the most up to date copy.

[https://libguides.ecu.edu/ld.php?content\\_id=34029669](https://libguides.ecu.edu/ld.php?content_id=34029669)

Form G

**EAST CAROLINA UNIVERSITY**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**CLINICAL COMPREHENSIVE EXAMINATION EVALUATION**

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

INITIAL EXAM (date): \_\_\_\_\_

SECOND EXAM (date; if required): \_\_\_\_\_

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

	<u>High Pass (HP)</u>	<u>Pass (P)</u>	<u>No Pass (NP)</u>
<b>I. THEORY OF CHANGE</b>	_____	_____	_____
<b>II. SOCIAL JUSTICE AWARENESS</b> (Attention to Cultural Humility, Intersectionality, Oppression, Power, and Global Awareness)	_____	_____	_____
<b>III. ETHICAL AWARENESS</b>	_____	_____	_____
<b>IV. EVIDENCE BASED</b>	_____	_____	_____
<b>V. TRAD MEDFT KNOWLEDGE</b>	_____	_____	_____
<b>VI. IC MEDFT KNOWLEDGE</b>	_____	_____	_____
<b>VII. MEDFT COMPETENCIES</b>	_____	_____	_____
<b>VIII. APA FORMAT</b>	_____	_____	_____
<b>IX. TOTAL</b>	_____	_____	_____

- Students may not be passed if they have more than 2 "No Pass" checks on this form. See page 2 of the rating sheet for the rubric.

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

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

\_\_\_\_\_ Make revisions to paper and resubmit to 8405  
instructor for reconsideration\_\_\_\_\_ Make revisions to paper and resubmit to 8405  
instructor and a second reader

This evaluation form will be placed in the students' academic file. Feedback on the student's Clinical Competency Exam will be sent to the student electronically by the 8405 instructor and (if necessary) the second reader. Feedback on the student's paper will be graded according to the rubric on the reverse side of this paper.

COMMENTS:

Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTE: HDFS 8405 instructor must report date of passing to the MedFT Program Director to document in the student's DegreeWorks electronic file**

Form H

**EAST CAROLINA UNIVERSITY**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**MEDICAL FAMILY THERAPY COMPREHENSIVE EXAMINATION EVALUATION**

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

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

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

	<u>High Pass (HP)</u>	<u>Pass (P)</u>	<u>No Pass (NP)</u>
<b>I. MANUSCRIPT</b>			
A. Content	_____	_____	_____
B. Organization	_____	_____	_____
C. Clarity	_____	_____	_____
D. References	_____	_____	_____
E. Significance to Field	_____	_____	_____
<b>II. PRESENTATION OF MANUSCRIPT</b>			
A. Knowledge of Literature	_____	_____	_____
B. Organization	_____	_____	_____
C. Clarity	_____	_____	_____
D. References	_____	_____	_____
E. Significance to Field	_____	_____	_____
<b>III. DEFENSE OF MANUSCRIPT</b>			
A. Knowledge of Literature	_____	_____	_____
B. Organization	_____	_____	_____
C. Clarity	_____	_____	_____
D. References	_____	_____	_____
E. Ability to Answer Questions	_____	_____	_____

- Students may not be passed on the written component of the Medical Family Therapy Comprehensive Exam if they have more than 3 "No Pass" checks above in all sections combined OR any "No-Pass" check marks in the "content" or "knowledge of literature" for each section above.





Form I

**EAST CAROLINA UNIVERSITY**  
**College of Health and Human Performance**  
**Department of Human Development and Family Science**

**EXIT INTERVIEW FORM**

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

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

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

1. How well do you feel prepared for the job market? Please explain.
2. What is your Post-Graduation employment situation?

Not Employed	_____	
Part-time	_____	Where: _____
Full-time	_____	Where: _____

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

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

---



---



---



---



---

Form I

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

---



---



---



---



---

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

**Research:**

---



---



---



---

**Clinical:**

---



---



---



---

**Teaching:**

---



---



---



---

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

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

Please Elaborate:

---



---



---



---



---

Form I

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

---



---



---

**Please use the following Likert Scale to rate your experience of questions 8-11**

Agree Completely 7	Moderately Agree 6	Slightly Agree 5	Neither agree nor disagree 4	Slightly disagree 3	Moderately disagree 2	Extremely disagree 1
8.	I feel that I receive(d) the support from my Permanent Advisor/Major Professor to help me prepare for the Clinical Competency Exam and Medical Family Therapy Competency Exam. _____					
9.	I feel that I receive(d) the support from my Permanent Advisor/Major Professor to help me navigate the internship selection and completion process. _____					
10.	I feel that I receive(d) the support from my Permanent Advisor/Major Professor to help me prepare for and complete the dissertation process. _____					
11.	I am given the opportunity to provide important feedback to the Core Faculty about my experiences in the program. _____					

12. If you answered anything less than a 7 for any of the items 8-11 above, please elaborate on what would have made one or more better?

---



---



---



---



---

Your Contact Information upon Graduation:

Address:

---

Phone(s):

---

E-mail:

---

Form J

**EAST CAROLINA UNIVERSITY**  
**The Graduate School**  
**College of Health and Human Performance**  
**Department of Human Development & Family Science**

**APPEAL FOR ADDITIONAL TIME**

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

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

**Permanent Advisor:** \_\_\_\_\_

It has been decided by the medical family therapy faculty that the above named student be granted an extension of time (beyond the maximum 5 years) to complete the requirements of the doctoral degree in medical family therapy. The faculty has agreed to allow this student an additional in hopes that this will allow enough time to complete their remaining requirements toward their degree.

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

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

\_\_\_\_\_  
Permanent Advisor Signature Date

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

Form K

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

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

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

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

***Introduction***

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

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

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

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

***Internship Requirements***

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

7. An AAMFT Approved Supervisor or the equivalent will supervise the intern's clinical work. It is the intern's responsibility to locate an AAMFT Approved Supervisor but the Approved Supervisor will need to have access to observe clinical work live and be on site periodically throughout the internship agreement period.
8. The internship supervisor will be available to the intern and will be an active participant in the intern's training. This person is charged with answering questions pertaining to policies and procedure on behalf of the student.
9. The internship supervisor will be clearly senior in experience to the intern (i.e., not a peer supervisor).
10. The intern, site administrative supervisor, and the intern's permanent advisor must have a clear understanding of the Internship Plan of Action prior to the start of the internship and this document must be reviewed at the end of each academic semester. A copy of the Internship Plan of Action must be kept in the student's academic file. Site supervisors are largely charged with overseeing the policies and procedures that are relevant to the work conducted by the Medical Family Therapy student and may be the person designated to evaluate the student throughout the internship contract.

***Agency/Employer will:***

1. Establish clear and measurable learning objectives in collaboration with the Medical Family Therapy Program at the beginning of each semester.
2. Designate an individual to supervise the intern (also known as a site supervisor) to serve as a liaison between East Carolina University Faculty Supervisor and the employer. Site supervisors are charged with overseeing the policies and procedures that are relevant to the work conducted by the Medical Family Therapy student and may be the person designated to evaluate the student throughout the internship contract.
3. If the employer chooses to provide a stipend or salary, it must be at the minimum federal wage level, per hour/week/month.
4. Provide a safe work environment and related training if needed.
5. Adhere to all applicable employment laws and regulations.
6. Review company policies and procedures with student.
7. Have the site supervisor evaluate the intern's performance and provide feedback to the East Carolina Faculty Internship Supervisor at the end of each academic semester the student is enrolled in internship credits.
8. Encourage the site supervisor to contact the student's permanent advisor at any time during the internship if concerns are present. A face to face meeting with the student's permanent advisor can be arranged upon request.

***The National Association of Colleges and Employers Standards***

It is also mentioned that East Carolina University subscribes to all NACE standards. The following are the standards related to Employment Professionals.

The National Association of Colleges and Employers also list the following Principles for Employment Professionals of which the university Career Center subscribes to:

1. Employment professionals will refrain from any practice that improperly influences and affects acceptances. Such practices may include undue time pressure for acceptance of offers and encouragement of revocation of another offer. Employment professionals will strive to communicate decisions to candidates within the agreed-upon time frame.
2. Employment professionals will have knowledge of the recruitment and career development field as well as the industry and the employing organization that they represent, and work within a framework of professionally accepted recruiting, interviewing, and selection techniques.
3. Employment professionals will provide accurate information on their organization and employment opportunities. Employing organizations are responsible for information supplied and commitments made by their representatives. If conditions change and require the employing organization to revoke its commitment, the employing organization will pursue a course of action for the affected candidate that is fair and equitable.
4. Neither employment professionals nor their organizations will expect, or seek to extract, special favors or treatment which would influence the recruitment process as a result of support, or the level of support, to the educational institution or career services office in the form of contributed services, gifts, or other financial support.
5. Serving alcohol should not be part of the recruitment process on or off campus. This includes receptions, dinners, company tours, etc.
6. Employment professionals will maintain equal employment opportunity (EEO) compliance and follow affirmative action principles in recruiting activities in a manner that includes the following:
  - a) Recruiting, interviewing, and hiring individuals without regard to race, color, national origin, religion, age, gender, sexual orientation, veteran status, or disability, and providing reasonable accommodations upon request;
  - b) Reviewing selection criteria for adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, veteran status, or disability;
  - c) Avoiding questions that are considered unacceptable by EEO guidelines for fair employment practices during the recruiting process;
  - d) Developing a sensitivity to, and awareness of, cultural differences and the diversity of the work force;
  - e) Informing campus constituencies of special activities that have been developed to achieve the employer's affirmative action goals;
  - f) Investigating complaints forwarded by the career services office regarding EEO noncompliance and seeking resolution of such complaints.
7. Employment professionals will maintain the confidentiality of student information, regardless of the source, including personal knowledge, written records/reports, and computer data bases. There will be no disclosure of student information to another organization without the prior written consent of the student, unless necessitated by health and/or safety considerations.
8. Those engaged in administering, evaluating, and interpreting assessment tools, employment screening tests, and technology used in selection will be trained and qualified to do so. Employment professionals must advise the career services office of any test/assessment conducted on campus and eliminate such a test/assessment if it



violates campus policies or fair employment practices. Employment professionals must advise students in a timely fashion of the type and purpose of any test that students will be required to take as part of the recruitment process and to whom the results will be disclosed. All tests/assessments will be reviewed by the employing organization for disparate impact and position-relatedness.

9. When using organizations that provide recruiting services for a fee, employment professionals will respond to inquiries by the career services office regarding this relationship and the positions the organization was contracted to fill. This principle applies equally to any other form of recruiting that is used as a substitute for the traditional employer/student interaction. These principles apply to organizations providing such services.

10. When employment professionals conduct recruitment activities through student associations or academic departments, such activities will be conducted in accordance with the policies of the career services office.

11. Employment professionals will cooperate with the policies and procedures of the career services office, including certification of EEO compliance as well as compliance with all federal and state employment regulations.

12. Employment professionals will only post opportunities that require college-educated candidates, in a manner that includes the following:

- a) All postings should adhere to EEO compliance standards;
- b) Job postings should be suitable and appropriate for candidates from the target institution;
- c) Internship postings should meet the NACE definition and criteria for internships. (See “A Position Statement on U.S. Internships: A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation.”)

13. Employment professionals will honor scheduling arrangements and recruitment commitments.

14. Employment professionals recruiting for international operations will do so according to EEO and U.S. labor law standards. Employment professionals will advise the career services office and students of the realities of working in the foreign country and of any cultural or employment law differences.

15. Employment professionals will educate and encourage acceptance of these principles throughout their employing institution and by third parties representing their employing organization on campus, and will respond to reports of noncompliance.

Internship Student Outcomes/Deliverables
1. 2. 3. Etc.

Evaluation/Grading Procedures
1. Formal evaluation at the end of the Fall 20XX semester.
2. Formal evaluation at the end of the Spring 20XX semester.

Application of Requirements to Internship Site

**Contact Person**

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

---

Student/MedFT Intern's Signature	Date
----------------------------------	------

---

Permanent Advisor's Signature	Date
-------------------------------	------

---

Site Administrative Supervisor's Signature	Date
--	------

## Form L (Paid or Unpaid Internship Affiliation Agreement)

## AGREEMENT BETWEEN

\_\_\_\_\_

AND

EAST CAROLINA UNIVERSITY

This Agreement is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between \_\_\_\_\_ (hereinafter referred to as the Agency) and East Carolina University (hereinafter referred to as the University).

Whereas, the Agency desires to enrich the \_\_\_\_\_ training program through an educational relationship with the University and its students; and

Whereas, the University desires to provide appropriate learning experiences to its students enrolled in the \_\_\_\_\_ program.

Now, therefore, the agency and the University hereby agree as follows:

## 1. MUTUAL RESPONSIBILITIES:

- a. The University and the Agency shall mutually agree to a schedule of student assignments to the Agency, including the number of students and the time periods of assignment. The maximum number of students accepted at the Agency for assignment to an area shall be determined by the Agency. The University will provide information to the Agency prior to the initiation of the education experience, including but not limited to, dates of assignment, number of students, names and other pertinent information about each student, the University's objectives for the education experience, suggested curriculum outlines, and prior experiences of the students, if any.
- b. The University and the Agency shall each appoint a designated representative to coordinate the education experience and to work with the University's instructors and students to facilitate a meaningful learning experience.
- c. Each party shall keep the other informed of changes in curriculum, program, and staff which may affect the education experience.
- d. The Agency shall have the right to remove and/or exclude a student or faculty member from the Agency in the event that the Agency determines that individual is not performing satisfactorily or is interfering with the Agency's operations; provided, however, that the person has been made aware of the intent to release

them and has been given the opportunity to respond prior to the release. In the event the Agency elects to exclude a student or faculty member, it shall immediately notify the University.

- e. There shall be no discrimination on the basis of race, religion, age, color, creed, sex, national origin, or physical disability in either the selection of students for practice or as to any aspect of the practice experience; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the program.
- f. Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the University by reason of such assignment. The University shall not be responsible for payment to students of any salary, wages or employment-related benefits, including but not limited to workers compensation benefits.
- g. The costs of first aid or emergency care provided by the Agency to any of the University's students for illness or accidents occurring to those persons while on the property of the Agency shall not be the responsibility of the Agency or the University, but rather, shall be the responsibility of the student. The costs of first aid or emergency care provided to the University's faculty members shall be the responsibility of the faculty member and shall not be borne by the Agency, and shall not be borne by the University except as required by law.

## 2. UNIVERSITY RESPONSIBILITIES:

- a. The University shall retain responsibility for a student's education and appropriate disciplinary measures and for arranging for the student an appropriate learning experience.
- b. Insurance. During the term of any student's participation in a education experience under this Agreement, the University shall secure and maintain or cause such students to secure and maintain, professional liability insurance of at least \$2,000,000 per occurrence and \$4,000,000 aggregate.
- c. Evidence of Insurance. Upon request, the University shall provide or cause the student to provide the Agency with certificates of insurance evidencing the coverage required in (b) prior to the education experience. This certificate shall be mailed to:

Agency Contact: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_

- d. The University shall periodically provide, upon request by the Agency, written communication to the Agency regarding the Agency's performance in providing education experiences, and such communication shall include information on the student's evaluations of their experiences at the Agency.
- e. The University shall keep on file and make available upon request to all assigned students a copy of this Agreement.
- f. The University shall inform the student of the need to obtain a third party resource for a criminal background check at the student's expense. The student is responsible for providing evidence of such reports.
- g. The University shall be responsible for informing the student of the need to complete a drug screening prior to the first day of affiliation. It is the responsibility of the student to work with the agency to provide documentation that such provisions have been completed.

### 3. AGENCY RESPONSIBILITIES:

- a. The Agency shall provide the premises and equipment (including conference room space to the extent possible) necessary for the student's educational experience.
- b. The Agency shall provide the student and faculty member access to first aid and emergency care for illness or accidents occurring to these persons while on the property of the Agency. The Agency shall be entitled to make a reasonable charge to the student for such first aid and emergency care services; faculty may be charged in accordance with section 1 g., above.
- c. The Agency will provide to the designated University's representative, a risk assessment following reported exposures to communicable diseases.
- d. The Agency will provide the University a mid-term and final evaluation of student performance and progress.
- e. The Agency will provide the University with appropriate written orientation materials and relevant Agency policies and procedures it wishes the University to bring to the attention of the students, including but not limited to, the Agency's blood-borne pathogens policy, prior to the commencement of the program.
- f. The Agency shall maintain responsibility for patient care while cooperating with the University faculty in making selected learning experiences available to students.
- g. If University provided Agency with personal identifiers as listed in N.C.G.S. §§132-1.10 and 14-133.20(b) or any other legally confidential information, Agency hereby certifies that the collection of this information from University is necessary for the performance of AGENCY's duties and responsibilities under this Agreement. Agency further certifies that it shall maintain the confidential and exempt status of any social security number information, as required by N.C.G.S. §132-1.10(c)(1), and that it shall not re-disclose personally identifiable information as directed by State and Federal laws. Failure to abide by legally applicable security measures and disclosure restrictions may result in the interruption, suspension and/or

termination of the relationship with Agency for a period of at least five (5) years from the date of the violation. If Agency experiences a security breach, as defined in N.C.G.S. §75.61(14), relating to this information, in addition to Agency's responsibilities under the North Carolina Identity Theft Protection Act, AGENCY shall immediately notify University with the information listed in N.C.G.S. §75-65(d)(1-4) and shall fully cooperate with University. To the extent allowed by law, Agency shall indemnify University for any breach of confidentiality or failure of its responsibilities to protect confidential information. Specifically, these costs may include, but are not limited to, the cost of notification of affected persons as a result of its unauthorized release of University data provided to Agency pursuant to this Agreement.

- h. University has determined that Agency is a school official with a legitimate educational interest under the Family Educational Rights and Privacy Act ("FERPA"). If University provides Agency with "personally identifiable information" from a student's education record as defined by FERPA, 34 CFR §99.3, Agency hereby certifies that collection of this information from University is necessary for Agency's duties and responsibilities under this Agreement. AGENCY further certifies that it shall maintain the confidential status of the education records in their custody, and that it shall maintain the personally identifiable information as directed by FERPA. Failure to abide by legally applicable University measures and disclosure restrictions may result in the interruption, suspension and/or termination of the relationship with Agency for a period of at least five (5) years from the date of the violation. If AGENCY experiences a breach relating to this information or if Agency re-discloses this information, Agency shall immediately notify University. To the extent allowed by law, AGENCY shall indemnify University for any breach of confidentiality or failure of its responsibilities to protect confidential information. Specifically, these costs may include, but are not limited to, the cost of notification of affected persons as a result of its unauthorized release of University data provided to Agency pursuant to this Agreement
- i. The Agency will provide the University information concerning the Agency's policy regarding the hepatitis B vaccine. The purpose of providing this information is to enable appropriate University officials to educate themselves in order to advise their faculty and students with respect to hepatitis B vaccine before participating in certain educational experiences within the Agency. The Agency shall not be responsible for administering the vaccine to faculty and students.
- j. The Agency shall inform all assigned students of any other policies and procedures the Agency has established. The students shall comply with these rules, regulations, and policies at all times during the educational experience.
- k. The Agency shall inform the student to be assigned to the Agency of the requirement to complete a health screening before beginning practice in the Agency, and shall inform the student of the requirement to provide the

Agency with the individual's immunity history for varicella, pertussis, and hepatitis B. If previous rubella vaccine is not in the history, and titer is negative, rubella vaccine is required, except when medically contraindicated.

#### 4. GENERAL PROVISIONS

- a. This Agreement shall last no more than three (3) years and shall remain in effect until it terminates or is cancelled at any time by either party upon not less than ninety (90) days' written notice.
- b. Any written communication or notice pursuant to this Agreement shall be made to the following representative of the respective parties at the following addresses:

For the University:

Contact : \_\_\_\_\_

Address: \_\_\_\_\_

Telephone No: \_\_\_\_\_

For the Agency:

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

- c. This Agreement contains the entire understanding of the parties and shall not be altered, amended or modified, except by an agreement in writing executed by the duly authorized officials of both the University and the Agency.
- d. This Agreement shall be governed by the laws of the State of North Carolina, and the courts of North Carolina shall be the sole forum for resolving disputes between the parties arising from or related to this Agreement. .
- e. The Agency shall indemnify and hold University, its trustees, officers, employees and agents harmless for any and all claims, loss, liability, demands, or damages including attorney fees and court costs, due to the negligent acts of its employees or agents in the performance of this Agreement.

- f. The State of North Carolina or the ECU auditor shall have access to persons and records as a result of all agreements entered into by ECU in accordance with N.C.G.S. §147-64.7 and Session Law 2010-194. Section 21.
- g. As required by section 143-48.5 of the North Carolina General Statutes, the Agency certifies that it, and each of its subcontractors, complies with the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system.
- h. The Parties acknowledge that they may have access to confidential protected health information ("PHI"), including, but not limited to, patient identifying information. Each Party agrees that it shall not disclose to any third party, except where permitted or required by law, any PHI. Each Party shall comply with all federal and state laws and regulations regarding the confidentiality of such information. It is the intent of the Parties to comply with all provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and implementing regulations, as amended from time to time.

IN WITNESS WHEREOF, the parties, acting through their duly authorized officials, have executed this Agreement on the date first hereinabove written.

**For the Agency:**

Signature: \_\_\_\_\_

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

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

**For the University:**

Signature: \_\_\_\_\_

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

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



### **ECU College of Health and Human Performance COVID-19 Addendum**

This addendum is attached to and is made a part of the Educational Affiliation Agreement ("Agreement") between East Carolina University ("ECU"), for its College of Health and Human Performance and Utah Valley Family Medicine Residency ("Site"). Hereinafter, Site and ECU may be referred to as the "Parties."

In consideration of the mutual promises of the Parties set out in the Educational Affiliation Agreement appended hereto and this ECU College of Health and Human Performance COVID-19 Addendum, Site and ECU agree to the terms and conditions pursuant to which students shall receive both credit and non-credit bearing experiential learning opportunities (including internship, practicum, clinical experience, field experience, capstone/project, other experiential learning activities in which students will be in contact with the public) and provide such other services as agreed to by the Parties at Site.

The Parties acknowledge and understand that an event related to the Coronavirus (COVID-19) pandemic may arise or has arisen that could make it unduly burdensome or impossible for the Parties to exercise their rights and/or perform their obligations under the Agreement, including but not limited to, travel restrictions which prevent the attendance of a Student at the location of the experiential learning, medically self-imposed or governmentally required isolations pertaining to a Party or Student, closures of governmental facilities, closures of institutions, closures of Sites hosting experiential learning opportunities within its facilities, or other conditions which compromise the ability to perform under the Agreement. The Parties therefore agree to the following:

1. **Health Safety Rules and Protocol.** Students engaged in experiential learning under the Agreement shall be subject to the health and safety rules, policies, and standards applicable to the respective Site at which Students perform training. Additionally, all Students will complete ECU COVID-19 training and an Assumption of Risk waiver prior to arrival for on-site training.
2. **Change in Health Conditions.** Programs engaging in off-campus experiential learning should closely monitor governmental and health regulations. Pursuant to ECU policy, in the instance the training site risk level changes (i.e., due to changes in health conditions), training sites must show evidence of appropriate workplace controls for the new risk level assessment. If the risk assessment heightens to prevent in-person experiential learning, students should not be penalized and Parties shall make all reasonable efforts to complete training in a virtual format, subject to applicable institutional and accreditation standards.
3. **Use of Alternative Methods.** The Parties agree that notwithstanding the fact that a COVID-19-related restriction may make it more difficult for them to exercise a right and/or perform an obligation under the Agreement, Parties will perform their obligation under the Agreement to the greatest extent practicable. Further, Parties will make a good faith effort to use alternative methods that may be reasonably available, and in accordance with accreditation standards, in order to exercise their rights and/or perform

their obligations under the Agreement, including the participation in meetings, instruction/training, evaluations, and other critical activities via electronic means.

4. **Notice.** If, notwithstanding Parties good faith efforts, a COVID-19-related restriction makes it unduly burdensome or impossible for Parties to exercise a right or perform an obligation in accordance with the terms of the Agreement, Parties agree that the Party subject to the COVID-19-related restriction shall give as much notice as possible under the circumstances, in writing, to the other Party, including a description of the COVID-19-related restriction.
5. **Completion of Agreement.** If any relevant COVID-19-related restriction no longer applies, Parties will resume performance of responsibilities contemplated by the Agreement as soon as reasonably practicable.

IN THE EVENT OF A CONFLICT BETWEEN THIS ADDENDUM AND THE AGREEMENT THIS ADDENDUM SHALL CONTROL.

Contact Representatives will remain as designated in the the Educational Affiliation Agreement appended hereto. ECU Program Director/Internship Coordinator will retain all records associated with requirements described above.

\_\_\_\_\_  
Signature

**For: East Carolina University**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Printed Name: Stacey Altman, Associate Dean for Graduate Studies and Academic Affairs-CHHP (signature authority designated by Anisa Zvonkovic, Dean-CHHP)

**For: Experiential Learning/Fieldwork Site**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Form Z

Form M

**A Diversity Oath to East Carolina University**

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

Dates Completed: \_\_\_\_\_ (Pre-PhD Program)  
 \_\_\_\_\_ (Post-PhD Program)

I believe that antiracism and antidiscrimination (from being treated unfairly and unequally based on one's social locations), and an appreciation and sensitivity to diversity is essential to becoming a competent and culturally aware doctoral student and professional. As such, I will make a commitment to East Carolina University, the Medical Family Therapy program including faculty, staff, and students and to all other peers that I encounter to respect and honor the beliefs and values of others. I will seek to practice empathy in recognizing the importance of the values and beliefs of others as well as my own. I will also seek to recognize and to be accountable for personal views, beliefs, perspectives, and biases in all clinical, research, teaching, and peer relationships.

If you agree to this oath, please print and sign below:

Signature: \_\_\_\_\_

Date \_\_\_\_\_

**SURVEY**

In order for the ECU MedFT faculty to best recognize the importance of diversity awareness in your academic experience via research, teaching, and clinical endeavors, we ask that identify on the Likert Scale your self-observed progression on each item.

Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	2	3	4	5

1. I have had the opportunity to work directly with individuals, couples, and families who are of a different race than me:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

2. I have had the opportunity to work directly with individuals, couples, and families who do not use English as their first/primary language:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

3. I have had the opportunity to work directly with individuals, couples, and families who are of a different sexual identity and/or orientation than me:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

4. I have had the opportunity to work directly with individuals, couples, and families who are of a different religion/faith than me:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

5. I have had the opportunity to work directly with individuals, couples, and families who have intellectual disabilities:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

6. I have had the opportunity to work directly with individuals, couples, and families who have physical disabilities:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

7. I have had the opportunity to work directly with individuals, couples, and families who are underserved/low-income:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

8. I have had the opportunity to work directly with individuals, couples, and families who have little formal education or low have a literacy level:

Pre-PhD Program:      1                      2                      3                      4                      5

Post-PhD Program:      1                      2                      3                      4                      5

Comment on your experiences (add more lines if needed):

(Pre) \_\_\_\_\_

(Post) \_\_\_\_\_

**Thank you for completing this document as you consider East Carolina University your home for your doctoral studies and path toward becoming a culturally aware MedFT.**

Form N

## ACADEMIC CONDUCT POLICY

As future practitioners, all students enrolled in the Medical Family Therapy Doctoral Program and all related professional placements (“Program”) must consistently exhibit professionalism in all Program-related roles, including, but not limited to, student, intern, research assistant, graduate assistant, researcher, and student employee. Student conduct wholly outside the Program may be taken into consideration to the extent it reflects on a student’s professionalism. Students who fail to demonstrate professionalism as described in this Policy may be dismissed from the Program or face other academic sanctions. Although not an exhaustive list, students who wish to remain in the Program must exhibit professionalism in at least the following ways:

- Consistently demonstrating compliance and ethical, honest, responsible, and reliable behavior in accordance with oral and written Program requirements, and applicable laws, policies, regulations, handbooks and rules, including, but not limited to, this Policy and the AAMFT Code of Ethics.
- Conducting oneself and communicating in a collegial manner, including respectfully and constructively engaging in dialogue with faculty members, administrators, staff, supervisors, and peers.
- Engaging constructively with faculty members, administrators and supervisors if actual or potential unprofessional behavior is brought to the student’s attention, and cooperating in developing a strategy to maintain professional behaviors, enhance learning, and resolve differences.
- Acting and communicating without exhibiting, discrimination, hostility, dishonesty, ethical violations, or disregard of others’ time, or ideas.
- Demonstrating professional demeanor and respect for others’ perceptions of the student’s professionalism, and exercising integrity and respectful communication while attempting to resolve differences or disagreements.
- Organizing, presenting, and documenting research consistent with the standards for conducting research and publishing in the student’s field, including the APA Manual (most recent edition).
- Demonstrating the demeanor, behavior, appearance, personal grooming, wardrobe, and communication style consistent with the standards of the professional area the student is preparing to enter.
- Being on time and prepared for all Program activities.
- Avoiding excessive unexcused absences.
- Accurately representing qualifications, education and competencies
- Providing substantive responses to telephone messages, emails, texts and all other forms of communication from faculty or supervisors within 3 business days (with the exception of University holidays or breaks).
- Constructively engaging with research committees as directed by the committees.
- Refraining from taking action on research projects without formal approval from the IRB and/or one’s permanent advisor, instructor, and/or employer, as applicable.

**IN CONSIDERATION OF BEING ALLOWED TO PARTICIPATE IN THE ECU MEDICAL THERAPY DOCTORAL PROGRAM, I AGREE TO COMPLY WITH AND BE BOUND BY THIS ACADEMIC CONDUCT POLICY, AND I ACKNOWLEDGE THAT VIOLATION OF THIS POLICY MAY LEAD TO MY DISMISSAL FROM THE PROGRAM OR OTHER ACADEMIC SANCTIONS**

---

**Print Student's Name****Date**

---

**Student's Signature****Date**

**ACKNOWLEDGMENT OF STUDENT'S OBLIGATIONS UNDER THE ABOVE AGREEMENT:**

---

**Program Director's Signature****Date**

**Approved by MFT/MedFT Faculty 4.26.2016  
Revised by Steve Serck, JD, ECU University Attorney 3.31.17**

Form O

## EAST CAROLINA UNIVERSITY

## MedFT Doctoral Student Learning Competency Form

Student's Name: \_\_\_\_\_ Year in Program: \_\_\_\_\_ Semester: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

Faculty Members Present: \_\_\_\_\_

*Identify the descriptor that best fits this student's current ability to complete each of these tasks at their current developmental stage in the program:*

1. **Knowledge:** Examine the theoretical and philosophical underpinnings of MedFT through the use of the biopsychosocial-spiritual, systemic, and biomedical paradigms.

Competency rating: Doesn't Meet (1) Developing (2), Meets (3), Exceeds (4)

Comments: \_\_\_\_\_

2. **Practice:** Ability to translate MFT skills into MedFT contexts, specifically through collaborative and integrated care, clinical documentation, supervision, and leadership.

Competency rating: Doesn't Meet (1) Developing (2), Meets (3), Exceeds (4)

Comments: \_\_\_\_\_

3. **Diversity:** Evaluate and design models of research, training, and/or practice that recognize multicultural systems embedded within communities of interest.

Competency rating: Doesn't Meet (1) Developing (2), Meets (3), Exceeds (4)

Comments: \_\_\_\_\_

4. **Research:** Design, analyze, and report findings from independent research using a variety of methods relevant to the field of MedFT.

Competency rating: Doesn't Meet (1) Developing (2), Meets (3), Exceeds (4)

Comments: \_\_\_\_\_

5. **Ethics:** Interpret and discuss legal and ethical issues affecting healthcare research, supervision, practice, and policy.

Competency rating: Doesn't Meet (1) Developing (2), Meets (3), Exceeds (4)

Comments: \_\_\_\_\_



**Plan of Action** (for any of the above student learning outcomes (SLO) where the student or faculty members have determined more work is needed on a SLO beyond /curriculum already available):

---

---

---

---

---

---

---

---

**Created 1/7/2017**

**Form P**  
**PhD Internship Satisfaction Survey - (EXAMPLE ONLY-administered via Qualtrics)**

**Survey Instruction**

The purpose of this survey is to understand your experience at your internship. Please provide as much detail as possible so we can accurately capture your experience and also use this information to better inform future students. Students are encouraged to share candid experiences regarding their internship and no actions will be taken with this information without the student's full awareness and consent. Transparency is important in order to provide future students with accurate information regarding specific internship sites

Note: your responses will be forwarded to your permanent advisor and the program director for review. You will be contacted if further information is needed to determine what next steps are needed, if any. This information will remain anonymous unless determined by you, your permanent advisor, and program director that contact needs to be made with your internship site supervisor. If you have any questions please do not hesitate to contact your permanent advisor or the program director.

We appreciate your willingness to complete the survey and value your input.

**Q1**

The purpose of this survey is to understand your experience at your internship. Please provide as much detail as possible so we can accurately capture your experience and also use this information to better inform future students.

Note: your responses will be forwarded to your permanent advisor and the program director for review. You will be contacted if further information is needed to determine what next steps are needed, if any. This information will remain anonymous unless determined by your permanent advisor and program director that contact needs to be made with your internship site supervisor. If you have any questions please do not hesitate to contact your permanent advisor or the program director.

We appreciate your willingness to complete the survey and value your input.

**Q2** What is your name? Please know this will only be used to share your survey with your permanent advisor. Data that is aggregated by the program director for accreditation purposes will NOT include your name nor the name of your site supervisor.

---

Q3 Who is your permanent advisor in the MedFT Program? Click more than one if you have two permanent advisors.

- ☐ Andy Brimhall, PhD (1)
- ☐ Jake Jensen, PhD (4)
- ☐ Angela Lamson, PhD (5)
- ☐ Damon Rappleyea, PhD (6)

Q4 Please choose the current/most recent semester and year that you engaged in your internship requirement:

- ☐ Summer (1) \_\_\_\_\_
- ☐ Fall (2) \_\_\_\_\_
- ☐ Spring (3) \_\_\_\_\_

Q5 Please select the internship course prefix(es) and number(s) that you are currently enrolled in or most recently completed. You may select more than one.

- ☐ HDFS 8910 (20)
- ☐ HDFS 8911 (21)
- ☐ HDFS 8912 (22)

Q6 What internship site are you currently attending/most recently attended? (Write in box internship site name and location. For example, Vidant Medical Center, Rehabilitation Unit) *(If you were at more than one internship, please fill out a survey for each internship site)*

\_\_\_\_\_

Q7 Who is/was your internship site supervisor?

\_\_\_\_\_

Q8 Check as many boxes as necessary to describe the categories of work that you engaged in with your internship at this site. Fill in the "other" box if a description does not fit that is offered.

- ☐ Teaching (1)
- ☐ Research/Grant Writing (2)
- ☐ Clinical/Supervision (3)
- ☐ Policy (4)
- ☐ Other (5) \_\_\_\_\_

Q9 How many hours per week, on average, are you/were you at your internship site?:

\_\_\_\_\_

Q10 How many hours on average are/were related to Medical Family Therapy (i.e., engaging in teaching, research, clinical activity/supervision, policy work, etc. that is related to advancing BPS-S health and health outcomes, integrated healthcare, reducing health disparities, MedFT training, etc.)? Responses to this will not impact your ability to count or continue in your internship but will help us to better advocate for duties and experiences that will grow your MedFT skill set.

\_\_\_\_\_

Q11 Approximately how many direct client contact hours do you get each week at your internship site?

\_\_\_\_\_

Q12 Approximately how many hours per week, on average, do you spend in direct face to face contact with your site supervisor where they are available to offer supervision when needed?

- ☐ less than 1 (1)
- ☐ between 1-3 (2)
- ☐ 3 or more (3)

Q13 **Learned Skills:** The MedFT Program would like to foster certain skills in their students through the internship experience. Rate how your internship contributes/d to these skills:

	Not Applicable to my chosen internship (1)	Never (2)	Sometimes (3)	About half the time (4)	Most of the time (5)	Always (6)
Ability to examine and synthesize your knowledge regarding the theoretical and philosophical underpinning of MedFT (SLO 1) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use your knowledge of the biopsychosocial-spiritual, systemic and biomedical paradigms of MedFT (SLO 1) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to translate MedFT knowledge, empirical support and skills into a variety of healthcare and academic contexts. (SLO 2) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to practice collaborative and integrated behavioral health care (SLO 2) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use research/program evaluation (SLO 2) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to utilize supervision/leadership skills in research, clinical work, program implementation, etc. (SLO 2) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to evaluate and design models of research that recognize multicultural systems embedded within communities of interest. (SLO 3) (7)

☐ ☐ ☐ ☐ ☐ ☐

Ability to evaluate and design trainings that recognize multicultural systems embedded within communities of interest. (SLO 3) (8)

☐ ☐ ☐ ☐ ☐ ☐

Ability to evaluate and design a practice that recognizes multicultural systems embedded within communities of interest. (SLO3) (9)

☐ ☐ ☐ ☐ ☐ ☐

Ability to design, analyze and report findings from independent research using a variety of methods relevant to the field of MedFT (SLO4) (10)

☐ ☐ ☐ ☐ ☐ ☐

Ability to interpret and discuss legal and ethical issues affecting healthcare research, supervision, practice, and policy. (SLO5) (11)

☐ ☐ ☐ ☐ ☐ ☐

Ability to meet the program requirement of 500 direct client contact hours (SLO 6) (12)

☐ ☐ ☐ ☐ ☐ ☐

Ability to continue  
working toward  
becoming an AAMFT  
Approved Supervisor  
(SLO 6) (13)

☐ ☐ ☐ ☐ ☐ ☐

Ability to graduate  
within the advertised  
program length of  
completion (SLO6)  
(14)

☐ ☐ ☐ ☐ ☐ ☐

Q28 **Satisfaction with Experience at Internship Site:** Please rate the following regarding your experience at your internship on a scale from 1-5: 1 being “Extremely dissatisfied” to 5 being “Extremely satisfied”:



	Not applicab le for my chosen internsh ip (1)	Extremel y dissatisfi ed (2)	Somewh at dissatisfi ed (3)	Neither satisfied nor dissatisfi ed (4)	Somewh at satisfied (5)	Extrem ely satisfied (6)
The ability to receive experience working in a healthcare setting applying my medical family therapy skills and knowledge. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided throughout my internship (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of direct client contact hours at my practicum site (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to receive clinical experience at my internship site (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling a sense of being supported at my internship site (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I brought as an MedFT was respected and supported at my internship site (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to use systemic thinking were valued at my internship site (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of care that the internship site's patients presented with was equal to the care I could provide (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The learning experience the internship site provided (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall advising my ECU permanent advisor provided while I was on my internship site experience (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workspace at my internship site (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology at my internship site (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall climate of physical and emotional safety at my internship site (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical and emotional safety with clients (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical and emotional safety with colleagues (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/time/resources for completing dissertation work. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial benefits/compensation (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 Please provide any description you feel is necessary for us to understand your responses to this set of questions:

---

<p><b>Q47 <u>Satisfaction with Internship Site Supervisor:</u></b> Please rate the following regarding your experience with your internship site supervisor: 1 being “Extremely dissatisfied” to 5 being “Extremely satisfied”:</p>	Not applicable for my chosen internship (1)	Extremely dissatisfied (2)	Somewhat dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Somewhat satisfied (5)	Extremely satisfied (6)
The overall supervision/mentorship my site supervisor provided (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of site supervisor to answer my questions in a crisis situation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of my site supervisor to me in general (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timeliness of the completion of required internship paperwork (e.g. evaluations) by my site supervisor. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical and emotional safety with my internship site supervisor (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The respect my site supervisor, colleagues and co-workers had for my social location; (e.g. cultural identity, race/ethnicity, religion, sexual orientation, gender, age, ability, etc.) (6)

☐ ☐ ☐ ☐ ☐ ☐

The respect my site supervisor, colleagues and co-workers had for others' social location; (e.g. cultural identity, race/ethnicity, religion, sexual orientation, gender, age, ability, etc.) (7)

☐ ☐ ☐ ☐ ☐ ☐

The expectations described by my site supervisor are/were clear, consistent, and achievable (8)

☐ ☐ ☐ ☐ ☐ ☐

The responsiveness of my site supervisor to my questions (9)

☐ ☐ ☐ ☐ ☐ ☐

<b>Q57 Overall Satisfaction:</b> Please rate your experience overall at your internship site on a scale:	Extremely dissatisfied (1)	Somewhat dissatisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat satisfied (4)	Extremely satisfied (5)
Overall Satisfaction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q58 Participant's Experience:</b> Please rate the following on a scale of 1-5: 1 being "strongly disagree" and 5 being "Strongly Agree"	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I felt valued at my internship site (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt useful at my internship site (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like I made a difference (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt nervous and/or anxious at my internship site (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like I was trusted at my internship site with the client's care (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt disappointed at my internship site (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt productive at my internship site (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my classroom experience prepared me for my internship site experience (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like I grew as a MedFT at my internship site (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt my internship site was meaningful (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my internship was interesting (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt my internship was helpful to my academic and clinical experience (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like my social locations were respected at my internship site. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q72 Please provide any description that you think would be helpful for us to understand your answers to this last series of questions

<b>Q73 Please rate how likely you would be to recommend this site to another student:</b>	<b>Definitely not (1)</b>	<b>Probably not (2)</b>	<b>Might or might not (3)</b>	<b>Probably yes (4)</b>	<b>Definitely yes (5)</b>
Would you recommend this internship site to another student? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74 Please provide a description that helps explain your recommendation regarding your internship site

**Q75 What classes/assignments were helpful in preparing and supporting you in your internship?**

---

**Q76 Please comment below about some of the strengths of this internship?**

---

**Q77 Please comment below about some things you saw as challenges of this internship:**

---

Q78 Thank you for taking the time to complete this internship site survey. As a reminder, your responses will be forwarded to your permanent advisor and the program director for review. You will be contacted if further information is needed to determine what next steps are needed, if any. This information will remain anonymous unless determined by your permanent advisor and program director that contact needs to be made with your internship site supervisor. If you have any questions please do not hesitate to contact your permanent advisor or the program director.

## Form Q

## EXTERNAL COMMITTEE MEMBER'S APPROVAL FORM

External Committee Member's Name: Click or tap here to enter text.

External Committee Member's Title: Click or tap here to enter text.

Thesis/Dissertation Student's Name: Click or tap here to enter text. Banner #: Click or tap here to enter text.

Committee Chair: Click or tap here to enter text.

Committee Member: Click or tap here to enter text.

Committee Member: Click or tap here to enter text.

Committee Member: Click or tap here to enter text.

Committee Member: Click or tap here to enter text.

Thesis/Dissertation topic and rationale for requesting this individual to be a committee member.

External Committee Member's CV Required Included: Yes ☐ No ☐

Committee Chair's Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

Program Director/Coordinator Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

HDFS Director of Program's Signature: Click or tap here to enter text. Date: Click or tap to enter a date.

☐ This external committee member has been approved.

☐ This external committee member has *not* been approved.

*Reason for not being approved:* Click or tap here to enter text.

---

***Place approved copy of this form in the student's file and email a copy to student and thesis/dissertation chair***



## Appendix A

### East Carolina University Medical Family Therapy Program MedFT GRADUATE EVALUATION

ECU MedFT Graduate

Name of Employer Completing  
Survey

- I. How long has this MedFT been working at this site? \_\_\_\_\_
- II. How long have you been working as the MedFT's supervisor? \_\_\_\_\_
- III. Please rate the Medical Family Therapist named above on the following criteria using the accompanying scales.

	Excellent	Above Average	Average	Below Average
1. Appropriate overall background for this employment				
2. Appropriate research training				
3. Appropriate teaching training				
4. Appropriate leadership training				
4. Appropriate leadership training				
6. Appropriate knowledge of Medical Family Therapy/Integrated Behavioral Health Care				
7. Demonstrated Clinical Competency (e.g., joining, assessment, diagnosis, interventions, treatment planning)				
8. Demonstrated Competency as Supervisor Mentor/Candidate				
9. Ability to teach/research/supervise diverse student/participant population				
10. Ability to collaborate with professional colleagues and teams				
11. Ability to handle suicide, homicide, child maltreatment, and domestic violence cases as a supervisor/clinician				
12. Has ability to mentor others in expected areas and within one's role				
13. Ability to maintain research/scholarly productivity				

14. Contributes to the advancement of Medical Family Therapy through their role				
15. Professional demeanor (actions and appearance)				
16. Ability to execute a professional presentation/seminar				
17. Ability to work collaboratively with other researchers/trainers/supervisors in the community				
18. Ability to secure internal or external funding as expended in the intern's role				
19. Ability to receive feedback/ collaborate with members of the system at any and all levels				
20. Demonstrate an appropriate knowledge of statistics and research methods				
21. Demonstrates use of evidence based approaches in one's teaching/research/supervision/clinical work				
22. Demonstrates ethical practice/research				
23. Awareness of healthcare policies that influence research/practice/training/financing of services				
24. Demonstrates attention to diversity and cultural humility at the site and community levels				
25. Ability to complete records/reports on time				
26. Maintains professional work ethic and relationship with supervisors/administrators, colleagues, and staff members				
27. Manages time well				
28. Responsive to communication initiated by others (e.g., email, texts, voicemails) in a tidy manner				

- IV. Briefly describe the success of this MedFT in your organization.
- V. What are the outcomes that are used to gauge the productivity of this MedFT in your organization and how are they performing on each (e.g., client contact hours, reports written, articles submitted, courses taught)?
- VI. Briefly describe what this MedFT needed to learn on the job, in order to be a stronger contributor to your organization.

VII. Overall how would you rate this Medical Family Therapist's performance compared to other persons of similar education and experience in your organization?

Excellent	Above Average	Average	Below Average

VI. Additional comments or suggestions for program:

## Appendix B

Medical Family Therapy Program  
Department of Human Development & Family Science  
College of Health and Human Performance  
East Carolina University

### MedFT PROGRAM EVALUATION

The MedFT Program at East Carolina University is currently completing a graduate survey as required by the Commission on Accreditation for Marriage and Family Therapy Education. The following questionnaire was developed to receive evaluative input from graduates of our program. Please answer all questions. **Do not put your name on this questionnaire. Return the completed questionnaire to: Dr. Jake Jensen, Medical Family Therapy Interim Program Director, Rivers West RW 134, East Carolina University, Greenville, NC 27858-4353. If you choose to e-mail this, please bold your answers and return your e-mails to Ms. Susan Congleton at [congletons@ecu.edu](mailto:congletons@ecu.edu).** Thank you for your assistance. **We kindly ask for completion and return no later than {insert date}.**

What Year Did You Graduate From the Program? \_\_\_\_\_

\*PLEASE DO NOT WRITE YOUR NAME ON THIS DOCUMENT

\_\_\_\_\_  
DATE

I. Please rate your current ability/competency on the following items:

Competency in:	Below Average	Average	Above Average	Excellent	Not Applicable
1. Research Design & Methods (Qualitative and/or Quantitative)					
2. Knowledge of Family Therapy and Medical Family Therapy Theories					
3. Global Awareness and Multicultural Sensitivity					
4. Supervision Methods & Practice					
5. Teaching Undergraduate Students					
6. Teaching Graduate Students					
7. Teaching Medical Students/Residents					
8. Mentoring Others (students/junior faculty)					
9. Maintaining Research Productivity/Track					

10. Medical Family Therapy/Integrated Behavioral Health Care Research and/or Program Evaluation					
11. Collaborating with Colleagues on Research, Policy, and/or Training Initiatives					
12. Executing Professional Presentations/Seminars/Workshops					
13. Statistical Knowledge and Skills					
14. Securing Internal or External grant funding					
15. Addressing Ethical Challenges in Research/Training					
16. Managing Crises (clinical, student, collegial issues)					

II. Please circle (or bold) the answer that best reflects your thoughts about the program using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

1. I understood the grievance policies and procedures associated with MedFT program during my enrollment.  
1                      2                      3                      4                      5
2. In my opinion, the PhD degree in MedFT was clearly differentiated from the M.S. degree in MFT and adequate boundaries between the two were maintained.  
1                      2                      3                      4                      5
3. I believe the information published about the Program in the Graduate Catalog on the ECU web page and in the program brochure accurately represented the program.  
1                      2                      3                      4                      5
5. I believe there were adequate resources available to support the MedFT program in terms of faculty, coursework, facilities, funding, etc.  
1                      2                      3                      4                      5

**For each of the following questions, circle the response that is most appropriate on the scales indicated.**

- |  | Very<br>1 | Dissatisfied<br>2 | Mixed<br>3 | Satisfied<br>4 | Very<br>Satisfied<br>5 | Does Not<br>Apply<br>6 |
|--|-----------|-------------------|------------|----------------|------------------------|------------------------|
| 6. The MedFT faculty attended to the process of helping me to become a university instructor and provided adequate support and direction in dealing with the associated policies and procedures.                           | 1         | 2                 | 3          | 4              | 5                      | 6                      |
| 7. The MedFT faculty attended to the process of helping me to become a researcher and provided adequate support and direction in dealing with the associated policies and procedures.                                      | 1         | 2                 | 3          | 4              | 5                      |                        |
| 8. I believe that my education in the program adequately prepared me for entrance into a research, supervisory, clinical, administrative, policy, and/or instructional position in medical family therapy upon graduation. | 1         | 2                 | 3          | 4              | 5                      |                        |
| 9. Overall, how satisfied are you with the MedFT education and training you received at ECU?   | 1         | 2                 | 3          | 4              | 5                      |                        |
| 10. How satisfied are you with the required coursework you took while in the MedFT Program?  | 1         | 2                 | 3          | 4              | 5                      |                        |

III. Briefly describe the three most important qualities that are used to gauge your productivity in your current work context.

---



---

IV. Briefly describe what you needed to learn on the job (i.e., didn't gain during the program) in order to be a stronger contributor to your work context.

---



---

V. Additional comments or suggestions for the ECU MedFT program:

---

## Appendix C

### MedFT Competencies

The Medical Family Therapy doctoral program uses the “Competencies for Family Therapists in Healthcare Settings” published by AAMFT (2018). Please download a copy for your reference from: <http://blog.aamft.org/2018/02/competencies-for-family-therapists-working-in-healthcare-settings.html>

**Suggested citation:**

American Association for Marriage and Family Therapy. (2018). *Competencies for family therapists working in healthcare settings*. Retrieved from [www.aamft.org/healthcare](http://www.aamft.org/healthcare).



## Appendix D

### **MedFT/MFT Faculty Job Descriptions/Coordinator Roles (PG = Program Goal; SLO = Student Learning Outcome)**

**Medical Family Therapy PhD Program Director (PG and SLO 1-6)** - Dr. Jake Jensen has served as the Medical Family Therapy PhD program director since August 2022 and is responsible for its oversight. More specifically, his responsibilities include the following: 1) direct and coordinate the maintenance of COAMFTE accreditation and annual reports (including the review of all syllabi, CVs, and educational outcomes on a frequent basis); 2) oversee all recruitment through recruitment fairs, program showcases/training fairs, e-mail requests, and recruitment web pages (e.g., [GradSchool.com](https://gradschool.com)), 3) manage the application procedures and processes for the program, constructing the interviewing schedules, disseminating assistantship applications, constructing mentorship agreements between applicants and current students and then upon acceptance between first and second year MedFT students, 4) completing all accreditation reports for MedFT including documents for SACS (university accreditation) and AAFCS (college accreditation) (this also includes managing multiple data systems in Word, Excel, and TracDat and reviewing the overall program curriculum on a frequent basis), 5) managing student concerns related to the program (e.g., challenges within the cohort, concerns about success related to coursework, ideas for improving the program), 6) creating and managing the program budget as it fits with the current EOs, 7) managing all programmatic issues that are related to the ECU Family Therapy Clinic (including updating to the current technology at the Clinic), and (8) overseeing the program's facilities, fiscal, and physical resources in collaboration with the HDFS department chair.

**Marriage and Family (M.S.) Therapy Program Director (PG and SLO 1-6)** - Dr. Damon Rappleyea has served as the Marriage and Family Therapy Masters of Science (M.S.) program since 2012. As program director, Dr. Rappleyea is responsible for overseeing the operation of the MFT master's program. Specifically, his responsibilities include the following: (1) direct and coordinate the maintenance of COAMFTE accreditation and annual reports; (2) completing all reports for the MFT program for university (SACS accreditation) and department level (AAFCS) accreditation requirements; (3) oversee all recruitment of potential students and retention/graduation of current students (e.g. recruitment fairs, program communication, program advising); (4) manage the application procedures and processes for the program admission; (5) managing student concerns related to the program (e.g., challenges within the cohort, concerns about success related to coursework, ideas for improving the program); (6) managing all programmatic issues related to the ECU Family Therapy Clinic; (7) overseeing the program's facilities, fiscal, and physical resources in collaboration with the HDFS department chair.

**Clinic Director (PG and SLO 2)** - Dr. Erin Roberts is the Clinic Director for the ECU Family Therapy Clinic and Director for the Redditt House. She is a non-tenured track core faculty whose workload is 85% administrative and 15% teaching. Dr. Roberts is charged with the budget, daily management of services, policy and finances, securing contracts through the clinic, and outreach on behalf of the ECU Family Therapy Clinic. Within her role, she has oversight of every intake that is completed at the Clinic to determine whether family therapy services are the best choice for the family (e.g., not a good fit for those who only need a prescription). Dr. Roberts constructs grants and contracts that may benefit the community via direct services and

supervision of providers. She collaborates with the program director on services, policies, and/or financial changes that may influence the PhD program. She is also charged with creating the ECU Family Therapy Clinic's annual outcome plan. Dr. Roberts also oversees the maintenance and budget associated with the Redditt House: Medical Family Therapy Research Academy.

Dr. Erin Roberts serves as Internship Coordinator of the MS program and is responsible for generating and maintaining relationships with on- and off-campus internship site administrative supervisors. In this same capacity, Dr. Roberts maintains the internship database for COAMFT and SACS, denoting the contact person, contact information and contract end and start date.

**Professional Development Coordinator (MS Program; PG and SLO 6)** -- Dr. Damon Rappleyea serves as the Professional Development Coordinator for the MS program and is responsible for communicating information to master's level students regarding changes in licensure laws, paperwork, and general licensure related updates. In addition, Dr. Rappleyea provides students with outside learning opportunities and assists in coordinating alumni networking opportunities.

**Professional Development Coordinator (PhD Program; PG and SLO 6)** -- Dr. Jake Jensen serves as the Professional Development Coordinator for the PhD students. He is responsible for sharing information with the students about changes in licensure laws, licensure paperwork, and updates pertaining to service definitions or practice issues that may influence provisionally licensed providers (LMFTA). Dr. Jensen also responds to questions pertaining to memberships in AAMFT and CFHA (Collaborative Family Healthcare Association).

**Teaching Coordinator (PG and SLO 2)** -- Dr. Andrew Brimhall serves as the Teaching Coordinator. Students with an interest in academia are encouraged to enroll in the HDFS independent study teaching course that allows them an opportunity to teach undergraduate classes. Dr. Brimhall serves as the teaching coordinator for these students by answering questions pertaining to academic integrity, syllabus development, and protocol within the classroom. He also observes their teaching and provides individual feedback.

**Clinic Research Coordinator (PG and SLO 2-5)** -- Erin Roberts serves as the Clinic Research Coordinator overseeing research activities that pertain to data from the Family Therapy Clinic. Dr. Roberts works with other ECU MedFT faculty to promote research and data collection collaborations within the Family Therapy Clinic (i.e., MFT Practice Research Network) and maintain the Internal Review Board proposals for these research collaborations.

**Supervision Coordinator (PG and SLO 1, 2, 3, 5 & 6)** -- Dr. Jake Jensen serves as the Supervision Coordinator. He serves as the on-call supervisor when a student's clinical supervisor is not accessible. He also assists students with questions following graduation pertaining to supervision challenges or concerns. The supervision coordinator is a position relevant to students who are active clinically and who are enrolled in on-campus courses.

**Global and Diversity Awareness Coordinator (PG and SLO 3)** - Dr. Angela Lamson serves as the Global and Diversity Awareness Coordinator, facilitating trainings [with and for](#) MFT and

MedFT students and faculty associated with global and domestic awareness, diverse social locations, health disparities, and cultural humility. Dr. Lamson also disseminates information related to trainings, activities, and opportunities that can improve diversity informed research, practice, training, supervision, and leadership. She ensures diversity is represented throughout course syllabi as evidenced through required readings, assignments, or lectures.

## Appendix E

**Research Resources**

**The following resources were compiled by MedFT students as useful tools for research.**

- **ECU's proxy:** Say you're off campus and find a paper you want to read using Google, Google Scholar, Research Gate, etc. and you end up at the actual site (e.g., <http://www.sciencedirect.com/science/article/pii/S0891524507000089> for one of Angela's papers). Just type in ".jproxy.lib.ecu.edu" after ".com" and you'll be redirected to ECU's proxy servers. Log in, and you'll be given direct access to the article as if you were on campus (e.g., <http://www.sciencedirect.com.jproxy.lib.ecu.edu/science/article/pii/S0891524507000089>). You only need to sign in once per browser session, but you will need to add ".jproxy.lib.ecu.edu" to the end of all domains. Note: this only works with journals to which ECU has a subscription.
- **Google Scholar:** Setting Google Scholar to do something similar to the previous: Say you find the same paper in Google Scholar using the search term "Compassion fatigue and secondary traumatization: Provider self-care on intensive care units for children". If you sign in to Google, and go to Google Scholar → Settings → Library Links, enter East Carolina University, press the search button, check the box for ECU under "Open WorldCat – Library Search", and Save, you'll get a new link to ECU for each search result (well, those that ECU has). Do the original search in Google Scholar again and you'll see the following link on the right "Full-Text @ ECU Libraries". Click that, and it will automatically redirect you to ECU's libraries when you'll have access (ECU will require authentication the first time).
- \* **Rice Virtual Lab in Statistics:** This website includes an electronic version of a statistics textbook, several simulations and demonstrations of various statistical concepts and a few case studies with real analyses and interpretations included. This is a great tool to utilize for extra practice with different statistical concepts. The website is user friendly and the exercises come with instructions that let you know how to use the available information. Your computer has to have JAVA downloaded for the information on this site to run properly.
- **Zotero** (<https://www.zotero.org/>): Citation management software originally designed to be a Firefox plugin (still is), but is now available in standalone with connections to other browsers. The best part about browser integration is the ability to directly download from a website. It will grab bibliographical information from the site and create an entry in Zotero (which, of course, you can sub-folder). You can also use it to save web pages, information on books, etc. Go to YouTube and search for Zotero to see a demonstration. Another nice feature is the ability to sync across machines. You basically create an account with Zotero and it backups up to their cloud. So if you change machines, new citations sync.
- **Zotero Word Plugin** ([https://www.zotero.org/support/word\\_processor\\_plugin\\_installation](https://www.zotero.org/support/word_processor_plugin_installation)): Zotero would be worthless without the ability to extract content. You can install the Word plugin and add citations directly in Word. They are dynamic, so if you use a numbering system (like Chicago or IEEE), it will renumber; the same concept applies to changing citation styles. It will also generate the references section for you. Lastly, you can select from a number of predefined citation styles or download one of thousands of extensions.

## Appendix F

## **MedFT Program Mission, Goals, and Outcomes**

### **Institution's Mission**

To be a national model for student success, public service and regional transformation, East Carolina University: Uses innovative learning strategies and delivery methods to maximize access; prepares students with the knowledge, skills and values to succeed in a global, multicultural society; develops tomorrow's leaders to serve and inspire positive change; discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond; transforms health care, promotes wellness, and reduces health disparities; and improves quality of life through cultural enrichment, academics, the arts, and athletics.

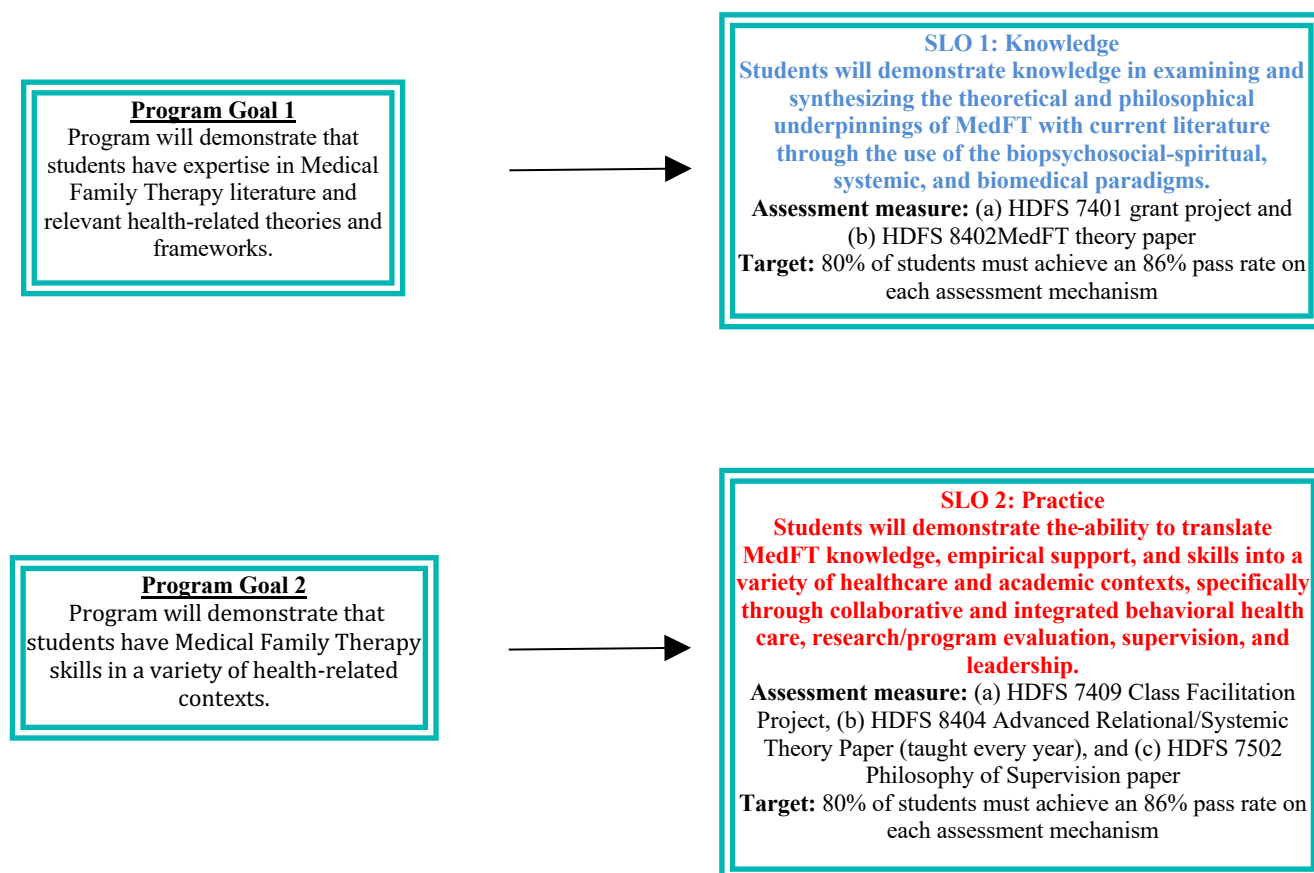
We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

### **Program's Mission**

The mission of the doctoral program in Medical Family Therapy (MedFT) is "to prepare leaders in the advancement of science, practice, and policy in the field of Medical Family Therapy via a relational, biopsychosocial-spiritual, and multiculturally-informed framework."

Each Program Goal must include one or more of these areas: knowledge, practice, diversity, research, and ethics competencies.

All of these areas must be covered across all Program Goals.



**Program Goal 3**

Program will demonstrate that students are globally minded and sensitive to social location factors in all applications of their work.

**SLO 3: Diversity**

**Students will demonstrate the ability to evaluate and design models of research, training, and/or practice that recognize multicultural systems embedded within communities of interest.**

**Assessment measure:** (a) HDFS 7502 Philosophy of Supervision paper, and (b) HDFS 8403 Multicultural BPSS- Relational Presentation

**Target:** 80% of students must achieve an 86% pass rate on each

**Program Goal 4**

Program will demonstrate that students are competent independent researchers.

**SLO 4: Research**

**Students will demonstrate the ability to design, analyze, and report findings from independent research using a variety of methods relevant to the field of MedFT.**

**Assessment measure:** (a) HDFS 8400 Advanced Research Methods, (b) PSYC 6340 or 7431 statistics final exam, (c) PSYC 6327 or 7505 statistics final presentation, and (d) HLTH 7100 Qualitative Research Methods

**Target:** 80% of students must achieve an 86% pass rate on each assessment mechanism

**Program Goal 5**

Program will demonstrate that students are ethical in their applications of Medical Family Therapy.

**SLO 5: Ethics**

**To graduate students who interpret and discuss legal and ethical issues affecting healthcare research, supervision, practice, and policy.**

**Assessment Mechanism:** HUMS 7004 Research Ethics Case Analysis Project

**Target:** 80% of students must achieve an 86% pass rate on the Case Analysis Project

**Program Goal 6**

Program will demonstrate that graduates met the direct client contact hour requirement, are eligible for American Association for Marriage and Family Therapy Approved Supervisor Candidacy Status, and graduated in a timely manner.

**SLO 6: Student Achievement**

**To graduate students who meet the 500 direct client contact hour requirement, are eligible for American Association for Marriage and Family Therapy Approved Supervisor Candidacy Status, and who graduate by the advertised length of completion.**

**Assessment Mechanisms:** (a) HDFS 8404 Practicum or HDFS 8912 Internship, (b) HDFS 7502 Philosophy of Supervision paper, and (c) documentation of date students entered and graduated from the program.

**Targets:** (a) 100% of students will successfully complete 500 direct client contact clinical hours by either HDFS 8404 or HDFS 8412, (b) 80% of students must achieve an 86% pass rate on the Philosophy of Supervision paper, and (c) 100% of students will graduate in a minimum of 3 years and a maximum of 5 years

A Program Goal may have one or more Student Learning Outcomes that support the achievement of the goal.

Student Learning Outcomes should be measurable (measures should be unique to each Student Learning Outcome) and have clear benchmarks and targets that allow the program to assess the data and determine whether the program is achieving the stated outcome. Each Student Learning Outcome should only be linked with a single Program Outcome. Student Learning Outcomes used to support one goal cannot be used to support other goals.

NOTE: To add space for additional Program Goals, please copy and paste the entire chart above as a template.

## Appendix G

**MedFT Consortium Internship Application Deadlines and Process**

Here are the guiding principles that the MedFT Consortium follows to direct their process for the "MedFT Match" for fellows/interns who will start in summer or fall of 2023:

- By September 1 all sites who would like to participate will need to confirm commitment to the guiding principles of the MedFT Match.
- The MedFT Consortium website will be the hub for the MedFT Match and will serve as organization for discussing and resolving problems related to the process. The consortium website will include a central matrix of all programs that includes descriptions of the programs and links to their websites.
- Applications due to sites by December 15<sup>th</sup>
- All interviews are completed by approximately the end of March.
- Through the consortium website, all applicants will submit their rank list of preferred sites by April 1st. Only one person (who doesn't currently have slots in the match process) would have access to the rank lists. This person would send each program the names of people who ranked them and the rank number. This person will keep all other data confidential.
- Sites can start to make offers on April 5th and the first round of offers needed to be accepted or rejected by the applicants by 11:59 pm on April 7th.
- Sites will use a standardized form for making offers. This form will stipulate that once an applicant has accepted an offer from the MedFT Match by submitting the signed form, no other consortium site will attempt to recruit the applicant. Similarly, sites will not accept an applicant for that academic year who had previously signed the form for another consortium site.
- The consortium website (<https://www.medicalfamilytherapy.org/internshipsfellowships>) lists each internship/fellowship with open positions and is updated with the names of which applicants accepted which offers.
- The consortium website will also host an optional board for applicants to identify as still being available and their geographical preferences.
- *Please contact Dr. Reitz at [reitz.randall@gmail.com](mailto:reitz.randall@gmail.com) if you have questions about the process and check the website regularly for any updates.*

## Appendix H

## MedFT Faculty Contact Information

**Dr. Andy Brimhall**

Faculty Coordinator Role: Teaching Coordinator

Office: Rivers RW 326

Office phone number: (252) 737 - 2076

Email: brimhalla@ecu.edu

**Dr. Jake Jensen**

Faculty Coordinator Role: PhD Program Director and PhD Professional Development Coordinator, Supervision Coordinator

Office: Rivers RW 134

Office phone number: (252) 328 - 1356

Email: jensenja14@ecu.edu

**Dr. Angela Lamson**

Faculty Coordinator Role: Global and Diversity Awareness Coordinator

Office: Rivers RW 241

Office phone number: (252) 737 - 2042

Email: lamsona@ecu.edu

**Dr. Damon Rappleyea**

Faculty Coordinator Role: MS Program Director and MS Professional Development Coordinator

Office: Rivers RW 324

Office phone number: (252) 737 - 2416

Email: rapplethead@ecu.edu

**Dr. Erin Roberts**

Clinic Director, Clinic Research Coordinator, and Clinical Instructor

Office: Redditt House

Office Phone Number: 252-328-4206

Email: Robertse16@ecu.edu