

MFT Program Policy on Comprehensive Exams

Policy Availability

This policy is available to the public via the link to [Program Handbook and Policies](#) on the [MFT website](#).

Policy on Comprehensive Exam I

Comprehensive Exam I is a program requirement that screens students for personal and academic readiness for enrollment in clinical practica.

Purpose. When the MFT Program confers a degree upon students and they go out into the world to use their skills, the program is, in effect, sending a message to the general public that the student has been deemed sufficiently competent to at least do no harm and, at most, provide ethical, competent systemic therapy. Because of this, the MFT Program has an ethical gatekeeping responsibility to ensure, to the extent possible, that therapists who graduate from this university and this program can work competently with the public. The Comprehensive Exam I is one of the evaluative steps faculty take to ensure that.

Students are screened by the MFT faculty and receive faculty approval in order to register for *MFTH 7600 Practicum in Marriage and Family Therapy*, the clinical part of your studies. You can think of the *Comprehensive Exam I* as a sort of application to clinical work. Submission of the *Comprehensive Exam I* prompts the faculty screening process. Students write the Comprehensive Exam I during their first Spring semester or at the close of the semester in which the student has successfully completed three service learning and outreach experiences, as verifiable by the Clinic Director, and the following six courses: *MFTH 6800 Relational Theory, Practice, & Ethics*; *MFTH 6900 Foundations in MFT*; *MFTH 7101 Family Systems Theories*; *MFTH 7102 Interventions in MFT*; *MFTH 7050 Diversity, Inclusion, and Social Justice*; *MFTH 7500 Development in the Family System*.

Following receipt of the Comprehensive Exam I, the MFT faculty reviews the student's suitability and readiness for clinical training. Eligibility is based on personal and academic readiness. The criteria considered include academic performance (including the degree of engagement in the student's own education and scholarship), professionalism, presentation of self, personal trustworthiness, reliability, and responsibility. If faculty members have concerns, they will schedule a meeting with the student during which the student is given an opportunity to respond to those concerns. If faculty concerns are mitigated during this meeting, the student is permitted to enroll in practicum. If concerns remain, permission to begin practicum is denied. If the student has enrolled in clinical practicum, he or she will need to withdraw or be administratively removed from the class.

See the Exam itself—*Comprehensive Exam I with Instructions V.12*—for more about the program goal, student learning outcome, and benchmark associated with the exam; prerequisites to take the Exam; the purpose of the exam; submission requirements; deadlines; and instructions for writing the Exam.

The Comprehensive Exam I is scored using the *Comprehensive Exam I Evaluation Rubric*.

Policy on Comprehensive Exam II

Comprehensive Exam II is a program requirement. Students are expected to professionally articulate their epistemological orientation to change.

See the Exam itself—*Comprehensive Exam II with Instructions V.12*—for more about the program goals, student learning outcomes, and benchmarks associated with the exam; prerequisites to take the Exam; the purpose of the exam; submission requirements; deadlines; instructions for writing the Exam; and, information about how the exam is scored.

The Comprehensive Exam II is scored using the *Comprehensive Exam II Evaluation Rubric*.