



Alliant  
International  
University

# 2018-19

**CFT DOCTORAL EXAM MANUAL  
COUPLE AND FAMILY THERAPY PROGRAM**

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## I. Pre-requisites

- a. Completion of the master's degree portion of the curriculum (coursework and practicum).
- b. Students may take the exam upon the completion of the three following doctoral theory classes:
  - i. Advanced Intergenerational
  - ii. Advanced Couples
  - iii. Advanced Brief Models
- c. Attendance at a doctoral exam orientation meeting. This orientation only needs to be taken once.
- d. Students may begin a doctoral internship before passing the exam; **however, they will not be eligible to register as a psychological assistant with the Board of Psychology (BOP) unless they have a master's degree in psychology or until they have passed the CFT Doctoral Exam.** Students are referred to the Alliant's CFT Clinical Training Manual and requirements of the BOP for more information.
- e. The exam is typically taken during the internship, or after the internship is complete. However, the exam may be taken before internship begins with the approval from your Branch Director.
- f. The research proposal section was removed (effective Fall 2015). Students who defend doctoral exam at least once prior to Fall 2015 must adhere to standards outlined in the old doctoral exam manual.

## II. Rationale

- a. The mission of the CFT Doctoral Program is to prepare students who are skilled in the **theory and clinical practice** of couple and family therapy and can integrate individual, relational and systemic therapeutic models in an international, multicultural context.
- b. Doctoral graduates are expected to perform the following tasks:
  - i. Comprehend and apply at the advanced level systemic theory in couple and family therapy.
  - ii. Comprehend, integrate, and apply -at an advanced level- the theories and techniques of couple and family therapy in a multicultural context.
  - iii. Demonstrate -at an advanced level- the assessment and treatment of persons and families who are seeking therapy services.
  - iv. Critique literature in couple and family therapy.

## III. Purpose

- a. Provide an opportunity for students to synthesize the curriculum.
- b. Assess students' integration of coursework with their clinical experience into a unified, coherent model for clinical work with human systems (individuals, couples, families, communities, etc.).
- c. Assess students' advanced professional development with respect to the following areas:
  - i. Presentation skills
  - ii. Academic writing skills
  - iii. Clinical practice skills
  - iv. Professional ethics and law

#### IV. Theory of Therapy Paper

- a. This paper constitutes the first section of the doctoral exam and requires students to develop a coherent and comprehensive relational theory that guides and informs their clinical work.
- b. The paper provides evidence for the following areas:
  - i. Conceptual and theoretical sophistication
  - ii. Abstract thinking
  - iii. Understanding of the philosophical underpinnings of relational theory.
- c. The paper covers the following sections (These sections are covered in detail in the Rubric (See [Appendix A](#)). *Please use these section titles as the headings for the paper*):
  - i. **Underlying Theory**
  - ii. **Assessment**
  - iii. **Change Theory**
  - iv. **Case Formulation Process**
  - v. **Therapeutic Techniques**
  - vi. **Units of Treatment/Diversity/Presenting Problems**
  - vii. **Self of the Therapist**
  - viii. **Empirical Support**
- d. Other Requirements
  - i. Please limit paper to *no more than 30 pages of text*. **If the paper is longer than 30 pages of text, it will be returned and the student will need to re-submit.**
  - ii. Students may include one to two pages of tables and/or appendices that are related to the theory (e.g., genogram). These tables/appendices will not be counted in the 30 pages of text.
  - iii. The Turnitin report of the student's paper must produce a similarity rate of 15% or less. If the Turnitin report generates 16% or greater rate of similarity, it will be returned and the student will need to re-submit. **There will be no exceptions.** Please make sure that you click on the "Exclude Quotes" and "Exclude Bibliography" options when you run your Turnitin similarity report, if you are presented with this menu option, or else the program will generate a false high rate of similarity. Please see the instructions in [Appendix C](#) for more information.

#### V. Submission Process

- a. The student selects a Chairperson for the Doctoral Exam Reader Committee.
  - i. This person must be a core CFT faculty member and from the student's home campus.
  - ii. The student must determine if the person has the availability to serve as the Chairperson.
  - iii. If all CFT faculty on the home campus are unavailable, the student must contact Dr. Gita Seshadri to be assigned a faculty Chairperson on another campus.
- b. Complete and submit the Doctoral Exam Application form to Dr. Gita Seshadri ([gseshadri@alliant.edu](mailto:gseshadri@alliant.edu); see [Appendix B](#))
  - i. The student must submit the Doctoral Exam Application form the *semester prior* to taking the exam. The final submission date is the last day of class for the semester (i.e., Friday of finals week) prior to taking the exam. Please consult the online academic calendar for this date. This date will also be confirmed during the orientation.

- ii. The semester prior does not include summers; therefore, if the student wants to take the exam in the fall, the student will need to submit the application form by the previous spring.
  - iii. A student cannot submit an exam without having submitted the application form.
  - iv. The application form must have the signature of the student's Chairperson. c.
- After the student submits the application form, Dr. Seshadri will work with the Chairperson to form the student's Doctoral Exam Reader Committee.
- i. One person on the Committee must be from another campus, per COAMFTE requirements.
  - ii. This Committee must be formed the *semester prior to* when the student wants to take the exam.
  - iii. A Committee member may not also serve as a clinical site supervisor for the student during their doctoral exam.
  - iv. It is recommended that the student turn in the application form before the end of the semester so Dr. Seshadri will have sufficient time to communicate with the Committee.
- d. After the Committee is formed, the student will work with the Chair and the members to select a submission date and an oral presentation/results meeting date for the doctoral exam.
- e. Given that one Committee member must be from a different campus, the *student must schedule videoconference rooms* in both the home campus and the campus of the other faculty member. It is recommended that the student schedule as far in advance as possible. The student must complete a Video Conference Request Form to schedule a videoconference room through Learning Technology at: <http://itech.alliant.edu> The student should call to confirm their reservation within 48 hours of the request form by calling 858-635-4357. The student should also email the Committee with the room assignment prior to the doctoral exam date. As a backup, the student is encouraged to schedule rooms via the following links: <http://astra.alliant.edu/AstraProd/Portal/GuestPortal.aspx>. [See Appendix G](#) for full instructions on how to reserve a room.
- i. If videoconferencing rooms are unavailable for any doctoral exam committee member, and if the entire committee and the student agree, **Business Skype** may be used to connect the campuses; **a room will still need to be scheduled at the respective campuses**. In this case, the student will use Alliant Onedrive to send the file to the faculty member at the other campus (each student is allocated one terabyte in the Alliant Onedrive—Please **DO NOT** snail mail your usb drive- this is a HIPPA violation. **The student should not upload their videos to google drives, YouTube (even if private), etc. under any circumstances either. If you need help reducing the size of your video, you may seek campus IT for help and/or upload your video to the Alliant One drive.** If the student is planning to use **Business Skype**, they must plan for this in advance by sending a **Business Skype** invitation via Alliant Outlook. For more help on how to do this seek your local IT campus representative or please visit: <http://itech.alliant.edu/skype-for-business.html>. In this mode (**Business Skype**), you may also share your screen between campuses to show video during your presentation. To login to Business Skype, utilize your Alliant email credentials to make sure you have the latest version offered by Alliant on your device. Through outlook download all Office 365 apps including one drive. You will also need to create an invitation for Skype for business on Alliant email outlook calendar. Please do not use your own laptop/device for the presentation. The presentation should be able to be projected to an on an Alliant projector and computer, **so you will need a memory stick**. Please note: **Business Skype** does not allow for sound sharing; if you share your video a couple days early on one drive with your committee members or use a

- telephone in the room reserved, this will eliminate this roadblock. By utilizing either of these options committee members will be able to hear your sound. Faculty/doc exam committee members may use headphones if needed.
- ii. The student is encouraged to reserve an extra hour before the presentation begins for set up and/or to address any technical difficulties. Exams **can** be rescheduled if there are too many technical difficulties which prevent the Committee from conducting the exam in full capacity.
- f. The student must email the Committee the outline for the oral presentation at least **48 hours** before their doc exam defense date.
  - g. The written exam must be submitted to the Turnitin assignment within the CFT Doctoral Exam folder located on Moodle **two weeks** before the oral presentation/feedback meeting date. You will need your Alliant login, to login into Moodle.
  - h. It is HIGHLY RECOMMENDED that the student submits the paper to the Turnitin assignment at least 72 hours **before the two-week exam deadline** to ensure the paper generates the Turnitin report and has a duplication rate of 15% or less. **When submitting your paper multiple times, the report and percentage may take 24 to 48 hours to reflect. Please take this into consideration and plan accordingly.**
    - i. [See Appendix C](#) for HOW TO SUBMIT TO Turnitin.com within Moodle.
  - i. Committee Chair determines if student meets the 15% or less similarity rate.
    - i. If so, faculty will download the paper per previous instructions.
    - ii. The student must email the Committee two weeks prior to the exam informing them that the paper is ready to be reviewed on Turnitin.com via Moodle.
    - iii. If not, then the student must revise the paper and reschedule the submission date and oral presentation/results meeting date.
  - j. The oral presentation/results meeting is commonly scheduled for two hours.
  - k. After the student presents the oral part of the exam, the Committee will excuse the student from the room and discuss the written and oral parts of the exam.
  - l. After the discussion, the Committee will invite the student back into the room and present the student with the results of both the oral and written exams.
  - m. The faculty chair of the student's doctoral exam Committee will take notes of the results *during the meeting* and send it to the student **within one week** after the meeting.
  - n. Students who take the exam in the spring of their final year should take it no later than March 30<sup>th</sup>. Students are ***strongly discouraged*** from waiting until the end of their last semester to complete the exam.

## VI. Faculty Availability

- a. Faculty will be available to work on doctoral exams while they are on university contract. It is the student's responsibility to consult the online academic calendar to determine dates that the faculty are on contract.
- b. Faculty will not be available to work on doctoral exams during the summer or during the off-contracted portion of the winter break. If students take their doctoral exam less than two weeks prior to when faculty are off-contract, they may not receive written feedback on either their written or oral section until two weeks after faculty resume contract.

## VII. Results

- a. If the student does not pass the written section and passes the oral section:
  - i. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
  - ii. The Committee decides with the student how long the student needs to revise the exam and reschedules a second submission date and a second results meeting.
  - iii. The second feedback meeting can be a teleconference.
  - iv. All of the previous submission rules apply.
- b. If the student does not pass the oral section and passes the written section:

- i. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
  - ii. The student must reschedule another oral presentation/results meeting.
  - iii. This meeting must be a videoconference.
  - iv. All of the previous submission rules apply.
- c. If the student does not pass the written or oral sections:
- i. The Committee provides verbal feedback at the meeting and has two weeks from the exam date to provide the student written feedback.
  - ii. The student must reschedule another submission date for the written exam, as well as a date for the oral presentation/results meeting.
  - iii. This meeting must be a videoconference.
  - iv. All of the previous submission rules apply.
- d. If the student passes both sections:
- i. The student and the Committee Chair sign the Doctoral Exam Completion Form ([See Appendix E](#)) and turn it in to Janelle Woodson (San Diego), or Brandy Hill (Irvine), or Kim Gardner (Sacramento), or Meredith Benton and Shirley Nelson (Los Angeles).

### VIII. Faculty Doctoral Exam Committee Roles throughout the Course of the Exam

- a. *Before* the Student Takes the Exam at Least One Time:
- i. The Chair may provide verbal direction and guidance about the content and process of the exam.
  - ii. Neither the Chair nor Committee members may read copies of the written exam or view versions of the oral exam.
  - iii. The Committee members may not provide verbal direction and guidance about the content and process of the exam; all questions must be directed to the Chair.
  - iv. No core or adjunct faculty members may provide assistance with writing the written portion of the doctoral exam prior to the student submitting their written section.
- b. *After* the Student Takes the Exam at Least One Time:
- i. If the student does not pass the written section of the exam:
    1. The Committee provides written and verbal feedback. Written feedback must be provided within two weeks of the student taking the exam.
    2. The Chair may provide verbal direction and guidance about the content and process of the exam.
    3. Neither the Chair nor the rest of the Committee reviews written copies of the exam. They will not re-read it until they download it officially from turnitin.com for the student's second or third taking of the exam.
    4. No core or adjunct faculty members may provide assistance with reviewing written copies of the doctoral exam prior to students submitting papers?
    5. The student must highlight any additions to the written portion in **yellow** prior to submitting it to Turnitin.com. This way faculty can track any changes to the student's written section.
  - ii. If the student does not pass the oral section of the exam:
    1. The Committee provides written and verbal feedback. Written feedback must be provided within two weeks of the student taking the exam.
    2. The chair may provide verbal direction and guidance about the content and process of the exam.
    3. Both the Chair and the rest of the Committee provide feedback.
    4. Neither the Chair nor the rest of the Committee reviews versions of the oral exam until the student officially displays it during the oral presentation meeting.

## IX. Three-Strikes Rule

- a. If a student cannot pass the Doctoral Exam after three attempts, the student may not continue with both the exam process and the CFT doctoral program.
- b. The student has three attempts to pass the written portion of the exam and three attempts to pass the oral portion of the exam.
- c. If the student believes that errors have been made in either the process and procedures or the content of the exam, the student may refer to Section XV. Appeals Process for directions on how to file an appeal.

## X. Time Limitations on Doctoral Exam Committee Assignments

- a. As of fall of 2011, there is a two-semester limit on how long the student may keep their doctoral exam Committee Chair and two Committee members.
- b. After the two semesters have passed, the student must select a new Chair, re-apply for the doctoral exam (resubmit the application), and wait for Dr. Seshadri to assign the rest of the Committee members.
- c. If re-applying, the student may choose the same faculty to Chair the doctoral exam; however, the Chair may no longer be available.
- d. Example:
  - i. Amy Tan, an Irvine student, submitted her doctoral exam application in spring of 2014 with Dr. Raji Natrajan-Tyagi as Chair. Amy planned to take her exam in fall of 2014.
  - ii. When November 1<sup>st</sup> came, she had written most of her Theory of Therapy paper; however, she did not have sufficient video for the Oral Case Presentation. iii. She then emailed her Committee, requesting to be able to take the exam in spring of 2015.
  - iv. On January 15, 2015, Amy found out that her county-funded agency had run out of funds for her position, so she had to find another MFT Intern job. It took her two months to land another internship.
  - v. At her new site, she found it extremely difficult to persuade relational clients to let her video their sessions. It was not until mid-April that Amy found two families who would allow her video them.
  - vi. By then, Amy had made the decision to re-apply for the doctoral exam in fall of 2015.
  - vii. She asked Dr. Natrajan-Tyagi if she would be available, but the professor declined. Amy then approached Dr. Jeff Jackson, who agreed to Chair her doc exam.
  - viii. The student re-submitted the application, to Brandy Hill, who sent it to Dr. Seshadri, who subsequently assigned Amy two new Committee members.

## XI. Oral Case Presentation of Clinical Work

- a. Student will present a video or DVD of the **relational** clinical work.
- b. This presentation must illustrate the theory delineated in the identified Theory of Therapy Paper.
- c. This presentation is considered an opportunity for the student to have **relational** clinical work evaluated in a professional, formal manner.
- d. Preparation:
  - i. Students are required to see clients consistently throughout their degree program.
  - ii. Students should record videos and receive supervisory feedback throughout this time.
  - iii. Video recording should be completed by the time the written exam is submitted.

## XII. Details of Video Clips

- a. An **edited** video of the student's **relational** work must be included in the presentation.
  - i. **Note that the case is not to be a simulation or role-play.** This rule applies both for the original and retake of the oral presentation.
  - ii. This is to be a **relational** client situation that has been a part of the student's actual practice experience.
  - iii. Students will not be permitted to use video clips shown in advanced practicum for their doc exam.
- b. The case must be supervised work from the site. The student needs to acquire on-site signatures of both the BBS-approved supervisor and the clients.
  - i. The signature from the supervisor confirms supervision oversight of this case.
  - ii. The signatures from the clients provide consent to show video clips of the student's sessions during the doctoral exam process.
  - iii. The student will need to create forms for both the supervisor and the clients that best fit the site.
  - iv. The student is permitted to use video recordings collected at any time during doctoral training as long as there is evidence of proper release forms from clients and supervisors.
- c. What if the student is a licensed MFT?
  - i. A student who is a LMFT and is using cases from private practice must seek another professional (LMFT) to verify that the persons in their clinical case-presentation are actual clients.
  - ii. For example, the other professional could sit in the waiting room to determine that the student is actually working with these clients, and then sign off on a form created by the student.
  - iii. This other professional who is verifying the case need not be an approved supervisor.
- d. Relatively brief segments of a **relational** case will be used to demonstrate the student's clinical skills, including the following items:
  - i. Progression of a **relational** case (the student needs to illustrate movement over time).
  - ii. Demonstration that the **relational** clinical work is consistent with the theoretical approach described in the paper.
  - iii. As of fall 2011, every clip shown in the oral presentation must be **relational**; that is, each video clip must be of a couple or a family. **There are no exceptions.** If all clips are not relational, then the student will not be able to take the oral portion of the doctoral exam.

## XIII. Details of Oral Presentation

- a. It is the student's responsibility to ensure that all equipment is tested and ready to use prior to the start of the exam (i.e., test their video multiple times and on a few different computers). The student should ensure enough time for setup. Students should contact

- the respective IT department prior to the exam and have an IT representative help setup the videoconference or address any problems with equipment. (See previous recommendation about scheduling).
- b. The student will present for approximately one hour.
  - c. Video segments should contribute approximately 30 minutes of this time and should be selected carefully to represent specific points.
  - d. Presentation should focus on the progression of the clinical work itself rather than on ancillary details about the family.
  - e. Following the presentation, there will be a 30-minute discussion section, which may address the following areas:
    - i. Theory
    - ii. Ethical and legal issues
    - iii. Relevant research
  - f. The student will provide a written outline of the case, which includes the following sections:
    - i. Written explanation (brief) of each of the video/DVD segments.
      1. Examples
        - a. Session one—Joining and assessment
        - b. Session 12—Processing intervention
  - g. If the quality of the video (picture and sound) is such that it is difficult to understand, the student should either provide a transcript of the video clips or subtitles.
  - h. If the video is in a language other than English, the student should either provide a transcript of the video clips or subtitles.
  - i. Along with the video presentation, the student must present at the orals:
    - i. The consent form signed by the clients to participate in the student’s clinical work.
    - ii. A statement or signature of the student’s supervisor who has tracked this case.
    - iii. If the student is a LMFT, a form with a signature of another professional LMFT who has verified that the student is working with these clients.

#### **XIV. Evaluation of Oral Presentation**

- a. The Clinical Case Presentation will be evaluated on the following dimensions ([See Appendix D](#) for Rubric):
  - i. Clear and concise presentation
  - ii. Well-edited video (of an actual case, not a simulation or role play; this rule applies both for the original and retake of the oral presentation.).
  - iii. Clear demonstration of theoretical clarity and consistency with theory of change/therapy paper.
  - iv. Evidence of relational issues and systemic orientation being central to treatment.
  - v. Evidence of attention to ethical issues.
  - vi. Professional demeanor (e.g., to include professional language, openness to feedback, anxiety management).
  - vii. Useful and clear written outline of case presented and an outline explaining the focus of each of the video segments
  - viii. A transcript if the video-audio is not clear, or if the audio is in a language other than English.

## XV. Appeals Process:

- a. The CFT Doctoral Exams has two appeals processes.
  - i. An appeal may be made on the grounds that exam *processes and procedures* may have impacted the outcome of the exams.
  - ii. The student may also appeal the evaluation of the content of the doctoral exam.
  - iii. There is a *different procedure* for each.
- b. Each appeal must be made in writing to the Program Director, and the Chair of the Doctoral exam, no later than one week after meeting with the faculty evaluators. Note that if a student is submitting two appeals, they are to be written separately.
- c. *Also, be advised that in order to maintain anonymity concerning the appeal, the student must maintain discretion regarding with whom the student communicate the concerns.*
- d. **Process and Procedures Appeal**
  - i. These appeals are based on the students' concerns that their paper was not handled in the standard manner according to what is written in the doctoral exam procedures document. These processes do not involve content of the paper.
  - ii. Students may submit a written P & P appeal to the Systemwide Program Director, Dr. Manijeh Daneshpour, and to the Doctoral Exam Chair, Dr. Seshadri. Dr. Seshadri will then pass the written appeal on to a Faculty Appeals Committee.
  - iii. Dr. Daneshpour will notify the faculty readers involved in the appeal and will provide a copy of the appeal letter.
  - iv. Dr. Daneshpour will appoint the Appeals Committee comprised of full-time CFT faculty from at least two different campus locations. Members of the doctoral exams Committee may not serve on the appeals Committee.
  - v. The Doctoral Exams Appeals Committee will have the authority to allow students to retake the exam, have the exam re-graded, or otherwise work to rectify any identified concerns in process or procedure.
  - vi. The Appeals Committee will work with the Chair of the Doctoral Exams Committee and the Systemwide Program Director in correcting processes and procedures.
  - vii. The Doctoral Exams Appeal Committee is the final level of appeal. There is no appeal on the basis of processes and procedures beyond this Committee.
- e. **Content Appeal**
  - i. The student must follow current procedures to meet with the faculty evaluators in regards to their No-Pass status.
  - ii. If the student is not satisfied with the results of this meeting the student may decide to make a written appeal based on content.
  - iii. The content appeal process involves the student requesting in writing to receive a second set of faculty readers.
  - iv. The evidence of content concerns should be stated in an appeal letter to the Program Director, Dr. Daneshpour, and Doctoral Exam Chair, Dr. Seshadri.
  - v. The first set of readers involved in the appeal will receive a copy of the appeal letter.
  - vi. The Chair of the Doctoral Exam Committee will appoint two additional faculty evaluators to read and evaluate the paper, and/or watch the oral exam.
  - vii. The second set of readers will not receive information about the evidence of content concerns.

- viii. These faculty evaluators will evaluate the exam as if it were the first time the exam was being evaluated, anonymously and using the rubric.
- ix. If the two faculty readers disagree, they will contact the Doctoral Exam Chair, who will assign a 3<sup>rd</sup> reader.
- x. There is no appeal on content evaluation beyond the second set of faculty evaluators.

## APPENDIX A

### CFT Written Doctoral Exam Scoring Rubric

Student Number \_\_\_\_\_ Reader \_\_\_\_\_ Date \_\_\_\_\_

Please see the Doctoral Exam Manual for a detailed discussion of the doctoral exam policy, process, purpose and expectations. This Exam Scoring Rubric provides the general criteria that are used in scoring the doctoral exam.

The **Bold Side Headings** are the sections that must be presented in the examination. The **numbered items** (1, 2, 3 ...) under each section are the criteria that are used to grade each section. These items are graded as "P = Pass; or N = No Pass." Please note that a "No Pass" in any one criterion could be grounds for a "No Pass" on the entire paper.

The **lettered items** (a, b, c ....) under each **Bold Side Heading** are the specific components that are typically considered to determine the degree to which the numbered criteria have been met. Students may wish to review their papers and place a check mark next to each component that they believe has been completed.

#### Underlying Theory

- |   |          |          |
|---|----------|----------|
| 1. Demonstrates personalization and a creative integration and of relational and/ or systemic thinking. | <b>P</b> | <b>N</b> |
| 2. Presents a clear, accurate and coherent theoretical model  | <b>P</b> | <b>N</b> |
| 3. Theory reflects a sophisticated understanding of relational thinking                                 | <b>P</b> | <b>N</b> |

a. The theory demonstrates a personalization of relational/systemic thinking		
b. The theory demonstrates a creative integration of relational/systemic thinking		
c. All of the fundamental explanatory aspects of the theory are identified		
d. All theoretical constructs are clearly defined at an advanced level		
e. The philosophical principles and underlying theoretical assumptions are clearly articulated		
f. The paper communicates relational/systemic theory creatively and at an advanced level		
g. The theory explains relationship effectiveness		
h. The theory explains relationship dysfunction		
i. If needed, clearly identifies theoretical inconsistencies		
j. If needed, offers a logical explanation for, or resolution of, theoretical inconsistencies		
k. Cites relevant primary source literature using appropriate classic and recent publications		

Comment:

**Assessment**

1. Demonstrates a sophisticated understanding of the assessment processes, procedures and rationale

**P N**

Clearly specifies the relationship between the theoretical constructs and the assessment processes and procedures	
Clearly describes the methods used to assess the theoretical constructs	
Clearly specifies how the assessment process relates to the therapeutic process	
Discusses the psychometric aspects of assessment techniques (if needed)	
Cites relevant primary source literature	

Comment:

**Change Theory**

1. Clearly describes a coherent change theory that is consistent with the theoretical position

**P N**

a. Clearly describes the change process on a theoretical level	
b. Clearly describes ways in which the change theory relates to the general theory	
c. Clearly demonstrates an understanding of change as a systemic/relational process	
d. Clearly identifies factors that facilitate the change process	
e. Clearly identifies factors that inhibit the change process	
f. Clearly specifies behaviors that demonstrate change	
g. Clearly specifies the conditions that are necessary for change to occur	
h. Clearly describes the relationship between the change theory and the therapeutic procedures	
i. Cites appropriate primary source literature	

Comment:

**Case Formulation**

- |   |          |          |
|---|----------|----------|
| 1. Clearly describes the case formulation process                               | <b>P</b> | <b>N</b> |
| 2. Clearly describes processes used to identify therapeutic goals and objective | <b>P</b> | <b>N</b> |
| 3. Clearly formulates the case using a systemic/relational approach             | <b>P</b> | <b>N</b> |

a. Clearly articulates the relationship between presenting the problems and the case formulation	
b. Clearly articulates an understanding of systemic/relational thinking	
c. Process of case formulation is clearly related to the general theoretical position	
d. Clearly describes the goals and objectives of the beginning phase of therapy	
e. Clearly describes the goals and objectives of the mid phase of therapy	
f. Clearly describes the goals and objectives of the end phase of therapy	
g. Cites appropriate primary source literature	

Comment:

**Therapeutic Techniques**

- |   |          |          |
|---|----------|----------|
| 1. Clearly describes the therapeutic techniques   | <b>P</b> | <b>N</b> |
| 2. Clearly articulates the relationship between the therapeutic techniques and the theoretical constructs | <b>P</b> | <b>N</b> |

a. Therapeutic techniques are explained in sufficient detail	
b. Gives a clear rationale for the therapeutic techniques	
c. Clearly articulates the relationship between the therapeutic techniques and the case formulation	
d. Clearly articulates the relationship between the therapeutic techniques and the change theory	
e. Cites appropriate primary source literature	

Comment:

**Units of treatment/Diversity/Presenting Problems**

1. Clearly describes how the theoretical model adapts to different units of treatment (individual, couple, family) P N
2. Clearly describes how the theoretical model adapts to different types of presenting problems. P N
3. Clearly describes how the theoretical model adapts to diverse populations P N

a. Clearly describes how theory applies to working with individuals	
b. Clearly describes how theory applies to working with couples	
c. Clearly describes how theory applies to working with families	
d. Clearly describes how theory applies to working with substance abuse	
e. Clearly describes how theory applies to working with at least one other systemic presenting problem	
f. Clearly describes how theory applies to working culturally diverse populations	
g. Clearly describes limitations of the theoretical approach	
h. Cites appropriate primary source literature	

Comment:

**Self of the therapist**

1. Clearly describes how therapist's background has influenced the theoretical perspective P N
2. Clearly describe how therapists cultural identity has influence the theoretical perspective P N

Recognizes the importance of self-understanding	
Relates theory choice to background and cultural identity	

Comment:

**Empirical Support**

- 1. Discusses empirical literature to support the theory(ies) P N
- 2. Discusses empirical literature to support the therapeutic techniques P N
- 3. Discusses limitations of the available empirical support P N

a. Presents primary sources literature	
b. Demonstrates a sophisticated understanding of the literature	
c. Critically evaluates the literature	

Comments:

**APA and other style factors**

- 1. The paper is 30 pages or less in length (not including title page, references, and two pages of tables, genogram, etc.) P N
- 2. There are no typographical errors P N
- 3. APA style 6<sup>th</sup> edition is used correctly for all citations and references P N
- 4. There is no gender bias in writing P N
- 5. Paper is double spaced, 1" margins, Times New Roman 12 point P N
- 6. Headings, subheadings, numbers, etc. follow APA guidelines P N
- 7. Reference list is present and contains no errors P N

Overall Exam Evaluation: Pass \_\_\_\_\_; No Pass \_\_\_\_\_

Comments:

**Notes on areas Needing Improvement, to be included in written student feedback.**

**APPENDIX B**  
**CFT DOCTORAL EXAM APPLICATION**  
**FALL 2018 TO SPRING 2019**

Couple & Family Therapy Programs  
 Alliant International University

Please complete the following application and turn in to **Janelle Woodson** at the San Diego Campus or **Brandy Hill** at Irvine Campus or **Kim Gardner** at Sacramento Campus or **Shirley Nelson** at Los Angeles Campus: [jwoodson@alliant.edu](mailto:jwoodson@alliant.edu), [brandy.hill@alliant.edu](mailto:brandy.hill@alliant.edu), [kgardner@alliant.edu](mailto:kgardner@alliant.edu), [snelson1@alliant.edu](mailto:snelson1@alliant.edu). **This application must be turned in the semester prior to when the student would like to take the exam. Please review manual for submission instructions. Per, Alliant policy, please only use Alliant email addresses.**

Name \_\_\_\_\_ Student ID# \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone (cell) \_\_\_\_\_

Email (please print CLEARLY) \_\_\_\_\_

Name of the agency where video is taped for oral exam \_\_\_\_\_

My selection for Committee chair is \_\_\_\_\_

Signature of Committee chair: \_\_\_\_\_

Semester when you plan to take the exam: \_\_\_\_\_

**PREREQUISITES FOR TAKING THE CFT DOCTORAL EXAM:**

1. Currently enrolled in classes or on a Leave of Absence; and,
2. Satisfactory completion of the master's degree curriculum
3. I have read the Doctoral Exam manual, (initial) \_\_\_\_\_
4. I attended the Doctoral Information Meeting (MUST ATTEND BEFORE APPLYING FOR THE EXAM), date \_\_\_\_\_
5. Satisfactory completion of the following doctoral level advanced model courses:
  - PSY 8311 Advanced Couples
  - PSY 8314 Advanced Brief Models
  - PSY 8315 Advanced Intergenerational Therapy
  - I have received and attached an academic exception for any of the above classes.

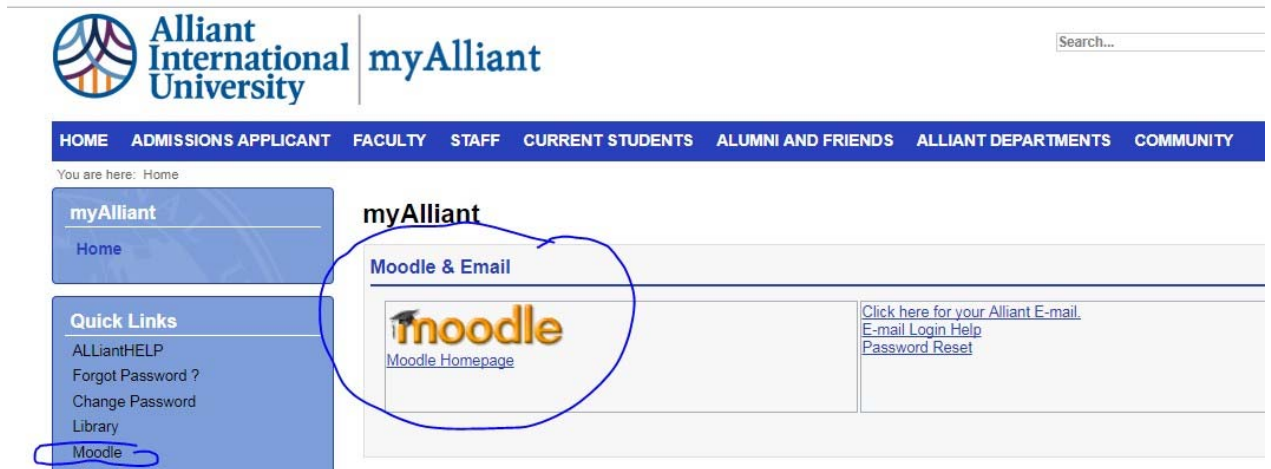
Prerequisites verified by: \_\_\_\_\_ (office use only)

## APPENDIX C

### Turnitin Instructions

#### I. How to use Turnitin via Moodle.

1. Go to <https://my.alliant.edu/ICS/>
  - Click on **“Moodle Homepage”** or the link the left.



2. Login using your Alliant email and password. Please contact your campus IT administrator if you have trouble with this.



[Home](#) ► [Log in to the site](#)

---


## Log in

Username

Password

Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser 



- 
- 
3. Find the CFT Doctoral exam folder listed in moodle. If it is not listed, please make sure that you have RSVP'd for your doctoral exam orientation to the doc exam chair. If you have done this, please contact your IT department.
  4. Inside you will see resources: Manuals with corresponding years, sample papers, sample video clips, consent forms for video (if using a video editor, you need to have them sign a confidentiality agreement approved by your clinical site), etc., and **the last item is the Turnitin assignment where you will submit your paper.**
  5. You will also see the verbal instructions listed below the assignment. You may pick the route that is easiest to follow: via text or screen shots.


## CFT Doctoral Exam

### CFT Doctoral Exam

Doctoral students will have the opportunity to synthesize their coursework and their clinical experience as they near the end of their program. This will be demonstrated through a well-integrated theory and research paper highlighting students ideas and writing skills and a professional oral presentation of their current clinical work.


























 [News forum](#)

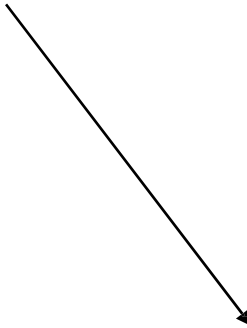
## CFT Doctoral Exam Manual

-  [Doctoral Exam Manual 2015-2016](#)
-  [Doctoral Exam Manual 2016-2017](#)
-  [Doc Exam Manual 2017-2018](#)

### + Other related materials

Edit ▾

-  [Example 1 - Doc Exam \(disregard research proposal section\)](#)  Edit ▾
-  [Example 2 - Doc Exam \(disregard research proposal section\)](#)  Edit ▾
-  [Example 3 - Doc Exam \(disregard research proposal section\)](#)  Edit ▾
-  [Video 1](#)  Edit ▾ 
-  [Video 2](#)  Edit ▾ 
-  [Permission to Videotape Form](#)  Edit ▾
-  [Oral Presentation Outline Example 1](#)  Edit ▾
-  [Oral Presentation Outline Example 2](#)  Edit ▾
-  [Oral Presentation Outline Example 3](#)  Edit ▾
-  [Video editing contact](#)  Edit ▾
-  [Turn it in Doc Exam](#)  Edit ▾ 



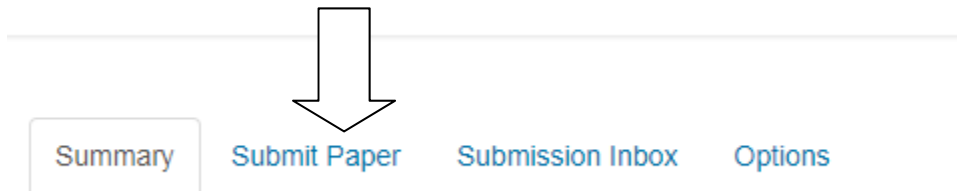


After logging into moodle. please go to the "CFT doctoral exam" folder and go to the assignment marked "doc exam turn it in". On the tabs above. you will see a place to submit your exam under my submissions. Go to submit paper. Enter the title of your exam. Drag and drop your document into the file **upload** or put it in manually by clicking on the **upload** button. The assignment is automatically designed to **exclude references and quotes, however please exclude them if you get the option.**

If you submit multiple times. you will have to wait 24 hours or longer for the percentage to show up. **Please remember the 2 week submission time to your committee still applies.**

## II. How to Submit Paper

6. Once inside the Turnitin assignment folder, you will see this:



- Click on **"Submit Paper"**

7. Fill out the corresponding information (Type of upload, Name, Title, drag and drop, and then hit submit)

Home English - United States (en\_us)

Alliant International University | moodle

Home CFT Doctoral Exam CFT Doctoral Exam Turnitin Assignments Turn it in Doc Exam Update this

Summary Submit Paper Submission Inbox Options

Select Option

Students Name

Submission Title\*

File to Submit  Maximum size for new files: 40MB, r

Files

You can drag and drop files here to add them.

You can drag and drop files here to add them.

Add Submission

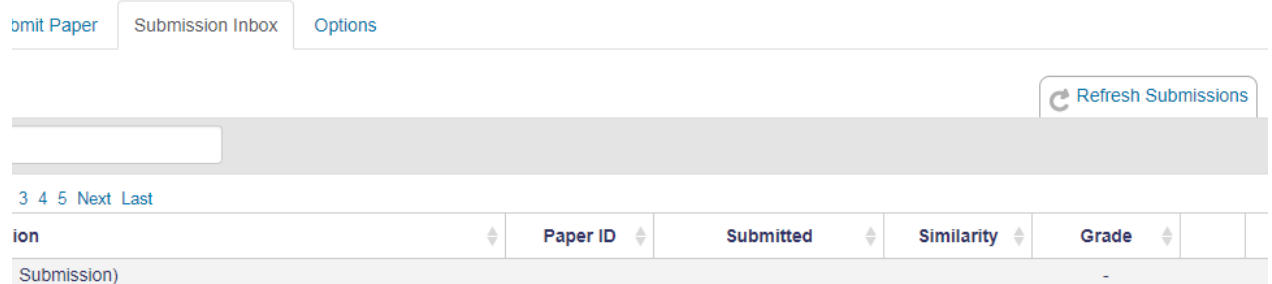
There are required fields in this form marked \*.

8. The assignment is already set to exclude quotes and references, however, if you get the menu, please make sure to exclude them.
9. You will automatically get a similarity report, but it may take up to 72 hours to see the percentage in moodle. This is also applicable if you resubmit your paper multiple times.



### III. How to Obtain Turnitin Originality Report

10. Under submission inbox, find your name and it will also list your similarity percentage. There will also be an option to click on the percentage to see your report.



- Click on the percentage, and the following screen will pop up in a new window:

**\*\*DO NOT PANIC even if the percentage is high at this point.\*\***

11. [Turnitin Originality Report] new window

- Click on **the martini glass / funnel-looking icon in the lower right-hand corner that looks like this:**

The screenshot displays the Turnitin interface for a 'TURNITIN NARRATIVE PAPER' by Marianne Miller. The document title is 'PERSON IS THE PROBLEM'. The similarity score is 2% (2% SIMILAR, -- OUT OF 0). The 'Match Overview' sidebar lists the following matches:

Match Number	Source	Similarity
1	Publication	<1%
2	Scott Johnson, "A" Publication	<1%
3	Margaret L. Keeling, "... Publication	<1%
4	books.google.co.uk Internet source	<1%
5	freedom-center.org Internet source	<1%
6	Submitted to Alliant I... Student paper	<1%
7	scholar.lib.vt.edu Internet source	<1%
8	medlibrary.org Internet source	<1%
9	Zenobia Chan, "A" Publication	<1%

## 12. [Turnitin Originality Report] new window

- Click on **"Exclude Quotes"**
- Click on **"Exclude Bibliography"**

- Click on **“Apply Changes”**

The screenshot shows the Turnitin interface for a document titled "TURNITIN NARRATIVE" by Marianne Miller. The similarity index is 2% (OUT OF 0). The "Filters & Settings" panel is open, showing options to "Exclude Quotes" and "Exclude Bibliography", both checked. Under "Exclude matches that are less than:", "Don't exclude by size" is selected. The "Optional Settings" panel shows "Multi-color Highlighting" checked. A blue arrow points to the "Apply Changes" button at the bottom of the settings panel. The main document area shows a running head "PERSON IS THE PROBLEM" and a title "When Person is the Problem: A Narrative Application of Female Clients Struggling with Romantic Relationships" by Marianne McInnes Miller, with affiliations for Alliant International University and Virginia Polytechnic Institute and State University.

If the Similarity Index and the detailed report underneath indicate that you have achieved 15% or less similarity (see the following example), you are finished.

The screenshot shows the Turnitin Document Viewer for a document titled "A Narrative Theory of Therapy--Marianne" by Marianne Miller. The similarity index is 5%. The "Primary Source View" panel on the right lists 10 sources with similarity percentages ranging from 1% to <1%.

Source	Similarity
1 ncf.conference-servic... Internet source	1%
2 Submitted to Liberty U... Student paper	1%
3 Marianne Miller, "Inte... Publication	<1%
4 www.ucd.cl Internet source	<1%
5 Benjamin Caldwell, Publication	<1%
6 www.antiochne.edu Internet source	<1%
7 www.alliant.edu Internet source	<1%
8 Submitted to Student paper	<1%
9 Yee Jin Ahn, "Can Publication	<1%
10 Jill L. O'Brien, "A ph... Publication	<1%

The main document area shows a paragraph of text with several highlighted phrases in pink and blue. The page number is 12. The bottom of the screen shows "PAGE: 11 OF 37" and a "Text-Only Report" button.

If the Similarity Index is still high (16% or greater), examine the text (left side of the Report) and the matching sources (right side of the Report). Make necessary revisions to the paper.

#### **IV. How To Resubmit Paper**

The student can resubmit the paper and receive Originality Report. **Note that reports are generated immediately only for the first submission; reports for subsequent submissions are delayed 24-48 hours.**

Please follow the instructions above.

**\* NEVER create another account when resubmitting!**

It will cause a high similarity percentage because the old paper remains in the system and the new paper will match the old paper.

**APPENDIX D**  
**Rubric: Video/Oral Portion of the CFT Doctoral Exam**

Student \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_

**I. Procedural**

1. The student presents an edited videotape of work with a relational client system. Note that the case is not to be a simulation or role-play. Every clip must be of a couple or family.  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If No, this is an automatic "Fail"
2. **Student had submitted consent from clients for videotaping.**  
 Yes \_\_\_\_\_ No \_\_\_\_\_
3. **Student has submitted supervisor signature.**  
 Yes \_\_\_\_\_ No \_\_\_\_\_
4. The student provides a written outline/description of the case being presented  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If No, this is an automatic "Fail"
5. The videotape shows the therapeutic interaction between the client and the therapist.  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If No, this is an automatic "Fail"
6. The student provides a brief written description of the focus of each of the video segments  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If No, this is an automatic "Fail"

**II. Client Tape Presentation**

1. **Student uses a relational/systemic approach to treatment**  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comment:
2. **Student provides interventions consistent with the treatment plan**  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comment:
3. **Student provides interventions consistent with theoretical model**  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comment:

4. **On questioning, student can describe possible alternative clinical interventions for the clinical situation**

Yes \_\_\_\_\_; No \_\_\_\_\_

Comment:

5. **Student shows flexibility in clinical techniques**

Yes \_\_\_\_\_; No \_\_\_\_\_

Comment:

6. **Student establishes rapport with the client**

Yes \_\_\_\_\_; No \_\_\_\_\_

Comment:

7. **Student integrates current assessment information into treatment**

Yes \_\_\_\_\_; No \_\_\_\_\_; NA \_\_\_\_\_

Comment:

8. **Student assesses for and identifies ethical/legal/professional issues**

Yes \_\_\_\_\_; No \_\_\_\_\_; NA \_\_\_\_\_

Comment:

9. **Student provides appropriate ethical/legal/professional interventions**

Yes \_\_\_\_\_; No \_\_\_\_\_; NA \_\_\_\_\_

Comment:

10. **Student reinforces client strengths**

Yes \_\_\_\_\_; No \_\_\_\_\_; NA \_\_\_\_\_

Comment:

### Summary Evaluation

Overall Rating: Pass \_\_\_\_\_ No Pass \_\_\_\_\_

Student Strengths:

Areas Needing Improvement:

Other Comments:

**APPENDIX E**  
**DOCTORAL EXAM COMPLETION FORM**  
**FALL 2018 TO SPRING 2019**

Couple & Family Therapy Programs  
 Alliant International University

Please complete the following application and turn in to **Janelle Woodson** at the San Diego Campus or **Brandy Hill** at Irvine Campus or **Kim Gardner** at Sacramento Campus or **Shirley Nelson** at Los Angeles Campus: [jwoodson@alliant.edu](mailto:jwoodson@alliant.edu), [brandy.hill@alliant.edu](mailto:brandy.hill@alliant.edu), [kgardner@alliant.edu](mailto:kgardner@alliant.edu), [snelson1@alliant.edu](mailto:snelson1@alliant.edu).

**This form must be turned in the as soon as you have passed both written and oral portions of the doctoral exam.**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_ Phone (h): \_\_\_\_\_

Email: \_\_\_\_\_

Number of total written attempts (with corresponding dates attempted): \_\_\_\_\_ Number of total video attempts (with corresponding dates attempted): \_\_\_\_\_

This student has passed both written and oral portions of the doctoral exam on the following date:

\_\_\_\_\_

Printed name of Committee chair:

\_\_\_\_\_

Signature of Committee chair:

\_\_\_\_\_

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

## APPENDIX F Doctoral Exam Checklist

This checklist is meant to serve as a brief summary to aid in preparation for the doctoral exam. Students must consult the doctoral exam manual for additional details.

### Prior to the Exam

- Mandated to complete one doctoral exam training before taking first doctoral exam
- Read the doctoral exam manual
- Select a Committee chair from your home campus
- Submit a completed (including faculty signature) doctoral exam application form (Appendix B) to Dr. Gita Seshadri the semester prior to taking the exam. It is highly recommended that you submit the application form one month before the semester ends. If students are defending in Fall semester, they must submit the form during Spring semester. Please make sure your Alliant email address is listed, per Alliant school policy.
- Schedule a defense date with Committee members (consult the online academic calendar to determine when faculty are on contract. No doctoral exams are held over the summer.)
- Schedule a videoconference room <http://astra.alliant.edu/AstraProd/Portal/GuestPortal.aspx>. Schedule teleconference links.
- Submit exam to Turnitin via Moodle ([see Appendix C](#)) at least two weeks prior to the exam defense date. (NOTE: The paper must have a similarity rate of 15% or lower two weeks prior to the exam, so it is recommended that students turn their exam in at least 72 hours **before the two week deadline** so they can make changes if needed).

### Preparing for the Oral Exam

- Select a relational client system that reflects your work as described in your theory of change
- Obtain appropriate consent forms for taping your oral exam.
- Edit a tape for the oral exam that shows a progression through the stages of therapy as outlined in your written exam.
  - o \*\*\*If you choose to have others help you with video editing, these professionals need to sign confidentiality agreements that are approved by the clients and the practicum site.

### Bring to the Exam

- A copy of your doctoral exam.
- Oral presentation video of couple/family sessions
- Brief outline of the case and each couple/family video segment
- Videotape consent form signed by clients
- Signed statement by supervisor that supervised the case
- A transcript of the video if the sound is difficult to hear, or if the video is in a language other than English.

**If you pass the Exam**

- Complete and sign (along with your Committee chair) the Doctoral Exam Completion Form (Appendix E) and return it to either Janelle Woodson (San Diego) or the CFT program staff on your campus.

**If you do not pass either the Oral or Written Exam**

- Communicate your results for both the video and the paper to the doc exam chair (gseshadri@alliant.edu) via email along with the date you sat for the exam
- Obtain verbal and written feedback from your Committee chair
- Reschedule a defense date that allows you enough time to complete changes

**Do's and Don'ts**

- DO consult the manual for all questions. Don't rely on campus folklore.
- DO ask your Committee chair (not Committee members) general questions about the content and process of the exam.
- DON'T ask your chair or Committee members to review your paper or view your oral exam prior to your first defense.
- If you don't pass either exam, DON'T ask your Committee members for feedback on your paper. DO ask your Committee chair instead.
- If you file an appeal, DON'T discuss the appeal with other faculty members. They may be selected to be on the appeals Committee and may have to decline if you've talked with them.

## APPENDIX G

### How to Reserve a Room on Campus

#### How to request a room via Learning Technology:

1. Go to: <http://ltech.alliant.edu/>
2. Select the **Videoconference** tab
3. Select your home campus
4. Click on **Videoconference Request Form**
5. Fill in the form – NOTE items with asterisks (\*) are required.
6. Then click **Save**
7. Your campus scheduler will review your request and email your room confirmation. If you don't receive a confirmation within 48 hours please contact your IT campus to confirm your request.

#### Instructions with Images:


http://ltech.alliant.edu/ learning technology san diego

Apple Yahoo! Google Maps YouTube Wikipedia News (1,020) Popular

**ALLIANT** INTERNATIONAL UNIVERSITY | Learning Technology 858-635-4357

Home Students Moodle Classroom Videoconference Collaborate Lync more...

**Welcome to the Alliant International University Learning Technology Site**

 The Learning Technology department is located in building M-13 on the San Diego campus of Alliant International University. Our team includes Information Technology Director – Curtis Korn, E-Learning Specialist – Jessica McKean, and Learning Management Support Assistant – John Gilbert. If you need assistance with Moodle or associated Moodle linked services, and were unable to find your solution on this site, please e-mail [Elarning@alliant.edu](mailto:Elarning@alliant.edu) or phone 858-635-4357, [option 2](#).

**Navigating this site:** Place your mouse over the titles above (e.g. Home, Student, Moodle, etc) and a drop down will appear. Select from the drop down, or place your mouse over the topic name for more options (in some cases).

**For all other technical support,** please e-mail [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or phone 858-635-4357, [option 1](#)

Looking for Alliant International University's main web site? Select the following link: [Take me to Alliant](#)



- Home
- Students
- Moodle
- Classroom
- Videoconference
- Collaborate
- Lync
- more...

### Videoconference Request Form \*fields are required

Date: \*

Name: \*  
First  Last

Email: \*

Phone Number: \*  
 -  -

Campus \*

School / Department: \*

Event Type: \*

Event Name: \*

Month of Event: \*

Day of Event: \*

Start Time: \*

Duration: \*

Select All Participating Campuses: \*

- Fresno (Room 2156)
- Irvine (Room 318)
- Los Angeles (C4West)
- Sacramento (Room 3)
- San Diego (Daley Hall 113)
- San Diego (M-17 Conference Rm)
- San Francisco (Room 201)
- San Francisco (Executive Conference Room)
- Other (Specify in Comments)

Select Picture Mode: \*

Recurrence Pattern:

Recur every \_\_Day / Week/ Month on:

Recurrence End Date:

Will Training be Required: \*

Yes  
 No

Comments:

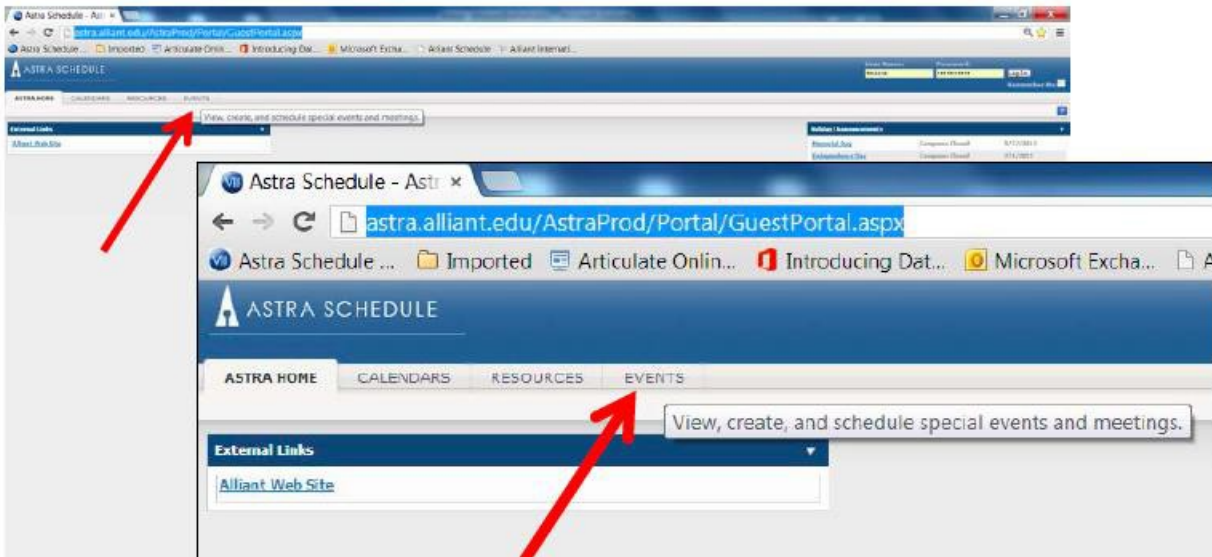
---

### How to request a room via Astra:

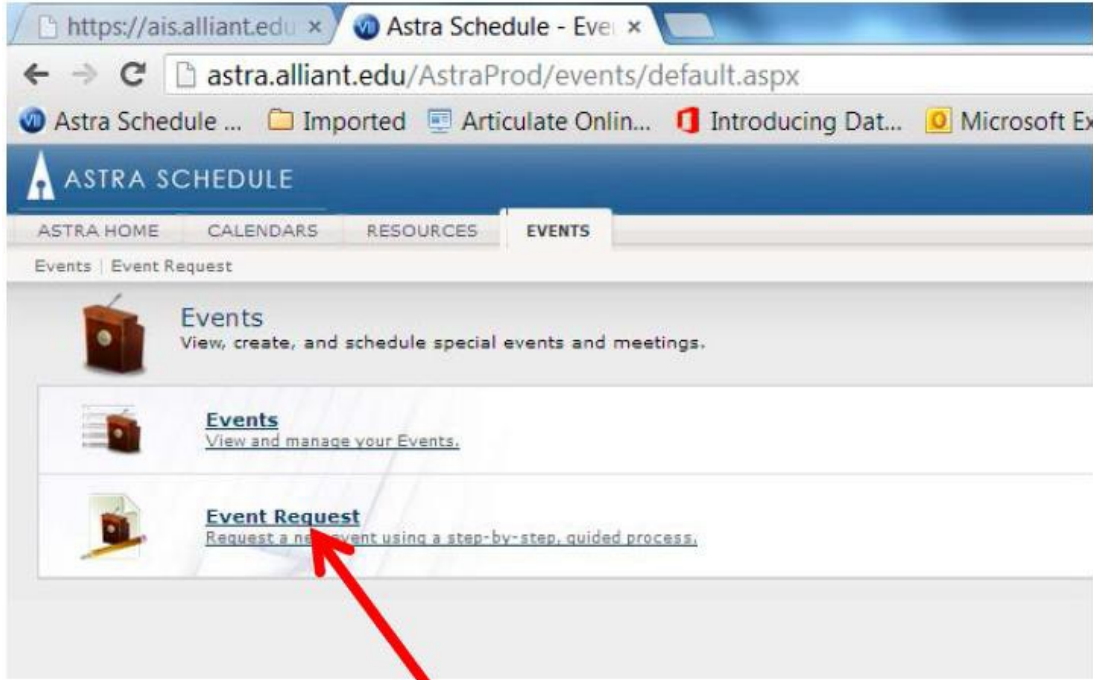
8. Go to: <http://astra.alliant.edu/AstraProd/Portal/GuestPortal.aspx>
9. Select the **Events** tab
10. Select **Event Request**
11. Select appropriate campus form, then click **Next**
12. Fill in the form – NOTE items with asterisks (\*) are required, and don't forget to scroll down and create a date and time for your event. Then click **Save**
13. Your campus AdAstra scheduler will review your request and email your room confirmation.

## Instructions with Images:

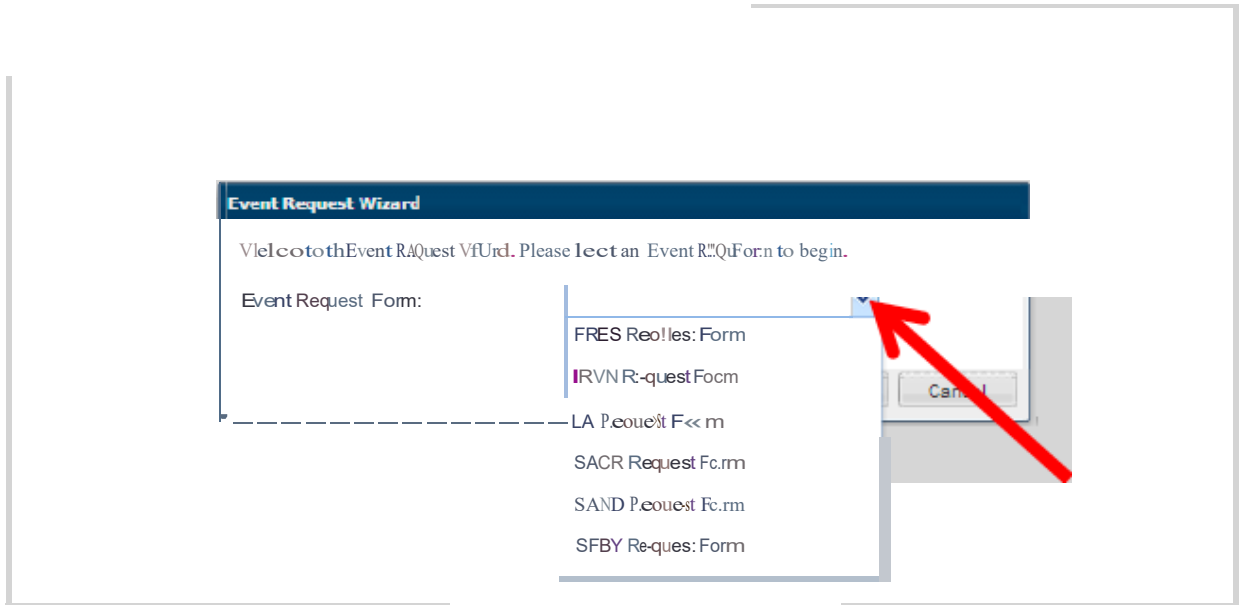
Select the Events tab



Select Event Request



Select Appropriate Campus Form, then click Next



Fill in the form - NOTE items with asterisks (\*) are required. And be sure to scroll down to select date(s) and time(s) for your event, then click Create. When all dates have been added, click Save.

The screenshot displays the Astra Schedule web application interface. The main form is titled 'Event Request (LA Request Form)'. It is divided into several sections:

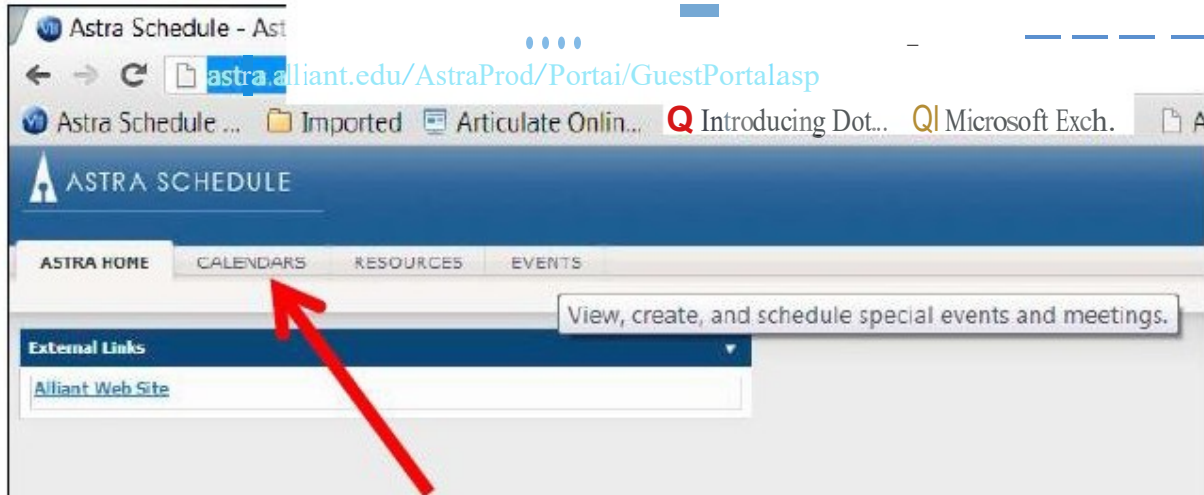
- Contact Information:** Includes fields for 'Customer Name:', 'Your name:\*', 'Email Address:\*', and 'Phone Number:'. A red arrow points to the 'Your name:\*' field.
- Event Details:** Includes fields for 'Event Title:\*' and 'Event Description:'.
- Meeting Recurrence:** Features tabs for 'Single Meeting(s)', 'Recurring', and 'Spinning'. Below these are 'Start Time' (4:30 PM) and 'End Time' (5:30 PM) dropdowns. A calendar grid shows dates for June and July 2015. A red arrow points to the 'Create' button, and another red arrow points to the calendar grid.
- Other Information:** A text area for 'Please provide any additional comments or questions regarding your events'.

### How to view the calendar:

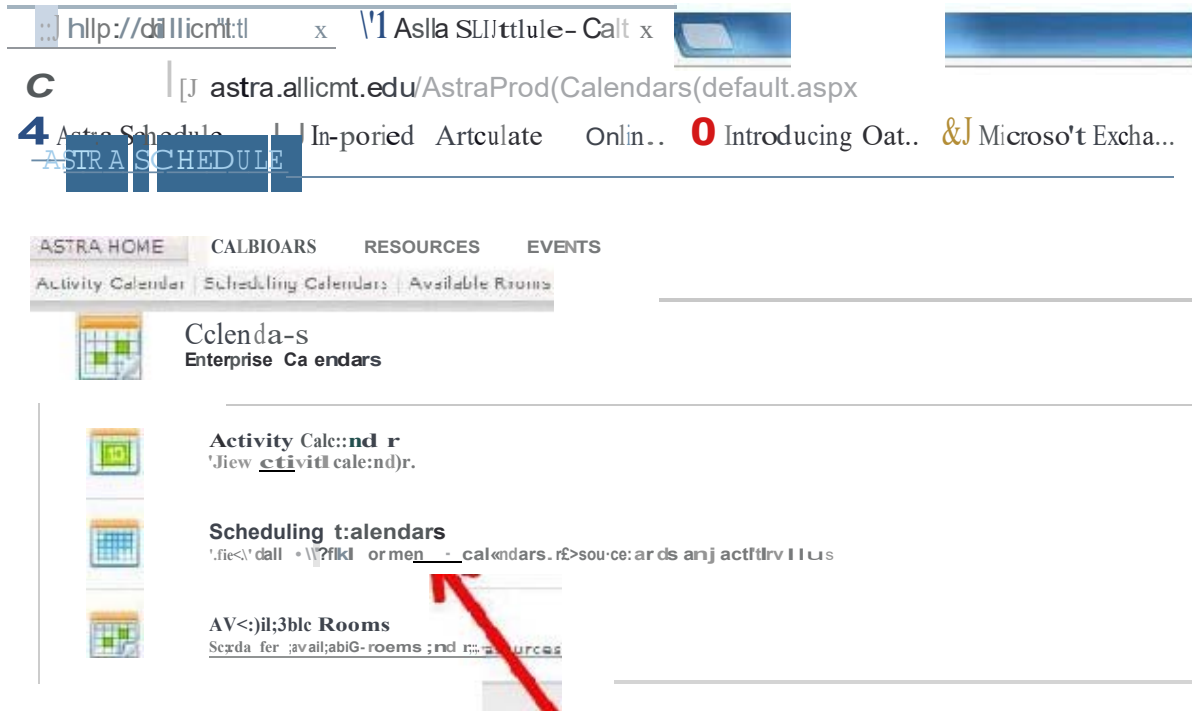
1. Go to: <http://astra.alliant.edu/AstraProd/Portal/GuestPortal.aspx>
2. Select the **Calendars** tab
3. Select **Scheduling Calendars**
4. Select the date you want
5. Then select **Edit Search Filter**
6. Select Campus from the drop down menu to display your campus only. (Here you can also customize the filter by room type, capacity, building, etc. to minimize what you see.) When done selecting your options, scroll down and click **View Calendar**
7. You can then select alternate dates, view by week or month, or change to Grid or List format.
8. The calendar view is extremely customizable to fit your needs; basics provided in the walkthrough below:

## To view the calendar

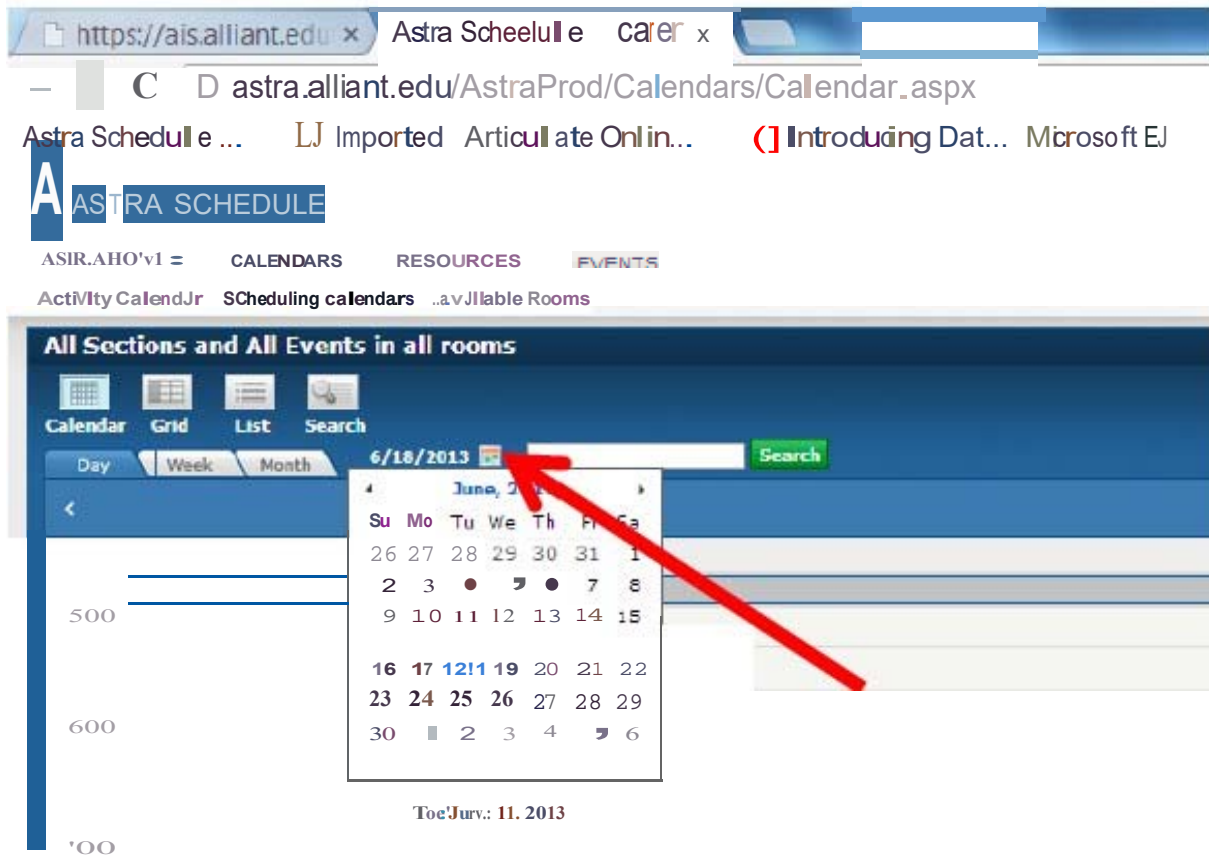
Go to: <http://astra.alliant.edu/AstraProd/Portai/GuestPortal.aspx>  
Select the Calendars tab



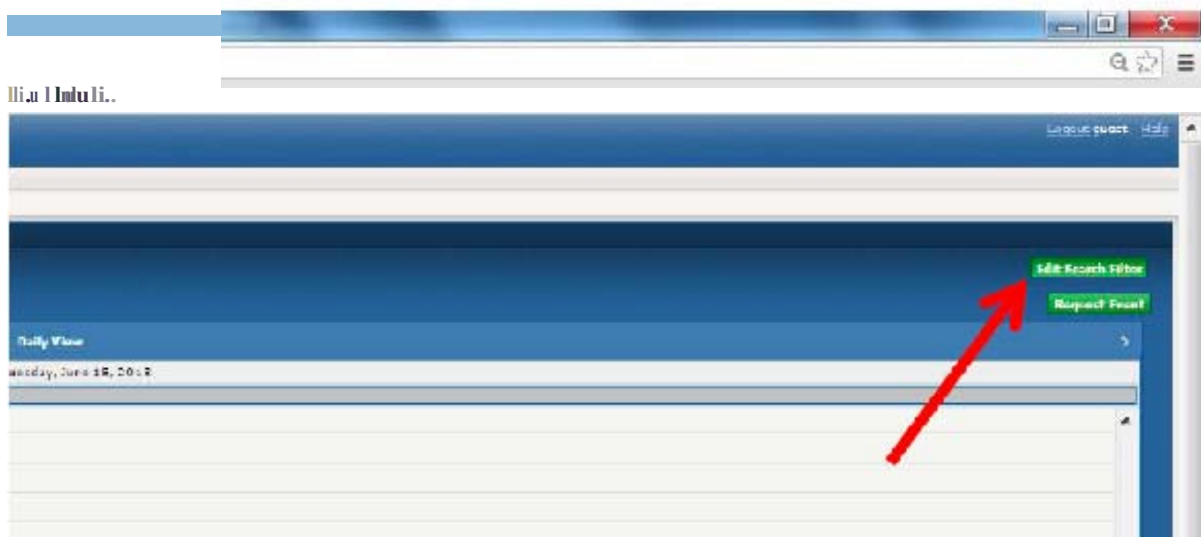
Select Scheduling Calendars



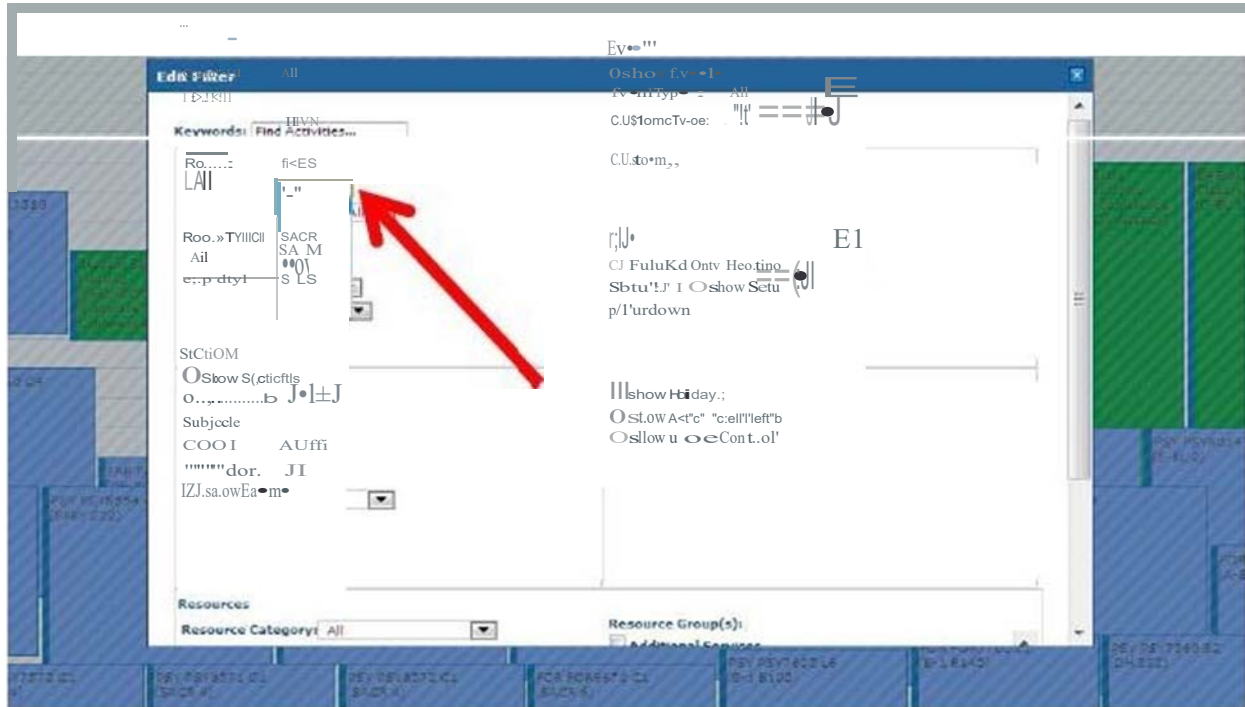
Select the date you want



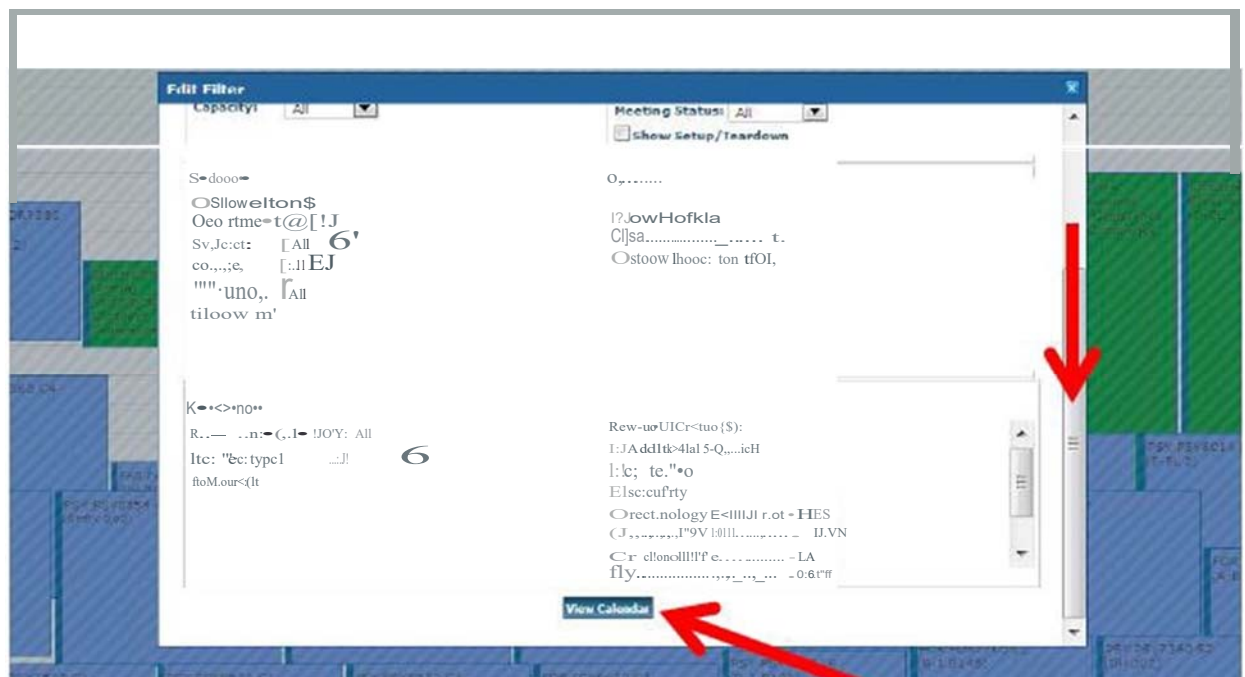
Thursday, June 18, 2013



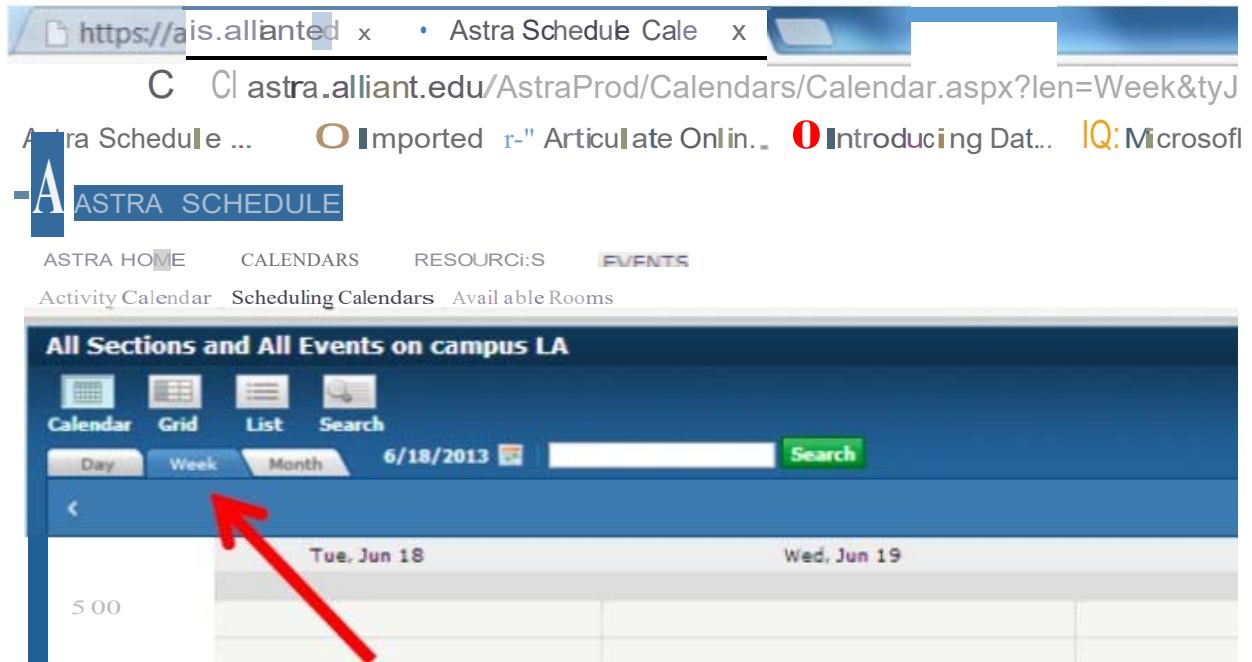
Select Campus from the drop down menu to display your campus only



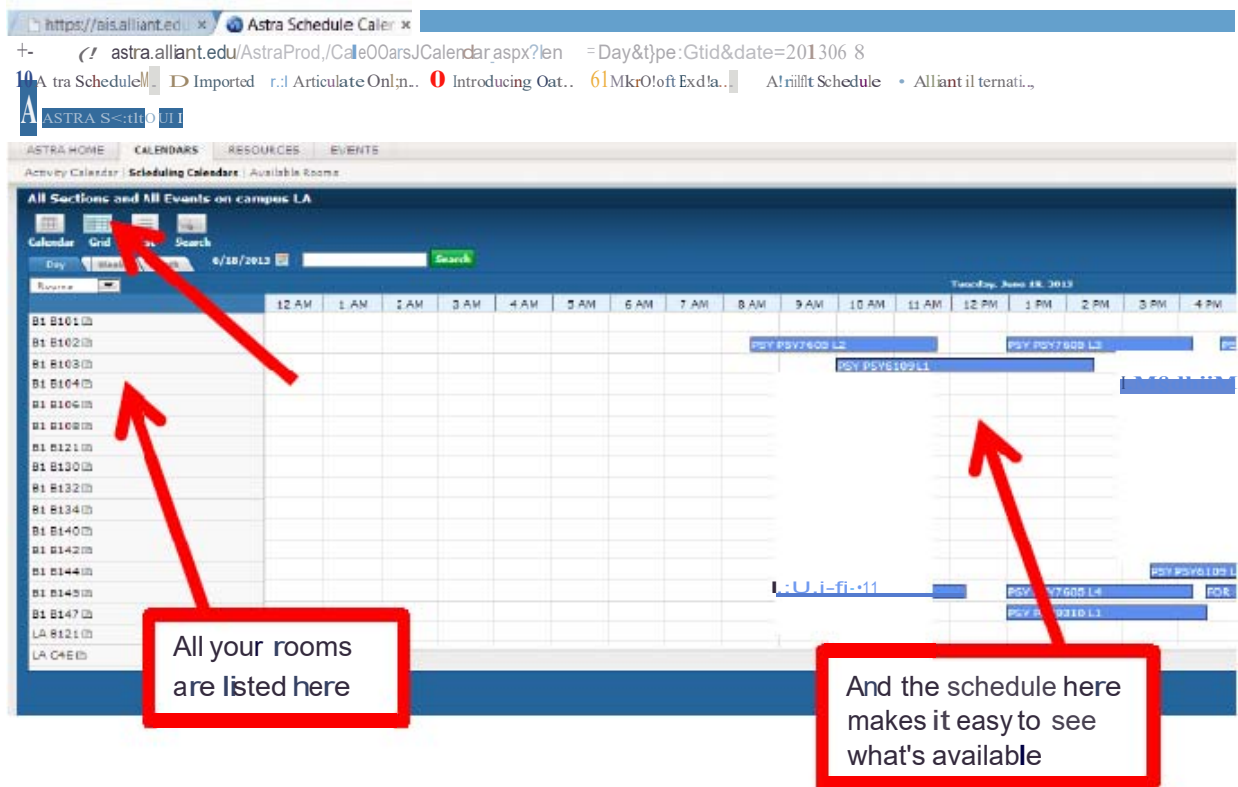
Scroll down to click View Calendar



You can customize what you see by day, week or month here



And just a tip, the grid option gives you the best overview in Day mode



For detailed event information:

The screenshot shows a web interface for a course catalog. A red callout box with a red border contains the text: "Hover your mouse over an entry and the drop down menu tells you event details". A red arrow points from this box to a dropdown menu in the interface. The dropdown menu is titled "Section" and lists details for a course section. The details include:

Course Title:	CLINICAL ELECTIVE PRACTICE
Modality Type:	CE
Enrollment:	LO
Capacity:	10
Openings:	11
Section Time:	TO
Section Time:	1 00PM
Section Location:	4 13PM
Section Location:	S/4/2013
Registration:	7/15/2013
Registration:	S 1500
Instructor:	Mark Little