

**College of Health Professions  
School of Counseling**



**Counselor Education and  
Supervision Program  
Marriage and Family  
Counseling/Therapy**

**Doctoral Handbook**

School of Counseling  
College of Health Professions  
The University of Akron  
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*Revised fall 2016*

**TABLE OF CONTENTS**

INTRODUCTION.....4

PROGRAM PHILOSOPHY.....5

PROGRAM OBJECTIVES.....6

PROGRAM ENDORSEMENT STATEMENT.....7

THE UNIVERSITY OF AKRON MISSION STATEMENT.....8

SCHOOL OF COUNSELING MISSION STATEMENT.....8

EDUCATIONAL OUTCOMES.....9

STATEMENT OF EXPECTATIONS.....11

CORE PROGRAM FACULTY.....11

NON-CORE FACULTY/STAFF.....13

QUESTIONS/RESOURCES.....14

PROGRAM ACCREDITATION.....15

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT.....16

AFFIRMATIVE ACTION POLICY.....18

DIVERSITY INCLUSION/RECRUITMENT.....19

APPLICATION PROCEDURES.....20

ADMISSION AND SCREENING PROCEDURES.....22

REQUEST TO CHANGE PROGRAM.....24

MFC/T CURRICULUM.....24

CLINICAL INSTRUCTION GUIDELINES.....28

INTERNSHIP PROCEDURES.....28

INTERNSHIP SUPERVISOR GUIDELINES.....29

CLIENT CONTACT.....30

SUPERVISOR TERMS.....31

PROGRAM COURSE DEVELOPMENT (PCD).....32

LEAVE OF ABSENCE.....36

FINANCIAL AID AND ASSISTANTSHIPS.....36

COURSE REGISTRATION.....37

DOCTORAL RESIDENCY.....37

FACULTY ADVISORS AND DISSERTATION CHAIR.....38

TRANSFER OF CREDITS.....40

PHD LANGUAGE REQUIREMENT.....41

DOCTORAL COMPREHENSIVE EXAMINATION.....41

MFC/T DOCTORAL COMPS.....41

COMPREHENSIVE EXAMINATION PUBLICATION GUIDELINES.....44

COMPREHENSIVE EXAMINATION DISSERTATION/PROPOSAL GUIDELINES..... 44

COMPREHENSIVE EXAMINATION CLINICAL COMPS.....45

CLINICAL COMPREHENSIVE EXAMINATION RESULTS.....46

ADVANCEMENT TO DOCTORAL CANDIDACY.....46

DISSERTATION.....47

STUDENT AND PROGRAM REVIEW PROCESS.....48

STUDENT REVIEW FORM.....49

STUDENT REVIEW AND REMEDIATION.....49

GRADUATE STUDENT GRIEVANCE.....53

GRADUATION REQUIREMENT.....54

GRADUATION APPLICATION PROCEDURES.....54

PROGRAM CODE OF ETHICS.....55

DOCTORAL PROGRAM ASSESSMENT PLAN.....58

STUDENT REVIEW.....58

GENERAL INFORMATION AND DEFINITION.....59

APPENDIX A: MFC/T DOCTORAL STUDENT PERFORMANCE EVALUATION

APPENDIX B: EMPLOYER SURVEY

APPENDIX c: Supervisor SURVEY

APPENDIX D: DOCTORAL ALUMNI REVIEW

APPENDIX E: RECEIPT CONFIRMATION OF THE PROGRAM HANDBOOK

APPENDIX F: MFC/T 7 OTHER FACULTY DEMOGRAPHICS & ON AND OFF-SITE  
SUPERVISOR DEMOGRAPHICS

APPENDIX G: ALIGNMENT OF DOCTORAL COURSEWORK

## INTRODUCTION

The School of Counseling at The University of Akron houses doctoral degree programs in Counselor Education and Supervision (Counselor Education and Marriage and Family Counseling/Therapy Track Doctoral Program) and Counseling Psychology. This handbook governs only the educational program of students in the Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy tracks (hereinafter “The Program”). Students interested in obtaining information about other programs are encouraged to visit the School of Counseling website: <http://www.uakron.edu/soc/index.dot>

This handbook is intended to provide students in the Program' tracks with general program information and guidelines that will be useful for successful completion of the doctoral degree. The enclosed materials are only guidelines to a comprehensive and integrated educational program. Therefore, students will receive educational and training materials while enrolled in the program beyond those covered in this handbook. Please note that no handbook can be completely current, and any questions about current policies or procedures should be directed to an advisor in the program. While effort has been made to provide comprehensive material, the enclosed are only guidelines. Students must work closely with their assigned advisor. Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.

A Faculty Advisor's role is primarily focused on academic and professional consultation aimed toward helping students learn about and acquire skills/training necessary for success in both the program and as a future MFC/T, counselor educator, researcher, and/or supervisor. However, completion of all graduation requirements is ultimately the responsibility of each student.

Students should note that the Counselor Education and Supervision Doctoral Program— Marriage and Family Counseling/Therapy Track Doctoral Program undergoes periodic reviews (every spring semester) by the program and affiliate faculty. These reviews are primarily focused on program improvements related to coursework, policies, and educational standards. As a comprehensive doctoral degree program, programmatic changes are sometimes required to conform with national accreditation standards, state licensure guidelines, College of Health Professions and University of Akron policies, or advances in the MFC/T profession. Programmatic changes will be thoroughly reviewed by appropriate faculty members (and university administration and community professionals as needed) before changes are implemented. Any program-related changes will represent collective and informed judgment. If changes are implemented after a student has been admitted to the Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy Tracks Doctoral Program, s/he will be held to the guidelines published in the official student handbook effective at the time of entrance into the program. However, each previously admitted student will have the option of following new program requirements if s/he chooses. **IMPORTANT:** Students can however not mix (or selectively chose) new and old requirements.

The program faculty encourages all students to fully participate in the program's academic and training process. The program's success is predicated upon students and faculty working together for students' success, clients' mental health, programmatic improvements, and societal advancement. Student contributions are therefore expected, welcomed, and appreciated through town hall meetings, completer surveys, and alumni surveys.

## **PROGRAM PHILOSOPHY**

The Counselor Education and Supervision Program — Marriage and Family Counseling/Therapy Track Doctoral Program adheres to a practitioner-scientist model of development. Students will engage in scholarly, clinical, and supervisory experiences informed by research/science to develop their advanced skills. Education in the United States is designed to modify human thoughts, behaviors, and perceptions through a prescribed program of experiences aimed at helping individuals realize their professional potential and develop high ethical and work-related standards. The Counselor Education and Supervision Program — Marriage and Family Counseling/Therapy Track Doctoral Program takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students.

The program faculty, recognizing the uniqueness of each student, seeks to identify and extend knowledge, skills, and attitudes required by effective MFC/T, educators, supervisors, and/or researchers. It is hoped that this emphasis will transfer to students and enable them to meet the diverse needs of various clientele and students.

The program faculty believes that, in order to perform effectively, professionals must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, a thorough understanding of educational and Counseling/Therapy processes, knowledge in their specific specialty area, knowledge of the role and function of others working in the MFC/T field, and personal maturity/self-development. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students. Students are encouraged to visit the Counselor Education and Supervision Program — Marriage and Family Counseling/Therapy Track Doctoral Program website to learn more about the program's objectives and philosophy: <http://www.uakron.edu/soc/doctoral/counselor-education/index.dot>

## PROGRAM OBJECTIVES

The purpose of the Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy Track Doctoral Program is to facilitate the professional leadership roles of MFC/T education, supervision, Counseling/Therapy practice, and research competencies of students to advance the MFC/T profession. Aligned with the current standards of the Council on the Accreditation of Marriage and Family Therapy Education (COAMFTE) as well as the Council for Accreditation of Counseling and Related Educational Programs (CACREP) doctoral students are expected to develop the identity of a professional MFC/T, clinical supervisor, counselor educator, and researcher. This identity is intended to promote competence and professionalism as students begin careers in public and private sectors in the MFC/T profession.

Upon completion of the program, students will be able to:

1. Demonstrate a clear and strong professional MFC/T identity, evidenced by professional leadership roles of MFC/T, supervision, counseling practice, and research competencies expected of doctoral graduates; [related courses include 5600:785 MFT Internship]
2. Demonstrate knowledge, skills, and practices beyond the entry-level program requirements in all of the following: MFC/T, clinical supervision, and practicum; [related courses/methods written and oral comprehensive examinations, 5600:785 MFT Internship]
3. Promote diversity through culturally relevant counseling, supervision, teaching, research, and professional service; [related courses 5100:705 Social Philosophical Foundation of Education]

During the program, students will be able to:

1. Gain foundational knowledge in professional MFC/T, clinical supervision, pedagogy, and leadership; [related courses 5600:702 Advanced Practicum, 5600:785 MFT Internship, 5600:737/738 Supervision I/II, 5600:725 Doctoral Professional Seminar in Counselor Education]
2. Engage in advanced training in clinical MFC/T and supervision; [related courses 5600:702 Advance Practicum; 5600:737/738 Supervision I/II]
3. Develop scholarship, research, and writing skills through didactic coursework and doctoral dissertation; [related courses 5600:756 Outcome Research in MFT, 5600:899 Doctoral Dissertation]
4. Promote MFC/T professional identity, leadership, and advocacy skills; and [related courses 5600:725 Doctoral Professional Seminar in Counselor Education]
5. Develop professional competencies in MFC/T, supervision, teaching, research, and/or leadership through Internship. [related courses 5600:785 MFT Internship]

## **PROGRAM ENDORSEMENT STATEMENT** (for student recommendations)

Student requests for endorsements should be directed to the appropriate individual faculty, such as a faculty advisor or clinical supervisor. Decisions about the appropriateness of an endorsement for professional licensure and/or employment will be based in part on the student's areas of specialization, training, and/or coursework completed. These requests will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Student requests for endorsements should be directed to the appropriate individual faculty member deemed most relevant to each student. Common requests for endorsements for recommendations include:

- Course Instructor – Advanced Practicum or MFT Internship placement recommendations
- Faculty Advisor – Advanced Practicum, MFT Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- MFC/T Clinical Coordinator/Director – Advanced Practicum, MFT Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Clinical (Practicum or Internship) supervisor - licensure or employment recommendations

Decisions about the appropriateness of an endorsement for professional licensure and/or employment and/or extracurricular professional activity will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Program faculty endorsements decisions will primarily take into account information related to the Program's Student Retention Criteria, including but not limited to:

- The student's academic performance thus far in the MFC/T Track Doctoral Program (i.e., individual course grades and cumulative GPA)
- The student's professional fitness related to the annual student evaluation, as applicable
- The student's performance evaluations in clinical courses (i.e., Advanced Practicum and/or MFT Internship, and/or Supervision), as applicable
- The student's performance related to the Comprehensive Examination (supervision paper, Clinical COMPS and dissertation proposal), as applicable
- School of Counseling faculty feedback related to adherence to the School of Counseling Statement of Expectations

## **THE UNIVERSITY OF AKRON MISSION STATEMENT**

The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The university pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry.

## **SCHOOL OF COUNSELING MISSION STATEMENT**

The School of Counseling adheres to the following mission statement, which also applies to the MFC/T Program: The faculty has as its mission the goal of training students who display a respect for human dignity, exhibit a commitment to fulfillment of their individual potential, show an understanding of educational and counseling processes with knowledge in their specific field of endeavor, apply ethical and competent behavior in the use of counseling skills, acquire and use knowledge of the roles and functions of others working in related fields, possess and display personal maturity/self-development, and who understand issues and trends of a multicultural and diverse society. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students.

## **COUNSELOR EDUCATION AND SUPERVISION – MFC/T TRACK DOCTORAL PROGRAM MISSION STATEMENT**

The purpose of the Counselor Education and Supervision Doctoral Program—MFC/T Track Doctoral Program is to train students to become advanced practitioners, teachers/supervisors, and researchers in the field of marriage and family therapy. Training is based on a relational view of life in which an understanding and respect for diversity and non-discrimination are fundamentally addressed, practiced, and valued.



## **MFC/T TRACK DOCTORAL PROGRAM -- EDUCATIONAL OUTCOMES**

### **Marriage and Family Therapy**

#### **Program Outcome 1**

90 percent of the doctoral students will demonstrate advanced relational and systemic theory and clinical skills through the successful passing of the Clinical Comprehensive Examination.

#### **Faculty Outcome 1**

90 percent of faculty teaching the program's Advanced Systems Theory (5600:710) course will demonstrate excellence in teaching, as evidenced by course evaluations with a mean rating of "2" or lower on a Likert scale (1= Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree).

#### **Student Learning Outcome 1**

90 percent of students will demonstrate advanced relational and systemic knowledge and practice as measured by the "Trainee Evaluation Form-Supervisor Report," in which Advanced Practicum or Doctoral Internship supervisors will rate the Practicum or Internship student on all items under the section "Designing and Conducting Treatment" with a rating of "3" or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5).

### **Research**

#### **Program Outcome 2**

90 percent of students enrolled in their last semester of Dissertation (5600:899) will successfully defend their dissertations.

#### **Faculty Outcome 2**

90 percent of faculty teaching the program's Research Design (5600:715) and Outcome Research (5600:756) courses will demonstrate excellence in teaching, as evidenced by course evaluations for these two classes with a mean rating of "2" or lower on a Likert scale (1= Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree).

#### **Student Learning Outcome:**

2. 80 percent of the students will produce at least one publishable manuscript or presentation (including posters).

### **Diversity**

#### **Program Outcome 3**

90 percent of doctoral students will report having received an adequate advanced multicultural experience, as evidence by alumni survey results on the "Alumni Survey of Graduates."

**Faculty Outcome 3**

70 percent of faculty will demonstrate commitment and expertise in advanced diversity, as evidenced by faculty presentation and education, or continuing education every three years.

**Student Learning Outcome 3**

90% of students will demonstrate advanced knowledge, understanding, and respect for diversity as evidenced by and nondiscrimination, and measured by the “Trainee Evaluation Form-Supervisor Report,” in which Advanced Practicum (5600:702) Supervisors will rate the Internship student on the two items under Task Statements 5.01, 5.05 in the section “Designing and Conducting Treatment” with a rating of “3” or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5) or above.

**Supervision**

**Program Outcome 4**

70 percent of alumni will rate their supervision skills as Good to Excellent on the “Alumni Survey of Graduates.”

**Faculty Outcome 4**

100 percent of faculty teaching Clinical Supervision (5600:738) will maintain AAMFT Approved Supervisor status or State of Ohio Supervision Designation.

**Student Learning Outcome 4**

80 percent of students will demonstrate theoretical knowledge, specific to supervision, as evidenced by completing their supervision paper with a grade “B” or better, or by publishing their paper.

*Please see the MFC/T Master’s Student Handbook for:*

- (a) Core Competencies Addressed within Master’s Coursework*
- (b) AMFTRB Knowledge and Theory Statement in Curriculum*
- (c) Alignment of Master’s Coursework with Knowledge Statement (Traditional and Contemporary MFT Theories)*

***IMPORTANT:** MFT knowledge measured is based on the Professional Marriage and Family Therapy Principles (PMFTPs), which include:*

- *MFT Educational Guidelines*
- *AAMFT Core Competencies*
- *AAMFT Code of Ethics*
- *AMFTRB Guidelines*
- *State Licensure Regulations*

## **SCHOOL OF COUNSELING STATEMENT OF EXPECTATIONS**

Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, an MFC/T-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions. For further information about The University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/> (Student Code of Conduct).

## **CORE PROGRAM FACULTY**

**The following are the core faculty associated with the Marriage and Family Counseling/Therapy Track Doctoral Program.** Per accreditation "the curriculum is developed in accordance with clear statements of expected results derived from the educational outcomes of the program and the field of marriage and family therapy with clear congruence between the teaching/learning experience and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes (COAMFTE 2005 Standards, p.10). "Per accreditation guidelines core faculty "have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program" (CACREP 2009 Standards, p. 6). Core faculty also serve as Faculty Advisors for students in the program. Names are listed alphabetically:

### **Dr. Rebecca (Becca) Boyle, Clinic Director and Interim MFC/T Clinical Coordinator/Director**

- Degree: Ph.D. in Counselor Education and Supervision, Marriage and Family Therapy/Counseling (The University of Akron)
- Professional Licenses: LPCC-S, IMFT-S, AAMFT Approved Supervisor
- Primary Courses Taught: Master's Practicum and Internship, MFT/C Ethics, Systems Theory, MFT Theory and Techniques, Advanced Practicum, etc.
- Primary Research/Clinical Interests: Couple communication

- Office Phone: 330-972-6744
- Email Address: [rboyle@uakron.edu](mailto:rboyle@uakron.edu)

**Dr. Karin Jordan, Professor, Interim MFC/T Program Coordinator/Director**

- Degree: Ph.D. in Child and Family Development/Marriage and Family Therapy (University of Georgia)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Primary Courses Taught: Supervision I and II, Advanced Internship I and II
- Primary Research/Clinical Interests: Traumatology and supervision
- Office Phone: 330-972-5515
- Email Address: [kj25@uakron.edu](mailto:kj25@uakron.edu)

**Dr. Heather Katafiasz, Assistant Professor**

- Degree: Ph.D. in Human Development & Family Science, MFT (the Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Primary Courses Taught: Master's Internship, Master's Practicum, Issues in Sexuality, MFT Theory and Techniques, etc.
- Primary Research/Clinical Interests: Family Violence
- Office Phone: 330-972-6637
- Email Address: [hkatafiasz@uakron.edu](mailto:hkatafiasz@uakron.edu)

**Dr. Rikki Patton, Assistant Professor**

- Degree: Ph.D. in Human Development & Family Science, MFT (The Ohio State University)
- Professional Licenses: MFT, AAMFT Approved Supervisor
- Primary Courses Taught: Master's Internship, Substance Abuse, Advanced Practicum, Advanced Systems Theory, etc.
- Primary Research/Clinical Interests: Substance Abuse, Marginalized Populations
- Office Phone: 330-972-8158
- Email Address: [rpatton@uakron.edu](mailto:rpatton@uakron.edu)

**Dr. David Tefteller, Assistant Professor of Instruction**

- Degree: Ph.D. in Counselor Education and Supervision, Marriage and Family Counseling/Therapy (The University of Akron)
- Professional Licenses: MFT, PCC, AAMFT Approved Supervisor

- Primary Courses Taught: MFT Ethics, Master's Internship, Master's Practicum, Personality Theory, MFT Theory and Techniques, Systems Theory, Techniques of Counseling, MFT
- Primary Research/Clinical Interests: Fathering
- Office Phone: 330-972-6743
- Email Address: [dht4@zips.uakron.edu](mailto:dht4@zips.uakron.edu)

**NOTE: The Program Coordinator's defined duties in close collaboration with the MFT/C faculty include:** (1) oversight of the program's mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination of the student admission process, (5) oversight and modifications to the program's organizational policies and procedures, (6) management of the program website and marketing materials, (7) oversight of accreditation and licensure procedures, and (8) service as liaison to non-program faculty, staff, administration and prospective students.

**NOTE: The Clinical Coordinator's defined duties in close collaboration with MFT/C faculty include:** (1) oversight of the program's practicum and internship student application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

## NON-CORE SCHOOL OF COUNSELING FACULTY/STAFF

The following are full-time School of Counseling tenure track and non-tenure track faculty as well as support staff. Names are listed alphabetically:

Dr. Maryann Meniru (Counselor Education and Supervision: Counselor Education Track Faculty)

- Office Phone: 330-972-7777

Dr. Delila Owens (School Counseling Program Coordinator)

- Office Phone: 330-972-8635

Dr. John Queener (Counseling Psychology Program) Co-Training Director

- Office Phone: 330-972-6149

Dr. Cyndi Reynolds (School Counseling Program Faculty)

- Office Phone: 330-972-6748

Dr. Robert Schwartz (Clinical Mental Health Counseling Program Coordinator)

- Office Phone: 330-972-8155

Dr. Faii Sangganavanich (Counselor Education and Supervision: Counselor Education Track Program Coordinator)

- Office Phone: 330-972-6851

Dr. Ingrid Weigold (Counseling Psychology Program Faculty)

- Office Phone: 330-972-8156

Ms. Sandy White (Coordinator of Departmental Operations)

- Office Phone: 330-972-7779

## WHERE TO TURN FOR QUESTIONS/RESOURCES

The following persons/offices should be contacted as resources related to common questions/issues below:

- Tips for program success, sample course sequence, additional copies of the student handbook may be found on the Program's current student's website ([see http://www.uakron.edu/soc/doctoral/index.dot](http://www.uakron.edu/soc/doctoral/index.dot))
- Counselor Education and Supervision—MFC/T Track Doctoral Program required coursework or planned program may be found on the Program's required coursework website ([see http://www.uakron.edu/soc/doctoral/index.dot](http://www.uakron.edu/soc/doctoral/index.dot)), the MFC/T Program Coordinator/Director ([see http://www.uakron.edu/soc/doctoral/mft-doctoral/program-director](http://www.uakron.edu/soc/doctoral/mft-doctoral/program-director)) as a secondary resource, or the MFC/T Clinical Coordinator/Director ([see http://www.uakron.edu/soc/master's/ment-the-marriage-and-family-faculty](http://www.uakron.edu/soc/master's/ment-the-marriage-and-family-faculty)) regarding clinical courses.
- Counselor Education and Supervision—MFC/T Track Doctoral Program clinical degree requirements may be obtained from your Faculty Advisor, or the Program MFC/T Clinical Coordinator/Director ([see http://www.uakron.edu/soc/master's/ment-the-marriage-and-family-faculty](http://www.uakron.edu/soc/master's/ment-the-marriage-and-family-faculty)) as a secondary resource

- Program-related issues/concerns may be obtained from your Faculty Advisor, or the MFC/T Program Coordinator/Director (see <http://www.uakron.edu/soc/doctoral/mft-doctoral/program-director>) as a secondary resource
- Graduation procedures/forms/requirements may be found on the Program's Graduate School website (see <http://www.uakron.edu/gradsch/>)
- Counselor licensure information may be found on the Counselor, Social Worker, Marriage & Family Therapist Board website (see <http://cswmft.ohio.gov/>), or the MFC/T Program Coordinator/Director (see <http://www.uakron.edu/soc/doctoral/mft-doctoral/program-director>) as a secondary resource
- Comprehensive examination information may be found in the program's Student Handbook, or from your Faculty Advisor or the Coordinator of Departmental Operations as a secondary resource, or the MFC/T Program Coordinator/Director as a tertiary resource (see <http://www.uakron.edu/soc/doctoral/mft-doctoral/program-director>)
- Advanced Practicum or Internship information may be found in the MFC/T Doctoral Internship Handbook, or from the Program MFC/T Clinical Coordinator/Director as a secondary resource
- Course schedule may be found on MyAkron (see <https://id.uakron.edu/idp/Authn/UserPassword>), or from the Office of the Registrar (see <http://www.uakron.edu/registrar/>), and as a secondary source, or the School Administrative Assistant as a tertiary resource
- Course registration issues may be obtained from the School's Administrative Assistant, or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource
- Computer issues may be found on the help desk website (see <http://www.uakron.edu/supportdesk/index.dot> or call 330-972-6888)
- Springboard issues may be found on the Springboard website (see <https://springboard.uakron.edu/index.asp>)

## **PROGRAM ACCREDITATION**

The Counselor Education and Supervision –Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program is a dually accredited program, giving students the opportunity to pursue dual licensure as an Independent Marriage and Family Therapist (IMFT) and as a Licensed Professional Clinical Counselor (LPCC). The two program accreditations are:

1. The Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), a specialized accrediting body affiliated with the American Association for Marriage and Family Therapy (AAMFT) has conferred full accreditation to the Counselor Education and Supervision

Program – Marriage and Family Counseling/Therapy Track Doctoral Program at The University of Akron. Students are encouraged to visit the COAMFTE website to learn more about MFT accreditation guidelines: <http://www.coamfte.org/>.

2. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body affiliated with the American Counseling Association (ACA) has conferred full accreditation to the Counselor Education and Supervision Program – Marriage and Family Counseling/Therapy Track Doctoral Program at The University of Akron. Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: <http://www.cacrep.org/>.

## **PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT**

The Counselor Education and Supervision Program – Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program strongly encourages students to learn about and become involved in MFC/T-related professional organizations. The program will email students opportunities related to memberships, voluntary service, workshops, conferences, and other opportunities for involvement. Program faculty will share personal experiences and encourage student involvement in classes.

- A. Delta Kappa Lambda will encourage involvement through meetings and mentoring activities.

Among many other important benefits, involvement in such organizations:

- Promotes professional skill development and networking
- Increases knowledge from leaders in the MFT profession
- Provides non-university (national and international)-related networking opportunities
- Offers additional professional endorsement possibilities and engagement on the local, state and national level
- Helps build one's resume in the area of leadership development, mentorship
- Provides continuing education units
- Increases excitement for and devotion to the MFT profession

- B. The Alpha Upsilon Chapter of Chi Sigma Iota will encourage involvement through meetings and mentoring activities.



Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the counseling profession

C. The Counselor Education and Supervision Program – MFC/T Track Doctoral Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the Program encourages student membership and involvement in the following six professional organizations:

1. American Association for Marriage and Family Therapy

Mission: To enhance the quality of life in society by promoting the development of marriage and family therapy, advancing the MFT profession, and using the profession and practice of MFT to promote respect for human dignity and diversity. Main website: <http://www.aamft.org/>; Membership website: <http://www.aamft.org/Membership>

2. Ohio Association for Marriage and Family Therapy

Mission: To be the professional organization representing all licensed MFTs, and those in graduate training to be MFTs, in Ohio. [from <http://www.ohioamft.org/>].  
Membership website: <http://www.ohioamft.org/>

3. American Counseling Association

Mission: To enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. [from <http://www.counseling.org/AboutUs/>]. Main website: <http://www.counseling.org/>  
Membership website: <http://www.counseling.org/Counselors/MemberJoin.aspx>

4. Ohio Counseling Association

Mission: To be the professional organization representing all licensed counselors, and those in graduate training to be counselors, in Ohio. [from

<http://www.ohiocounseling.org/>. Main website: <http://www.ohiocounseling.org/>  
Membership website: <http://www.ohiocounseling.org/Default.aspx?pagelD=863923>

5. Association for Counselor Education and Supervision

Mission: To enhance quality education and supervision of counselors in all work settings. ACES strives to continue to improve the education, credentialing and supervision of counselors. [from <http://www.acesonline.net/>]. Main website: <http://www.acesonline.net/> Membership website: <http://www.acesonline.net/about-aces/membership/>

6. Ohio Association for Counselor Education and Supervision

Mission: To advance the preparation, life-long professional development, and supervision of counselors and to enhance counseling services in all settings. [from <http://oaces.org/>]. Main website: <http://oaces.org/>; Membership website: <http://oaces.org/contact/>

## **AFFIRMATIVE ACTION POLICY STATEMENT**

It is the policy of The University of Akron that there shall be no discrimination against any individual because of age, gender, ethnicity, ability status, social class, national origin, spirituality, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees. The Counselor Education and Supervision Program – Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program strictly adheres to this policy. In addition, the program faculty believes that the recruitment and development of culturally diverse MFC/Ts is a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele. Therefore, the program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance.

Any student who feels that s/he may need accommodations due to the impact of a disability should consult [www.uakron.edu/access.html](http://www.uakron.edu/access.html) or the University Office of Accessibility at 330-972-7928. Except under special circumstances that are pre-approved by the Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program faculty after written petition, guidelines outlined in this handbook shall be followed unless special accommodations are granted by The University of Akron's Office of Accessibility after submission of documented accessibility needs.

## **PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS**

Education in the United States is designed to cultivate human thought, behavior, and perception through a prescribed program of experiences aimed at helping individuals realize their professional potential and develop a high ethical and work-related standard. The Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy [MFC/T] Track Doctoral Program takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students.

In order to promote the acceptance, facilitation, inclusion and retention of diverse students and faculty, the Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy Track Doctoral Program engages in the following activities:

1. The student handbook highlights an affirmative action policy explaining “that there shall be no discrimination against any individual because of age, gender, race, creed, handicap, national origin, religion, or sexual orientation” which applies to all students (and applicants), faculty, staff, and employees.
2. The program faculty openly endorses the recruitment and development of culturally diverse MFC/T as a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.
3. The program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance (including accommodations due to the impact of a disability per the University Office of Accessibility).
4. The program maintains internal diversity statistics for our students and faculty.
5. The program follows the College of Health Professions diversity vision and mission statement (which also contains diversity statistics).
6. The program has access to the Office of Multicultural Development, which helps attract/retain students of color per <http://www.uakron.edu/omd/>.
7. The program has access to the University’s Chief Diversity Officer, whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.
8. Program faculty members participate in the College of Health Professions diversity committee, which reviews and promotes college-wide diversity issues.
9. The School of Counseling advertises for open faculty positions not only in the standard academic outlets (e.g., Chronicle of Higher Education) but also Black Issues in Higher Education, Diverse Issues, and Hispanic Outlook.

## PROGRAM APPLICATION PROCEDURES

All Counselor Education and Supervision – MFC/T Track Doctoral Program application materials, procedures, and forms are available on the following website. Persons interested in applying for admission to this program are encouraged to read all directions thoroughly before submitting materials: <http://www.uakron.edu/soc/doctoral/how-to-apply.dot>.

An applicant may only apply to one program track [Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program or Counselor Education Doctoral Program] per year. Because doctoral coursework requires advanced professional training and clinical, supervisory, scholarly, and/or teaching responsibilities, before beginning doctoral-level Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program coursework, students must have fulfilled the following qualifications:

Application materials can be submitted on line, via postal service and/or in person. Application materials can be sent or dropped off at the Chima building (School of Counseling building) at 27 South Forge Street, or the Graduate School, located at the Polsky building. Sandy White in the School of Counseling, can be a helpful resource should you have questions regarding your application, or want to check at the status of your application materials being complete.

1. Earned a master's degree in MFC/T, MFT, CMHC or Social Work (preferably from an accredited program) from an accredited institution.
2. Demonstrated completion of CACREP or COAMFTE accreditation master's-level didactic and clinical coursework. Master's-level required coursework is outlined on the Program Course Distribution (PCD) form – see page34.
3. All applicants are required to have at least a 3.0 cumulative grade point average (GPA) for all previously completed graduate coursework.

Applicants should visit the Graduate School website for more detailed information about minimal The University of Akron Graduate School application requirements: <http://www.uakron.edu/gradsch/>.

International applicants are also encouraged to visit the Office of International Programs website in order to gain more information about university resources and international application procedures: <http://www.uakron.edu/oip/>.

All application materials are due in the School of Counseling office no later than January 15. Doctoral students are only admitted one time per year, beginning each fall semester.

Note: The Graduate School must first enter information into their files and then forward that information to the School of Counseling. Therefore, applicants are strongly encouraged to send any required Graduate School application materials at least two weeks prior to the application deadline (i.e., January 1).

The following materials must be included in doctoral degree application packets, regardless of which program the student is applying for:

- (1) a completed University of Akron Graduate School application form
- (2) official graduate and undergraduate transcripts
- (3) a School of Counseling application MFC/T supplement form
- (4) three letters of reference
- (5) official Graduate Record Examination (GRE) scores
- (6) a professional resume.

***INTERNATIONAL STUDENT APPLICANTS must also submit:***

- (7) official TOEFL scores as part of their application materials.

All application materials outlined above shall be submitted unless special accommodations are approved by The University of Akron's Office of Accessibility after submission of documented accessibility needs.

Once completed, ALL application materials should be sent to the following locations:

Graduate School The University of Akron Akron, OH 44325-2101 (USA)

- (1) Graduate School Application
- (2) Official Transcripts
- (3) Official TOEFL Scores (international students only)
- (4) School of Counseling Application MFC/T Supplement Form
- (5) Three Letters of Reference
- (6) Official GRE Scores

The Counselor Education and Supervision – MFC/T Track Doctoral Program actively attempts to recruit students who broaden the cultural diversity of the School of Counseling. The School of Counseling recognizes that to successfully prepare minority students for advanced professional roles, it has a responsibility that extends beyond recruitment. The School is therefore committed to fostering minority student recruitment and retention over the breadth of its graduate programs.

## ADMISSION AND SCREENING PROCEDURES

After application deadlines have passed and all completed applications are forwarded to the Counselor Education and Supervision — Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program faculty, group interviews will be scheduled with all applicants who meet the minimum application qualifications.

The interview includes:

1. Meeting with MFC/T faculty
2. Role plays with various issues
3. Group meeting
4. Writing exercise
5. Faculty interview
6. Meeting with MFC/T doctoral students (Q and A)
7. What is next and Q & A with MFC/T faculty

Once all interviews have been completed, all of the following criteria will be considered during program admissions decisions:

- a) Grade point average (GPA),
- b) Graduate Record Examination (GRE) scores (a combined Verbal and Quantitative score of at least 300 and Analytical Writing score of at least 3.5-4.0 is recommended),
- c) Ratings on letters of reference,
- d) Written communication ability (as evidenced by completion of the Application Supplement Form and a writing sample performed during the application interview),
- e) Previous professional and volunteer work related to the helping professions
- f) Performance during admission interviews
  - (d) Group interview
  - (e) Role plays
  - (f) Writing exercise

Admission decisions are made by Counselor Education and Supervision Doctoral Program - Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program faculty after applicants are rank-ordered

according to the criteria listed above. All of the above criteria are considered before applicants are rank-ordered.

Applicants should note that successful completion of all admission criteria outlined above does not guarantee admission into the program. Due to enrollment limits, some applicants may be denied admission even after submission of all required application materials and completion of the application process. Enrollment is limited in order to ensure quality education, appropriate student-faculty ratios, and availability of internship placement sites. Admissions may also be limited to those applicants who answer “no” on all items of The Statement of Good Moral Character. If an applicant answers “yes” on any item, he/she must provide a written rationale to the Counselor Education and Supervision – Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program faculty; additional documentation may also be required.

*IMPORTANT: (1) Felony and Other Criminal History Policy: Applicants are required to disclose any current or past criminal charges or convictions, or pending charges that might result in a conviction, when applying for admission to a School of Counseling Program. (2) Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. (3) It is the prerogative of the School of Counseling faculty and administration to request additional information about the criminal history, and based on the information provided, to deny admission (and/or for School of Counseling students, to be dismissed), as students in all School of Counseling programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.*

Once an applicant is admitted into the program his/her file will be forwarded to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant (electronically to the E-mail address you provided on your application). There are three distinct types of admission to the Counselor Education and Supervision — Marriage and Family Counseling/Therapy Track Doctoral Program:

- full admission
  - provisional admission
- 
- deferred admission (student driven)

A Counselor Education and Supervision – Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program Faculty Advisor will be listed on the acceptance letter. Thus, a new student may obtain academic advising before enrollment in the program.

The Graduate School allows a maximum of 10 years to complete the doctoral degree. This ten year time limit begins the semester a student is officially admitted into the program, and may be reduced due to

coursework transferred into the program from another degree/program. The Graduate School permits students to transfer in up to 30 credits without affecting the student's 10 year time limitation.

## REQUESTS TO CHANGE PROGRAM

Students are admitted to the Counselor Education and Supervision – MFC/T Track Doctoral Program. If students desire to change tracks (from MFC/T to CE) or change programs (from MFC/T to the Counseling Psychology Collaborative Program), they must reapply for the alternate track or doctoral degree as a new graduate applicant by following standard application procedures and timelines.

*IMPORTANT: Students can request that their initial letters of recommendation, references, and GRE scores be considered for the reapplication process.*

## MFC/T TRACK DOCTORAL PROGRAM CURRICULUM OVERVIEW

The MFT Track Doctoral Program requires a minimum of 120 semester hours of course work beyond the bachelor's degree. Although transfer work may be accepted, in order to be admitted into the doctoral program, a student must have completed a master's degree in marriage and family therapy, CMHC, or a related field. Periodically students with a non-clinical master's degree are admitted and are required to take the master's level courses (see below) as part of the doctoral program, prior to taking the doctoral course work, except for 5600:725 Doctoral Professional Developmental Seminar, which should be taken by all new MFC/T Track Doctoral Students in their first semester.

All students must have completed graduate course work in the following areas prior to enrolling for course work in their doctoral major:

- (1) introductory courses in marriage and family therapy, systems theory, and marital therapy
- (2) MFC/T assessment
- (3) counseling theory
- (4) group counseling
- (5) multicultural counseling
- (6) techniques of counseling
- (7) practicum in marriage and family Counseling/Therapy
- (8) human sexuality
- (9) techniques of research
- (10) professional and ethical issues
- (11) DSM



A minimum of 60 semester hours of credit must be taken after admission to the Counselor Education and Supervision -- MFC/T Track Doctoral Program. Students have a ten year limit to complete program requirements according to Graduate School policy. The master's curriculum presents the foundational knowledge and clinical skills to educate and train students and follows the COAMFTE Educational Guidelines.

The MFC/T Track Doctoral Program curriculum is closely aligned with the MFC/T Master's Program curriculum and is a continuation of study in advanced knowledge in theoretical foundations, clinical knowledge, research, and supervision. Students who have not graduated from a COAMFTE master's program should expect to complete the master's curriculum (see below). If a doctoral student anticipates sitting for the PC licensure exam, additional CACREP specific coursework will be required (please see your MFC/T faculty advisor for specific details and guidance).

**MFC/T Master's Curriculum**

**Area I: Theoretical Foundations**

5600:655 Marriage and Family Therapy: Theories and Techniques  
 5600:669 Systems Theory in Family Therapy

**Area II: Clinical Knowledge**

5600:667 Marital Therapy  
 5600:651 Techniques of Counseling (MFT section)  
 5600:664 DSM  
 5600:620 Issues in Sexuality for Counselors  
 5600:662 Personality and Abnormal Behavior  
 5600:646 Multicultural Counseling  
 5600:695 Field Experiences (MFT)

**Area III: Individual Development and Family Relations**

5600:648 Individual and Family Development Across the Lifespan

**Area IV: Professional Identity and Ethics**

5600:623 MFC/T Ethics and Professional Identity

**Area V: Research**

5600:656 Assessment Methods & Treatment Issues in MFT

**MFC/T Doctoral Curriculum**

**Area VI: Additional Learning**

5600:653 Group Counseling

**Area VII: Theory (continuation of Area I)**

5600:720 Advanced Systems Theory (300.01)

**Area VIII: Clinical Practice (continuation of Area II)**

5600:720 Seminar in MFT Issues (300.01)

**Area IX: Individual Development and Family Relations (continues Area III)**

5600:760 Counseling Children (300.010)

5600:722 Play Therapy (300.010)

**Area X: Clinical Supervision (310)**

5600:737 Clinical Supervision I (310.01)

5600:738 Clinical Supervision II (310.01)

**Area XI: Research (311)**

5600:756 Outcome Research in MFT (311.01, 311.02)

5600:715 Research Design I (311.01)

5100:744 Qualitative Methods I (311.01)

5100:742 Educational Statistics (311.01)

**Area XII: Additional Courses (as program chooses) (312)**

8200:662 Psychopharmacology (312.01)

5600:725 Professional Seminar and Legal Issues (312.01)

5600:743 Advanced Educational Statistics (312.01)

\*Social-Philosophical Foundations of Education

\*Technologies (Emerging Technologies, Planning for Technologies)

\*Teacher Behavior and Instruction

\*Data Collection

\*(note: 3 credits of coursework from the COE are required but dependent upon each student's specialized interest and advisor approval coursework will vary.)

For more information about the Program curriculum, or descriptions of each course in the curriculum, please review the Graduate Bulletin at <http://www.uakron.edu/gradsch/>.

The Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy Track Doctoral Program, allows transfer credit (30 credits from an accredited university) into the curriculum from a previous master's degree program. This may be possible if the graduate-level courses substitute for required coursework needed to complete the Counselor Education and Supervision – MFC/T Track Doctoral degree. Courses to be transferred can only be transferred if the student received a grade of 'B' or better in the courses, and if the transfer of credits are approved by the student's Faculty Advisor. Other conditions may apply.

Students in the Counselor Education – MFC/T Track Doctoral Program are expected to attain an advanced level of competence in the areas of marriage and family counseling/therapy, supervision, assessment, research, ethics, teaching and legal issues, within a frame of social, cultural, diversity and equity awareness. The faculty also expects that all doctoral students will be afforded opportunities that foster collaboration in the areas of teaching, supervision, research, professional writing, or service to the MFC/T profession or public.

Students can, with the proper selection of courses, meet the academic requirements for a licensed Marriage and Family Therapist (MFT) and/or Professional Counselor (PC) endorsement in Ohio. In addition, students who already have an MFT and/or PC license may be able to meet some of the licensure requirements for the Independent Marriage & Family Therapist (IMFT) or Licensed Professional Clinical Counselor (LPCC). Students can also meet requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT) and didactic requirements for AAMFT Supervisor in Training status.

**Entry Level Goals**

- Students admitted to the graduate program in Counselor Education and Supervision – MFC/T Track Doctoral Program will be knowledgeable about their program track and prepared for their course work.
- Students admitted to the program must have completed studies that meet the standard curriculum requirements for master’s level AAMFT and CACREP accredited programs.

**During Program Goals**

- Students will display personal behaviors congruent with ethical codes and professional standards of AAMFT and COAMFTE and ACA and CACREP.
- Students will successfully show mastery of advanced core academic areas.
- Students will receive a satisfactory competency rating on all clinical skills at completion of each Advanced Practicum (5600:702).
- Student will have developed research skills, through course work and faculty mentorship.
- Students will be developing beginning supervision skills
- Student will identify his/her teaching philosophy and explore various teaching opportunities

**Program Exit Goals**

- Students will demonstrate professional competency in research, teaching, and clinical skills during internship.

**Graduation Goals**

- Students, who seek professional licensure, will successfully pass the MFT and NCE Counselor and be eligible to apply for Clinical membership in AAMFT
- Students will have successfully passed all aspects of their comprehensive examination
- Students successfully defend their dissertation.

**After Graduation Goals**

- Graduates will be capable of performing academic or clinical job functions and employers will be satisfied with their performance.
- Graduates obtain AAMFT Approved Supervisor Status
- Graduates become fully licensed as an IAMFT and LPCC

## **CLINICAL INSTRUCTION GUIDELINES**

Before students may begin doctoral-level clinical course work, they must have completed a master's-level MFC/T Practicum (and those holding a master's degree in MFC/T also must have completed at least 2 semesters of MFC/T Internship) experience. Doctoral students must complete a minimum of 1 year Advanced Practicum (5600:702) in which they are being supervised by both a Licensed Professional Clinical Counselor with Supervisor Designation (LPCC-S or PCC-S) and concurrently by an Independent Marriage and Family Therapist with or without Supervisor Designation (IMFT-S/IMFT) preferable with AAMFT Approved Supervisor (or AAMFT Approved Supervisor in training) status -- credentialed MFC/T full and/or affiliate/adjunct faculty member of the Marriage and Family Counseling/Therapy track.

Students enrolled in the MFT Doctoral Program must also complete an internship at the end of their program. Internship consists of 600 work related hours which include supervised teaching, supervision of MFC/T or MFC/T-in-training, supervised research activities, supervised leadership in marriage and family Counseling/Therapy, and/or supervised clinical MFC/T experience. Internship activities should be directed in part by a student's Faculty Advisor, and must be approved by the MFC/T Clinical Coordinator/Director. The Internship site must meet the appropriate standards of COAMFTE and CACREP as well as the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board (Ohio CSWMFT Board).

The internship site must meet appropriate MFT Program standards. The internship must provide doctoral students with a supervised full-time experience of at least nine months duration, emphasizing relationally focused practice and/or research (COAMFTE Standard 530.02).

**IMPORTANT:** If a student is admitted into the Counselor Education and Supervision – Marriage and Family Counseling/Therapy Track Doctoral Program, lacking an internship experience at the master's degree level, students will be required to complete an additional 600 hours of internship experience to meet CACREP entry-level standards.

## **INTERNSHIP PROCEDURES**

The following steps are to be followed by the student in securing an internship site.

1. Student notifies the Doctoral Program MFC/T Clinical Coordinator/Director by the end of fall semester prior to the intended internship experience (the following fall semester).
2. Student is expected to discuss different portions of and develop a concrete plan for one's internship experience with her/his Faculty Advisor.
3. Student who intends to pursue Doctoral Internship (5600: 785, Fall, Spring and Summer semesters) is required to complete and return the Doctoral Internship Application (see page 60) to the

Program/Internship Coordinator no later than May 1 (before starting her/his internship experience in Fall semester).

4. Students who would like to complete internship in their current employment setting must seek approval from the Doctoral Program MFC/T Clinical Coordinator/Director. Activities completed for internship at the current employment setting must be qualitatively different than the usual activities, as the purpose of the doctoral internship is to develop new areas of expertise and to grow professionally.
5. The Doctoral Program MFC/T Clinical Coordinator/Director shall make the final decision regarding the appropriateness of a site, accreditation and licensure standards, and past relationships with the site supervisor, the supervisor credentials, and the ability of the site supervisor to provide the necessary experiences.
6. The Doctoral Program MFC/T Clinical Coordinator/Director must receive a letter of acceptance (on site letterhead) from the internship site before registration is approved.
7. Student registers for 5600: 785 (3 semester hours for fall semester and 3 semester hours for spring semester and for Summer 3 semester) by the MFC/T doctoral program faculty.
8. Once the Program MFC/T Clinical Coordinator/Director approves the proposed internship plan, student is responsible for submitting a proof of liability insurance covering clinical and/or MFC/T duties as applicable no later than August 1 (before starting her/his internship experience in Fall semester).
9. The Internship site, student, and University representative sign the Memorandum of Agreement (see Doctoral Internship Handbook) which serves as a contract among all parties. If a student pursues internship experiences at multiple sites, a separate Memorandum of Agreement for each internship site is required.

## **INTERNSHIP SUPERVISOR GUIDELINES**

The following are requirements for persons serving as supervisors during Doctoral Internship (5600:785) experiences.

Internship activities may occur at more than one site.

**IMPORTANT:** Students are required to participate in Internship activities that provide experience in more than one area of training. Doctoral internship experience includes MFC/T clinical/direct client services, supervision, teaching, research, and leadership.

- All clinical (i.e., systemic individual, couple, family and group work) internship activities must be supervised by an IAMFT (or equivalent), preferable with AAMFT Approved Supervisor (supervisor in training) credential and/or Supervising IMFT endorsement by the Ohio CSWMFT Board as Approved Clinical Supervisor (ACS) status. Concurrently the Internship activities must be supervised by a Licensed Professional Clinical Counselor (LPCC) with appropriate training in clinical supervision (i.e., Supervising Counselor endorsement by the Ohio CSWMFT Board as Approved Clinical Supervisor [ACS] status). It is possible that the supervisor holds both licensing credentials LPCC/PCC(-S) and IMFT(-S) and possible is an AAMFT Approved Supervisor.

- All supervision-related internship activities occurring at a university setting must be supervised by a faculty member in the MFC/T doctoral program. It is preferable that supervision occur under the tutelage of a faculty member who holds an MFT or IMFT license with, preferable AAMFT Approved Supervisor and/or endorsement by the Ohio CSWMFT Board as Approved Clinical Supervisor [ACS] status.
- All teaching-related internship activities must be supervised by an MFC/T doctoral program faculty member in the program offering the respective course. The MFC/T doctoral faculty member must hold a doctoral degree (e.g., Human Development, Counselor Education and Supervision, Child and Family Development, etc.) with an emphasis area in MFT or MFC/T.
- All scholarly activity-related internship activities, which include professional conference presentations, research and/or publication activities must be supervised by an MFC/T doctoral program faculty member with appropriate training in presentations, research methodology and publications (as determined by the MFC/T doctoral program Coordinator/Director and faculty. The supervisor must hold a doctoral degree (e.g., Human Development, Counselor Education and Supervision, Child and Family Development, etc.) with an emphasis area in MFT or MFC/T.
- All MFC/T leadership-related internship activities, which include professional editorial or journal reviewer, professional service officer (e.g., OCA, OAMFT), and/or CACREP and/or COAMFTE-accreditation activities, must be supervised by an MFC/T doctoral program faculty.

## CLIENT CONTACT – TERMS DEFINED

Contact Hour: A contact hour is a 50-minute counseling/therapy session. Whether the hour is individual, relational, or group is determined by how many people are in the room and their relationship. Whether the contact hour is direct team client contact or direct client contact is determined by whether the case is being seen only by a therapist(s) in the therapy room or whether case is being handled by a “team” of therapists. (For further explanation of type of client contact see definitions below).

Direct Team Client Contact Hours: Ongoing observation of a specific case(s) behind the mirror as part of a team. The trainee behind the mirror forms a “team” with the therapist(s) in the room. The trainee(s) behind the mirror observes each session and may help the therapist(s) in the room with assessment, case conceptualization, and intervention in the case. The trainee(s) behind the mirror is an active participant in the case rather than a passive observer. Marriage and family students may count up to 200 hours of direct team client contact toward the 1000 hours needed for graduation.

Direct Client Contact Hours: Face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational/systemic perspective. An assessment may be counted as direct

client contact if it is a face-to-face process that is more than clerical in nature and focus. Psycho-education may be counted as direct client contact.

Individual Hours: Doing therapy from a relational/systemic perspective, with one client in the room.

Relational Hours: Doing therapy from a relational/systemic perspective, with a couple, family, or with multiple people in the therapy room who are all related to one case (e.g. you meet with a child and his/her teacher. The teacher is not a family member but is related to the case). Of the 1000 client contact hours required for graduation at least 500 hours must be relational.

Group Hours: Doing therapy with a group of individuals, couples, or families. These clients are not all related to one case; they are each a client subsystem within the larger group subsystem. If the group is comprised of all individual cases then this counts as Individual Group Contact; if the group is comprised of couple subsystems or family subsystems then this counts as Relational Group Contact.

Other Hours: Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact.

## **SUPERVISION-TERMS DEFINED**

Students must obtain 200 hours of supervision to graduate. Of these 200 hours, at least 100 hours must be based on raw data (live or video supervision). An MFT Doctoral Program Faculty Supervisor or an MFT Program Designated Supervisor Equivalent must perform this supervision. Supervision of students, when conducted in fulfillment of clinical requirements of these standards, will be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisors-in-Training, or the equivalent. If a student is simultaneously being supervised and having direct client contact, the time may be counted as both supervision time and direct client contact time.

Supervision Hour: a 50-minute session with a supervisor. Students should receive at least one hour of supervision for every five hours of client contact (1 supervision hour for every 5 therapy hours).

**Individual Supervision:** One or two students/supervisees present receiving case report, live, or video supervision.

**Group Supervision:** Three to six students/supervisees present receiving case report, live, or video supervision. Students observing someone else's clinical work may receive credit for group supervision provided that:

- (1) at least one supervisor is present with the students
- (2) there are no more than six students present

(3) the supervision involved an interactional process between the therapist(s), the observing students, and the supervisor.

**IMPORTANT:** If there are no more than two students present with the supervisor it is counted as individual supervision.

**Case Report (consultation):** Supervision based on discussion of the case that was not live supervised or video supervised. This supervision is not based on “raw data.”

**Live supervision:** Supervision based on live observation of the case (supervisor is present for actual session). The time that a student is viewed by the supervisor and any time the student and supervisor discuss that client contact all counts as live supervision. For example, if a supervisor watched an hour session and then discussed the session for 30 minutes afterward, that would count as 1.5 hours of live supervision.

**Video:** Supervision based on watching a video of client contact. Time that the video was watched and any subsequent discussion about the video all counts as video supervision.

**Audio:** Supervision based on listening to an audio recording of client contact. Time that the audio recording was listened to and any discussion regarding this client will count as audio supervision.

**Raw Data:** Any supervision hours based on live, video, or audiotape sessions. A student must have at least 100 hours of supervision based on raw data.

## **PROGRAM COURSE DEVELOPMENT PLAN (PCD)**

The Program Course Distribution (PCD) Form is an official university document used to monitor course requirements for each particular program. It is a listing of courses (all of which must be completed before graduation), and it is submitted to the Graduate School by the end of the first semester of the MFC/T doctoral student’s doctoral program. Once accepted by the Graduate School, the PCD will be used to check completion of degree requirements after a student submits his/her online Graduation Application. The PCD for the Counselor Education and Supervision Doctoral Program — Marriage and Family Counseling/Therapy Track Doctoral Program conforms to those courses outlined in the Marriage and Family Counseling/Therapy Track Doctoral Program Course Distribution (see MFC/T Track Doctoral Program PCD below on page 34).

Students should arrange a meeting with their MFC/T Doctoral Program Faculty Advisor before registering for coursework. Students should arrange a face-to-face meeting with their MFC/T Doctoral Program Faculty Advisor during the first semester of enrollment in order to complete and sign their official MFC/T Doctoral Program PCD. The MFC/T Doctoral Program PCD helps ensure that each student



understands the requirements of the program and the sequence in which certain courses should be taken.

Once an official MFC/T Doctoral Program PCD is signed and submitted, the student must register for courses outlined on the form. In order to change one's course curriculum, a student must meet with his/her MFC/T Doctoral Program Faculty Advisor, have substitution coursework pre-approved, and submit additional paperwork. Students who deviate from their officially approved PCD without the express consent of their MFC/T Doctoral Program Faculty Advisor may delay their graduation and may jeopardize fulfillment of State licensure requirements.

Students are encouraged to attend the University on a full-time basis in order to complete their degree in the most expeditious manner. The University adheres to a continual enrollment policy. That is, all doctoral students must register for at least one semester credit during each fall and Spring semester unless an official leave of absence has been approved. Students who do not meet the minimum enrollment requirements will be considered inactive and will have their status in the program evaluated by the faculty. At the University level, compliance with this policy is necessary for final degree clearance. Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration for all semesters in which they were not in compliance.

Students attending part-time should give careful thought to the timing and sequencing of courses. This should be done in close consultation with their Faculty Advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full-time course load is normally 9-12 semester credit hours. Students who are employed should reduce their academic load proportionately. Students on graduate assistantships must register for a minimum of 9 credits and may take up to a maximum of 15 credits per semester of appointment (see Graduate Handbook for more details about policies and procedures).

**College of Health Professions  
MFC/T Doctoral Program Course Distribution (PCD)**

Name		I.D. #	
Address		Date	
E-mail		Phone	

**Advising Checklist**

	Plan courses to be taken semester-by-semester. <i>(Complete during first semester of course work)</i>
	Apply to have any transfer credits transferred. <i>(After completion of 12 credits)</i>
	Dissertation Hours <i>(Complete minimum of 15)</i>
	Doctoral CLINICAL Comprehensive Exam <i>(Taken at end of Advanced Practicum coursework)</i>
	Doctoral WRITTEN Comprehensive Exam <i>(Taken at end of Residency Year)</i>
	Advancement to Candidacy <i>(May 15<sup>th</sup>/ Fall; Sept.15/Spring; Feb 15th/Summer)</i>
Deadline for completion and conferral is:	

I HAVE READ THE ABOVE ADVISING CHECKLIST AND UNDERSTAND THAT IT IS MY RESPONSIBILITY TO MEET THE STATED DEADLINES. I UNDERSTAND THAT FAILURE TO MEET THE DEADLINES MAY DELAY MY GRADUATION.

Signature of the student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the advisor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>FOUNDATIONS OF EDUCATION (6)</b>	
5100:703 (3)	Social-Philosophical Foundations of Education
5100:705 (3)	Emerging Technologies for Instruction
<b>RESEARCH (12)</b>	
5100:742 (3)	Statistics in Education
5100:743 (3)	Advanced Statistics in Education
5600:715 (3)	Research Design in Counseling I
5100:644 (3)	Research Design in Counseling II: Qualitative Methods I
<b>MAJOR: Counselor Education and Supervision - MFT(38)</b>	
5600:725 (3)	Doctoral Professional Development Seminar
5600:702 (4)	Advanced Counseling Practicum (Master's MFC/T Practicum is a prerequisite)
5600:702 (4)	Advanced Counseling Practicum
5600:702 (4)* *	Advanced Counseling Practicum (*Additional 702's may be required.)
5600:737 (4)	Supervision I (Specific to MFT Supervision)
5600:738 (4)	Supervision II (Specific to MFT Supervision)
5600:785 (6)	MFT Internship (Must be taken for 9 months immediately after residency year)
5600:720 (3)	Advanced Systems Theory
5600:720 (3)	Seminar in MFT: Topical Issues
5600:756 (3)	Outcome Research in Marriage & Family Therapy
<b>COGNATE (9)</b> A minimum of 3 Hours must be taken outside the College of Health Professions and must be approved by advisor. Must complete a cognate in psychopharmacology.	

5600:722 (3)	Play Therapy (or)
5600:760 (3)	Counseling Children (or)
8200:662 (3)	Psychopharmacology
<b>DISSERTATION (15)</b>	
5600:899 (x)	Dissertation
5600:899 (x)	Dissertation
5600:899 (x)	Dissertation

<b>MASTER'S DEGREE</b>	
Must have completed these core courses at master's level.	
5600:620 (3)	Issues in Sexuality for Counselors
5600:623 (3)	Marriage & Family Ethics and Professional Issues
5600:645 (4)	Tests & Appraisal
5600:646 (3)	Multicultural Counseling
5600:648 (3)	Individual and Family Development
5600:651 (3)	Techniques of Counseling
5600:653 (4)	Group Counseling
5600:655 (3)	Introduction to Marriage & Family Therapy
5600:656 (3)	Assessment & Treatment Issues in MFT
5600:667 (3)	Marital Therapy
5600:662 (3)	Personality and Abnormal
5600:669 (3)	Systems Theory
5600:664 (3)	DSM-IV R
5600:675 (5)	MFC/T Master's Practicum
	CACREP Additional coursework to meet PC licensure requirements
5600:643 (3)	Counseling Theories
5600:645 (4)	Tests and Appraisal
5600:647 (3)	Career Counseling
<b>TOTAL</b>	<b>MINIMUM OF 120 CREDIT HOURS</b>
Required:	Foreign Language Alternative (does not count towards program hours).
	Option A: Foreign Language
	Option B: Statistics/Research Methods
	Option C: Professional Publication

**IMPORTANT: According to COAMFTE, students must be involved in clinical practice throughout their program (if they are not ready for practicum they should be part of team observation). Students must obtain 1000 hours of direct client contact to graduate. Hours that count towards this requirement can be accrued before admission to the program or during the program.**

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

## LEAVE OF ABSENCE

In the event of a hardship, when a doctoral student is not able to meet the continuous enrollment requirement of the university, s/he should apply for a leave of absence by submitting a formal letter of request to her/his Faculty Advisor in advance of the semester for which leave is sought. The student must obtain dated signatures from their MFC/T Doctoral Program Faculty Advisor and School of Counseling Director. If the request is approved, it will be forwarded to the Dean of the Graduate School for final review, approval, and filing in the student's Graduate School record.

**IMPORTANT:** A leave of absence does not extend the maximum 10-year time limit for completion of the degree requirements.

## FINANCIAL AID AND ASSISTANTSHIPS

Financial aid is available through student loans, tuition scholarships, and graduate assistantships to help offset the cost of full-time attendance. For information on loans, see the Financial Aids Office.

For information about other forms of financial aid visit the Graduate School's financial aid website at <http://www.uakron.edu/gradsch/financial-assistance/>, visit the Office of Financial Aid website at <http://www.uakron.edu/finaid/>, or contact the Office of Financial Aid through [finaid@uakron.edu](mailto:finaid@uakron.edu) or 330-972-7032.

Only a limited number of assistantships and scholarships are available each year. Every spring term the School of Counseling receives Graduate Assistant funding from the Graduate School for the next academic year. Graduate Assistant ships are assigned by the School of Counseling Director, based on:

- College of Health Professions/School of Counseling allocations
- number of assistantship applications submitted
- performance ratings of prior Graduate Assistantship placement
- School of Counseling and Clinic for Individual and Family Counseling needs
- Doctoral student interest

For more information about Graduate Assistantships please refer to the Graduate Assistantship Handbook and/or contact the School of Counseling Director, Dr. Karin Jordan at 330-972-5515 or [kj25@uakron.edu](mailto:kj25@uakron.edu)

## **COURSE REGISTRATION INFORMATION**

All course registration at The University of Akron is performed on “MyAkron.” Before course registration can occur, students must first obtain a UANet ID and Password from the UA computer center (Bierce Library, basement level). Students may also receive a private UA email address at this time. Next, students can check the School of Counseling’s schedule of classes and register each semester through <https://id.uakron.edu/idp/Authn/UserPassword>.

Throughout one’s graduate career, important forms, dates, and graduate information can be found at the Graduate School website: <http://www.uakron.edu/gradsch/>. Students are also encouraged to obtain a UA ZIP Card from ZIP service center (Student Union, ground floor) as soon as possible after formal admission into the program. The Zip Card allows students access to many services on campus including check out books from the library, make photocopies, and purchase food at the Student Union.

## **SPECIAL REGISTRATION FOR CLOSED COURSES**

Certain clinical courses, including Independent Study, Field Experience, Practicum, Internship, and Doctoral Dissertation, have a closed registration policy for which School permission must be obtained. A student should contact Sandy White, the Coordinator of Departmental Operations at 330- 972-7779 or [whites1@uakron.edu](mailto:whites1@uakron.edu), so that she can register the student for closed course. Permission from one’s Faculty Advisor may be necessary before registration for closed courses is approved.

## **DOCTORAL RESIDENCY REQUIREMENTS**

Each student must complete at least two consecutive semesters of full-time study, including involvement in the MFC/T doctoral program/School of Counseling activities. Full-time study is defined as 9-15 semester credit hours per regular academic semesters (fall and spring semesters) and as 6 semester credit hours during summer semester, except for graduate teaching and research assistants for whom full-time is specified by assistantship agreements. The two-semester residency requirement is usually completed during fall and spring semesters. However, Summer sessions may count as one semester provided that the residency year students register for at least six semester credits over a consecutive 10-week period (i.e., at least two consecutive Summer sessions). In order to begin completion of residency year requirements students must first gain approval from their Faculty Advisor. Prior to the beginning of the residency year requirement, a student must complete a residency application form. Following the completion of the residency year, a student is responsible for completing the verification of completed residency form. Both of these forms must be filed with the

Graduate Studies Office in the College of Health Professions. One's residency year may be accomplished at any point in the program if the guidelines described above are fulfilled.

Students must register for 12 credit hours of course work for each residency semester (unless on a graduate assistantship, as explained above). Courses that are required to fulfill residency requirements are listed below:

**Fall**

5600:737 (4) Supervision

*\*Additional Course work (5-8 credit hours)*

*Total Semester Credit Hours: 9 (if on assistantship) or 12*

\*Students are strongly encouraged to continue taking additional advanced practica during Residency to accrue the 1000 hours required for graduation.

**Spring**

5600:708 (4) Supervision

*\*Additional Course work (2-5 credit hours)*

*Total Semester Credit Hours: 9 (if on assistantship) or 12*

\*Students are strongly encouraged to continue taking additional advanced practica during Residency to accrue the 1000 hours required for graduation.

## **MFC/T DOCTORAL FACULTY ADVISORS AND DISSERTATION CHAIRS**

A Faculty Advisor of the Counselor Education and Supervision – Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program is appointed for each MFC/T doctoral student at the time of admission. This appointment is based upon:

- number of advisees already assigned to each program faculty member
- accreditation/enrollment considerations
- faculty area of expertise
- student's research interest

Students should meet with their MFC/T Doctoral Faculty Advisor before registering for classes.

MFC/T Doctoral Faculty Advisor responsibilities include helping students formulate a Program Course Development (PCD) form (see page 34), informing students about academic requirements/guidelines, mentoring students regarding professional identity/decision-making, monitoring students' program throughout the doctoral program, providing other MFC/T Doctoral Program Faculty with feedback about advisees, approving and signing required paperwork related to students' doctoral program, and passing program-related information on to students.

In cases of students wanting to change their faculty advisor, the student should first meet with the current MFC/T Doctoral Program Faculty Advisor to discuss the matter. Depending on the reason for advisor switch:

- student/advisor conflict
- performance difficulties
- faculty retirement or resignation (other faculty losses)
- student research interest matching another faculty members research interest
- other

MFC/T Doctoral Program Faculty Advisor changes are dependent upon other MFC/T faculty availability to serve as advisor to another MFC/T doctoral student and are generally discussed by all MFC/T faculty members. In cases of student faculty conflict and/or student performance problems MFC/T faculty will be informed of the student request to switch their faculty advisor.

In other situations, the student should meet with their current MFC/T Doctoral Program Faculty Advisor and afterwards with the MFC/T Doctoral Program Faculty member the student desires to serve as the new Counselor Education and Supervision – Marriage and Family Counseling/Therapy Track Doctoral Program Faculty.

IMPORTANT: Faculty from other program areas may not serve as a faculty advisor for an MFT/F doctoral student).

MFC/T Doctoral Program Faculty Advisor serves as the dissertation chair, therefore MFC/T doctoral students should discuss dissertation topics and issues with their MFC/T Doctoral Program Faculty Advisor. A dissertation committee shall be discussed prior to completing the first two chapters of the dissertation. The dissertation committee shall be composed of not fewer than five faculty members, including the student's dissertation Chair (who must hold Category II graduate faculty status), a statistician (can be from the School of Counseling or outside of the School of Counseling) and one Graduate School representative, who must be from outside the School of Counseling but within The University of Akron and must hold Category II graduate faculty status. The remaining three committee members should augment the student's learning process, and may hold Category I, Category II, or Ad Hoc Temporary graduate faculty status at The University of Akron. Retired faculty may only serve on dissertations for 5 years post retirement upon student request. Three members of the committee must be MFC/T (which includes the Doctoral MFC/T Clinical Coordinator/Director, the Doctoral MFC/T Program Coordinator/Director, and School Director) track faculty, and the majority of committee members must hold Category II graduate faculty status. The student will have the opportunity to recommend members for the committee. However, the student's dissertation Chair, with the approval of the Dean of Graduate School, will determine in collaboration with the MFC/T doctoral student final composition of the dissertation committee. Once the composition of the dissertation committee is approved, the advisor will submit the names of committee members to the Dean of the Graduate School.

Each MFC/T doctoral student's Faculty Advisor serves as the Chair for the student's doctoral dissertation committee. The student's Faculty Advisor generally continues to serve as the student's dissertation Chair; however, students have the option of choosing a dissertation Chair who is more closely aligned with their interests. Ultimately, students should consider each faculty member's professional background, research interest areas, and availability when selecting a dissertation Chair.

If a new dissertation Chair is requested, the selection process should be completed by the end of the student's second year in the doctoral program. In addition, the student should speak with both their current MFC/T Doctoral Faculty Advisor and the proposed new dissertation Chair to discuss and approve the transfer. If a resolution between the student and current dissertation Chair cannot be achieved, the student should then meet with their current dissertation Chair and another MFC/T Doctoral Program Faculty (as an intermediary). If a resolution between the student and current dissertation Chair still cannot be achieved, the issue should be brought to the MFC/T faculty for discussion and/or a mutual meeting.

The responsibilities of the dissertation Chair include: directing the student to relevant research topics, refining topic selection, consulting about committee selection, meeting with the student regularly as requested, providing timely feedback for written work, directing the format for the dissertation proposal and defense meetings, contacting other committee members before the proposal and defense meetings to ascertain any concerns that need to be addressed and corrected, and being the student's advocate in all dissertation matters. Therefore, since the dissertation Chair assumes responsibility and commitment for putting forth a great deal of time and effort in mentoring the student through the dissertation process, careful thought should be placed on selecting and transferring one's dissertation Chair.

On occasion, a student may request a Co-Chair for their doctoral dissertation. The Counselor Education and Supervision – MFC/T Track Doctoral Program does permit Co-Chairs from within the Marriage and Family Counseling/Therapy (MFC/T) program faculty if appropriate.

## **TRANSFER OF CREDIT**

Up to 50 percent of the total credits above the baccalaureate required in a doctoral program may be transferred from accredited colleges or universities (not from one institution). The credits must be relevant to the student's academic program as determined by the student's academic department and must fall within the 10-year limit to complete degree requirements if beyond the master's degree. All credits transferred must be at the "A" or "B" level in graduate courses.

Credits transferred may come from a prior degree. No more than thirty semester credits may be transferred from a single master's degree, without counting towards the 10-year time limit. Other credits earned at the master's level (up to 30 additional semester hours) may be brought into the program. These additional hours will start the clock on the 10-year time limit. Credits earned in prior or concurrent programs at The University of Akron shall be treated in the same manner as credits earned



elsewhere. A University of Akron student who seeks to enroll in courses elsewhere for transfer credit here must receive prior approval.

A student seeking transfer credit must have full admission and be in good standing at The University of Akron and at the school at which the credits were earned. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a grade point average of 3.00 or better.

**IMPORTANT:** Transfer credits from other institutions shall not be computed as part of a student's University of Akron grade point average.

## **MFC/T TRACK DOCTORAL PROGRAM LANGUAGE REQUIREMENT**

The language requirement must be fulfilled through the completion of one of the following options. Please review these options in the Graduate School Bulletin, the College of Health Professions Doctoral Handbook, and with your advisor before selecting one.

**Option A:** Foreign Language - See Graduate Bulletin for further details.

**Option B:** Statistics/Research Methods. A minimum of four (4) additional hours in research beyond required research coursework. An example would be to complete 5100:801 (3) and 5600:897 (1) Independent Study.

**Option C:** Professional Publication – See Graduate Bulletin for further details.

## **THE DOCTORAL COMPREHENSIVE EXAMINATION OVERVIEW**

The Comprehensive Examination consists of two written portions ([a]supervision paper and [b] chapters 1-2 of the MFC/T doctoral student's dissertation) and a clinical portion. The Clinical portion of the examination occurs immediately after completion of the required Advanced Practicum (5600:702). The Written portion of the examination occurs immediately after residency year.

## **DOCTORAL COMPREHENSIVE EXAMINATION GUIDELINES**

As faculty in the MFC/T Track Doctoral Program, we believe that a doctor of philosophy degree (Ph.D.) requires the student to exhibit scholarly competence, engage in self-directed inquiry and demonstrate the ability to conduct research. We therefore require a comprehensive examination in which students

are able to show evidence of an ability to integrate and synthesize ideas learned from program coursework.

An agenda and set of procedures have been set up to evaluate student proficiency in the areas of ethics, theory, research, supervision and clinical practice. Scholarship will be demonstrated through writing and submitting an article of publishable quality on the subject of supervision and ethics. Another project is the completion of the first three chapters of the doctoral dissertation. Additionally, because the Marriage and Family Counseling/Therapy Track Doctoral Program is a scientist/practitioner degree which implies that doctoral candidates are not only outstanding researchers, but also outstanding clinicians with both clinical skills and expertise in the art and science of MFC/T. A portion of the comprehensive examination entitled “clinical comps” assesses clinical skills and theoretical/ethical knowledge.

As a method of determining that MFC/T doctoral students have demonstrated excellence in their chosen discipline, it has been determined that the MFC/T doctoral students must complete the three portions of the MFC/T Doctoral COMPS Examination consisting of three parts:

- (a) a supervision paper of publishable quality
- (b) the first three chapters of the student’s dissertation and successful proposal
- (c) a clinical case presented from a theoretical perspective, looking at aspects such as ethics, therapist-self, etc. will be required.

The three portions of the COMPS Examination serve as partial fulfillment for the MFC/T Track Doctoral Program/Degree.

Expected accomplishments and documentation requirements are outlined below. The evaluation (pass/fail connected to these materials) is stored in the student file and will be used to fulfill the comprehensive examination requirements. **Timely progress in fulfilling these benchmarks will be evaluated in the MFC/T Track Doctoral Program student review held in the spring term.** If the required scholarly paper and first three chapters of the dissertation and proposal do not meet or exceed expectations, they must be rewritten and resubmitted as outlined below or the doctoral student will receive a “fail” evaluation.

All portions of the MFC/T Track Doctoral COMPS are expected to be completed, reviewed and need to have a rating of “passed” prior to the student starting data collection, analysis, final write-up and scheduling a final dissertation defense. **The MFC/T COMPS CHECKLIST must be signed and placed in the student file (see attached form).**

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

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

**MFC/T DOCTORAL COMPS CHECKLIST (since Feb. 2013)**

*The following papers and presentation must be completed prior to the MFC/T doctoral student moving forward (post dissertation proposal).*

**Supervision/Ethics Article**

**(Topic will change yearly. Please see Part I Supervision Paper: Rubric)**

- ( ) Documentation for article is complete – letter of submission, and/or reviews and/or acceptance/revise-resubmit/recommendation for submission to another journal, etc.
- ( ) Article has been reviewed and determined to be of passable quality by the MFC/T bargaining faculty and MFC/T Coordinator in accordance with the rubric provided.

**Dissertation prospectus**

- ( ) Completion of the first three chapters of the MFC/T doctoral student’s dissertation
- ( ) IRB training
- ( ) Dissertation Committee members
- ( ) Dissertation proposal meeting scheduled
- ( ) Dissertation proposal approval
- ( ) Filing of appropriate paperwork

**Clinical case, presented from a theoretical perspective**

- ( ) Two video clips (of good quality and transcribed)
- ( ) Theory presentation and the ability to demonstrate in depth knowledge and awareness of founder(s), philosophical underpinnings, theory-specific concepts, how change occurs, role of the therapist, techniques used-(theory-specific), familiarity of seminal and emerging research (including application with diverse clients)
- ( ) Case overview including diagnosis
- ( ) Ethical issues/ethical decision making
- ( ) Genogram
- ( ) Systemic Hypothesis
- ( ) Therapist self
- ( ) Passed presentation

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Director

\_\_\_\_\_  
Date

## COMPREHENSIVE EXAM -- PUBLICATION GUIDELINES

MFC/T doctoral students (eligible for the comprehensive examination) at the end of Supervision II will be asked to write a supervision/ethics article (with a different ethical topic/focus each year) of publishable quality, during the last week of the term.

The article must be written in APA style, with a minimum of 20 pages, and address the topic identified by the MFC/T doctoral program faculty, with both seminal and relevant references (minimum of 20).

**The article will be submitted to a peer-reviewed journal or invited to be published.** This article cannot be written with peers, faculty or other professionals, but must be the original work of the student. This article is the first part of the comprehensive examination that will need to be completed and submitted as well as be reviewed and accepted as being of passing quality by the MFC/T track faculty and program director, before moving on to the next part of the Doctoral COMPS.

IMPORTANT: The student's dissertation cannot be used to develop this article. Required documents include:

- Copy of the article
- All correspondence with journal or book publishers, including a letter/submission form to the journal/editor indicating that the article has been submitted for publication. In addition, the faculty evaluation as well as editorial feedback (acknowledgement of submission, acceptance for publication, revise for resubmission, or positive review with recommendation to submit elsewhere) should be included in the portfolio.
- In addition, the portfolio should have documentation that the journal or book is peer-reviewed.
- Furthermore the portfolio should have a brief statement of the acceptance rate of the journal.

## COMPREHENSIVE EXAM -- DISSERTATION/PROPOSAL GUIDELINES

The student will work closely with his/her advisor to help clarify the dissertation topic and start working on the first three chapters. **Data collection cannot occur until the student's proposal has passed.**

Requirements are:

- Regular meetings with advisor
- Complete IRB training/test
- Selection of dissertation committee members
- Designation of a proposal meeting time
- Successful dissertation proposal meeting
- Completion of all paperwork set forth by the Graduate School

## COMPREHENSIVE EXAM – CLINICAL COMPS (FROM A THEORETICAL PERSPECTIVE) GUIDELINES

The Clinical COMPS examination shall be a maximum of three hours in length. The Clinical COMPS examination shall be scheduled no later than the end of the spring term following the term in which the student is working on the written portion of the Comprehensive Examination, and has satisfactorily completed all advanced practica. The examining committee is comprised of the MFC/T Doctoral Program Faculty members who are AAMFT Approved Supervisors. Once convened, the clinical part of the Comprehensive Examination shall not be stopped or adjourned without a pass/fail vote being taken, unless there is a successful vote to suspend the meeting without any no vote of the committee members.

The Clinical Comprehensive examination includes:

- A PowerPoint presentation (with one copy provided for each faculty member in attendance at the Comprehensive Examination (*Please eliminate all identifying information in order to not breach confidentiality.*)).
  1. Brief overview of the student's theoretical orientation, including the founder(s)/key contributors, core beliefs/concepts, philosophical foundations, how change occurs, role of the therapist, techniques, use with diverse clients.
  2. Diagnosis
  3. Referrals and other supportive services accessed
  4. Overview of the case (it must be a couple or family case)
  5. Genogram
  6. Systemic hypothesis
  7. Ethical issues/considerations
  8. Self-of-Therapist
  9. "What I would do differently." The focus should be on how things might be handled differently by the doctoral student today, in light of the student's growth and developmental change.
  
- Two video segments, which are also transcribed (students should make sure that they are of quality and easy to hear/understand during the presentation, and to bring speakers if necessary.)

Two transcripts – one for each of the five minutes transcribed, one beginning session portion and one advanced session portion (please provide one copy for each faculty member in attendance at the Comprehensive Examination).

- The faculty members in attendance at the clinical comprehensive examination may ask questions:

1. Related to the PowerPoint presentation, such as theory, ethics, etc. questions
2. Questions not directly related to the presentation, to test the student's overall MFC/T knowledge.

## CLINICAL COMPREHENSIVE EXAMINATION RESULTS

- To pass the clinical portion of the Comprehensive Examination, the student must receive a pass vote from the committee, with no dissenting vote.
- In the event that a student fails the clinical portion of the Comprehensive Examination, the student will be notified by the MFC/T Program Coordinator of the area(s) of weakness or concern voiced by the Committee.
- A second clinical examination shall be scheduled at the discretion of the Program. A pass vote from the committee with no dissenting vote is required to pass a second clinical examination.

**A STUDENT WHO DOES NOT PASS THE SECOND CLINICAL EXAMINATION SHALL BE DISMISSED FROM THE PROGRAM.**

*IMPORTANT: FINAL DISSERTATION DEFENSE CANNOT BE SCHEDULED WITHOUT SUCCESSFUL COMPLETION OF ALL 3 REQUIREMENTS FOR THE DOCTORAL COMPREHENSIVE EXAMINATION*

## ADVANCEMENT TO DOCTORAL CANDIDACY

Doctoral candidacy is the recognition by Graduate School that the student has reached the end of the academic course of study. Typically, this recognition comes when the student has completed the comprehensive examinations, and is preparing to present the dissertation proposal. The Advancement to Candidacy form lists all remaining requirements to be completed before graduation. **The deadline for filing (on-line by the student) the Advancement to Candidacy form is approximately nine months prior to the student's projected graduation date.** A student will be recommended for Advancement to Candidacy for the doctoral degree following satisfactory completion of:

1. Foreign language/alternative option fulfilled.
2. The three parts of the comprehensive examinations have been successfully passed.
3. A minimum grade average of "B" on all applicable graduate work.
4. Doctoral residency requirement completed.
5. Official transcripts of applicable graduate courses from other universities.
6. Continuous enrollment for doctoral dissertation hours after completion of all other coursework.

## DISSERTATION

Each student is expected to develop a doctoral dissertation that meets the standards of the School of Counseling, Counselor Education and Supervision – MFC/T Track Doctoral Program, and the Graduate School. The dissertation topic and methodology must be judged by the student’s dissertation committee to be appropriate for the specialty of MFC/T. That is, the dissertation topic must have direct relevance to MFC/T, MFC/T clinical supervision, and/or MFC/T clinical practice. A manual titled ‘Guidelines for Preparing a Thesis or Dissertation’ is available from the Graduate School to help students with the structural details of this document. All copies of the dissertation must conform to these standards: <http://www.uakron.edu/gradsch/docs/gdln.pdf>. This link also includes frequently asked formatting, questions, common formatting mistakes and dissertation submission checklists.

The dissertation topic must be judged by the student’s dissertation committee to be appropriate for an MFC/T doctoral candidate. The Chair of the dissertation committee is responsible for assisting the student with research procedures, dissertation organization, and content. The Chair is not expected to serve as an editor, writer, or proofreader. It is the student’s responsibility to present the dissertation to the Chair and committee members in acceptable English and standard APA format. It is recommended that the student utilize an individual familiar with Graduate School dissertation requirements as “reader” of the dissertation before it is submitted for review to the Graduate School. Failure to follow Graduate School guidelines will likely delay graduation until the next semester.

The dissertation proposal consists of chapters one, two, and three. The student’s dissertation committee must approve the dissertation proposal before the student begins to collect data. The dissertation proposal consists of chapters one (Introduction), two (Review of Related Literature), and three (Methodology). The student’s dissertation committee and The University of Akron’s Institutional Review Board (<http://www3.uakron.edu/orssp/index.html>) must approve the dissertation proposal before the student begins to collect data. A copy of the dissertation proposal, as approved by the dissertation committee, shall be kept on file in the School of Counseling until the dissertation is successfully defended. The student must maintain progress toward the completion of the dissertation, to assure that the student completes his/her dissertation in the maximum time set forth by the Graduate School to complete the degree.

Once chapters four (Results) and five (Discussion) have been completed and approved by the dissertation Chair, the dissertation must be submitted to the dissertation committee at least two weeks prior to the scheduled dissertation defense. The ensuing oral defense shall not exceed two hours.

To pass the oral dissertation defense, the student must receive a ‘pass’ vote from the committee with not more than one dissenting vote. In the event that a pass vote is not received, the Chair of the dissertation committee will inform the student of the deficiencies that need to be remedied for acceptance. An additional oral defense will then be scheduled during which the committee shall determine if the student has remedied the defined weaknesses. In order for the student to pass the second oral examination, the student must receive a ‘pass’ vote from the committee with not more than

one dissenting vote. If the oral defense is failed it may be repeated one time. Students who fail the oral defense in total or in part two times may be subject to dismissal from the program. Written verification of the satisfactory completion of the dissertation and oral defense, along with the names of the dissertation committee members, will be placed in the student's file, and will be forwarded to the Office of Graduate Studies in College of Health Professions.

IT IS A MFC/T PROGRAM REQUIREMENT THAT EACH STUDENT WHO SUCCESSFULLY DEFENDS HER/HIS DISSERTATION WILL PROVIDE A PRINTED COPY OF THE DISSERTATION TO THE SCHOOL OF COUNSELING CHAIR. FAILURE TO DO THIS MAY RESULT IN A DELAY OF PAPERWORK BEING SENT TO GRADUATE SCHOOL.

After Committee approval and after all suggested corrections have been made, the dissertation is to be submitted to the Graduate School for final format review. Please note the deadline for this review on the Graduate School website. The student is responsible for meeting all deadlines and submission requirements.

## **STUDENT AND PROGRAM REVIEW PROCESS**

In keeping with the objectives and philosophy of the Counselor Education and Supervision Program – MFC/T Track Doctoral Program, formative and summative student and program data will be evaluated by MFC/T Program Faculty to ensure quality control and positive student/program development over time:

### **1. Student Evaluation Process (by Program faculty)**

[Once annually – Spring semester]

- a. Review of active students' individual course grades
- b. Review of active students' overall grade point averages
- c. Review of Student Evaluations (all faculty review)
- d. Review of clinical supervisor Practicum and Internship evaluation/feedback. These sources of evaluation/feedback were chosen to ensure summative assessment of clinical competence before graduation: 5600:702 – Advanced Practicum ii. 5600:785 – MFT Internship
- e. Review of student progress
- f. Review of COMPS (Supervision Paper, Clinical COMPS and dissertation [Chapter 1-3] and proposal)

### **2. Student Evaluation Process (by all [School of Counseling] faculty members review)**

Each spring term the School of Counseling engages in a comprehensive student evaluation of all students in the school, including the MFC/T doctoral students. Focus is on student conduct, student performance and student progress.



3. Program Evaluation Process (by Program faculty)

*[Once annually – Fall semester]*

- a. Review of all student assessment data (e.g. Completer Surveys, Alumni Surveys, etc.)
- b. Review of active students (e.g. student GPA, performance, progress, etc.)
- c. Review of application and admission data
- d. Review of Program supervisors' and employers' surveys
- e. Review of global comprehensive examination patterns
- f. Review of signature assessments of learning outcomes chosen by Program faculty to ensure ongoing formative evaluation of CACREP (2009) Counselor Education and Supervision curriculum standards.

IMPORTANT: Student learning outcome data for specific signature assessments were chosen within the following Program specific courses:

- i. 5600:710 (Advanced Theories of Counseling) ii.
- ii. 5600:702 (Advanced Practicum) iii.
- iii. 5600:738 (Clinical Supervision II)
- iv. 5600:785 (Doctoral Internship)
- v. MFC/T Doctoral COMPS

## STUDENT REVIEW FORM

Each student in the Counselor Education and Supervision Program – MFC/T Track Doctoral Program will be reviewed annually (see above) using the MFC/T Doctoral Student Annual Review form. This form is intended to provide feedback to MFC/T program faculty and students regarding performance in key areas related to candidacy, courses deemed as signature assessment points as well as progress in the MFC/T doctoral program, to assure student success and program completion. The purpose is to track student to address areas of growth and fit for the profession as well as performance and offer remediation when needed throughout the program's curriculum.

## STUDENT REVIEW AND REMEDIATION PROCEDURES

In keeping with the objectives and philosophy of the Counselor Education and Supervision Doctoral Program – MFC/T Track Doctoral Program. MFC/T Program Faculty conduct:

- an annual review
- an on-going review

MFC/T doctoral student's academic progress, as well as ethical and/or professional behavior concerns can be identified by MFC/T Program Faculty and/or other full or part-time faculty, faculty advisor and/or site supervisor(s). Concerns can also be identified through grades (class and transcript) and any other relevant documentation (e.g., student clinical comps), clinical/ethical decision making and student (personal and/or professional) conduct.

The following review and remediation procedures will be used by the MFC/T Program Faculty:

1. Lack of evidence of progress that indicates an ability to complete degree requirements in ten years (as required by the Graduate School).

A. The MFC/T Doctoral Faculty Advisor will discuss timelines with the student, options for Program completion, and the option of Graduate School extension related to extenuating circumstances.

B. The Graduate School will notify student in writing 1-2 semesters before the ten year timeline expires, with options for extension or dismissal.

2. Overall GPA of less than 2.5 or lower throughout the program (on a 5-point standard grading scale; A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D+=1.5, D=1.0, F=Below 1.0).

A. First semester - Faculty Advisor will communicate GPA to student. Faculty Advisor and student will discuss academic and other issues impacting GPA. Student will be placed on academic probation for one semester.

B. Second semester - Student will remain on academic probation for second semester. Student must meet with MFC/T Program Faculty to discuss academic issues and generate remediation plan.

C. Third semester – Student may be subject to dismissal from the MFC/T Track Doctoral Program and university.

3. Individual grade of less than B- (2.5) on one or more required Program course outlined on the Program Course Distribution (PCD) form.

A. First course – MFC/T Faculty Advisor will meet with the MFC/T doctoral student to discuss academic and other issues impacting the student course grade. Students who receive a C or lesser grade must re-take the course and obtain B- or better.

B. Second course - Student must meet with Program faculty to discuss academic and other issues impacting course grade. Student will be placed on academic probation. Student must re-take course and obtain B- or better. Student will be reviewed for possible dismissal from Program.

C. Third course – Student may be subject to dismissal from Program by the Graduate School.

Student issues are addressed as they arise, and are addressed early on. If possible remediation plans are developed. Student issues are addressed by MFC/T faculty in their monthly meetings and more frequent meetings are scheduled as needed. Remediation plans are developed by the MFC/T faculty in consultation with appropriate offices, e.g. Student Judicial Services, General Counsel, Dean’s Office, etc. to assure proper policies and procedures are followed.

Process:

A. First course - Faculty Advisor will meet with the MFC/T doctoral student to discuss fitness issues impacting course grade. Faculty advisor and student will develop a formal remediation plan. MFC/T faculty is informed of the difficulty.

B. Second course - Student must meet with faculty advisor and MFC/T Doctoral Program Coordinator to discuss issues impacting course grade. Student fit for the profession and ability to be successful in the program are explored. If appropriate, a remediation plan is developed.

C. Third course or graduate GPA below 3.00 - Student may be subject to dismissal from Program (MFC/T faculty discussion and consultation with the Graduate School).

4. Demonstration of Practicum Proficiency. MFC/T doctoral student does not meet minimum requirements and/or is unable to keep clients and/or has engaged in unethical behavior.

A. Practicum Instructor will meet with student to discuss competency issues/unethical behavior impacting clinical work. Practicum Instructor and student will draft formal remediation plan. Practicum Instructor will consult with MFC/T faculty advisor and or MFC/T Doctoral Program Coordinator to discuss recommendation regarding continuation of clinical work (i.e., receiving grade of “In Progress” in Practicum), need for seeking outside consultation and if appropriate, a remediation plan.

B. Lack of successful completion of Practicum - Student must meet with Program faculty to discuss competency issues. Student readiness to stay in the program, retake classes and/or redo Practicum will be explored.

C. Lack of progress with remediation plan will result in student review to assess program and/or profession fit.

D. Depending on the seriousness of ethical and/or legal violations – Student may be subject to dismissal from Program.

5. Demonstration of unacceptable ethical and professional behaviors during internship

A. The MFT Internship Instructor will meet with off-site supervisor and student to discuss competency issues impacting the student's professional functioning. MFT Internship Instructor and student will draft formal remediation plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of internship experience and remediation plan.

*IMPORTANT: In case of serious violations, in consultation with the appropriate university resources and administration, student might be asked to leave the Internship site (avoiding client abandonment) and might even be dismissed from the program/university.*

B. Lack of successful remediation after a plan has been developed - Student must meet with MFC/T Doctoral Program Faculty to discuss competency issues and continuation in the program. MFC/T Doctoral Program Faculty will be involved in this process, and if appropriate 1 or more MFC/T Doctoral Program Faculty members will be part of the decision making process and meeting with the student.

6. Non-passing score on the COMPS supervision paper and/or clinical COMPS.

A. In the event that one or more parts ([a]Supervision Paper, [b] Clinical COMPS, [c] first three chapters of the dissertation and proposal) of the COMPS supervision paper or clinical COMPS is failed in total or in part, the MFC/T doctoral faculty will determine if:

- the MFC/T doctoral student is given permission to re-do their Supervision Paper, Clinical COMPS, the first three chapters of the dissertation and/or proposal.
- **IMPORTANT:** The grade for the original supervision paper which is started during Supervision I class and revised during Supervision II and serve as the foundation of the Supervision for COMPS, is given by the course instructor.

B. Failed parts on the COMPS supervision paper and of clinical COMPS may be repeated (in part or completely) one time only.

C. Students who fail COMPS supervision paper and/or the clinical COMPS in total or in part two times will be subject to dismissal from the program.

7. Demonstration of non-adherence to the School of Counseling Statement of Expectations.

A. First report – Course Instructor and/or MFC/T Faculty Advisor will meet with the MFC/T doctoral student to discuss issues impacting professional behavior. The MFC/T Faculty Advisor and MFC/T doctoral student will develop a formal remediation plan.

B. Second report - Student must meet with MFC/T Faculty Advisor and course instructor (if appropriate the MFC/T Doctoral Program Coordinator/Director, might also be invited, to be part of the meetings) to discuss fitness issues impacting course grade.

C. Third report of ongoing problems or lack of improvement as identified as part of the remediation plan may result in – failing the course, assessing the student fit for the profession and might result in recommending dismissal from the Program.

NOTE: An MFC/T Doctoral Faculty member may at any time voice an academic or behavioral concern about a student in the program. If the program faculty decides that a student concern is serious enough to potentially result in dismissal, a letter will be sent to the student notifying them of the concern.

## GRADUATE STUDENT GRIEVANCE PROCEDURES

The Counselor Education and Supervision Doctoral Program—MFC/T Track Doctoral Program complies with grievance procedures approved by the College of Health Professions, Graduate School, and The University of Akron. The Counselor Education and Supervision Doctoral Program— MFC/T Track Doctoral Program students have certain rights and responsibilities as stated in The University of Akron Bylaws (*3359-42-01-C2, 3359-11-13, and 3359-41-01*) and in the Student Code of Conduct. If a student believes that he or she has valid grounds for appealing a faculty/program/departmental decision, or has an academic-related issue/complaint, the student must first attempt to resolve the issue at the lowest level possible.

MFC/T doctoral student must follow the step by step procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved;
2. Speak with one's Faculty Advisor;
3. Speak with the Counselor Education and Supervision Doctoral Program—Marriage and Family Counseling/Therapy Track Doctoral Coordinator/Director;
4. Contact the School of Counseling Director - the student should appeal, in writing, to the School of Counseling Director for resolution of an academic issue;
5. Contact the College of Health Professions Office of Student Affairs (i.e., Assistant Dean for Student Affairs Dr. Huff) - the student must appeal, in writing, to the Assistant Dean for Student Affairs for resolution of an academic issue using a standardized College of Health Professions appeals form.

For more detailed information about student appeals or complaint procedures, please visit the College of Health Professions Office of Student Affairs website at [www.uakron.edu/ogc/UniversityRules/pdf/24-02.pdf](http://www.uakron.edu/ogc/UniversityRules/pdf/24-02.pdf) - 5k or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

IMPORTANT: MFC/T doctoral students are asked to follow the process and not bypass any of the steps identified.

## **GRADUATION REQUIREMENTS**

In order to graduate with a doctoral degree in Counselor Education and Supervision— MFC/T Track Doctoral Program, a student must meet the following minimal requirements:

1. Completion all required coursework on the officially approved PCD within a ten-year timeframe after the first course was completed toward the degree,
2. Attainment of a cumulative 3.0 GPA or better,
3. Attainment of a B- grade or better in all required coursework,
4. Successful completion of all coursework including courses in research and statistics and MFC/T education doctoral core courses, determined by receiving a grade of B- or better, and acceptable instructor ratings and annual endorsement by MFC/T faculty.
5. Successful completion of Advanced Practicum by receiving a “B-“ or better grade and Internship by receiving a “Pass” and acceptable supervisor ratings on standard competency evaluations
6. Successful passage of all aspects of COMPS (supervision paper, clinical comps and dissertation Ch. 1-3
7. Adherence to the School of Counseling Statement of Expectations throughout the Program.
8. Successful completion of dissertation

## **GRADUATION APPLICATION PROCEDURES**

All students must complete a Graduation Application before graduation is possible. This form must be submitted to the Graduate School prior to the due date, which is dependent upon the semester a student intends to graduate. It is strongly recommended that this form be submitted once students successfully pass her/his dissertation proposal hearing. The Graduation Application form must be submitted before very strict due dates set by the Graduate School. Graduate Application forms can be found online through “MyAkron” and the DARS system. Students should contact the Graduate School (330-972-7663) directly for questions related to graduation application. Students are responsible for registering with the Graduation Office and paying a graduation fee at the time of submission of the online Graduation Application form.

## **PROGRAM CODE OF ETHICS**

The Counselor Education and Supervision — MFC/T Track Doctoral Program, its faculty, and its students adhere to the University Code of Conduct, State of Ohio licensure laws and regulations, the American Association for Marriage and Family Therapy (AAMFT) as well as the American Counseling Association's (ACA) Code of Ethics, and the Association for Counselor Education and Supervision's Ethical Guidelines. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the AAMFTE and the ACA's website for details related to these guidelines.

## MFC/T DOCTORAL PROGRAM CHECKLIST

- \_\_\_\_ 1. Apply for admittance to the Graduate School of The University of Akron.
- \_\_\_\_ 2. Complete special admission requirements of the Marriage and Family Counseling/Therapy track.
- \_\_\_\_ 3. Meet with assigned MFC/T Doctoral Program Faculty Advisor (student's assigned advisor can be confirmed by checking with Sandy White, Coordinator of Departmental Operations, at [whites1@uakron.edu](mailto:whites1@uakron.edu) or 330-972-7779).
- \_\_\_\_ 4. Complete application for Graduate Assistantship if interested. Deadline is March 1st prior to academic year for which Assistantship is being requested.
- \_\_\_\_ 5. Work with your MFC/T Doctoral Program Faculty Advisor to develop course of study and complete PCD to be filed with Office of Graduate Studies in Education and with the Dean of Graduate School. PCD should be completely signed (1<sup>st</sup> and last page) by the student and (1<sup>st</sup> page) by the faculty advisor by the end of the first academic year once entering the doctoral program.
- \_\_\_\_ 6. Schedule and take full-time residency classes.
- \_\_\_\_ 7. Meet with residency year cohort group and determine time frame (spring term of Internship year) for taking doctoral clinical COMPS.
- \_\_\_\_ 8. Apply for Internship
- \_\_\_\_ 9. Plan to write COMPS supervision paper and submit to MFC/T Doctoral Program Faculty Advisor and after approval submit for publication
- \_\_\_\_ 10. Meet with MFC/T Doctoral Program Faculty Advisor to identify dissertation topic and start working on identifying Doctoral Dissertation Committee.
- \_\_\_\_ 11. Obtain dissertation topic and methodology approval from Doctoral Dissertation Committee (Submit Dissertation Proposal to committee members (allow members at least two weeks to read Chapters One, Two, and Three).
- \_\_\_\_ 12. Apply for graduation. Check for information on fees, forms to be completed, and any other information related to graduation.
- \_\_\_\_ 14. Make corrections on dissertation Ch. 1-3. Submit to Chair of Dissertation Committee for approval.
- \_\_\_\_ 15. Apply for permission to collect data through the UA Institutional Review Board (IRB).



- \_\_\_\_16. Collect and analyze data. Report the findings and implications in Chapters Four and Five of the dissertation.
- \_\_\_\_17. Submit completed dissertation to Dissertation Committee for review (allow members at least two weeks to read Chapters Four and Five). Schedule oral defense examination of dissertation.
- \_\_\_\_18. Satisfactorily defend dissertation.
- \_\_\_\_19. Make any corrections proposed by Dissertation Committee. Submit corrected copy of dissertation to Chair and/or Dissertation Committee for final approval.
- \_\_\_\_20. Submit dissertation to Graduate School for format review. Graduate School review of dissertation is completed approximately 8 weeks before anticipated graduation.
- \_\_\_\_21. Pay dissertation fees for microfilming, binding, and copyright (optional).
- \_\_\_\_22. Complete Earned Doctorate Survey form obtained from Graduate School.

## **MFC/T DOCTORAL PROGRAM ASSESSMENT PLAN**

The Counselor Education and Supervision -- MFC/T Track Doctoral Program has a comprehensive assessment plan, which is designed to gather data from different Communities of Interest (see Assessment in table below).

<b>Communities of Interest</b>	<b>Assessment</b>
Current Students*	Exit Surveys
Current Students	Town Hall Meetings
Supervisors	Supervisor Brunch/Lunch Meeting
Alumni*	Survey
Employers	Survey
Ohio Board of Counselors, Social Workers and Marriage and Family Therapists	Minutes
MFT Program Advisory Board	Fall and Spring term meetings

Data collected is reviewed regularly by the MFC/T Doctoral Program Faculty, the Doctoral MFC/T Clinical Program Coordinator/Director and the Doctoral MFT Program Coordinator/Director and can lead to program (e.g., curriculum, policy and procedure, etc.) changes.

## **MFC/T DOCTORAL PROGRAM STUDENT REVIEW**

MFC/T Doctoral Program Students are reviewed annually, to assure that they are making good progress in the program academically and utilizing teaching, research/presentation and leadership opportunities.

- (a) School of Counseling Comprehensive student review by School of Counseling (full time and Part-time) faculty.

The purpose of this review is to see if students are making adequate progress, as well as assess, if there are student issues that are observed by one or more School of Counseling (full and part-

time) faculty. If concerns (e.g., academic professionally, ethical or interpersonal/personal) are presented as an issue, a plan is developed on how best to attend to the student needs.

- (b) MFC/T Doctoral Program Faculty annually meet with each MFC/T Doctoral Program Student individually

Students are asked to bring a copy of their MFC/T Doctoral Program PCD, transcript and updated resume or vita. Students meet with the Doctoral MFC/T Program Coordinator/Director and review the student's progress in the program (e.g. academically, clinically, research, program completion, leadership activities, and/or dissertation progress).

## GENERAL INFORMATION AND DEFINITIONS

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling/therapy profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Assistantships: Each year a limited number of research assistantships are awarded to doctoral students. These assistantships provide a stipend plus remission of tuition. Most MFC/T track doctoral students will get a teaching assistantship, which includes assisting faculty with master's level courses. An administrative assistantship is seldom given, and involves helping with office duties. Further information can be obtained in the School of Counseling Coordinator of Operations, Sandy White at 330-972-7779 or [whites1@uakron.edu](mailto:whites1@uakron.edu).

Clinical Courses/Instruction: All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by an MFT. This includes Practica and Internships.

The Clinic for Individual and Family Counseling: The Clinic is a training and research facility that serves the clinical practice requirements of the department's master's and doctoral-level students. The Clinic functions as a community mental health agency and offers services that include individual, career, and

group counseling, and marriage and family therapy. Students are encouraged to visit the Clinic's website at <http://www.uakron.edu/cifc/index.dot>.

Counseling/Therapy-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., MFT, AAMFT Approved Supervisor, AAMFT, ACA), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with MFT and MFC education.

Consultation: Voluntary, non-supervisory relationship between professionals and other pertinent persons for the purpose of aiding the consultee(s).

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the academic unit in MFC/T.

Credentialing: Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

Curricular Experiences: Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

Direct Service: Interaction with clients that includes the application of MFC/T, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients from a systemic perspective.

Diversity: Distinctiveness and uniqueness among and between human beings.

Due Process Policy: Written procedures by the institution to protect an individual's rights as a student.

Entry-Level: The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

Evaluation: The act of making informed decisions based on the use and analysis of pertinent data.

Guideline: An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

Internship: A distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic MFC/T or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has

attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the Counselor Education and Supervision: MFC/T Track Doctoral Program are eligible for the Marriage and Family Therapy (MFT) after passing the national MFT examination, and concurrently if they meet all master's level counseling courses) they are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination.

Local Area Diversions: The University of Akron is located in the downtown area of Akron, Ohio, a city with a population of over 250,000. Akron boasts multiple recreational opportunities for sports such as hiking, biking, fishing, boating, skiing, golf, and swimming. Area residents enjoy easy access to an extensive Metro Parks system; the scenic Cuyahoga Valley National Park; and many local ponds, lakes, and streams. Within a short drive, residents of Akron also have access to Lake Erie and all the recreational opportunities that go with close proximity to such a huge natural wonder.

The City of Akron also offers all of the conveniences of a major American metropolitan area, including: a number of major shopping malls; a wide selection of good restaurants; the E. J. Thomas Performing Arts Hall which hosts a variety of music, dance and theater events year around; an art museum known for its contemporary art collection, and the Inventor's Hall of Fame. During the summer months, the Blossom Music Center offers outdoor concerts with nationally known artists of all genres. Approximately 30 miles north of Akron, the city of Cleveland provides area residents with easy access to professional sporting events, the world renowned Cleveland Orchestra at Severance Hall, and many other music, theater, and museum offerings. Finally, should the need for a change of locale arise, the interstate highway system provides ready access to the nearby cities of Columbus, Toledo, Pittsburgh, Youngstown, and beyond. Multicultural Experiences: Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population. The product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

New Student Orientation: During the fall semester a new student orientation is held to acquaint new students with the MFC/T faculty and the other Counselor Education and Supervision Program faculty. The new student orientation provides an opportunity for the student to become familiar with the mission, goals, and expectation of the program.

A social just before the orientation also allows incoming MFC/T doctoral students to meet advanced MFC/T doctoral students as well as doctoral students in the Counselor Education and Counseling Psychology Collaborative program.

Advanced Practicum: A distinctly defined, supervised clinical experience in which the student develops basic MFC/T skills and integrates professional knowledge. Advanced Practicum is completed prior to Internship.

Marriage and Family Therapist/Counselor (MFC/T): An MFC/T doctoral student who has received a master's degree or higher from an entry-level program in MFC/T matching the standards outlined by

COAMFTE, CACREP and State licensure laws. An MFC/T remains active in the MFT and/or counseling professional by participating in professional development and seeking appropriate licensure and certification.

Professional Liability Insurance: Insurance coverage is necessary for both the client and MFC/T-trainee's protection. MFC/T doctoral students must verify appropriate insurance coverage before being permitted to enroll in Advanced Practicum or MFC/T Internship. Currently, one of the best ways for doctoral students to get such insurance is to join AAMFT as a student member and obtain liability insurance through AAAMFT for a nominal cost.

Professional Organizations: Students in the MFC/T Track Doctoral Program, as part of their professional responsibility, should consider membership in the following organizations:

Delta Kappa Lambda is an international MFT honor society for Marriage and Family Therapy students and professionals

American Association for Marriage and Family Therapy (AAMFT) is a professional organization that provides leadership training, continuing education, and professional development opportunities. This organization offers a selection of divisions and organizational affiliates to serve a wide range of professional needs and interests. A number of professional periodicals accompany membership. Students receive a special membership rate.

American Counseling Association (ACA) is a professional organization that provides leadership training, continuing education, and professional development opportunities. This organization offers a selection of divisions and organizational affiliates to serve a wide range of professional needs and interests. A number of professional periodicals accompany membership. Students receive a special membership rate.

Association for Counselor Education and Supervision (ACES) is a professional organization whose purpose is, in accordance with the purpose of the American Counseling Association (ACA), to advance counselor education and supervision in order to improve guidance, counseling and student development services in all settings of society. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing, and supervision of counselors.

Ohio Association for Marriage and Family Therapy (OAMFT) is the state-level MFT organization in Ohio. Student membership rates are available.

Ohio Counseling Association (OCA) is the state-level counseling organization in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available.

Program: A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." The School of Counseling offers master's degree programs in Classroom Guidance for Teachers, Community Counseling, Marriage and Family Counseling/Therapy, and School Counseling, and doctoral programs in

Counseling Psychology, Counselor Education and Supervision -- Counselor Education (CE) Track Doctoral Program, and Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal ability to continue in an MFC/T doctoral program. In addition, the policy outlines procedures to be followed if an MFC/T doctoral student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the MFC/T doctoral student's activities in Advanced Practicum and MFT Internship and facilitates the learning and skill development experiences associated with Advanced Practicum and MFT Internship. The supervisor monitors and evaluates the advanced MFC/T clinical work of the MFC/T doctoral student while monitoring the quality of services offered to clients.

Technology: Electronically based hardware, software, video, and related products and knowledge, skills, and tools for learning and communication processes. Technology for MFC/T doctoral student preparation encompasses distance learning and computer-based and other electronic applications.

**Appendix A**

**Marriage and Family Counseling/Therapy Master's  
Program**

**Doctoral Student Performance Evaluation**



Student Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_

## Marriage and Family Counseling/Therapy Doctoral Program

School of Counseling

### MFC/T Doctoral Student Performance Evaluation

This form is intended to provide feedback to program MFC/T faculty and students regarding concerns that might be shown by an MFC/T doctoral student academically, interpersonally and/ or performance (classroom and clinical). Serious situations an MFC/T doctoral student's advisor, MFC/T faculty member, or the MFT faculty as a whole might request a signature at the end of the document.

The purpose is to track students who experience difficulties while going through the program, is to assess the student's situation, development and offer remediation or assess the student fit for the profession.

*Instructions to instructor: (1) complete top portion; (2) rate student on each area; (3) describe any areas for growth (i.e., rating 1); (4) sign and date form; (5) return to the MFC/T Program Coordinator Director or MFC/T Clinical Coordinator/Director.*

Rate the student above according to a 3-point Likert-type scale (where observed) in the

Following areas, describing areas for growth (i.e., ratings of 1):

1 = Deficient/Problematic

2 = Adequate

3 = Good

(Remediation Needed)

(Acceptable but Developing)

(No Limitations Noted)

**Openness to Learning/Feedback**

1 = Deficient/ Problematic	2 = Adequate	3 = Good	Not Observed
Dogmatic about own perspective. Ignores or was defensive about constructive feedback. little or no evidence of incorporating feedback received.	Amenable to discussion of multiple perspectives. Usually accepts constructive feedback. Some evidence of effort to incorporate feedback received.	Solicits others' perspectives. Invites constructive feedback. Shows evidence of incorporation of feedback received.	N/A
<b>Describe ratings of 1:</b>			

**Flexibility**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Shows little or no effort to flex own responses to changing demands. Intolerant of unforeseeable or necessary changes in protocol.	Shows effort to recognize and flex own responses to changing demands. Attempts change with unforeseeable or necessary alternations in protocol.	Demonstrates changing own responses to environmental demands. Accepts unforeseeable or necessary changes in protocol.	N/A
<b>Describe ratings of 1:</b>			

**Self-Awareness**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Words and actions reflect little or no concern for how others were impacted by them. Little effort toward understanding self and limitations.	Effort toward reflecting on how words and actions reflect on others. Effort toward understanding self and limitations.	Demonstrates reflection on how words and actions reflect on others. Shows understanding of self and limitations.	N/A
<b>Describe ratings of 1:</b>			

**Personal Responsibility/Conscientiousness**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Minimizes or embellishes information to minimize problems. Blames others for problems. Is late for, or disruptive in, class. Is not conscientious.	Attempts not to embellish information minimize problems. Attempts to reflect on problems. Is generally on time for, and not disruptive in, class. Attempts to be conscientious.	Does not embellish information to minimize problems. Shows self-reflection with problems. Is on time for, and participates in class. Is conscientious.	N/A
<b>Describe ratings of 1:</b>			

**Professional Maturity**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Insufficient self-control (anger, etc.). Deficits in problem-solving. Minimal respect for personal/cultural differences.	Attempts self-control (anger, etc.) and appropriate problem-solving. Shows some respect for personal/cultural differences.	Demonstrates self-control. Uses appropriate problem-solving strategies. Displays respect for personal/cultural differences.	N/A
<b>Describe ratings of 1:</b>			

**Academic/Classroom Performance**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Poor written skills. Poor oral communication skills. Poor in-class performance. At risk of/will/did receive grade of less than 3.0 or B- in class.	Acceptable written skills. Shows adequate oral communication skills. Will/did receive adequate/passing grade in class (e.g., 3.0 to 3.5 or B to B+ in class).	Good written skills. Displays oral communication skills. Will/did receive above average grade in class (e.g., 3.5/B+ or better).	N/A
<b>Describe ratings of 1:</b>			

**Ethics**

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Does not know or continually follow program or ethical guidelines. Concerns related to School of Counseling Statement of Expectations.	Attempts to know and usually follows program and ethical guidelines. Attempts follow School of Counseling Statement of Expectations.	Shows a heightened understanding of and continually follows, program and ethical guidelines. Follows School of Counseling Statement of Expectations.	N/A
<p><b>Describe ratings of 1:</b></p>			

**Additional Comments**

[strengths, areas for growth, adherence to School of Counseling Statement of Expectations, elaboration on fitness areas above].

**Appendix B**

**Marriage and Family Counseling/Therapy Master's  
Program**

**Doctoral Alumni Survey**

**DOCTORAL COUNSELING (CE & MFC/T)**  
**and**  
**COUNSELING PSYCHOLOGY PROGRAMS**

**Academic Years 20\_\_--20\_\_**

**School of Counseling**  
**College of Health Professions**

The School of Counseling requests that you complete the enclosed survey. The information obtained from your responses will help us evaluate our programs and provide useful feedback that will enable us to continue to improve counselor training. Please complete the survey form and return it in the enclosed postage-paid envelope. Thank you for your participation.

**College of Health Profession**

**Direct inquiries to: Dr. Karin Jordan**

**([kj25@uakron.edu](mailto:kj25@uakron.edu) or 330-972-5515)**

**SECTION A**

1. Please indicate which doctoral program you were enrolled in:

- Counselor Education
- Marriage and Family Counseling/Therapy
- Counseling Psychology

2. In which academic year was your degree awarded? \_\_\_\_\_

3. Please indicate your primary objective(s) when you enrolled in the School of

Counseling’s Doctoral Program:

- a Ph.D. or advanced degree
- personal enrichment
- professional advancement
- advancement of clinical skills

**SECTION B – PROGRAM**

PLEASE CHECK THE MOST APPROPRIATE RESPONSE FOR ITEMS 4-8.

4. How would you rate your course of study in your program as indicated for the following areas?

<u>Quality of Course of Study</u>	Excellent	Good	Fair	Poor	N/A
a. sufficient number of courses in my major area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. a satisfactory blend of theoretical and practical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. relevancy of course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- d. adequate practicum, internship, field or clinical experiences
- e. multicultural experiences
- f. current on newest findings, theory and research

5. In considering both course work and other educational/clinical experiences, how would you rate the extent to which you acquired or improved the following?

<u>Rating of Acquisition of Skills</u>	Excellent	Good	Fair	Poor	N/A
a. counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. relating to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. relating to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. developing new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. administrative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. working with other systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. cooperating with those in other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. assessment/evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How would you rate the faculty within your program for each area?

<u>Rating of Each Area</u>	Excellent	Good	Fair	Poor	N/A
a. availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. supportiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. overall teaching ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. overall clinical/supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Regarding the program from which you graduated, how would you rate each of the following?

<u>Rating of Program Features</u>	Excellent	Good	Fair	Poor	N/A
a. academic level of fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. departmental faculty morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. departmental faculty attitude toward learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. providing professional information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. the overall program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Regarding the dissertation process, how would you rate the following areas?

<u>Rating of Dissertation Process</u>	Excellent	Good	Fair	Poor	N/A
a. selection of dissertation topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. proposal writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. dissertation defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. chair encouraged and supported research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- f. chair available for regular discussion
- g. chair available for informal consultations
- h. chair offered constructive criticism of work
- i. chair/committee returned work promptly
- j. encouraged publication

<b>SECTION C – PERSONAL DEMOGRAPHICS</b>
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1. Please state your current legal state or country of residence if not the United States.

2. Since completing your degree, have you sought employment? Yes  No

3. Have you had a job offer at or since the time you completed your degree?

Yes  No  (If yes, complete questions 4 and 5.)

4. To date, how many job offers have you received?

1-3  More than 3

5. Did you receive your first job offer before graduating from the College of Education?

Yes  No

6. Are you currently employed? Yes  No  (If no, go to Section D.)

**7. What is your current job title?**

- Teacher/Instructor
- Associate, Assistant, or Full Professor
- Administrator
- Director
- Therapist/Counselor
- Clinical Supervisor
- Research Associate
- Other: Please State Title: \_\_\_\_\_

**8. Please indicate the classification of your employer from the following list:**

- College/University
- Industry or Business
- Educational System
- Social Service Agency
- Mental Health Agency
- Medical Health Facility
- Drug or Alcohol Rehabilitation Agency
- Government Agency
- Other: Please State Employer Title: \_\_\_\_\_

**9. Please indicate your current salary range from the following list:**

- less than \$10,000 per annum
- \$10,001 - \$20,000
- \$20,001 - \$30,000

\$30,001 - \$40,000

\$40,001 - \$50,000

\$50,001 - \$60,000

More than \$60,000

10. Were you employed by your current employer before you graduated from the College of Health Professions? Yes  No

11. Did you plan to change employment? Yes  No

12. Please indicate how you obtained your present position. (Check the ONE major response.)

published advertisement

personal contact within employing organization

University of Akron faculty contacts

direct approach to the employer

other

13. In terms of preparation for your present employment, how would you rate your education at the College of Health Professions?

very helpful

somewhat helpful

slightly helpful

not at all helpful

14. In terms of your current position, how would you rate your skills?

Rating of Each Area

Excellent

Good

Fair

Poor

N/A

- a. teaching skills
- b. counseling skills
- c. research skills
- d. supervision skills
- e. administrative skills

15. If you are employed outside your area of specialization, please indicate the primary reason for this: \_\_\_\_\_

16. Other comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION D – CAMPUS SERVICES**

1. The School of Counseling is continually seeking ways to assess whether on-campus student services met the student’s needs.

<b><u>Rating of UA Student Services:</u></b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>a. Counseling Center</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b. Health Center</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c. Registrar's Office</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d. Graduate School</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e. Financial Aid Office</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f. Accessibility Office</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g. Career Services</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Other comments** \_\_\_\_\_

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**Appendix C**

**The University of Akron  
School of Counseling**

**Marriage and Family Counseling/Therapy  
Doctoral MFC/T Employer Survey**

The School of Counseling requests that you complete the enclosed survey. The information obtained from your responses will help us evaluate our programs and provide useful feedback that will enable us to continue to improve counselor training. Please complete the survey form and return it in the enclosed postage-paid envelope. Thank you for your participation.

School of Counseling  
College of Health Professions

Direct inquiries to Dr. Karin Jordan  
(kj25@uakron.edu or 330-972-5515)



1. Please indicate your role/responsibilities at the agency:

- a. Supervisor PCC-S.
- b. Supervisor MFC/T
- c. Administrator: \_\_\_\_\_

2. Graduate's Names (optional) \_\_\_\_\_

3. In considering the graduate (The University of Akron MFC/T alumni), how would you rate the extent to which s/he demonstrate following?

<u>Rating of Acquisition of Skills</u>	Excellent	Good	Fair	Poor	N/A
a. Marriage and Family Counseling/Therapy Skills <i>(systemic based counseling/therapy)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consultation Skills <i>(consults with other professionals as appropriate)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Practicing Ethically <i>(follows the AAMFT and IAMFC Code of Ethics)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Relating to Clients <i>(core clinical skills)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Self-of-Therapist Insights <i>(insight into own issues/triggers)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Program Assessment Skills <i>(able to conduct program evaluations)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Assessment, Diagnosis and Treatment Planning Skills <i>(systems based competency)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working with Other Systems <i>(inter-professional collaboration)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How would you rate the graduate's overall preparation for the job at your agency/institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Supervision

- a. Is knowledgeable about the different theories  
and theory/skill application
- b. Has a clear identity of her/his supervision theory  
*(can discuss and apply her/his theory)*

5. Teaching

- a. Understands the roles and responsibilities  
*(of serving and functioning as an instructor)*
- b. Has an instructional theory  
*(has identified the theory used when teaching)*
- c. Has skills and demonstrates practices of  
classroom management  
*(able to use various teaching methods  
and keeps students engaged)*
- d. Is aware of ethical, legal responsibilities
- e. Incorporates multiculturalism
- f. Incorporates technology

6. Leadership

a. Has a developed leadership theory  
(able to identify his/her leadership theory)

b. Understands advocacy/advocacy models  
(demonstrates the ability of advocacy)

c. Multicultural issues are addressed in relation to society

7. Has research knowledge, skills and incorporates research into teaching and clinical practice

8. How can we improve our training?

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9. Other comments

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Thank you for completing the questionnaire

**Appendix D**

**The University of Akron  
School of Counseling**

**Marriage and Family Counseling/Therapy  
Doctoral Internship Supervisor Survey**

The School of Counseling requests that you complete the enclosed survey. The information obtained from your responses will help us evaluate our programs and provide useful feedback that will enable us to continue to improve counselor training. Please complete the survey form and return it in the enclosed postage-paid envelope. Thank you for your participation.

School of Counseling  
College of Health Professions

Direct inquiries to Dr. Karin Jordan  
(kj25@uakron.edu or 330-972-5515)

1. Please indicate your role/responsibilities at the agency:

- a. Supervisor PCC-S.
- b. Supervisor MFC/T
- c. Other: \_\_\_\_\_

9. Agency Name \_\_\_\_\_

10. In considering the MFC/T doctoral student, how would you rate the extent to which s/he demonstrate following?

<u>Rating of Acquisition of Skills</u>	Excellent	Good	Fair	Poor	N/A
a. Understands and applies ethical and legal consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Knows roles, function and standards of MFC/T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands & demonstrates the ability to use various models & theories of MFC/T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands family development & life cycle development over the life span in a contemporary and diverse society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understand the impact of crisis, disaster & trauma causing events in MFC/T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Knowledgeable in the areas of					
-Diversity and advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Family life cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Family function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Human sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Professional issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-MFC/T Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Supervision

- a. Is knowledgeable about the different theories and theory/skill application
- b. Has a clear identity of her/his supervision theory *(can discuss and apply her/his theory)*

12. Teaching

- d. Understands the roles and responsibilities *(of serving and functioning as an instructor)*
- e. Has an instructional theory *(has identified the theory used when teaching)*

- f. Has skills and demonstrates practices of classroom management  
*(able to use various teaching methods and keeps students engaged)*
- g. Is aware of ethical, legal responsibilities
- h. Incorporates multiculturalism
- i. Incorporates technology

13. Leadership

- a. Has a developed leadership theory  
*(able to identify his/her leadership theory)*
- b. Understands advocacy/advocacy models  
*(demonstrates the ability of advocacy)*
- c. Multicultural issues are addressed in relation to society

- 14. Has research knowledge, skills and incorporates research into teaching and clinical practice

15. How can we improve our training?

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16. Other comments

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Thank you for completing the questionnaire

**Appendix E**

**Marriage and Family Counseling/Therapy Master's  
Program**

**Doctoral Annual Review**

**MFC/T Doctoral Student Annual Review**

School of Counseling

College of Health Profession

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Ratings in Individual Areas	Exceeds requirements	Meets Requirements	Below requirements	The year it was completed or achieved	Comments
GPA					
Course Work Progress					
Clinical Work					
AAMFT Member					
PC or PCC					
MFT or IMFT					
Old COMPS					
Supervision Paper					
Clinical COMPS					
Dissertation Proposal					
Dissertation Defense					
MFT Employment					
Presentations -local -state -national					
Publications					

Other (be specific)					
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**General Comments** (*pertaining to student progress in the program*):

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**Circle one:**    On track

Needs remediation (*see attached remediation plan*)

Needs Extension: (1<sup>st</sup> time-Year \_\_\_\_\_)      (2<sup>nd</sup> time-Year \_\_\_\_\_)

**Information was gathered:**

( ) In person            ( ) Mailing            ( ) Phone call/Skip            ( ) Other

**Faculty Present During the Interview:**

( ) Dr. Patton

( ) Dr. Katafiasz

( ) Dr. Tefteller

( ) Dr. Jordan

**Director's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Appendix F**

**Marriage and Family Counseling/Therapy Master's  
Program**

**Receipt Confirmation of the Program Handbook**

**Counselor Education and Supervision Doctoral Program:  
Marriage and Family Counseling/Therapy Track  
School of Counseling  
Receipt Confirmation of the Program Handbook**

I have reviewed the Program Handbook of the Doctor of Philosophy Degree (Ph.D.) in Counselor Education and Supervision— Marriage and Family Counseling/Therapy (MFC/T) Track Doctoral Program during the New Doctoral Student Orientation. If I have questions or require additional information concerning the handbook, I will ask for clarification from the MFC/T Doctoral Program Coordinator/Director and/or MFC/T Faculty Advisor members in the Counselor Education and Supervision -- MFC/T Track Doctoral Program.

I understand that I am responsible for the information presented in the handbook.

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

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

Note: Please return this document to Coordinator of Departmental Operations, Sandy White at [whites1@uakron.edu](mailto:whites1@uakron.edu) at 330-972-7779 within 15 days after the New Doctoral Student Orientation. This document will be placed in your student file.

**Appendix G**

**Marriage and Family Counseling/Therapy Master's  
Program**

**MFC/T & Other Faculty Demographics  
and  
Off-Supervisor Demographics**

### MFC/T & Other Faculty Demographics

Demographics	MFT Faculty	Part-time Faculty	Non MFT Faculty
American Indian/Alaska Native			
Asian			1
Black/African American			3
Hispanic/Latino			
Non-Resident Alien			
Not Specified			
Two or More Races			
Unknown			
White	5	11	5
(Blank)			
<b>GRAND TOTAL</b>			

This table is updated annually to reflect the faculty changes that might have occurred.

## Off-Site Supervisor Demographics

Demographics	On & Off-site Supervisor
American Indian/Alaska Native	
Asian	
Black/African American	
Hispanic/Latino	
Non-Resident Alien	
Not Specified	
Two or More Races	
Unknown	
White	4
(Blank)	
GRAND TOTAL	

**This table is updated annually to reflect the supervisor changes that might have occurred.**

**Appendix I**

**Marriage and Family Counseling/Therapy Master's  
Program**

**Alignments of Doctoral Coursework**







Couple, marital, and family enrichment models				✓													
Emotionally focused therapy (e.g. Susan Johnson, Les Greenberg)				✓													
Ericksonian theory																	
Experiential approaches (e.g. Satir, Whitaker)				✓													
Feminist family therapy				✓													
Medical family therapy				✓													
Milan systemic family therapy				✓												✓	✓

MRI brief therapy				√												√	√
Narrative therapy (e.g. White, Epston, Anderson)				√												√	√
Object relations therapy				√													
Second order cybernetics				√													
Solution focused therapy (e.g. DeShazer, O'Hanlon, Weiner-Davis)								√	√							√	√
Strategic therapy (e.g. Haley, Madanes)				√				√	√								
Structural therapy (e.g. Minuchin)			√													√	√

## KNOWLEDGE AND THEORY STATEMENT IN CURRICULUM

Alignment of Doctoral Coursework with Knowledge Statements (addressed = √)

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:722	5600:622	Infused	
01	Foundations of marital therapy and family therapy (e.g. Sullivan, Jackson, Ackerman, Bowen, Bateson, Weakland, Haley, Satir)				√			√												
02	History of the marital and family therapy field			√						√										
03	Family studies and science (e.g. step families, remarriage, blended families)			√													√	√		

<b>04</b>	Marital studies and science		√	√						√						√	√	
<b>05</b>	General Systems Theory		√															
<b>06</b>	Models of family therapy and their clinical application		√															
<b>07</b>	Individually based theory and therapy models (e.g. person-centered, Gestalt, RET, behavioral)			√														
<b>08</b>	Impact of couple dynamics of the system				√											√	√	
<b>09</b>	Family belief systems and their impact on problem formation and treatment	√			√													

10	Family homeostasis as it relates to problem formation and maintenance	√							√				√	√				
		5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:722	5600:622	Infused
11	Family life cycle stages and their impact on problem formation and treatment	√		√	√				√									√
12	Human development throughout the lifespan (e.g. physical, emotional, social, psychological, spiritual, cognitive)				√													
13	Human sexual anatomy, physiology, and development																√	
14	Sexually transmitted diseases																√	

<b>15</b>	Theories of personality																		<b>v</b>
<b>16</b>	Child, adolescent, and adult psychopathology			<b>v</b>															<b>v</b>
<b>17</b>	Impact of developmental disorders (e.g. child and adolescent, geriatrics) on system dynamics			<b>v</b>															<b>v</b>
<b>18</b>	Trauma (e.g. historical, current, and anticipatory trauma)			<b>v</b>															<b>v</b>
<b>19</b>	Risk factors for and patterns of abuse, (abandonment, physical, emotional, verbal, sexual)			<b>v</b>															
<b>20</b>	Risk factors, stages and patterns of grief response for loss (death, sudden unemployment, runaway children)		<b>v</b>																

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:722	5600:622	Infused
2 1	Risk factors and relational patterns of endangerment (rape, domestic violence, suicide, self-injurious behavior)	√			√														
2 2	Behaviors, psychological features, or physical symptoms that indicate a need for medical, educational, psychiatric, or psychological evaluation												√						
2 3	Diagnostic interviewing techniques																√	√	

2 4	Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Statistical Classification of Diseases & Related Health Problems (ICD)							√
2 5	Standardized psychological assessment tests (e.g. MMPI)							√
2 6	Non-standardized assessment tests (e.g. genograms, family maps, scaling questions)						√	
2 7	Relational diagnostic tests (e.g. Dyadic Adjustment Scale, Marital Satisfaction Inventory, FACES, Prepare/Enrich)						√	



28	Dynamics of and strategies for managing transference and countertransference (use of self of therapist, handling/control of the process of therapy)																√		
		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:722	5600:622	Infused
29	Reference materials regarding medication side-effects and classification												√						
30	Effects of non-prescription substances (e.g. over the counter medications, herbals) on the client system																	√	

3 1	Pre-marital education and treatment													√				√		
3 2	Divorce				√														√	
3 3	Child custody					√													√	
3 4	Infertility																			
3 5	Adoption													√						
3 6	Infidelity													√						
3 7	Trauma Intervention Models																	√	√	
3 8	Crisis Intervention Models															√	√	√		
3 9	Sex Therapy	√												√						
4 0	Sexual abuse treatment for victims, perpetrators, and their families	√							√						√	√			√	

<p><b>4</b> <b>1</b></p>	<p>Sexual behaviors and disorders associated with internet and other forms of technology (e.g. internet and cybersex)</p>	<p>√</p>							
<p><b>4</b> <b>2</b></p>	<p>Effect of substance abuse &amp; dependence on individual and family functioning</p>	<p>√</p>							
<p><b>4</b> <b>3</b></p>	<p>Effects of addictive behaviors (e.g. gambling, shopping, sexual) on individual and family system</p>	<p>√</p>							

## MFC/T DOCTORAL PROGRAM

### Core Competencies Addressed within Doctoral Coursework

Domain 1: Admission to Treatment

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
1.1.1	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy													√			
1.1.2	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy				√												

<p><b>1.1.3</b></p>	<p>Understand the behavioral healthcare delivery system, its impact on the services provided, and the barriers and disparities in the system</p>	<p><b>v</b></p>															<p><b>v</b></p>		
<p><b>1.1.4</b></p>	<p>Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy</p>			<p><b>v</b></p>															
<p><b>1.2.1</b></p>	<p>Recognize contextual and systemic dynamics (e.g. gender, age, socio-economic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context)</p>			<p><b>v</b></p>															

1.2. 2	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g. courts, social services)	√													√	
1.2. 3	Recognize issues that might suggest referral for specialized evaluation, assessment, or care	√													√	
1.3. 1	Gather and review intake information, giving balance attention to individual, family, community, cultural, and contextual factors	√													√	

<p><b>1.3.2</b></p>	<p>Determine who should attend therapy and in what configuration (e.g. individual, couple, family, extra-familial resources)</p>	<p>√</p>														<p>√</p>	
<p><b>1.3.3</b></p>	<p>Facilitate therapeutic involvement of all necessary participants in treatment</p>	<p>√</p>														<p>√</p>	
<p><b>1.3.4</b></p>	<p>Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian</p>	<p>√</p>														<p>√</p>	
<p><b>1.3.5</b></p>	<p>Obtain consent to treatment from all responsible persons</p>	<p>√</p>														<p>√</p>	

1.3.6	Establish and maintain appropriate and productive therapeutic alliances with the clients																
1.3.7	Solicit and use client feedback throughout the therapeutic process	√														√	
1.3.8	Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers	√														√	
1.3.9	Manage session interactions with individuals, couples, families, and groups	√														√	



<p><b>1.4.1</b></p>	<p>Evaluate case for appropriateness for treatment within professional scope of practice and competence</p>	<p>√</p>									<p>√</p>	
<p><b>1.5.1</b></p>	<p>Understand the legal requirements and limitations for working with vulnerable populations (e.g. minors)</p>	<p>√</p>								<p>√</p>		
<p><b>1.5.2</b></p>	<p>Complete case documentation in a timely manner and in accordance with relevant laws and policies</p>	<p>√</p>								<p>√</p>		
<p><b>1.5.3</b></p>	<p>Develop, establish, and maintain policies for fees, payment, record keeping, and confidentiality</p>									<p>√</p>		

**Domain 2: Clinical Assessment and Diagnosis**

		5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
<b>2.1.1</b>	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology ;couple processes; and family development and processes (e.g. family, relational, and system dynamics)															
<b>2.1.2</b>	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course and prognosis															

<p><b>2.1.</b> <b>3</b></p>	<p>Understand the clinical needs and implications of persons with comorbid disorders (e.g. substance abuse and mental health, heart disease and depression)</p>																
<p><b>2.1.</b> <b>4</b></p>	<p>Comprehend individual, ;marital couple and family assessment instruments appropriate to presenting problem, practice, and cultural context</p>			<p>√</p>										<p>√</p>			
<p><b>2.1.</b> <b>5</b></p>	<p>Understand the current models for assessment and diagnosis of mental health disorders, substance use disorder, and relational funding</p>			<p>√</p>													

<p><b>2.1.6</b></p>	<p>Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups</p>	<p style="text-align: center;"><b>√</b></p>		
<p><b>2.1.7</b></p>	<p>Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision making</p>	<p style="text-align: center;"><b>√</b></p>	<p style="text-align: center;"><b>√</b></p>	
<p><b>2.2.1</b></p>	<p>Assess each clients' engagement in the change process</p>	<p style="text-align: center;"><b>√</b></p>	<p style="text-align: center;"><b>√</b></p>	
<p><b>2.2.2</b></p>	<p>Systematically integrate client rpts, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process</p>	<p style="text-align: center;"><b>√</b></p>	<p style="text-align: center;"><b>√</b></p>	

2.2. 3	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client sys.	√													√		
2.2. 4	Consider the influence of treatment on extra-therapeutic relationships	√													√		
2.2. 5	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms																√
2.3. 1	Diagnose and assess client behavioral and relational health problems systemically and contextually	√													√		
2.3. 2	Provide assessments and deliver develop[mentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs	√															

<b>2.3.3</b>	Apply effective and systemic interviewing techniques and strategies					<b>v</b>										
<b>2.3.4</b>	Administer and interpret results of assessment instruments					<b>v</b>										
<b>2.3.5</b>	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others	<b>v</b>													<b>v</b>	
<b>2.3.6</b>	Assess family history and dynamics using a genogram or other assessment instruments	<b>v</b>													<b>v</b>	
<b>2.3.7</b>	Elicit a relevant and accurate biopsychosocial history to understand the context of the client's problems	<b>v</b>				<b>v</b>								<b>v</b>	<b>v</b>	

2.3.8	Identify clients' strengths, reliance, and resources	✓														✓	
2.3.9	Elucidate presenting problem from the perspective of each member of the therapeutic system	✓				✓										✓	
2.4.1	Evaluate assessment methods for relevance to clients' needs	✓				✓									✓	✓	
2.4.2	Assess ability to view issues and therapeutic processes systemically				✓		✓										
2.4.3	Evaluate the accuracy and cultural relevance of behavioral health	✓				✓											✓
2.4.4	Assess the therapist-client agreement of therapeutic goals and diagnosis	✓															✓
2.5.1	Utilize consultation and supervision effectively	✓								✓	✓						✓

**Domain 3: Treatment Planning and Case Management**

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
<b>3.1.1</b>	Know which models, modalities, and/or techniques are most effective for presenting problems	√						√									
<b>t3.1.2</b>	Understand the liabilities incurred when billing third parties, the codes necessary for reimbursement, and how to use them correctly		√													√	



3.1.3	Understand the effects that psychotropic and other medications have on clients and the treatment process	√													√	√
3.1.4	Understand recovery-oriented behavioral health services (e.g. self-help groups, 12-step programs, peer-to-peer services, supported employment)	√														√
3.2.1	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan	√			√	√									√	

3.3.1	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective	√													√		
3.3.2	Prioritize treatment goals	√													√		
3.3.3	Develop a clear plan of how sessions will be conducted	√													√		
3.3.4	Structure treatment to meet clients' needs and to facilitate systemic change	√													√		

3.3.5	Manage progression of therapy toward treatment goals	√													√	
3.3.6	Manage risks, crises, and emergencies	√													√	
3.3.7	Collaborate with other stakeholders, including family members, other significant persons, and professionals not present	√													√	
3.3.8	Assist clients in obtaining needed care while navigating complex systems of care	√													√	

<b>3.3.9</b>	Develop termination and aftercare plans	<b>√</b>														<b>√</b>	
<b>3.4.1</b>	Evaluate progress of sessions toward treatment goals	<b>√</b>														<b>√</b>	
<b>3.4.2</b>	Recognize when treatment goals and plan require modification	<b>√</b>														<b>√</b>	
<b>3.4.3</b>	Evaluate level of risks, management of risks, crises, and emergencies	<b>√</b>														<b>√</b>	
<b>3.4.4</b>	Assess session process for compliance with policies and procedures of practice setting															<b>√</b>	

3.4.5	Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes	√												√	√		
3.5.1	Advocate with clients in obtaining quality care, appropriate resources, and services their community	√													√		
3.5.2	Participate in case-related forensic and legal processes	√													√		

3.5.3	Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws	√													√		
3.5.4	Utilize time management skills in therapy sessions and other professional meetings	√													√		

**Domain 4: Therapeutic Interventions**

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
<b>4.1.1</b>	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches	√			√											√	
<b>4.1.2</b>	Recognize strengths, limitations, and contraindications of specific therapy models, incl the risk of harm assoc. with models that incorporate assumptions of family	√			√											√	

	dysfunction, pathogenesis, or cultural deficit																
<b>4.2.1</b>	Recognize how diff techniques may impact the treatment process					√											
<b>4.2.2</b>	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes					√											



4.3.1	Match treatment modalities and techniques to clients' needs, goals, and values					√										
4.3.2	Deliver interventions in a sensitive way to special needs of clients (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client)					√										
4.3.3	Reframe problems and recursive interaction patterns					√										

4.3.4	Generate relational questions and reflexive comments in the therapy room				√		
4.3.5	Engage each family member in the treatment process as appropriate				√	√	
4.3.6	Facilitate clients developing and integrating solutions to problems				√	√	
4.3.7	Defuse intense and chaotic situations to enhance the safety of all participants					√	
4.3.8	Empower clients and their relational systems to est. effective relationships with each other & larger systems				√	√	

4.3.9	Provide psychoeducation to families whose members have serious mental illness or other disorders															√	
4.3.10	Modify interventions that are not working to better fit treatment goals															√	
4.3.11	Move to constructive termination when treatment goals have been accomplished															√	
4.3.12	Integrate supervisor/team communications into treatment							√	√							√	

4.4.1	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan				√	√									√	√
4.4.2	Evaluate ability to deliver interventions effectively														√	
4.4.3	Evaluate treatment outcomes as treatment progresses														√	
4.4.4	Evaluate clients' reactions or responses to interventions														√	
4.4.5	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy														√	

<p><b>4.4.6</b></p>	<p>Evaluate reactions to the treatment process (e.g. transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes</p>														<p><b>v</b></p>		
<p><b>4.5.1</b></p>	<p>Respect multiple perspectives (e.g. clients, team supervisor, practitioners from other disciplines who are involved in the case</p>					<p><b>v</b></p>	<p><b>v</b></p>							<p><b>v</b></p>	<p><b>v</b></p>		

<p><b>4.5.2</b></p>	<p>Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships</p>						<p>√</p>										
<p><b>4.5.3</b></p>	<p>Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics</p>																

**Domain 5: Legal Issues, Ethics, and Standards**

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
<b>5.1.1</b>	Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy																√
<b>5.1.2</b>	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy																√
<b>5.1.3</b>	Know policies and procedures of the practice setting	√															√

5.1.4	Understand the process of making an ethical decision																√
5.2.1	Recognize situations in which ethics, laws, professional liability, and standards of practice apply	√															√
5.2.4	Recognize when clinical supervision or consultation is necessary	√								√	√						√
5.3.1	Monitor issues related to ethics, laws, regulations, and professional standards	√													√		



5.3.2	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations															√	
5.3.3	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting															√	
5.3.4	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence															√	

5.3.5	Take appropriate action when ethical and legal dilemmas emerge															√	
5.3.6	Report information to appropriate authorities as required by law															√	
5.3.7	Practice within defined scope of practice and competence															√	
5.3.8	Obtain knowledge of advances and theory regarding effective clinical practice	√															
5.3.9	Obtain license(s) and specialty credentials	√														√	

5.3.10	Implement a personal program to maintain professional competence	√													√	
5.4.1	Evaluate activities related to ethics, legal issues, and practice standards	√													√	
5.4.2	Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct	√													√	
5.5.1	Maintain client records with timely and accurate notes	√													√	

5.5.2	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work								√	√							
5.5.3	Pursue prof. development through self-supervision, collegial consultation, prof. reading, and continuing educational activities								√	√							
5.5.4	Bill clients and third-party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for covered services		√														

**Domain 6: Research and Program Evaluation**

		5600:702	5600:705	5600:715	5600:720	5600:722	5600:723	5600:725	5600:737	5600:738	5600:742	5600:743	5600:744	5600:756	5600:760	5600:785	5600:622
<b>6.1.1</b>	Know the extant MFT literature, research, and evidence-based practice													√			
<b>6.1.2</b>	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services			√	√						√	√	√	√			

6.1.3	Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation	✓															✓
6.2.1	Recognize opportunities for therapists and clients to participate in clinical research												✓				
6.3.1	Read current MFT & other professional literature												✓				
6.3.2	Use current MFT and other research to inform clinical practice		✓							✓	✓	✓					

6.3.3	Critique professional research and assess the quality of research studies and program evaluation in the literature	√			√												
6.3.4	Determine the effectiveness of clinical practice and techniques	√			√	√	√									√	
6.4.1	Evaluate knowledge of current clinical literature and its application		√								√	√	√	√			
6.5.1	Contribute to the development of new knowledge			√													