

**College of Health Professions
School of Counseling**



**Marriage and Family
Counseling/Therapy
Program**

Master's Handbook

School of Counseling
College of Health Professions
The University of Akron
302 Buchtel Common
Akron, OH 44325-3700

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INTRODUCTION

The School of Counseling at The University of Akron houses master's degrees in Marriage and Family Counseling/Therapy (MFC/T), School Counseling, Clinical Mental Health Counseling (CMHC), and Classroom Guidance, as well as two doctoral degrees in Counseling Psychology and Counselor Education and Supervision with two tracks: (a) Family Counseling/Therapy (MFT/C) and (b) Counselor Education (CE).

This student handbook governs Marriage and Family Counseling/Therapy Master's Degree Students' Educational Program

MFC/T Students interested in obtaining information about other programs are encouraged to visit the School of Counseling website at <http://www.uakron.edu/soc/>.

This handbook is intended to provide Marriage and Family Counseling/Therapy students with program information and guidelines that will be useful for successful completion of the master's degree. Although every effort has been made to provide accurate information throughout this handbook, the enclosed materials are minimal guidelines toward a comprehensive and integrated educational program. Therefore, students may receive educational and training materials while enrolled in the program beyond those covered in this handbook.

Beginning with the first semester of enrollment and throughout the program, it is important that students work closely with and direct personal and educational questions to their Faculty Advisor and/or MFC/T Program Coordinator/Director, MFC/T Clinical Coordinator/Director, and/or School Director.

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 licensed marriage and family therapist as well as counselors.

A Program/Clinical Coordinator can assist in situations when the Faculty Advisor is not available, or there are difficulties that: (a) cannot be resolved with the faculty advisor, or, (b) issues, such schedule conflicts, course offerings.

A School Director who oversees the operations of the whole School of Counseling can assist with more broad ranging issues, and serves as a resource, when an MFC/T student has tried to resolve an issue first with the Faculty advisor, than the Program/Clinical Coordinator and was unable to reach a resolution.

IMPORTANT: Completion of all graduation requirements, while an ongoing concern of the MFC/T program faculty, is ultimately the responsibility of each MFC/T student.

Student Handbook Updates

Note that the Marriage and Family Counseling/Therapy Program undergoes periodic reviews by program faculty (described later in this handbook). These reviews are primarily focused on program improvements related to coursework, policies, and contemporary educational standards and often is based on student and alumni feedback, as well as site supervisor feedback. In addition, as a comprehensive master's degree program, policy or procedural changes are sometimes required to conform to national accreditation standards, state licensure guidelines, college or university policies, or advances in the broader counseling profession.

Before implementation, programmatic changes will be thoroughly reviewed by core program (sometimes School of Counseling) faculty members (and university administration and community professionals as needed). Any program-related changes will therefore represent collective and informed judgment.

Some programmatic changes may apply only to newly admitted MFC/T students starting the Program during the semester admitted (i.e., with the new student handbook active that semester). However, when deemed necessary for Program integrity and student success, some programmatic changes may apply to all current/active MFC/T students in the program regardless of admission date. If programmatic changes are implemented after a student has already been admitted into the Program, Program faculty will attempt by sending an E-mail to all active MFC/T masters students in the MFC/T program, to inform all students of programmatic changes applicable to them. It is important that all MFC/T students check their University of Akron E-mail regularly. When possible, MFT/C Program faculty will also make a reasonable attempt to provide the option of following new Marriage and Family Counseling/Therapy Program requirements or prior requirements.

If an academic/programmatic issue arises that is not addressed in this manual, or an extraordinary change in policy is needed immediately (i.e., before a new student handbook is disseminated) to help ensure a student's academic success, core Program faculty shall deliberate about the issue on a case-by-case basis.

The Marriage and Family Counseling/Therapy Program faculty encourage 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 throughout the Program via active student surveys, completer/exit surveys, and alumni survey.

PROGRAM OBJECTIVES

PROGRAM OBJECTIVE FOR DIVERSITY

The program objective for diversity is to teach an awareness of and an appreciation for diverse backgrounds, ideas, beliefs, and people. This is done through knowledge of particular groups and of power/privilege in general, creating an awareness of one's own cultural background, how one's worldview impacts others, teaching a variety of ideas and perspectives, and applying knowledge to skill development by working with a diverse client population.

The MFC/T Program evidences a respect for diversity and non-discrimination by following the MFC/T Benchmark Assessment Model developed in 2005 (see below), by following The University of Akron's "A Civil Climate for Learning" which explicitly states ". . . we endorse a culture of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical or mental potential (Graduate School Bulletin 2016-2017). The MFC/T Program endorses this statement by recruiting and admitting students from diverse backgrounds, by integrating diversity topics in all coursework, and by emphasizing clinical training that provides the development of cultural awareness and sensitivity to diversity issues in its clinical focus for the preparation of each student's work with families from diverse backgrounds.

MFC/T Diversity Benchmarks

Curriculum

- Required course in multicultural counseling
- An infusion of diversity topics throughout the curriculum
- Workshops of topical interest
- Faculty involvement in research proposals specific to diversity issues.
- Student organization involvement – Delta Kappa Lambda
- Review of student demographics to enhance recruitment efforts.

Clinical Services

- Therapist Evaluation of Treatment forms (at each case closing)
- Review of client demographics to confirm meeting needs of a diverse clientele (yearly).

Program Values

- Continual evaluation of needs of diversity students through review of student evaluations, feedback from faculty and students, and outside communities of interest.

GOALS AND OBJECTIVES OF THE MFC/T PROGRAM

- A fundamental goal of the MFC/T Program is to provide the education and training that prepares graduates for licensure as MFTs and PCs. Graduates are expected to use their knowledge and clinical skills as a path to careers in social, governmental, business, and industrial organizations, including schools, medical settings, universities, public agencies, and the private sector. While no program can guarantee that graduates will function as intended, it is the intent of our program to attest to a concerted core of knowledge and practice as a means of developing the identity of

“marriage and family counselor/therapist”. Of importance to, and embedded in, the curriculum is the expectation that when students complete their studies, the command of the common core elements, as well as specialized curricular experiences, will allow each graduate to apply their knowledge within their setting of choice. For this purpose, the MFC/T Program aligns its course of study with the Ohio CSWMFT Board, Ohio Administrative Code, Chapter 4757; the accreditation standards of COAMFTE Standards Version 11; and CACREP 2009 Standards.

- A primary objective of the MFC/T Program is to educate and train students from a systemic perspective that progresses to professional licenses and identities as marriage and family counselors/therapists. Training is applicable to a wide variety of circumstances, including individual, couple, family, group and community problems (COAMFTE Standard, Version 11; CACREP 2009 Standards). Coursework includes a focus on theoretical and clinical knowledge, individual and family relations, professional identity and ethics, research, and clinical skill development.
- Another objective of the MFC/T program is to ensure a current educational experience that reflects the demands of the profession created by the evolving nature of America’s social policies and economics. It is assumed that this process of change is continuous, and therefore, it is essential that MFC/T programs prepare students to make effective decisions in both a changing world and a changing profession. All of the counselor education programs in the School of Counseling have core MFC/T courses shared across programs and courses specific to a student’s area of study. This approach is designed to ensure that students receive, as part of their training program, the knowledge and skills necessary to have command of common components that have been determined by the profession to be valuable for counselors. It is therefore an objective of this MFC/T program to ensure that there is a core of planned coursework and clinical experiences common to all students which provides beginning level competencies in the marriage and family counseling/therapy profession.

COMPETENCY AREAS

Marriage and Family Counselors/Therapists graduating from The University of Akron will exhibit competency in these areas:

- Knowledge in family systems theories and application in working with individuals, couples, and families, and ability to appropriately implement systemic interventions.
- Ability to acknowledge sociocultural, demographic, and lifestyle diversity of individuals, couples and families, and have an awareness of related treatment issues such as working with families in transition, nontraditional and alternative lifestyle families, blended families, and families of diverse ethnic backgrounds.
- Ability to interview, assess, diagnose, and manage the treatment of individuals, couples and families, including knowledge of preventive approaches such as pre-marital counseling, training in parenting skills, and relationship enhancement.

- Knowledge of individual and family life-cycle developmental stages, and those factors that can potentially impact development, in order to identify specific problems that impede functioning and then develop interventions for their resolution.
- Ability to develop and apply a view of individuals, couples, and families from a relational/contextual perspective.

EDUCATIONAL OUTCOMES

MFT Master's Program Educational Outcomes (*Program Outcome, Faculty Outcome and Student Learning Outcome*):

Legal Issues, Ethics and Standards

Program Outcome 1

80 percent of students will have ethical competency and be knowledgeable about MFT Principles (AAMFT Code of Ethics and Ohio licensure law). Ethical competency is evidenced by students passing questions 20, 21 and 23 on the Comprehensive Examination: MFT supplement Test B.

Faculty Outcome 1

90 percent of the MFT faculty will document that they have received continuing education related to the AAMFT Code of Ethics as required during each licensing renewal cycle and evidenced through maintaining an active initial or independent license.

Student Learning Outcome 1

90 percent of students will demonstrate skills of ethical practice consistent with the MFT Principles (AAMFT Code of Ethics and Ohio Licensure law) as evidenced by successfully completing Internship as measured by the "Internship Clinical Evaluation," in which Internship Supervisors rate the Internship student on all items in the section titled "Maintaining Professional Ethics" with a rating of "3" or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5) or above.

Marriage and Family Therapy

Program Outcome 2

80 percent of students will have relational and systemic practice knowledge, as evidenced by students passing 18 of the 22 theory questions on the Comprehensive Examination: MFT supplement Test B.

Faculty Outcome 2

90 percent of faculty teaching the program's Marriage and Family Therapy: Theories and Techniques (5600:655) course will demonstrate excellence in teaching, as evidenced by course evaluations for this 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

90 percent of students will demonstrate competency specific to relational and systemic practice as measured by the "Internship Clinical Evaluation," in which Internship Supervisors will rate the Internship student on all items in the section titled "Design and Conducting Treatment" with a rating of "3" or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5) or above.

Diversity

Program Outcome 3

90 percent of students will demonstrate knowledge, understanding, and respect for diversity and nondiscrimination, as evidenced in passing 7 of the 17 Diversity items on the Comprehensive Examination.

Faculty Outcome 3

90 percent of faculty teaching the program's multicultural course will demonstrate excellence in teaching, as evidenced by course evaluations for Multicultural Counseling (5600:646) 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 3

90% of students will demonstrate knowledge, understanding, and respect for diversity as evidence by nondiscrimination, and measured by the "Internship Clinical Evaluation," in which Internship Supervisors will rate the Internship student on two items listed under "Task Statements 5.01, 5.05 in the section titled "Designing and Conducting Treatment" with a rating of "3" or higher (Weak=1, Needs Work=2, Competent=3, Strong=4, Very Strong=5).

Professionalism**Program Outcome 4**

The program will maintain an average passing rate of 70 percent for program students who take the Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam.

Faculty Outcome 4

90 percent of the MFT faculty will serve as role models, taking the Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam and obtaining their initial Marriage and Family Therapy (MFT) license or holding an Independent Marriage and Family Therapy (IMFT) license.

Student Learning Outcome 4

70 percent of students will demonstrate a commitment to the Association of Marriage and Family Therapy Regulatory Board (AMFTRB) National Exam, by applying to take the exam in their last semester of completing the program.

Please see the MFC/T Master's Student Handbook (Appendix D) 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

UNIVERSITY, COLLEGE AND SCHOOL MISSION STATEMENT

The University of Akron: 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 research in the arts, sciences, and the professions; and provides service to the community. The University pursues excellence in undergraduate and graduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.

College of Health Professions: The University of Akron's College of Health Professions is a community of professionals whose purpose is to provide leadership for community well-being through standard-setting programs that enhance teaching and learning and human development; research and

inquiry; and outreach. We develop ourselves and others through continuous improvement and through a commitment to these core components of professional practice and scholarship: knowledge, technology, diversity, and ethics.

School of Counseling: The faculty has as its mission the goal of training students from Northeastern Ohio and the global community 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 maturity in self-development, and who understand issues and trends in a multicultural and diverse society.

PROGRAM PHILOSOPHY AND MISSION STATEMENT

MFC/T Program: The mission of the MFC/T Master's Program is to train students to become advanced practitioners, teachers/supervisors, and researchers in the field of marriage and family counseling/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.

Marriage and Family Therapist as defined by the American Association for Marriage and Family Therapy (AAMFT, 2015) "are trained in systemic, or relational, therapy and believe that throughout life we exist in a number of relationships that directly and indirectly impact our well-being. Our relationships with family, friends, co-workers and neighbors influence and create our individual experience." **Page #?**

Marriage and Family Counseling is defined by the American Counseling Association (ACA, 2015) "as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness education and career goals."

Counseling as defined by the American Mental Health Counselors Association (AMHCA, 2015), is a distinct profession with national standards for education, training and clinical practice. Clinical Mental Health Counselors are highly skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.

Marriage and Family Counselors/Therapists offer a full range of services including:

- Assessment and diagnosis
- Treatment planning and utilization review
- Individual, couple and family therapy from a systems perspective
- Group Counseling/Therapy
- Issues in Sexuality and/or Alcoholism and substance abuse treatment
- Psychoeducational and prevention programs

- Crisis management

In today's managed care environment, Marriage and Family Counselors/Therapists are uniquely qualified to meet the challenges of providing high quality systems and relational care in a cost-effective manner for individuals, couples, families and groups. Marriage and Family Counseling/Therapy (MFC/T practice in a variety of settings, including independent practice, community agencies, managed behavioral health care organization, integrated delivery systems, hospitals, employee assistance programs, and substance abuse treatment centers (retrieved July 2014 from <http://www.amhca.org/about/facts.aspx>).

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE, 2014) includes the following areas as core Marriage and Family Counseling/Therapy knowledge/skills (retrieved July 2014 from <http://www.aamft.org/imis15/Documents/Accreditation/2005-Standards.pdf>):

- Diversity, power and privilege related to age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status
- Theoretical knowledge (historical development of major models of marriage, couple and family therapy)
- Assessment strategies and treatment
- Research
- Diagnosis/clinical problems
- Contemporary issues
- Individual Development and Family Relations

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) includes the following areas as core Marriage and Family Counseling/Therapy knowledge/skills (retrieved July 2014 from <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>):

- Core evidenced based counseling, prevention, and intervention approaches to treatment
- Diversity and advocacy practices
- Assessment strategies
- Research and evaluation methods
- Diagnosis competencies

PROGRAM COURSE DISTRIBUTION

Students must contact their advisors before enrolling for their first coursework. During the first semester of enrollment students must schedule a meeting with their advisors to plan for their program coursework and complete and sign a Program Course Distribution (PCD) form. The PCD outlines the student's program and indicates the sequence of courses to be taken. The PCD does insure that each student understands the requirements of the program and the sequence and prerequisites for coursework. The completion of a PCD, the signatures of advisor and advisee, and dating the PCD when completed, verifies the program requirements the student is expected to complete for graduation. Once a student has completed the PCD, and both the advisor and student have signed it, then it is "IMPERATIVE" that each student contacts the Program Director to request placement on the Practicum List. Please review the PCD on the following pages to learn program requirements.

College of Health Professions

MFC/T Program Course Distribution (PCD) *effective spring 2005*

Name _____ Student ID # _____
 Address _____ Date _____
 Email _____ Phone _____

Advising Checklist

- Plan courses to be taken semester-by-semester. *(To be completed during first semester of course work)*
- Apply to have any transfer credits transferred. *(After the completion of 12 credits)*
- Sign up for Master’s Comprehensive Exam. *(Should be taken during practicum)*
- Advancement to Candidacy & Apply to Graduate *(After completion of 15 credit hours; before the final semester.)*
- Deadline for Conferral of Degree: _____

I HAVE READ THE ABOVE ADVISING CHECK-LIST 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: _____

COLLEGE OF EDUCATION FOUNDATIONS: 5600:648; 5600:646; and 51000:640 are required COE coursework and are listed under the COAMFTE/CACREP Competencies and Standards in Areas I-VI.

COURSE WORK MEETS COAMFTE AND CACREP ACCREDITATION COMPETENCIES AND STANDARDS

AREA I: Theoretical Foundations (6)	
<input type="checkbox"/> 5600:655 (3)	Marriage and Family Therapy: Theories and Techniques
<input type="checkbox"/> 5600:669 (3)	Systems Theory in Family Therapy

AREA II: Clinical Practice (16)

<input type="checkbox"/>	5600:667 (3)	Marital Therapy (Prerequisites 655 and 669)
	5600:646 (3)	Multicultural Counseling
	5600:651 (3)	Techniques of Counseling (MFT Section, prerequisites 655, 667, 669)
	5600:653 (4)	Group Counseling (Prerequisite 651)
	5600:664 (3)	DSM IV
AREA III: Individual Development and Family Relations (9)		
	5600:648 (3)	Individual and Family Development Across the Lifespan (Ed. Foundations)
	5600:620 (3)	Issues in Sexuality for Counselors
	5600:662 (3)	Personality and Abnormal Behavior
AREA IV: Professional Identity and Ethics (3)		
	5600:623 (3)	MFC/T Ethics and Professional Identity (1 st semester)
AREA V: Research (6)		
	5100:640 (3)	Techniques of Research (Ed. Foundations)
	5600:656 (3)	Assessment Methods & Treatment Issues in MFT
AREA VI: Additional CACREP Core Counseling Courses (10)		
	5600:643 (3)	Counseling Theory and Philosophy
	5600:645 (4)	Tests and Appraisal in Counseling
	5600:647 (3)	Career Development and Counseling Across the Lifespan
CLINICAL EXPERIENCE REQUIREMENTS (13) Total of 500 direct client contact hours. Students will not be permitted to enroll in these clinical experiences until they have met acceptable competency ratings in Areas I – V.		
<input type="checkbox"/>	5600:695 (1) 5600:695 (1)	Field Experience: Enrollment in the pre-practicum depends upon which track students choose to pursue for degree. Please see your advisor for further details.
	5600:675 (5)	Practicum (register for MFC/T section) *Background check required.
	5600:685 (6)	Internship (register for MFC/T section) **CT status required. Depending upon number of hours accrued may require registering for more than 6 semester hours.
TOTAL SEMESTER HOURS REQUIRED TO GRADUATE: 63		

PLEASE NOTE THAT ALL CORE MFT COURSES LISTED BELOW MUST BE COMPLETED BEFORE ELIGIBLE FOR ENROLLMENT IN PRACTICUM. THERE WILL BE NO EXCEPTIONS.

5600:620 – Issues in Sexuality

5600:623 - MFC/T Ethics and Professional Identity

5600:643 - Counseling Theory and Philosophy

5600:645 - Tests and Appraisal in Counseling

5600:646 - Multicultural Counseling

5600:648 - Individual & Family Development

5600:651 - Techniques of Counseling

5600:653 - Group Counseling

5600:655 – Marriage and Family Therapy: Theories and Techniques

5600:667 - Marital Therapy

5600:669 - Systems Theory in Family Therapy

5600:695 – Field Experiences (Two Semesters)

5600:662 – Personality & Abnormal

5600:664 - DSM IV

5600:656 – Assessment Methods and Tx. Issues in MFT

*Criminal background checks are required of all students before beginning Internship. Background checks can be obtained at the University of Akron for a nominal fee. Please check with your advisor before doing this because sending results to the correct address is VERY IMPORTANT.

**Counselor Trainee (CT) status and Marriage and Family Therapy Trainee (MFTT) status is required of all students before internship placement. You should register with the Ohio CSWMFT Board as soon as you know your internship site supervisor's name and PCC-S licensure number.

Remember that any grade below a B- will not be accepted by the Ohio CSWMFT Board for approval to sit for licensure exam.

Completion of a mandatory Clinic for Individual and Family Counseling orientation, including in-person and online training, is required prior to beginning Practicum. The in-person orientation training occurs during finals week, the semester prior to the start of the Practicum.

Completing requirements within the time-frame chosen requires students to be planful in registering for classes, to sign up for practicum as early as possible, and to commit to scheduling enough time and flexibility during the clinical experiences to meet clinical hours' requirements. Please sign that you have read and understand program requirements.

“I have read and understand the program requirements: _____

***Date:* _____**

MFT/C STANDARDS AND REQUIREMENTS
(COAMFTE, CACREP, OHIO BOARD)

COAMFTE STANDARD CURRICULUM DIDACTIC AREA REQUIREMENTS	CACREP CORE CURRICULAR AREAS	OHIO EDUCATIONAL REQUIREMENTS FOR LICENSURE AS A MARRIAGE & FAMILY THERAPIST - Programs that are accredited by COAMFTE will have met all of the requirements for a graduate degree in marriage and family therapy. The OCSWMFT Board will not count any coursework below a B- for approval to sit for licensure exam.
PROFESSIONAL IDENTITY & ETHICS 5600:623	PROFESSIONAL IDENTITY 5600:623	PROFESSIONAL ETHICS 5600:623
THEORETICAL KNOWLEDGE 5600:655 5600:667 5600:669 5600:646	SOCIAL AND CULTURAL 5600:646	MARRIAGE & FAMILY STUDIES 5600:655 5600:667 5600:646
INDIVIDUAL & FAMILY RELATIONS 5600:648 5600:662	HUMAN GROWTH & DEVELOPMENT 5600:648 5600:662	HUMAN DEVELOPMENT 5600:648 5600:662
CLINICAL KNOWLEDGE 5600:651 5600:664 5600:620	HELPING RELATIONSHIPS 5600:651 5600:643	SYSTEMS 5600:669
RESEARCH 5600:645 5600:656 5600:640	ASSESSMENT 5600:645 RESEARCH & PROGRAM EVALUATION 5100:640	APPRAISAL OF INDIVIDUALS & FAMILIES 5600:645 5600:656 5100:640
ADDITIONAL LEARNING 5600:647 5600:653	CAREER 5600:647 GROUP WORK 5600:653	
500 Direct Hours 5600:675 5600:685 5600:695	600 Total Hours 240 Direct Hours 5600:685	PRACTICUM 5600:675 5600:685

OHIO COUNSELOR, SOCIAL WORKER, AND MARRIAGE AND FAMILY THERAPIST BOARD
- Core Counseling Worksheet

CONTENT AREA	COURSE NUMBER	TITLE	CREDIT HOURS	DEPARTMENT TAUGHT IN
1. COUNSELING THEORY	5600:643	COUNSELING THEORY AND PHILOSOPHY	3	COUNSELING
2. COUNSELING TECHNIQUES	5600:651	COUNSELING TECHNIQUES	3	COUNSELING
3. SUPERVISED PRACTICUM	5600:675	PRACTICUM	5	COUNSELING
4. INTERNSHIP	5600:685	INTERNSHIP (A TOTAL OF 6 HOURS OF INTERNSHIP ARE TAKEN—3 CREDITS ARE COUNTED FOR CORE COURSES AND THE OTHER 3 ARE USED FOR CLINICAL COURSES)	3	COUNSELING
5. HUMAN GROWTH AND DEVELOPMENT	5600:648	INDIVIDUAL AND FAMILY DEVELOPMENT	3	COUNSELING
6. SOCIAL AND CULTURAL FOUNDATIONS	5600:646	MULTICULTURAL COUNSELING	3	COUNSELING
7. GROUP DYNAMICS, PROCESSING, AND COUNSELING	5600:653	GROUP COUNSELING	3	COUNSELING
8. LIFE-STYLE AND CAREER DEVELOPMENT	5600:647	CAREER COUNSELING	3	COUNSELING
9. APPRAISAL OF THE INDIVIDUAL	5600:645	TESTS AND APPRAISALS	4	COUNSELING
10. RESEARCH AND EVALUATION	5100:640	TECHNIQUES OF RESEARCH	3	COUNSELING
11. PROFESSIONAL, LEGAL AND ETHICAL RESPONSIBILITIES	5600:623	MFT ETHICS AND PROFESSIONAL IDENTITY	3	COUNSELING

**MFC/T COURSEWORK TO MEET EDUCATIONAL REQUIREMENTS
FOR PROFESSIONAL CLINICAL COUNSELOR**

CONTENT AREA	COURSE NUMB.	TITLE	CREDIT HOURS	DEPARTMENT TAUGHT IN
1. Clinical Psychopathology, Personality, and Abnormal Behavior	5600:662	Personality and Abnormal Behavior	3	Counseling
2. Evaluation of Mental and Emotional Status	5600:656	Assessment and Treatment Interventions with Couples and Families	3	Counseling
3. Diagnosis of Mental and Emotional Disorders	5600:664	DSM-IV	3	Counseling
4. Methods of Intervention and Prevention of Mental and Emotional Disorders	5600:655	MFT Theory & Techniques	3	Counseling
	5600:667	Marital Therapy	3	Counseling
	5600:620	Issues in Sexuality	3	Counseling
5. Treatment of Mental and Emotional Disorders	5600:685	Internship	3	Counseling

PROGRAM CURRICULUM OVERVIEW

The Marriage and Family Counseling/Therapy master's degree is comprised of a minimum of 63 semester credit hours of approved graduate-level coursework. The Marriage and Family Counseling/Therapy Program curriculum consists of four broad areas of coursework: (a) Theoretical Foundation, (b) Clinical Practice, (c) Individual Development and Family Relations, (d) Professional Identity and Ethics, (e) Research, (f) Additional CACREP Core Counseling Courses, and (g) Clinical Experience Requirement.

Theoretical Foundation (6 semester credits total): 5600:655 Marriage and Family Therapy: Theories and Techniques, 5600:669 Systems Theory in Family Therapy coursework provides knowledge and skills related to systems theory and skills.

Clinical Practice (16 semester credits total): 5600: 667 Marriage Therapy, 5600:646 Multicultural Counseling, 5600:651 Techniques of Counseling (MFT Section), 5600:653 Group Counseling, and 5600:664 DSM. Required marriage and family counseling/therapy core courses focus on an orientation to the marriage and family counseling/therapy profession and basic core marriage and family counseling/therapy skills that translate into professional practice.

Individual Development and Family Relations (9 semester credits total): 5600: 648 Individual & Family Counseling Across the Lifespan, 5600:620 Issues in Sexuality, and 5600: 662 Personality and Abnormal Behavior. These courses offer an opportunity for specialty knowledge beyond minimum foundational, core, and clinical program areas.

Professional Identity and Ethics (3 semester credits total): 5600:623 MFC/T Ethics and Professional Identity. This course addresses legal and ethical issues, as well as state statutes and MFC/T identity.

Research (6 semester credits total): 5600:610 Techniques of Research, 5600:656 Assessment Method & Treatment Issues in MFT. Educational Foundation coursework provides knowledge and skills related to understanding human functioning and diversity through a framework of research and assessment methods.

Additional CACREP Core Counseling Courses (10 semester credits total): 5600:643 Counseling Theory and Philosophy, 5600:645 Test and Appraisal in Counseling, 5600:647 Career Development and Counseling Across the Lifespan. Required counseling core courses focus on an orientation to the counseling profession and basic core counseling skills that translate into professional practice.

Clinical Experience Requirement (13 semester credits total): 5600: 695 Field Experience, 5600:675 Practicum (MFC/T), 5600:685 Internship (MFC/T). Clinical counseling specialty courses focus on knowledge and skills related to common conditions treated by marriage and family counselors/therapists and practical skills working with a clinical population (individuals, couples, families, and/or groups).

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/>.

PROPOSED COURSE OF STUDY: FULL OR PART-TIME

Students are encouraged to attend the University on a full-time basis in order to complete their studies in the most expeditious manner. There is a SIX-YEAR TIME LINE for completion of the master's program. 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, consult the Financial Aid Office. For information on graduate assistantships and tuition scholarships, see the School's Coordinator of Departmental Operations. Only a limited number of assistantships and scholarships are available each year.

Students attending part-time need to give careful thought to the timing and sequencing of courses. This should be done in close consultation with their advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full course load is normally 9 to 12 credit hours. Students who are employed should reduce their academic load proportionately. Students on graduate assistantships must take a minimum of 9 credits and may take up to a maximum of 15 credits per semester of appointment (during the summer the graduate assistant tuition waiver covers 9 credit hours).

REGISTRATION

After students meet with their advisor and sign the PCD, future class schedules do not have to be approved by the advisor, provided course choices follow the approved PCD. There is both early registration (e.g., during spring term for fall) and open registration just before each term. Registration processing will be by touch-tone telephone, web registration, or through the Registrar's office. Certain courses have closed registration for which permission must be obtained (see section on closed classes). To enroll for classes on-line, you must be a current University of Akron student and have a UANet ID and password. To request a UANet ID and password online, go to <http://GoZips.uakron.edu/user.htm>. For support, call 330.972.6888.

STEP 1: LOG IN

Go to www.uakron.edu and click on the "Online Information Center" button, you will be asked to enter your UANet ID and password.

STEP 2: NAVIGATE TO ENROLLMENT SECTION

After your UANet ID and password have been accepted, you will be directed to a "welcome" screen with various menu options. Click on the "Enroll" button found across the top of the window.

STEP 3: FOLLOW THE DIRECTIONS TO SEARCH FOR CLASSES AND ENROLL

You can either enter the five-digit class number directly into the box provided or search for a course by clicking on either the basic or advance search links. After obtaining and entering the five-digit class number, you must click on the “Update Attributes” button before continuing. Directions are provided at each stage of enrollment to help you find your courses and enroll. In addition, context sensitive help is available on each page on the top navigation bar with the Help button. (5600 - Education Guidance/Counseling; 5100 - Educational Foundations)

STEP 4: CONFIRM YOUR FINAL SCHEDULE AND PRINT

A Print button has been provided in the upper right hand corner of the schedule page for your convenience. When you have completed your enrollment and have printed your schedule, be sure to log out using the “Logout” button at the bottom of the left hand navigation bar.

PHONE REGISTRATION: 330-972-8083.

IN PERSON REGISTRATION: Bring registration information to the Student and Administrative Services Building. Be prepared to present your University ID card or photo ID when registering in person.

CLOSED CLASSES: Certain clinical courses do have closed registration for which advisor permission must be obtained. Independent Study, Test and Appraisal, Field Experience (Pre-Practicum), Practicum, and Internship require closed class permission. Students should contact Sandy White, so they can get registered. She can be reached at 330-972-7779 or whites1@uakron.edu. Please make sure and have your student ID available for this process.

FINANCIAL AID

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 on School of Counseling graduate assistantships (offered outside the School of Counseling) contact the School Administrative Assistant. Only a limited number of assistantships and scholarships are available each year. For information about other forms of financial aid visit the Graduate School’s financial aid website at <http://www.uakron.edu/gradsch/financial-assistance/>, or the Office of Financial Aid website at <http://www.uakron.edu/finaid/>, or contact the Office of Financial Aid through finaid@uakron.edu or 3390972-7032.

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 9-13 semester credit hours. Students who are employed should reduce their academic load proportionately. Students on a 20 hour graduate assistantships must register for a minimum of 9 credits

and may take up to a maximum of 15 credits per semester of appointment, to be able to maintain their assistantship.

EXAMPLE SCHEDULE OF COURSES

The state of Ohio requires a minimum of a 60-hour master's program for licensure. The MFC/T program is a 63-hour program. Students may accrue more than 63 semester hours if they schedule electives or need to take more than two terms of internship. Students can take up to 6 years to complete all requirements. Courses typically follow a set schedule that is followed year-to-year; however, course times and days are subject to change or cancellation if there is low enrollment. Always check the online course schedule. Please speak with your advisor to plan a semester-to-semester schedule.

**Denotes MFT core courses only offered the semester listed.

TYPICAL TRACK		
Fall = 10 credit hours (3) 5600:623 MFT Ethics & Prof. Issues (3) 5600:655 Intro. to MFT Theories (4) 5600:720 Tests & Appraisal	Spring = 12 credit hours (3) 5600:648 Indiv. & Family Develop. (3) 5600:669 Systems Theory (3) 5600:647 Career (3) 5600:646 Multicultural Counseling	Summer = 9 credits (3) 5600:664 DSM (3) 5600:667 Marital Therapy (3) 5600-601- Research and Program Evaluation- or 5100:640-online Techniques of Research
Fall = 10 credit hours (3) 5600:662 Personality & Abnormal (3) 5600:620 Issues in Sexuality (3) 5600:651 Techniques of Counseling (MFT) (1) 5600:695 Pre-Practicum	Spring = 11 credit hours (3) 5600:656 Assessment & Tx. Issues (4) 5600:653 Group Counseling (3) 5600:643 Counseling Theories (1) 5600:695 Pre-Practicum	Summer = 5 hrs. *(5) 5600:675 Practicum *Limited Enrollment Take Master's Comprehensive Exam.
Fall = 3 credit hours (3) 5600:685 Internship	Spring = 3 credit hours (3) 5600:685 Internship GRADUATE	Additional internship credits are student's financial responsibility.

IMPORTANT CLASS INFORMATION

- All courses must be completed before entering Practicum (5600:675). No exceptions will be made.
- Grades below B- will not be accepted by OCSWMFT Board for approval to sit for licensure exam.
- Background checks are required for entrance into Internship.
- Consult with your advisor if you need to change course sequencing.
- Changing sequence of course scheduling may result in delay of completing all coursework required for enrollment in Practicum.
- Liability insurance is required before seeing clients during Practicum.

SPRING ADMISSIONS		
Fall	Spring = 10 (3) 5600:669 Systems Theories (4) 5600:645 Tests & Appraisal (3) 5600:648 Individual & Family Develop.	Summer = 9 (3) 5600:646 Multicultural Counseling (3) 5600:662 Personality & Abnormal (3) 5600:664 DSM
Fall = 12 (3) 5600:623 MFT Ethics (3) 5600:655 Intro. to MFT Theories (3) 5600:647 Career (3) 5600:601 Research and Program Evaluation or 5100:640-online Techniques of Research	Spring = 10 (3) 5600:656 Assessment & Tx. Issues (3) 5600:620 Issues of Sexuality (3) 5600:643 Counseling Theories (1) 5600:695 Pre-Practicum	Summer = 11 (3) 5600:667 Marital Therapy (3) 5600:651 Techniques of Counseling (MFT) (4) 5600:653 Group Counseling (1) 5600:695 Pre-Practicum
Fall = 5 credit hours *(5) 5600:675 Practicum *Limited space available Master's Comprehensive	Spring = 3 credit hours (3) 5600:685 Internship	Summer = 3 hours (3) 5600:685 Internship
<p>Note: If a student finds it necessary to enroll for additional internship credits to fulfill clinical hours requirement for graduation the student will assume the financial responsibility for additional graduate course credits.</p>		

PART-TIME ADMISSIONS		
Fall = 6 credit hours (3) 5600:623 MFT Ethics (3) 5600:655 Intro. to MFT Theories	Spring = 7 credit hours (3) 5600:669 Systems Theories (4) 5600:645 Tests & Appraisal	Summer = 6 hours (3) 5600:667 Marital Therapy (3) 5600:646 Multicultural Counseling
Fall = 6 credit hours (3) 5600:664 DSM (3) 5600:648 Individual & Family Develop.	Spring = 6 credit hours (3) 5600:656 Assessment & Tx. Issues (3) 5600:647 Personality & Abnormal	Summer = 6 hours (3)5600:601 Research & Prog Eval.or 5100:640 - online Techniques of Research (3) 5600:643 Counseling Theories
Fall = 6 credit hours (3) 5600:620 Issues of Sexuality (3) 5600:651 MFT Techniques of Counseling	Spring = 4 credit hours (1) 5600:695 Pre-Practicum (3) 5600:647 Career	Summer = 5 hours (4) 5600:653 Group Counseling (1) 5600:695 Pre-Practicum
Fall = 5 credit hours *(5) 5600:675 Practicum *Limited space available Master's Comprehensive	Spring = 3 credit hours (3) 5600:685 Internship	Summer = 3 hours (3) 5600:685 Internship
Note: If a student finds it necessary to enroll for additional internship credits to fulfill clinical hours requirement for graduation the student will assume the financial responsibility for additional graduate course credits.		

TERMS IN WHICH REQUIRED COURSES ARE OFFERED

Most courses are offered in evening except in summer. In summer, the majority of courses are held during the day, with a few held in the evening. Also, occasionally courses may be taught in additional semesters other than marked in this chart—always consult online scheduling. Please note that students admitted to begin coursework during spring semesters should consult with their advisors about the sequencing and scheduling of requirements since many core MFT courses are only offered one time a year.

Course times and scheduling are subject to change.

Number	Course	Fall	Spring	Summer
5600:620	Issues in Sexuality for Counselors	X	X	
5600:623	MFT Ethics and Prof. Identity	X		
5600:646	Multicultural Counseling	X	X	X
5600:643	Counseling Theory & Philosophy	X	X	X
5600:645	Test & Appraisal	X	X	X
5600:647	Career Development and Counseling	X	X	X
5600:648	Individual and Family Development Across the Lifespan	X	X	X
5600:651	MFT Techniques of Counseling	X		X
5600:653	Group Counseling	X	X	X
5600:655	Marriage and Family T & T	X		
5600:667	Marital Therapy			X
5600:669	Systems Theory		X	
5600:664	DSM	X	X	X
5600:656	Assessment & Treatment Issues		X	
5100:640	Techniques of Research	X	X	X
5600:695	MFT Field Experience	X	X	X
5600:675	MFT Practicum	X	X	X
5600:685	MFT Internship	X	X	X

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

The Marriage and Family Counseling/Therapy Program strongly encourages students to learn about and become involved in marriage and family therapy and counseling-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. The Delta Kappa Lambda (International Marriage and Family Therapy honors society) and Alpha Upsilon Chapter of Chi Sigma Iota (National Counseling honors society) 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 marriage and family therapy profession and 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 marriage and family therapy profession and the counseling profession

The Marriage and Family Counseling/Therapy Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the Program encourages student membership and involvement in the following three professional organizations:

1. American Association for Marriage and Family Therapy (AAMFT)

Main website = <http://www.aamft.org/>

Membership website = <http://www.aamft.org/iMISIS/AAMFT?Membership>

2. Ohio Association for Marriage and Family Therapy (OAMFT)

Mission = To enhance the profession of Marriage and Family Counseling/Therapy through licensing, advocacy, education and professional development. [from <http://www.nonprofitfacts.com/OH/Ohio/Association.com>]

Main website = <http://www.nonprofitfacts.com>

Membership website = <http://www.nonprofitfacts.com/OH/Ohio/Association/Membership>

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. American Mental Health Counselors Association

Mission = To enhance the profession of Marriage and Family Counseling/Therapy through licensing, advocacy, education and professional development. [from <http://www.amhca.org/about/default.aspx>]

Main website = <http://www.amhca.org/>

Membership website = <http://www.amhca.org/become/default.aspx>

5. 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?pageId=863923>

AFFIRMATIVE ACTION POLICY STATEMENT

It is the policy of The University of Akron that there shall be no discrimination against any individual because of personal characteristics such as, but not limited to, age, sex, gender identity, race, creed, disability, national origin, religion, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees.

The Marriage and Family Counseling/Therapy Program strictly adheres to this policy. In addition, the program faculty believes that the recruitment and development of culturally diverse counselors 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 he/she may need accommodations due to the impact of a disability should consult <http://www.uakron.edu/access/> or the University Office of Accessibility at 330-972-7928.

PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS

The Marriage and Family Counseling/Therapy 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 Marriage and Family Counseling/Therapy 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 or group because of age, sex, race, ethnicity, gender or

gender identity, creed, disability, national origin, religion, or sexual orientation” which applies to all students (and applicants), faculty, staff, and employees.

- (2) The program faculty openly endorse the recruitment and development of culturally diverse counselors 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) Program faculty complete peer-reviewed publications and presentations on diversity-related topics and advocacy.
- (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 Chief Diversity Officer whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.
- (8) 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.

CORE PROGRAM FACULTY

The following are the core faculty associated with the Marriage and Family Counseling/Therapy 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: Masters 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

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

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

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: Masters 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

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, Masters Internship, Masters 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

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. Margo Gregor (Counseling Psychology Program)

- Office Phone: 330-972-6258

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 (School Administrative Assistant)

- Office Phone: 330-972-7779

WHERE TO TURN FOR QUESTIONS/RESOURCES

The following persons/offices should be contacted as resources for the common questions/issues below:

- *Tips for program success, sample course sequence, additional copies of the student handbook* = Program ‘current students’ website (see <http://www.uakron.edu/soc/>)
- *Marriage and Family Counseling/Therapy required coursework or planned program* = Program ‘required coursework’ website (see <http://www.uakron.edu/soc/masters/MFC/T/required-courses.dot>), your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Marriage and Family Counseling/Therapy degree requirements* = Your Faculty Advisor, or the Program and/or Clinical Coordinator as a secondary resource
- *Program-related issues/concerns* = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource, as well as the School Director
- *Graduation procedures/forms/requirements* = Graduate School website (see <http://www.uakron.edu/gradsch/>)
- *Counselor licensure* = Counselor, Social Worker, Marriage & Family Therapist Board (see <http://cswmft.ohio.gov/>), or the Program/Clinical Coordinator as a secondary resource
- *Comprehensive examination* = Student handbook, Faculty Advisor or the School Director as a secondary resources
- *Practicum or Internship* = Student handbook’s Practicum and Internship Guidelines, or Program/Clinical Coordinator as a secondary resource
- *Course schedule* = MyAkron (see <https://id.uakron.edu/idp/Authn/UserPassword>), the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary source, or the Dept. Administrative Assistant as a tertiary resource
- *Course registration problems* = Dept. Administrative Assistant, or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource
- *Computer problems* = Computing help desk website (see <http://www.uakron.edu/support-desk/index.dot> or call 330-972-6888)
- *Springboard problems* = Springboard website (see <https://springboard.uakron.edu/index.asp>)

PROGRAM ACCREDITATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), a specialized accreditation with the American Association for Marriage and Family Therapy (AAMFT) and recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), has conferred full Marriage and Family Therapy accreditation to the program until 2016.

Students are encouraged to visit the COAMFTE website to learn more about counseling accreditation guidelines: <http://www.aamft.org/iMIS15/content/COAMFTE>

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body affiliated with the American Counseling Association (ACA) and recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), has conferred full Community Counseling accreditation to the program until 2016.

Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: <http://www.cacrep.org/>.

The Ohio Counselor, Social Worker, and Marriage and Family Therapy Board (Ohio CSWMFTB) has approved the Marriage and Family Counseling/Therapy Program as meeting all course-related and clinical requirements for students' eligibility as Marriage and Family Therapy (MFTs) as well as Professional Counselors (PCs), since this is a dually accredited program. After completion of required coursework and supervised clinical experiences, students must pass the national licensure examination (Marriage and Family Therapy Examination and National Counselor Examination) in order to receive the Marriage and Family Therapy (MFT) license and the Professional Counselor (PC) license. After receiving additional supervised (IMFT, AAMFT Approved Supervisor and LPCC) training during a clinical residency period students may be eligible for the Independent Marriage and Family Therapy (IMFT) and the Licensed Professional Clinical Counselor (LPCC) license.

Students are encouraged to visit the Ohio CSWMFTB website to learn more about both the marriage and family therapy and the counselor licensure guidelines: <http://cswmft.ohio.gov/>.

PROGRAM APPLICATION PROCEDURES

All Marriage and Family Counseling/Therapy 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/masters/how-to-apply.dot>

An applicant may only apply to one master's degree program per semester. Before beginning a master's degree program, the student must have earned a bachelor's degree from a regionally accredited institution. Applicants are required to have at least a 2.75 cumulative grade point average (GPA) for all

undergraduate coursework OR at least a 3.00 cumulative GPA for the last 64 credits of undergraduate coursework.

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

The following materials must be included in application packets, regardless of which program the student is applying for: (1) a completed University of Akron online Graduate School application form, (2) official undergraduate transcripts, (3) a School of Counseling application supplement form, and (4) three letters of reference. INTERNATIONAL APPLICANTS must also submit (5) official TOEFL scores as part of their application materials.

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

Graduate School
The University of Akron
302 Buchtel Common
Akron OH 44325-2101

- (1) Online Graduate School Application
- (2) Official Undergraduate Transcripts
- (3) Official TOEFL Scores (international students only)

School of Counseling
The University of Akron
302 Buchtel Common
Akron OH 44325-5007

- (4) School of Counseling Application Supplement Form
- (5) Three Letters of Reference

ADMISSION AND SCREENING PROCEDURES

After applications have been received by the deadline indicated on the School of Counseling MFT/C Program application deadlines, (1) applications are reviewed and applicants are invited for an on-campus interview are identified by the MFT/C Interim Coordinator and MFT/C faculty (this is a competitive process)

- Undergraduate grade point average

- Graduate grade point average (and letter grades in specific courses relevant to the program) if graduate coursework has been completed
- Quantitative ratings and written feedback from at least three letters of reference
- Supplementary Application Form

A group interview will be scheduled. The group interview includes:

- An introduction
- Triadic role plays (applicants take on the role of client, counselor/therapist and observer)
- Group discussion/interview
- Writing exercise
- Q and A

Based on the number of applicants there might be one or more group interviews scheduled, until the next admission of incoming MFT/C master's students has been filled. Once all group interviews are conducted, in special circumstances, alternative interviews are conducted, such as for international students, not living in the US. The following criteria will be considered during Marriage and Family Counseling/Therapy Program admissions decisions:

- Application materials
- Triadic role plays (counselor/therapist) ratings
- Group discussion/interview ratings
- Writing exercise ratings

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. Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. 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 programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.

Admission decisions are made by one or more Marriage and Family Counseling/Therapy Program core faculty after applications are reviewed considering the criteria above. Applicants are rank-ordered against other Program applications and are then admitted (currently approximately 20-25 students in Fall semester and 15-20 students in Spring semester).

Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum/Internship placement sites.

Admissions may also be delimited to those applicants who answer “no” on all items of The Statement of Good Moral Character (see Appendix A). If an applicant answers “yes” on any item, he/she must provide a written rationale to the Marriage and Family Counseling/Therapy Program faculty; additional documentation, such as an FBI or BCI check, may also be required.

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. A Marriage and Family Counseling/Therapy Program Faculty Advisor will be listed on the acceptance letter. Thus, a new student will be able to obtain academic advising before enrollment in the program. If the student does not have his/her advisor name, s/he can contact Sandy White at 330-972-779 or whites1@uakron.edu to get his/her advisor name.

There are three distinct types of admission to the Marriage and Family Counseling/Therapy Program: full admission, provisional admission, and deferred admission.

The Graduate School allows a maximum of 6 years to complete the Marriage and Family Counseling/Therapy master’s degree. This six-year time limit begins the semester a student first enrolls in classes. This time frame will be reduced if transfer credits are substituted for any coursework on the PCD. The six-year time frame will begin on the date when the first course transferred was completed.

Marriage and Family Counseling/Therapy Program Provisional Admissions

Applicants who do not meet the academic requirements for full admission may be considered for acceptance into the program under a provisional admission. This status may be appropriate if it is believed that the applicant has the potential, as indicated by application materials, to make a unique contribution to the profession. The policy of the School of Counseling established regarding the inclusion of professional and alternative educational experiences is as follows:

The Marriage and Family Counseling/Therapy Program faculty may consider admitting students under provisional status if the applicant’s undergraduate GPA is 2.5 or above for four years or 2.75 for the last two years. In this case, the applicant’s prior professional and educational experiences will be evaluated. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant’s contributions to the program. Additional recommendations from previous schools attended or past employers may be required.

If a student is admitted to the program under provisional status, he/she must complete at least 12 semester credits of selected coursework – registration for additional coursework will not be permitted until the initial/provisional coursework has been successfully completed. Registration for coursework not approved under the provisional status risks dismissal from the program.

Students receiving provisional admission should note that this does not guarantee full admission to the Marriage and Family Counseling/Therapy Program at a future date.

To gain full admission into the program, the student must complete the following coursework and obtain a cumulative GPA of at least a 3.00 (having not received a grade of 'C' or lower in any course). Failure to obtain a GPA of at least 3.00 in these courses may result in dismissal from the program. In select cases the student may be permitted to re-take a provisional course. After completion of the re-taken course, the student's GPA will be recalculated. If the student does not obtain a GPA of at least 3.00 after the recalculation, the student will be dismissed from the program:

5600:623 (2) MFT/C Ethics and Professional Identity

5600:643 (3) Marriage and Family Therapy: Theory and Techniques

5600:646 (3) Multicultural Counseling or 5600:648 (3) Individual & Family Development

5600:669 (3) Systems Theory in Family Therapy

5600:667 (3) Marital Therapy

Marriage and Family Counseling/Therapy Program Deferred Admissions

Under certain circumstances, applicants who have an undergraduate GPA below 2.5 for four years may be granted deferred admission. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant's contributions to the program. Additional recommendations from previous schools attended or past employers may be required. If granted deferred admission status, within one academic year the student must complete 12 hours of post baccalaureate coursework approved by the Marriage and Family Counseling/Therapy Program faculty. The applicant must obtain a GPA of at least 3.0 on these courses. After a review of the student's transcript, the program faculty will re-consider the student's application materials. *Students receiving deferred admission should note that this does not guarantee full admission to the Marriage and Family Counseling/Therapy Program at a future date.*

Graduate School Non-Degree Seeking Admissions

The Graduate School admits students for general graduate coursework on a non-degree basis under certain circumstances. This option is usually available for students who already hold a bachelors or graduate degree. Students admitted under this classification must complete non-degree coursework within a specified time frame. **Applications for non-degree status are approved under the jurisdiction of the Graduate School (not the School of Counseling).** Applicants are encouraged to visit the Graduate School website to learn more about non-degree seeking admissions:

<http://www.uakron.edu/gradsch/prospective-students/>.

IMPORTANT: Students admitted by the Graduate School for general coursework on a non-degree basis should note that this does not guarantee future admission to the Marriage and Family Counseling/Therapy Program. In addition, students admitted under non-degree status will have second priority (after fully admitted students) for registration of School of Counseling courses with limited enrollments.

In order to obtain admission into the Marriage and Family Counseling/Therapy program, non-degree seeking students must complete the entire program application process (see Program Application Procedures above). Should a non-degree seeking student ultimately be admitted to the program, classes successfully completed as a non-degree student may potentially be applied to the Marriage and Family Counseling/Therapy master's degree if all transfer credit criteria have been satisfied (see Program Course Distribution Form section below).

TRANSFER OF CREDITS FROM ANOTHER PROGRAM

After receiving full admission into the Marriage and Family Counseling/Therapy Program and after completion of at least 12 semester credits of required coursework, students may transfer up to 1/3 or their required credits (up to 21 semester credits) from another program/institution if all of the following minimum criteria are met. However, transfer of credits is at the discretion of each student's Faculty Advisor. Therefore, a student wishing to transfer credits from another program/institution should meet with his/her faculty Advisor as soon as possible after formal admission into the program (preferably before signing and submitting an official PCD):

- The course must directly substitute for a required course that is part of the Marriage and Family Counseling/Therapy Program curriculum.
- The course must have been at the graduate level (i.e., not an undergraduate course)
- The course must be a graded course (i.e., not pass/fail)
- The student must have received a grade of 'B' or better in the course
- The course must have been completed within the past six years
- The course must be transferred in from a regionally accredited program

IMPORTANT: Quarter hour courses need to be converted to credit hour courses.

Students should be aware that transfer of credits will reduce the six-year time limit required for graduation. This time limit will be decreased proportionately according to when the transferred course was completed – for example, if a transferred course was completed three years prior to admission into the Marriage and Family Counseling/Therapy Program, the student would only have three years remaining to complete all requirements for their degree.

Students are encouraged to attend the University on a full-time basis in order to complete their degree in the most expeditious manner. The Graduate School allows up to six years for completion of the master's degree.

REQUESTS TO CHANGE PROGRAMS AFTER ADMISSION

Fully admitted students who wish to change master's degree programs (e.g., changing from the Marriage and Family Counseling/Therapy Program to the Clinical Mental Health Counseling Program or School Counseling Program) must follow the steps below:

- (1) Schedule a meeting with one's Faculty Advisor to discuss this issue and reach consensus;
- (2) Following Faculty Advisor approval, petition in written format to Marriage and Family Counseling/Therapy Interim Program Coordinator. Include the rationale for desiring to switching programs. The petition will be presented to the MFC/T Program faculty for consideration. MFC/T Program faculty reserve the right to approve or deny the request;
- (3) If the request for changing programs is approved by the MFC/T Program faculty, petition in written format to the new (i.e., Clinical Mental Health Counseling or School Counseling) Program faculty.
- (4) If the request for changing programs is approved by the new Program faculty, a new Faculty Advisor (affiliated with the new master's Program) will be assigned by the new Program, a new Program Course Distribution (PCD) will be completed with the new Faculty Advisor, and the new Program faculty will notify the Graduate School of the degree and Faculty Advisor changes.

IMPORTANT: Students may not request to change programs after they have begun Practicum. In order to minimize disruption to course programs, professional identity, and licensure possibilities, any student who is enrolled in or who has completed Practicum during any master's degree program will not be permitted to change programs.

PRACTICUM AND INTERNSHIP GUIDELINES

CLINICAL EXPERIENCES

Marriage and Family Counseling/Therapy students are required to earn 500 direct client contact hours before graduation. Hours are accrued through pre-practicum/field experience, practicum, and internship. Students are expected to work with clients who are diverse in terms of age, culture, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status. In addition, students are expected to plan time to maintain a sizeable client load. It is possible for students to see clients at the on-campus clinic in practicum during the afternoon and in the evening Monday through Thursday and on Saturday morning.

CLIENT CONTACT & SUPERVISION REQUIREMENTS

500 Hours: A minimum of 500 direct client contact hours to graduate (up to 100 hours may be Direct Team Client Contact Hours). Of the 500 hours (individual, couple, family and other systems present) needed to graduate; at least 40% of those hours must be direct relational hours, with couples and/or families. Team hours can only reduce number of group and/or individual clinical hours needed.

100 Hours: A minimum of 100 supervision hours by Program faculty and/or AAMFT approved internship supervisors are needed to graduate (at least 50 of these hours must be based on live, audio or video; a minimum of a 1:5 ratio of supervision to client-contact should be maintained).

CLIENT CONTACT

Contact Hour: An (individual, couple and/or family) contact hour as well as a group hour is a 50-minute counseling/therapy session. Whether the hour is individual, couple, or family is determined by how many people are in the room and their relationship.

IMPORTANT: Group hours do not count toward the total relational count.

Direct Client Contact Hours: Direct client contact is defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. Assessments may be counted as direct client contact if they are face-to-face processes that are more than clerical in nature and focus. Psycho-education may be counted as direct client contact.

Individual Hours: When the therapist works from a relational perspective, with one person and the therapist in the room. This counts as an individual hour.

Other Hours Not Considered Direct Contact 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.

Direct Team Client Contact Hours: When a therapist participant observes therapy with a particular case on an ongoing basis, the therapist (or therapists) behind the mirror forms a “team” with the therapist(s) in the room. The therapist(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 therapist(s) behind the mirror is actively involved in the case rather than a passive observer. Marriage and family students may count up to 100 hours of direct team client contact toward the 500 hours needed for graduation. However, team hours cannot be used to reduce the 250 hours of direct client contact with couples and/or families. Team hours must be observation of couples or families, not individuals.

SUPERVISION

When recording a supervision hour, it needs to be noted whether supervision was individual (a maximum of two supervisees and a supervisor); or group (a maximum of six supervisees and a supervisor). You must have 100 hours of supervision, by graduation, from MFC/T faculty or a Program Approved Supervisor (i.e. AAMFT Approved Supervisor or Program Equivalent Supervisor). Supervision by MFT doctoral students who are currently enrolled in, or have taken the supervision classes, may count towards this number. Of the 100 hours, at least 50 hours must be based on raw data (either live, audio or video supervision). A majority of these 50 hours of raw data is obtained during Practicum 5600:675. 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.

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

Group Supervision: Three to six supervisees present receiving case report, live, audio or video supervision.

Case Report (consultation): A case that is discussed during supervision that was not live supervised or viewed on video.

Raw: The time viewing a video of a therapy session, as well as a subsequent discussion about the video is all counted as video supervision.

Live supervision: The time that the supervisee is doing therapy in front of the mirror, with the supervisor observing behind the mirror. In addition, the time spent discussing the live observation with the supervisor counts as live supervision. For example, if a supervisor watched an hour session and then discussed the session with the supervisee for 30 minutes afterward, that would be 1.5 hours of live supervision.

THE CLINIC FOR INDIVIDUAL AND FAMILY COUNSELING

The Clinic for Individual and Family Counseling is a training, research, and service facility that serves the clinical practice needs of students in the School of Counseling. The Clinic is located in the Chima Center, directly above the School's offices at 27 South Forge Street. Services include individual, couple, family, and group counseling. Supervision of all cases is conducted by the clinical faculty and includes a range of techniques such as the use of one-way glass, video review, co-therapy, and live supervision. See the Clinic's Policies and Procedures Manual for more details about the Clinic.

The background check is a program requirement, as well as an Ohio CSWMFT Board requirement for internship. Students can obtain their background check at the University of Akron Police Department or other approved sites. Before working in the clinic, students are also required to attend a clinic orientation. Get liability insurance (free of charge after becoming an AAMFT student member). Please see Clinic Handbook for more details.

MFC/T CLINICAL EXPERIENCES

The Marriage and Family Counseling/Therapy Master's Program requires that students complete two credit hours (1 cr each for two semesters) of Field Experience (5600:695), five credit hours (one semester) of Practicum (5600:675) and six credits (two semesters) of Internship (5600:685).

IMPORTANT: At times more than two semesters are needed for students to get all of their clinical Internship hours. In these cases, students are responsible to register for one or more additional semester of 3 cr hours of Internship. Students will be responsible for the additional tuition cost this might create.

FIELD EXPERIENCE (5600:695) Pre-Practicum

Pre-practicum is an experience in which students earn direct team client contact hours in the two semesters prior to practicum.

Students will be evaluated on the following areas, all of which must be demonstrated before the training experience ends and additional clinical training/work is permitted:

In order to receive credit for the pre-practicum experience students must:

- Complete both 5600:695 Pre-Practicum experiences.
- Secure liability insurance by the middle of the second semester in which you are enrolled in the pre-practicum field experience. This will insure that clients can be transferred to the student when they enroll in practicum. The AAMFT and ACA both have links to companies offering students liability insurance.
- Attend class for one hour each week. Hand in live observation forms weekly to pre-practicum supervisor.
- Ask permission of the master's or doctoral student therapists before observing any therapy session.
- Observe the therapy on an ongoing (weekly) basis. The therapist granting permission may or may not choose to briefly discuss the case with the student before or after each session.
- Follow Team Observation Policies (handed out in pre-practicum).

NOTE: Marriage and Family Counseling/Therapy students are responsible for knowing and adhering to all guidelines contained herein. Noncompliance with these guidelines may negatively impact successful completion of Practicum and/or Internship. Therefore, following the guidelines herein should be given careful attention throughout the Marriage and Family Counseling/Therapy Program.

PRACTICUM OVERVIEW (5600:675)

Practicum is the first direct clinical experience and because of accreditation standards and the intense clinical training and supervision, the Practicum has limited enrollment. Students must meet with their advisors and complete a PCD during the first semester. After signing the PCD the student should contact the Sandy White at 330-972-7779 or whites1@uakron.edu to be put on the Practicum List. Before students can begin practicum they must meet the following criteria: 1) complete all course prerequisites to practicum; 2) pass the Clinical Readiness Interview; 3) attend Practicum Orientation and complete on-line training and pass the on-line test; and 4) obtaining and submitting proof of liability insurance to the Clinic director.

Practicum is designed as an initial clinical training experience. It includes both direct and indirect MFC/T services. As part of their Practicum requirements, students must obtain 100 total work-related hours (including direct service hours, chart documentation, supervision-related hours, and other work-related experiences per COAMFTE and CACREP guidelines). Of these 100 total work-related hours, students must accumulate at least 40 direct MFC/T service hours during their practicum experience at the Clinic for Individual and Family Counseling. Direct service hours include face-to-face counseling, 10 hours with individual clients or group or relational hours and 20 hours in couple and family counseling/therapy and 10 additional individual, group, or relational hours, and 10 hours of group human growth and development activities and consultation with individuals or groups per CACREP guidelines.

IMPORTANT: individual and couple/family counseling/therapy as well as group counseling/therapy training experiences are required during Practicum.

It is expected that MFC/T Practicum students demonstrate:

- Ethical/legal knowledge and compliance
- Clinical assessment skills
- Treatment planning skills
- Clinical interventions with individual and group counseling clientele needs
- Client referral/triage skills
- Preparedness for and participation in supervision sessions
- Ability to self-reflect and self-assess strengths/limitations and one's scope of competencies
- Overall professionalism in the workplace (with clients, colleagues, peers, supervisors)
- Clinical documentation skills
- Etc.

When planning to register for Practicum, students should maintain an awareness of required prerequisites: 5600:623, 655, 645, 648, 669, 647, 646, 664, 667, 640, 662, 620, 651, 695, 656, 653, 643, 695 (1 and 2).

All prerequisites must be completed prior to the start of Practicum.

Completion of Practicum requires a long-term commitment of time and effort. **Students who work (whether on campus or off campus), or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet Practicum clinical/supervisory/academic requirements.** For example, if a student works off campus, he/she may need to adjust work times, reduce the number of hours worked per week, or terminate employment and seek financial assistance in order to fulfill Practicum requirements.

Although the academic requirements will vary slightly from semester to semester, **Practicum students must usually devote 12-15 hours/week to the experience. Individual and couple/family counseling/therapy as well as group counseling/therapy training from a relational/systemic perspective is required during Practicum. The following are examples of commitments that may be expected:**

- **Minimum of 5 hours/week individual client appointment times** – some flexibility is provided at the Clinic to help accommodate students' requests.
- **1-2 hours/week group counseling appointment times** – group counseling appointment times, whether at the Clinic or an off-campus agency, are usually scheduled during specific days/times.
- **4-5 hours/week class time with the faculty instructor** (i.e., group supervision) – class time/group supervision is scheduled on a specific day/time per the University course schedule.
- **1 hour/week individual supervision with the faculty instructor** – individual supervision day/time shall be negotiated with the faculty instructor, but usually occurs the same day as the class time/group supervision.
- **1 hour/week supervision with the group counseling supervisor** – group counseling supervision day/time shall be negotiated with the group counseling supervisor.
- **1 hour/week supervision with a doctoral student supervisor** – doctoral student supervision day/time, when it occurs, shall be negotiated with the doctoral student. Master's students may or may not have a doctoral student supervisor, depending on the semester.
- **1-2 hours/week clinical documentation** – time used for completion of documentation is usually flexible, however documentation for a particular individual/group counseling session must usually be completed within one week, and often 1-3 days, after the session occurs.

Practicum Supervisor Qualifications

Faculty Instructor – Practicum course instructors must fulfill ONE of the following qualifications:

- (1) Be a core Marriage and Family Counseling/Therapy Program faculty member – IMFT or MFT under supervision, with AAMFT Approved Supervisor status or in training. There

must be another supervisor serving concurrently (can be one person with both licensures) with a Counselor Education and Supervision degree Ohio Professional Counselor or Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation) holding a PC or PCC (PCC-S).

OR

- (2) Have obtained a doctoral degree in Counselor Education and Supervision with a Marriage and Family Therapy specialization/track, with MFC/T training and have obtained an Ohio Professional Counselor or Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation) – have obtained additional MFC/T classroom instruction, clinical experience and been supervised from a systemic/relational perspective.

OR

- (3) Have obtained a doctoral degree in Counselor Education and Supervision, and have obtained an Ohio Professional Counselor or Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation) – have obtained additional MFC/T classroom instruction, clinical experience and been supervised from a systemic/relational perspective.

IMPORTANT: Please see Internship Handbook for additional information and equivalence form

Doctoral Student (in supervision training) – Doctoral students (in supervision training) serving as Supervisors must fulfill ALL of the following qualifications:

- (1) Have completed a master’s degree in an MFC/T-related profession, as well as MFC/C practicum and internship experiences equivalent to those in a COAMFTE and CACREP-accredited entry-level program

AND

- (2) Are receiving preparation in MFC/T supervision through registration for a doctoral-level supervision-related course, with a faculty to student ratio that does not exceed 1:6

AND

- (3) Are being supervised by a core Marriage and Family Counseling/Therapy Program faculty member OR a faculty member who has obtained a doctoral degree in MFC/T holds an initial license and is working toward their AAMFT Approved Supervisor status and under the supervision of an AAMFT Approved Supervisor having an “S” as set forth by the Ohio Counselor Board will not be adequate.

Marriage and Family Therapy Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following qualifications:

- (1) Have obtained a minimum of a master’s degree in marriage and family therapy (or have systemic classroom learning and systemically supervised clinical experiences). and in counseling to meet the dual licensure requirements.

AND

(2) Have obtained a minimum of two years of professional experience.

AND

(3) Have obtained relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor and/or MFT designation)

Counseling Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following qualifications:

(3) Have obtained a minimum of a master's degree in Clinical Mental Health Counseling (or have a degree in Counselor Education and Supervision) to meet the dual licensure requirements.

AND

(4) Have obtained a minimum of two years of professional experience (PCC)

AND

(3) Have obtained relevant supervision training and experience (LPCC-S).

Practicum Registration Procedures

Practicum is a 5-credit course, completed after you have completed 2 semesters of Field Experience (MFC/T) and all other courses, but MFC/T Internship. Practicum is a closed course. Therefore, self-registration is not permitted. Students must be pre-approved by the MFC/T Program faculty and gone through a Practicum Readiness interview with the MFC/T director and will provide a copy of their transcript, a copy of their PCD and write-up/therapist-self:

Two primary requirements must be met, before a student is eligible to register for Practicum:

1. Completion of all required course prerequisites 5600:623, 655, 645, 648, 669, 647, 646, 664, 667, 640, 662, 620, 651, 695, 656, 653, 643, 695 (1 and 2).
2. Successful going through the Practicum Readiness Interview.
3. Was previously placed on the Practicum list with Sandy White.

Generally, the most Practicum openings are available during Fall semester, followed by Spring semesters and Summer semesters.

The sequence below outlines steps taken during the Practicum registration process, and who is responsible for each step.

In order to be approved for Practicum all students must follow the steps outlined below in order. Failure to follow these steps in order may jeopardize Practicum registration.

Consultation with the Interim MFC/T Clinical Coordinator (Dr. Boyle) is recommended if questions/concerns arise:

1. **Meet with Faculty Advisor** – [Who is responsible = Student; When to complete this step = **First semester in the Program**] – All newly admitted students must meet with a Faculty Advisor during their first semester, during private meeting, to review the student handbook (including Practicum prerequisites) and complete Program Course Distribution form (PCD).
2. **Plan Program coursework**- [Who is responsible = Student; When to complete this step = **First semester in the Program**] – During the first semester all newly admitted students must plan Program coursework, using the Program Course Distribution (PCD) form, in order to estimate when all Practicum prerequisites will be completed –

Practicum prerequisites = 5600:623, 655, 645, 648, 669, 647, 646, 664, 667, 640, 662, 620, 651, 695, 656, 653, 643, 695 (1 and 2).

- IMPORTANT: All prerequisites must be completed prior to the start of Practicum.

3. **Apply for placement on the Practicum list after you completed your PCD by contacting Sandy White at 330-972-7779 or whites1@uakron.edu** - [Who is responsible = Student; When to complete this step = **First semester after the completion of the PCD with the MFC/T faculty advisor.**]
4. **Practicum Readiness Interview** (*Please look for more details under the section on Practicum Readiness*).

FIELD EXPERIENCE (5600:695 Pre-Practicum)

Pre-practicum is a two semester experience in which students earn direct team client contact hours in the two semesters prior to practicum. In order to receive credit for the pre-practicum experience students must:

- Complete both 5600:695 Pre-Practicum experiences.
- Secure liability insurance by the middle of the second semester in which you are enrolled in the pre-practicum field experience. This will insure that clients can be transferred to the student when they enroll in practicum. The AAMFT and ACA both have links to companies offering students liability insurance.
- Attend group supervision for one hour each week. Hand in live observation forms weekly to pre-practicum supervisor.
- Ask permission of the master's or doctoral student therapists before observing any therapy session.
- Observe the therapy on an ongoing (weekly) basis. The therapist granting permission may or may not choose to briefly discuss the case with the student before or after each session.
- Follow Team Observation Policies (handed out in pre-practicum).

PRACTICUM (5600:675)

Practicum is the first clinical experience and because of accreditation standards and the intense clinical training and supervision. Students must meet with their advisors and complete a PCD during their first semester. After signing the PCD the student should contact Sandy White at 330-972-7779 or whites1@uakron.edu to be put on the MFC/T. Before students can begin practicum they must meet the following criteria: 1) complete all course prerequisites to practicum; 2) pass the Practicum Readiness Interview; 3) go through the Practicum Orientation and complete the on-line training and on-line exam; and 4) obtaining and submitting proof of liability insurance to the Clinic director.

INTERNSHIP (5600:685)

Internship is the culmination of the clinical experience. It is designed to prepare students for a full-time MFC/T experience. Internship (5600:685) requires clinical placement at a local mental health agency. A typical internship placement will require a minimum commitment of two semesters (a maximum of four semesters) to obtain required clinical hours for graduation. The MFC/T Internship Handbook is available online and specifically addresses the internship process. A total number of 500 direct hours of client contact is required for graduation. Team hours may be counted towards the direct individual/group hours, but not towards relational hours.

Internship Overview/Guidelines (5600:685)

The objective of Internship is to provide an intensive on-the-job supervised experience beyond Practicum for the integration and application of knowledge and skills that the student has gained in didactic coursework. The Internship is a post-Practicum, on-the-job experience conducted in a setting as similar as possible to that in which a student may subsequently seek employment.

IMPORTANT: Internship placement is dependent on completion of Practicum – Internship cannot begin until Practicum has been passed and clinical readiness for Internship has been determined. This requirement must be disclosed to potential Internship site hosts/supervisors when interviewing at potential sites.

Internship must be completed during at least two semesters (3 credits of 5600:685 each semester). One semester Internships are not permitted for educational, client service, and provider placement reasons. Internship students usually work approximately 20 to 25 hours/week.

A minimum of 500 direct client contact hours to graduate (up to 100 hours may be Direct Team Client Contact Hours). Of the 500 hours needed to graduate, at least 250 of those hours must be direct relational, with couples and/or families. Team hours can only reduce number of group and/or individual clinical hours needed.

Students who do not fulfill their clinical hour requirements after registering for six semester credits must enroll for an additional 3 credit hours of Internship (5600:685) each semester until the requirement is completed.

Beyond class meetings and individual supervision sessions there are two main clinical requirements related to the 500 total work-related hours and 250 direct service hours outlined above:

Students must work for at least one mental health/MFT agency providing MFC/T services, including indirect and direct services as outlined below. This internship component should include approximately 15-20 hours/week of committed work time over (at least) two semesters.

Per Program, COAMFTE, and Ohio Counselor, Social Worker & Marriage and Family Therapist Board requirements, clinical experiences must include on-the-job supervised training in MFT and professional counseling. The supervised Internship shall include a minimum of five hundred (500) hours of direct service. Of the five hundred (500) hours of total work-related experiences, at least two hundred fifty (250) shall be relational.

Indirect Service – Indirect service relates to internship work experiences in addition to direct service with clients. All internship-related supervision, including class time (i.e., group supervision) and all on-site supervision, is considered indirect service. In addition to supervision, all work-related activities performed at the job site(s) (not including the 500 hours' direct client contact) are considered indirect service – for example, being at the site when client's no-show, preparing for client sessions while at the site, case management functions, record keeping, documentation, contacting referral sources, consultation with professionals at the job site, agency-related in-service trainings and staff meetings.

Direct Service - The intent of direct service is to help students learn how to interact with and treat clients during the MFC/T process. In general, any **MFC/T-related client contact** counts as direct service - face to face or phone contact directly with clients individually or in groups. Direct service can therefore include individual, couple, family and group counseling/therapy-related relationship building, assessment, diagnosis, treatment planning, intervention, referral, or termination activities. **In order to ensure that systemic counseling/therapy skills are learned as part of Internship, at least 250 hours have to be with couples and families, whereas the other 250 hours can be with individual clients and/or group.** Case management and other non-counseling-related activities are not considered direct service, rather these hours can be counted toward indirect service as described above.

IMPORTANT: All Internship experiences must be in-state (no out-of-state internships are allowed) students must register with the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as a MFT Trainee for Internship, unless a waiver of this requirement has been preapproved by the Interim MFC/T Clinical Coordinator/Director prior to the start of Internship under special circumstances. Visit <http://cswmft.ohio.gov/FormsC.stm> to find steps toward completing the CT application process.

Completion of Internship requires a long-term commitment of time and effort. **Students who work (whether on-campus or off-campus), or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet Internship clinical/supervisory/academic requirements.** For example, if a student works off campus, he/she may need to adjust work times, reduce the number of hours worked per week, or terminate employment and seek financial assistance in order to fulfill Internship requirements.

Internship Supervisor Qualifications

Faculty Instructor – Internship course instructors must fulfill ONE of the following qualifications:

(1) Be a core Marriage and Family Counseling/Therapy Program faculty member

OR

(2) Have obtained a master's degree in Marriage and Family Therapy and have obtained an Ohio Independent Marriage and Family Therapy license with relevant supervision training and/or AAMFT Approved Supervisor credentials and in addition have the same or additional supervisor who has a degree in Community Counseling or Clinical Mental Health Counseling, and have obtained an Ohio Professional Counselor or Professional Clinical Counselor license with relevant supervision training and experience (either professionally or through having obtained the Ohio Supervising Counselor designation)

OR

(3) Have completed the master's or doctoral program in Marriage and Family Therapy, and hold an MFT initial license (and are under supervision by a dually licensed IMFT/PCC) or are an IMFT or IMFT/LPCC in Ohio.

Marriage and Family Therapy Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following

(1) Have obtained a minimum of a master's degree in marriage and family therapy or a related profession with equivalent qualifications (must be approved by the Interim MFC/T Clinic Coordinator)

AND

(2) Have obtained an Ohio Independent Marriage and Family Therapy license (with Supervising MFT designation or AAMFT Approved Supervisor (or in training) status –

AND

(3) Have completed at least three years of recent professional experience working in the field.

Counseling Site Supervisor (off-campus supervision) – Site supervisors must fulfill ALL of the following

(1) Have obtained a minimum of a master's degree in Clinical Mental Health Counseling or in Counselor Education and Supervision.

AND

(2) Have obtained an Ohio LPCC-S (or in training) status –

AND

(3) Have completed at least three years of recent professional experience working in the field.

Internship Registration Procedures

Note: the following course/registration procedures are to be followed by all MFC/T students.

Note: Internship should be completed the semester(s) immediately following completion of Practicum.

Internship is a closed course. Students cannot register on their own and must be pre-approved by the MFC/T Clinical Coordinator/Director (i.e., self-registration is not possible).

After following the procedures below, only students fully admitted to the Marriage and Family Counseling/Therapy Program may complete a Marriage and Family Counseling/Therapy Internship.

Two primary considerations are taken into account before registration for Internship is permitted:

1. Completion of all requirements for Practicum (5600:675).
2. Practicum Readiness Interview.

The sequence below outlines steps taken during the Internship registration process, and who is responsible for certain steps in the sequence.

In order to be approved for Internship all students must follow the steps described below in the order. Failure to follow these steps in order may jeopardize Internship registration.

Note: Internship may occur at more than one site. If a second site is desired it can be added for Internship II, but not Internship I and only with the MFC/T Clinical Coordinator/Director approval.

Consultation with the Clinical Coordinator (Dr. Boyle) is recommended if questions/concerns arise.

MFC/T Mental Health Agency Registration Procedures

1. **Obtain Internship site placement from the MFC/T Clinical Coordinator/Director - [Who is responsible = Student; When to complete this step = 2-after the comprehensive examination has been taken – work with Dr. Boyle to get an internship site for possible placement.**

Internship sites not previously used can be added to possible Internship sites, after approved (site visit by the MFC/T clinical coordinator/director, assuring that the site meets, state, program and accreditation guidelines).

IMPORTANT: Marriage and Family Counseling/Therapy students may not be placed at private practices during Internship. Internship must take place at a mental health agency and may not be done out of state.

2. **Seek Internship Site(s)** - [Who is responsible = Student; When to complete this step = No later than after the comprehensive examination has been taken which occurs during Practicum semester] – contact site(s) identified by the MFC/T clinical coordinator/director to seek out Internship placements for the following semester.

IMPORTANT: Do not contact potential Internship sites until given approval by the MFC/T clinical coordinator/director.

Treat the Internship search similarly to a professional job search. Review websites and other materials for information about the agency and its services before contacting potential sites.

Have the following information ready to present to site hosts/supervisors when discussing Internship opportunities:

- a. Your name
- b. Your phone and email address
- c. Your resume (including courses completed thus far)
- d. A letter of interest
- e. Your part-time (20-25 hours/week) Internship work hours available
- f. Dates when Internship will begin/end
- g. Knowledge about the agency through web-based and other materials
- h. Know your theoretical orientation and be prepared for an interview, assessing your core knowledge.

Be certain to discuss all of the following with the potential site host/supervisor before determining if the site is an appropriate placement, all of which are prerequisites for an appropriate Internship site:

- i. **Student must receive an adequate number and type of clientele (individuals, couples, families and group) throughout the Internship experience** - The majority of direct service hours must include the diagnosis and treatment of mental and emotional disorders per Ohio Counselor, Social Worker, and Marriage & Family Therapist Board guidelines.
- ii. **Student must be supervised (individually or group) weekly for an average of 1 hour/week by an appropriately licensed MFT and concurrently by an LPCC** – the primary site host/supervisor of record with the School and Board must be a **Professional Clinical Counselor with Supervising Counselor credentials (PCC-S)** and **Marriage and Family Therapist with credentials**

(IMFT/IAMFT-S and/or AAMFT Approved Supervisor status, or by approval of the Program Coordinator upon completion of the equivalence qualification) who meets State of Ohio MFT Trainee (CT) and Marriage and Family Therapy Trainee (MFTT) licensure requirements (unless other arrangements have been preapproved by the MFC/T Clinical Coordinator/Director).

It is strongly recommended that before proceeding to the next step, you verify that the site host/supervisor has an active LPCC-S and IMFT/IAMFT-S. Go to <https://license.ohio.gov/lookup/default.asp?division=97>, enter the professional's name and other info, and verify licensure status online.

Although additional supervision may be received by other licensed professionals, licensed social workers, psychologists, psychiatrists, and marriage/family therapists do not qualify as primary site hosts/supervisors of record for CTs seeking the Professional Counselor license.

- iii. **Student should be provided by the site with office space and resources (phone, supplies, etc.) needed for successful completion of clinical work (1/2 with couples and families and ½ with individuals).**
- iv. **Student should be provided with the flexibility to audio and/or videotape interactions with clients for use in supervision, obtain live observation from site host(s), or co-counseling with supervisors.**
- v. **Student should be provided with opportunities to learn the entire scope of clinical work** – should be provided with opportunities to learn chart documentation, attend staff meetings, attend agency-related trainings, consult with colleagues, and learn organizational/policy/business-related aspects of agency work.
- vi. **Site host/supervisor must be willing to participate in the following during the Internship experience (in addition to supervision-related activities):**
 1. Memorandum of Agreement (completed before Internship begins) – this form outlines the roles/responsibilities of the student, site host/supervisor, and course Instructor, must be signed by the student, site host/supervisor, and Instructor, and must be provided to the course Instructor. [SEE BELOW]

Make certain to show the Memorandum of Agreement to the site host/supervisor during the interview process so he/she can determine if he/she is willing to complete the form (per step #8 below).

 2. Student Evaluation (end of Internship) – this rating form provides an evaluation of student's knowledge/skills throughout the Internship, and

must be provided to the course Instructor. Form will be provided during Internship semester.

3. Contact with the course instructor when questions/issues arise (throughout the Internship).
 - vii. **Internship placement is dependent upon completion of Practicum** – Internship cannot begin until Practicum has been passed and clinical readiness for Internship has been determined. Students/supervisors should know whether Internship has been approved toward the middle of Practicum semester (see steps #4-5 below).
3. **Secure site/supervisor** - [Who is responsible = Student; When to complete this step = By first 1/2 of Practicum semester/after the comprehensive exam or as soon as possible] – attempt to have an Internship site/supervisor secured which complies with #2. i – vii above. Because Internship placements are increasingly competitive, students are strongly encouraged to begin the Internship selection/placement process early and in close collaboration with the clinic coordinator. It is recommended that students begin seeking Internship placements no later than after they have taken the comprehensive exam during Practicum, and attempt to have the placement secured by the first 1/2 of Practicum semester.
4. **Submit Completed Internship Site Information/Registration Form to Clinical Coordinator** - [Who is responsible = Student; When to complete this step = By middle 1/2 of Practicum semester or as soon as possible] – once an Internship site/supervisor are secured, students will request from the site an E-mail or letter verifying that a letter of offer has been made to the student. The letter is sent to the School of Counseling staff person and/or Program Coordinator (Dr. Jordan) for approval. This will result in you getting registered for Internship class which is the next step and the pre-cursor to register with the Board as a Clinical Trainee.
5. **Apply to the Board for Clinical Trainee (CT) and Marriage and Family Therapy Trainee (MFTT) status** - [Who is responsible = Student; When to complete this step = By last 1/2 of Practicum semester] – **after receiving site/supervisor approval from MFC/T Clinical Coordinator/Director** and you have been registered for Internship, apply to the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board for Clinical Trainee (CT) and Marriage and Family Therapy Trainee (MFTT) status.

Students must obtain CT status prior to beginning Internship unless a waiver of this requirement has been preapproved by the MFC/T Clinical Coordinator/Director prior to the start of Internship under special circumstances. Visit <http://cswmft.ohio.gov/pdfs/CTforms.pdf> to find steps toward completing the CT application process.

Note: a site and supervisor (holding an active PCC-S and concurrently a site supervisor with an IMFT/IMFT-S and/or AAMFT approved Supervisor status/ or approval after completing the MFT Equivalence form and receiving Program Coordinator approval) must be secured before

applying for CT status is possible because the CT application essentially asks the Board to approve a specific site/supervisor for a specific Internship.

Because the CT and MFT-T application process may take 4-6 weeks to complete (including official State forms and a criminal record check), students are encouraged to begin the CT application process toward the last 1/3 of Practicum.

6. **Internship Course Registration** – [Who is responsible = Program Coordinator; When this step is completed = Soon after course registration opens for the following semester] – The School of Counseling Coordinator of Departmental Operation will, with the permission of the MFC/T Program Coordinator/Director, register all interns once a site/supervisor has been approved.
7. **Verify that professional liability insurance coverage received for Practicum will extend until completion of Internship** - [Who is responsible = Student; When to complete this step = Last 1/3 of Practicum semester] - maintaining active professional liability insurance is a requirement for all clinical work. Please renew insurance coverage as needed to make certain coverage will not expire before the end of Internship.

Insurance coverage is free for student members of the American Association for Marriage and Family Therapy.

8. **Complete the Memorandum of Agreement form** - [Who is responsible = Student; When to complete this step = Before Internship semester begins] - meet with site host/supervisor and complete Memorandum of Agreement. [SEE INTERNSHIP MANUAL]

This form must be signed by both the student and site host/supervisor. The form should be turned in to the Internship course Instructor during the first class meeting.

9. **Begin Internship (i.e., attend first Internship class)** - [Who is responsible = Student; When to complete this step = The first week that Internship semester begins] - meet during regularly scheduled class time (i.e., group supervision), and discuss Internship process/requirements with Instructor; begin working at Internship site, meet with site host/supervisor and schedule individual supervision sessions and other meetings as required.

COMPREHENSIVE EXAMINATION

All Marriage and Family Counseling/Therapy students are required to pass a comprehensive examination toward the end of the program in order to graduate with the master's degree. The comprehensive examination helps students solidify didactic knowledge, and it helps prepare students for the State licensure examination (the National Counselor Exam – NCE).

The Marriage and Family Counseling/Therapy Program will employ the Counselor Preparation Comprehensive Examination (CPCE) and a supplementary exam with focus on MFT competencies for this purpose. As of this date a passing score on the CPCE is 1 standard deviation below the national average for each test administration. Therefore, the passing score will vary slightly from test to test. However, prior test administrations show that 1 standard deviation below the national average is approximately 60% (+/- 5%).

According to the authors “the CPCE is utilized by over 210 universities and colleges; the CPCE is designed to assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs” (<http://www.cce-global.org/cpce>). Students may visit the following website for more detailed information about the purpose, goals, and structure of the CPCE: <http://www.cce-global.org/cpce>.

The examination will be offered to all Program students once each semester on The University of Akron main campus. **The examination is typically offered during October (for Fall semester), March (for Spring semester), and July (for Summer semester).** Students should register with the School Administrative Assistant toward the beginning of the semester they wish to complete the examination.

Students should take the examination no later than the semester they are enrolled in Practicum. It is recommended that the comprehensive examination be taken DURING PRACTICUM SEMESTER.

Examination Grading Policy

- Students may complete the comprehensive examination a total of three times.
- Students who fail the written comprehensive examination (CPCE) the first time will be permitted to re-take the complete written examination one time the following semester. The same examination taken the first time must be re-taken during the second attempt. Students are strongly encouraged to meet with their Faculty Advisor, in order to review their test results and strengths/weaknesses, before re-taking the examination.
- Students who fail the written examination (CPCE) and/or the MFT supplement two times will be given an oral examination, scheduled the following semester by Program faculty and student.
- Students who fail the written examination three times, including the alternately formatted examination one time, will be dismissed from the Program.

Examination Study Materials

According to the authors “there is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE” (<http://www.cce-global.org/cpce>).

Students may visit the following website for more information about the NCE: <http://nbcc.org/nce>. Although different questions are used for each administration of the examination, the following eight core content areas are always covered on the NCE and therefore the CPCE:

- Human Growth and Development Across the Lifespan
- Social and Cultural Foundations/Multicultural Counseling
- Counseling Theory and Techniques
- Group Counseling
- Career and Counseling/Development
- Tests and Appraisal
- Techniques of Research
- MFC/T Ethics and Professional Identity

In particular, **it is recommended that information from the following Marriage and Family Counseling/Therapy coursework be used to study for the CPCE (and NCE):**

MFC/T Ethics and Professional Identity (5600:623)
Career Counseling (5600:647)
Techniques of Counseling (5600:651)
Tests and Appraisal (5600:645)
Counseling Theories (5600:643)
Group Counseling (5600:653)
Intro to Marriage and Family Counseling/Therapy (5600:635)
Multicultural Counseling (5600:646)
Individual and Family Development Across the Lifespan (5600:648)
Techniques of Research (5600:640)

In addition to course-related books/notes, **CPCE/NCE study materials are also available for School of Counseling degree-seeking students in the Chima Family Center second floor (Clinic) Library. Please see Clinic administrative or office staff for specifics.** Students are welcome to borrow these study materials.

In addition, students are encouraged to purchase study materials focused on the NCE or CPCE. Students are referred to the following resource for more information about NCE study guides:

<http://www.nbcc.org/study>

The following study guides for purchase are specifically recommended:

- **“Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination”** by [Bradley T. Erford](#), [Danica G. Hays](#), [Stephanie Crockett](#), [Emily M. Miller](#)
- **“Encyclopedia of Counseling”** by [Howard Rosenthal](#)
- **“Vital Information and Review Questions for the NCE, CPCE and State Counseling Exams”** by [Howard Rosenthal](#)

Additional study aids for purchase may be found at the following websites:

<http://howardrosenthal.com/id10.html>

<http://www.nceexam.com/?gclid=CKjf18evsJQCFR8SQOodjwiztw>

<http://www.aatbs.com/>

<http://www.ncereview.com/>

<http://counselingexam.com/nce/resource/helwig.html>

MFT Supplement Examination

The portion of the MFT supplement can best be prepared by the student when reviewing this course work:

5600:655 Marriage and Family Therapy: Theory and Techniques

5600:669 Systems Theory in Family Therapy

5600:667 Marital Therapy

5600:623 MFC/T Ethics and Professional Identity

STUDENT AND PROGRAM REVIEW PROCESS

In keeping with the objectives and philosophy of the Marriage and Family Counseling/Therapy Program, formative and summative student and Program data will be evaluated by Program faculty to ensure quality control and positive student/Program development over time:

1. Student Review

Data has been collected ongoing, and every 2 years a comprehensive data review.

The student review is conducted to assist students being successful and to address issues as they arise.

- Annually all students in the School of Counseling are reviewed by the School of Counseling faculty
- The Practicum Readiness Interview serves as a formal review of all MFC/T Masters students

2. Program Review

Data has been collected ongoing, and every 2 years a comprehensive data review occurs and program changes are made accordingly

- Admission Data
- Practicum Readiness

- COMPS data (selected areas)
 - Internship Evaluations (selected areas)
 - Supervisor Evaluation
 - Exit Survey
 - Alumni Survey
 - Employer Survey
- AND
- Advisory Board

STUDENT ACADEMIC DISHONESTY

Students at The University of Akron are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

Submission of an assignment as the student's original work that is entirely or partly the work of another person.

Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

Observing or assisting another student's work.

Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

The University community is governed by policies and regulations contained within the Student Code of Conduct available at www.uakron.edu/sia in Student Union 216, or by contacting Student Judicial Affairs at 330-972-6380. For further information about the University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/code-of-conduct.dot> (Student Code of Conduct).

STUDENT EDUCATIONAL ACCESS

Students who need an accommodation based on the impact of a disability should contact the Office of Accessibility at (330) 972-7928 or www.uakron.edu/access. The office is located in the Student and Administrative Services, Building, Room 125.

Students may not request accommodations for class and/or examinations without being registered with the Accessibility Office. Students will need to either provide documentation of a disability or can request testing to be done on campus.

Identified disabilities are treated confidentially, and based on the disability, the Accessibility Office will require accommodation for class, tests and/or the comprehensive examination.

STUDENT RETENTION CRITERIA

The following minimum criteria must be met for student retention after each Program review:

1. Evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
2. An overall GPA of at least 3.0 (on a 5-point standard grading scale) or higher throughout the program.
3. Individual grades of at least B- (3.0) or better on all required Program coursework.

NOTE: According to State law, the Ohio Counselor, Social Worker and Marriage & Family Therapist Board will not accept any course with a grade lower than “B-” toward PC licensure. If a “C” or lower is received in any course required for licensure purposes, that course must be repeated.

4. Demonstration of Practicum Readiness, and recommendation of instructor.
5. Demonstration of at least ‘competent or better in all Practicum competency areas, and recommendation of instructor.
6. Demonstration of at least ‘competent’ or better on the overall Internship evaluation AND a recommendation of ‘yes’ on the Internship evaluation stating the trainee has the knowledge and skills to practice competently as a professional counselor.
7. A passing score on the comprehensive examination (CPCE).

8. Demonstration that the School of Counseling Statement of Expectations, which is printed on all School of Counseling syllabi, has been followed throughout the program:

“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 upon 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.”

STUDENT PERFORMANCE EVALUATION

MFC/T master’s students who present with difficulties in any of their classes will be 1) spoken to by the instructor (which might also include the MFC/T faculty advisor), told what the concern is and how to attend to the issue, and the Student Performance Evaluation is completed; and 2) in situations when students present with additional issues and/or the situation worsens, the faculty member will complete a new Student Performance Evaluation. The completed form (with a remediation plan) is placed in the student’s file, and a copy of the completed form is presented and discussed with the student.

STUDENT FEEDBACK AND REMEDIATION PROCEDURES

(see Appendix A)

The following feedback and remediation procedures will be used Program-wide when issues/concerns arise related to each of the Student Review/Retention Criteria described above.

1. Lack of evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
 - A. Faculty Advisor will discuss timeline with student, options for Program completion, and option of Graduate School extension related to extenuating circumstances.

- B. Graduate School will notify student in writing 1-2 semesters before six year timeline shall expire, with options for extension or dismissal.
2. Overall GPA of less than 3.0 or higher 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 Program faculty to discuss academic issues and generate remediation plan.
 - C. Third semester – Student may be subject to dismissal from Program.
3. Individual grade of less than B- (3.0) on one or more required Program course outlined on the Program Course Distribution (PCD) form.
 - A. First course - Faculty Advisor will meet with student to discuss academic and other issues impacting course grade. Student must re-take 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.
4. Demonstration of less than ‘2’ (adequate) on one or more area of the Student Candidacy Fitness Evaluation.
 - A. First course - Faculty Advisor will meet with student to discuss fitness issues impacting course grade. Faculty advisor and student will draft formal remediation plan.
 - B. Second course - Student must meet with MFC/T Program faculty to discuss fitness issues impacting course grade. Student will be placed on academic probation and will not be approved for registration for clinical courses until remediation plan is achieved. Student may be reviewed for possible dismissal from Program.
 - C. Third course or lack of successful completion of remediation plan - Student may be subject to dismissal from Program.
5. Demonstration of less than ‘3’ (competent) in one or more area of the Practicum competency evaluation.
 - A. Practicum Instructor will meet with student to discuss competency issues impacting clinical work. Practicum Instructor and student will draft

- formal remediation plan. Practicum Instructor will consult with Faculty Advisor to discuss recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and remediation plan.
- B. Lack of successful completion of remediation plan - Student must meet with MFC/T Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.
 - C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.
6. Demonstration of less than ‘3’ (marginally acceptable) in one or more area on the overall Internship evaluation OR a recommendation of ‘no’ on the Internship evaluation stating the trainee has the knowledge and skills to practice competently as a professional counselor.
- A. Internship Instructor will meet with off-site supervisor and student to discuss competency issues impacting clinical work. Internship Instructor and student will draft formal remediation plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and remediation plan.
 - B. Lack of successful completion of remediation plan - Student must meet with MFC/T Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.
 - C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.
7. Non-passing score on the comprehensive examination (CPCE).
- A. First non-passing score – Student must re-take the complete written examination one time the following semester. The same examination taken the first time must be re-taken during the second attempt.
 - B. Second non-passing score – Student will be given an oral comprehensive examination by the MFC/T faculty and MFC/T Program and Clinical Coordinator/Director.
 - C. Third non-passing score (including the alternate format) - Student will be dismissed from the Program.

STUDENT GRIEVANCE PROCEDURES

The Marriage and Family Counseling/Therapy Program complies with grievance procedures approved by the College of Health Professions, Graduate School, and University. Marriage and Family Counseling/Therapy 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/School decision, or has an academic-related issue/complaint, the student must first attempt to resolve the issue at the lowest level possible.

Student must follow the procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved; then
2. Speak with one's Faculty Advisor; then
3. Speak with the Marriage and Family Counseling/Therapy Program Coordinator and/or Clinical Coordinator; then
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; then
5. Contact the College of Health Professions Dean's Office - the student must appeal, in writing, to the Dean for resolution

For more detailed information about student appeals or complaint procedures, please contact the College of Health Professions, or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

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. Students are responsible for awareness of Graduation Application due dates, and online submission of the application.

It is strongly recommended that this form be submitted during Practicum semester.

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.

Contact the Graduate School for questions (330-972-7663). 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.

GRADUATION REQUIREMENTS

In order to graduate with a master's degree in Marriage and Family Counseling/Therapy, the following minimal requirements must be satisfied:

1. Completion all required coursework on the officially approved PCD within a six-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 candidacy courses (5600:651, 674), determined by receiving a grade of B- or better, and acceptable instructor ratings and endorsement on the Student Candidacy Fitness Evaluation (or successfully completing a remediation plan).
5. Successful completion of Practicum and Internship, determined by receiving a grade of B- or better, and acceptable supervisor ratings on standard competency evaluations.
6. Successful passage of the comprehensive examination (CPCE and MFC/T Supplement examination).
7. Adherence to the School of Counseling Statement of Expectations throughout the Program.

PROGRAM CODE OF ETHICS

The Marriage and Family Counseling/Therapy Program, its faculty, and its students adhere to the University Code of Conduct, State of Ohio licensure laws and regulations, and the American Counseling Association's Code of Ethics. 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 American Association for Marriage and Family Therapy and the American Counseling Association's website for details related to these guidelines:

<http://www.AAMFT.org>

<http://www.counseling.org>

<http://www.counseling.org/knowledge-center/ethics>

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, a 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). Any student who feels that he/she may need accommodations due to the impact of a disability, please consult <http://www.uakron.edu/access/> or the Office of Accessibility at 330-972-7928.

PROGRAM ENDORSEMENT STATEMENT (for student recommendations)

MFC/T Program faculty, recognizing the uniqueness of each student, seek to identify and extend knowledge, skills, and attitudes required by effective professional counselors. It is hoped that this emphasis will transfer to students and enable them to meet the diverse needs of various clientele. Students are encouraged to visit the Marriage and Family Counseling/Therapy Program website to learn more about the program's objectives and philosophy:

<http://www.uakron.edu/soc/masters/MFC/T/>

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

- Course Instructor – Practicum or Internship placement recommendations
- Faculty Advisor – Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Program/Clinical Coordinator – Practicum, 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 endorsement 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 Program (i.e., individual course grades and cumulative GPA)
- The student's professional fitness related to Student Candidacy Fitness Evaluation, as applicable
- The student's performance evaluations in clinical courses (i.e., Practicum and/or Internship), as applicable
- The student's performance related to the comprehensive examination, as applicable

- School of Counseling faculty feedback related to adherence to the School of Counseling Statement of Expectations

POTENTIAL JOB SETTINGS FOR GRADUATES OF THE MARRIAGE AND FAMILY COUNSELING/THERAPY PROGRAM

The Marriage and Family Counseling/Therapy Program involves a course of study that can lead to entry-level employment in a wide variety of human service settings, including community mental health centers, employee assistance programs, addiction-recovery programs, and outreach programs geared to specific issues and/or populations:

College programs for non-traditional students
State mental institutions
College admissions offices
Government law enforcement programs
Joint vocational school
Programs for minority, ethnic, or women's groups
Adult education
Hospitals
Career education programs
Job placement programs
College financial aid offices
Juvenile court systems
College residency hall programs
Public employment job placement programs
Special juvenile programs
Juvenile corrections agencies
Public and private rehabilitation agencies
Community mental health centers
Business and industry personnel/counseling offices
Adult corrections institutions
Community family counseling agencies
Religious counseling agencies
Private practice
Drug and alcohol abuse/rehabilitation programs
Senior citizens agencies
Human relations training programs in business
Nursing homes
College student personnel programs

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 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 assistantships are awarded to master's students. These assistantships provide a stipend plus remission of tuition. Further information can be obtained in the School of Counseling Administrative Assistant.

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 a professional counselor. This includes all Practica and Internships completed within a student's program.

The Clinic for Individual and Family Counseling: The Clinic is part of the School of Counseling serving as a training and community mental health facility that serves some of the clinical practice requirements of master's and doctoral-level students. The Clinic functions as a mental health provider for the Greater Akron area and offers services that include individual, couples, family, and group counseling. Students are encouraged to visit the Clinic's website at <http://www.uakron.edu/education/community-engagement/clinic/index.dot>.

Counseling-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., PC, NBCC), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with professional counseling and counselor education.

Common Core Coursework: Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity and Ethics, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

Consultation: Voluntary, nonsupervisory 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 Marriage and Family Counseling/Therapy Program and who advises program students and makes program-related decisions.

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 marriage and family counseling/therapy, 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.

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.

Fitness: Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

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 skills 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 Marriage and Family Counseling/Therapy Program are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination and the Marriage and Family Therapy (MFT) license after passing the national Marriage and Family Therapy 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-round; 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 and Spring semesters a new student orientation is held to acquaint new students with the faculty and the Marriage and Family Counseling/Therapy Program. The new student orientation provides an opportunity for student's to plan their program coursework.

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

Marriage and Family Therapist: A marriage and family therapist who has received a master's degree or higher from an entry-level program in marriage and family therapist matching the standards outlined by COAMFTE and State licensure laws. A professional counselor remains active in the marriage and family therapist professional by participating in professional development and seeking appropriate licensure and certification.

Professional Counselor: A counselor who has received a master's degree or higher from an entry-level program in counseling matching the standards outlined by CACREP and State licensure laws. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification.

Marriage and Family Counselor/Therapist: A dually trained and credentialed marriage and family therapist who has received a master's degree or higher from an entry-level program in marriage and family therapist matching the standards outlined by COAMFTE and State licensure laws. A professional counselor remains active in the marriage and family therapist professional by participating in professional development and seeking appropriate licensure and certification. Concurrently their master's degree or higher from an entry-level program covers core counseling course work and clinical skills matching the standards outlined by CACREP and State licensure laws. Meeting concurrently the requirements for a professional counselor license and remains active in the 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 counselor-trainee's protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA as a student member and obtain liability insurance through AAMFT.

Professional Organizations: Students in the Marriage and Family Counseling/Therapy Program, as part of their professional responsibility, should consider membership in one or more of the following organizations:

Delta Kappa Lambda is an international counseling honor society. Students with at least a 3.5 grade point average in their counseling coursework are invited to join. Initiation is held during Fall semester. This organization provides an opportunity to get to know other helping professionals in the community and develop leadership and service skills through activities sponsored by the organization. The Lambda chapter is new and has successfully organized itself with officer inductions and a host of activities (social and professional) to meet student needs. Students are encouraged to visit the organization's website at <http://www.uakron.edu/education/academic-programs/counseling/organizations.dot>

American Association for Marriage and Family Therapy (AAMFT) is a professional organization that provides its members with 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. Also, a number of professional periodicals accompany membership. Students receive a special membership rate. See www.amft.org/membership.

Ohio Association for Marriage and Family Therapy (OAMFT) is the state-level marriage and family therapy organization in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available. See <http://www.ohiomft.org/>. (??)

Chi Sigma Iota is a national counseling honor society. Students with at least a 3.5 grade point average in their counseling coursework are invited to join. Initiation is held during Fall semester. This organization provides an opportunity to get to know other helping professionals in the community and develop leadership and service skills through activities sponsored by the organization. The Alpha Upsilon chapter has received numerous national awards. Students are encouraged to visit the organization's website at <http://www.uakron.edu/education/academic-programs/counseling/organizations.dot>.

American Counseling Association (ACA) is a professional organization that provides its members with 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. Also, a number of professional periodicals accompany membership. Students receive a special membership rate. See www.counseling.org.

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. See <http://www.ohiocounseling.org/>.

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, Marriage and Family Counseling/Therapy, Marriage and Family Counseling/Therapy, and School Counseling, and doctoral programs in Counseling Psychology, Counselor Education, and Marriage and Family Counseling/Therapy.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the 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 counselor preparation encompasses distance learning, and computer-based and other electronic applications.

Appendix A

**Marriage and Family Counseling/Therapy Master's Program
Student Performance Evaluation**

Marriage and Family Counseling/Therapy Master's Program

School of Counseling

Student Performance Evaluation

This form is intended to provide feedback to program MFC/T faculty and students regarding concerns that might be shown by a master's student academically interpersonally or performance (classroom and clinical). Serious situations a student's advisor, 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
Describe ratings of 1:			

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
Describe ratings of 1:			

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
Describe ratings of 1:			

Personal Responsibility/Conscientiousness

1 = Deficient	2 = Adequate	3 = Good	Not Observed
Minimizes or embellished 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

Describe ratings of 1:

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
Describe ratings of 1:			

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

Describe ratings of 1:

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 Stateme of Expectations.	Shows a heightened understanding of, and continually follows, program and ethical guidelines. Follows School of Counseling Statement of Expectations.	N/A

Describe ratings of 1:

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

Clinical Readiness

CLINICAL READINESS FORM (Advancement to Clinical Practice)

Student's Name: _____ Date: _____

Instructions

Complete this form; provide the additional required documents; and return to the instructor by the middle of the 2nd semester of Pre-Practicum. This form is due by the 8th week of the semester.

Coursework

1. Attach a copy of your latest transcript. Explain any grades of lower than "B" and "IP" or "INC".
2. Attach a copy of your Program Course Plan.

Self of the Therapist Paper

1. In a 1-3 page paper, reflect on your personal readiness to advance to practicum. This paper should include a discussion of:
 - your strengths
 - personal awareness of your stressors
 - how you manage stress
 - ability to commit the needed time to fulfill practicum requirements (i.e. arrangement of employment hours, child care)
 - an understanding of your own family of origin patterns
 - personal characteristics that might impede clinical work (i.e. shyness, anxiety, current or past personal issues that might impede working with certain types of clients)
 - comfort level and experience working with culturally diverse clients and issues. These might include gender, ethnicity, socioeconomic status, sexual orientation, and physical or mental disabilities.
 - knowledge of clinic policies and procedures and ability to deal with domestic violence, court orders, divorce issues, custody, intent to harm self or others issues.

Personal Interview

1. After turning in the coursework and self-of-therapist paper to instructor, schedule an interview with the MFT faculty. This can be done via email to hkatafiasz@uakron.edu

Write up Rubric

Very well written with superior insight into personal strengths and growth edges	Very well written, addressing important strengths and growth edges	Well and thoughtfully written, addressing strengths and growth edges	Adequately written, with limited insight into strengths and growth edges	Inadequately written, lack of insight into personal growth edges and strengths
5	4	3	2	1

Interview Rubric

Superior insight into strengths, growth edges and self of therapist	Above developmental expectations about strengths, growth edges and self of therapist self	Insight into strengths, growth edges and self of therapist	Some insight into strengths, growth edges and self of therapist	Limited insight into growth edges and/or self of therapist, with some to little awareness about Strengths
5	4	3	2	1

Appendix C

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



SCHOOL OF COUNSELING

**MARRIAGE AND FAMILY
COUNSELING/THERAPY PROGRAM**

This form attests that I will read the Marriage and Family Counseling/Therapy Handbook and be responsible for knowing the content (policies and procedures) of this handbook.

Student Signature: _____

Date: _____

Program Director: _____

Appendix D

Marriage and Family Counseling/Therapy Master's Program

MFC/T & Other Faculty Demographics

and

Off Site Supervisor 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)			
GRAND TOTAL			

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

Off-Site Supervisor Demographics

Demographics	Females	Males	Grand Total
American Indian/Alaska Native			
Asian			
Black/African American	1		1
Hispanic/Latino			
Non-Resident Alien			
Not Specified			
Two or More Races			
Unknown	5	2	7
White (Blank)	19	9	28
GRAND TOTAL	25	11	36

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

Appendix E

Marriage and Family Counseling/Therapy Master's Program

Alumni Survey of Graduates

**ALUMNI SURVEY OF GRADUATES
MASTER'S COUNSELING PROGRAMS**

**(Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy,
School Counseling and Classroom Guidance)**

Academic Years 201_ -201_

Directions:

The School of Counseling is requesting 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)**

SECTION A

1. Please indicate which degree you received and year graduated:

- a. M.S.
- b. M.A.
- c. Year Graduated: _____

2. In which Program where you enrolled?

- a. Clinical Mental Health Counseling
- b. Marriage and Family Counseling/Therapy
- c. School Counseling
- d. Classroom Guidance

**3. Please indicate your primary objective(s) when you enrolled in your Program?
Check all that apply?**

- a. a degree
- b. a license
- c. certification
- d. personal enrichment
- e. prerequisite for another program
- f. career change
- g. other

4. Please indicate your sources of financial support during enrollment in your specific program.

- a. scholarship
- b. fellowship
- c. graduate assistantship
- d. full-time employment
- e. part-time work study assistantship
- f. part-time employment
- g. loan(s)
- h. own savings
- i. parents/relatives
- j. spouse's earnings
- k. other: _____

PLEASE CHECK THE MOST APPROPRIATE RESPONSE FOR ITEMS 5-8.

5. How would you rate your course of study in the School of Counseling 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. adequate multicultural experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. current on newest findings, theory and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. 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. consultation	<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

7. 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. advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. 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"/>

<u>SECTION B</u>

1. Please state your current legal state or country of residency.

2. Please state your legal state (or country) of residency while enrolled in the Program.

3. Since completing your master’s program, have you sought employment?

Yes No

4. Have you had a job offer since you completed your degree program?

Yes No

5. Did you receive your first job offer before graduating?

Yes No

6. Are you currently employed?

Yes No (If no, go to Section C on page 8.)

7. What is your current job title? _____

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

- | | | | |
|------------------------------|--------------------------|---------------------------------|--------------------------|
| a. public school | <input type="checkbox"/> | f. private school | <input type="checkbox"/> |
| b. college/university | <input type="checkbox"/> | g. industry or business | <input type="checkbox"/> |
| c. educational system | <input type="checkbox"/> | h. social service agency | <input type="checkbox"/> |
| d. counseling center | <input type="checkbox"/> | i. health facility | <input type="checkbox"/> |
| e. government agency | <input type="checkbox"/> | | |

Please indicate your current salary range from the following list:

- | | |
|--|--------------------------|
| a. less than \$10,000 per annum | <input type="checkbox"/> |
| b. \$10,000 - \$20,000 | <input type="checkbox"/> |
| c. \$30,000 - \$40,000 | <input type="checkbox"/> |
| d. \$40,000 - \$50,000 | <input type="checkbox"/> |
| e. more than \$50,000 | <input type="checkbox"/> |

9. Were you at your current place of employment prior to graduation?

Yes No

10. Please indicate how you obtained your present position (check one).

- a. published advertisement
- b. personal contacts
- c. U. of Akron contacts
- d. direct approach to employer
- e. other; please explain _____

11. In terms of preparation for your present employment, how would you rate the education you obtained in your Program?

- a. extremely helpful
- b. very helpful
- c. somewhat helpful
- d. slightly helpful
- e. not at all helpful

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

<u>Rating of Program Features:</u>	Excellent	Good	Fair	Poor	N/A
a. counseling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. theoretical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. developing new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. making presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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"/>

13. If you are employed outside your area of specialization, please indicate the primary reason for this. _____

14. Other comments _____

SECTION C

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

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

Other comments _____

Appendix F

The University of Akron School of Counseling

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.

Marriage and Family Counseling/Therapy Master's Program Employer Survey

School of Counseling
College of Health Professions

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

Please indicate your role/responsibilities at the agency:

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

1. Graduate's Name _____

2. 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"/>

Appendix G

The University of Akron School of Counseling

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.

Marriage and Family Counseling/Therapy Master's Program Internship Supervisor Survey

School of Counseling
College of Health Professions

Direct inquiries to Dr. Karin Jordan

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

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

2. Agency Name _____

3. In considering the MFC/T master’s student, how would you rate the extent to which s/he demonstrates the following?

<u>Rating of Acquisition of Skills</u>	Excellent	Good	Fair	Poor	N/A
1. Understands and applies ethical and legal consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Knows roles, function and standards of MFC/T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 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"/>
4. Knowledgeable about appropriate skill application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 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"/>
6. Understands the impact of crisis, disaster & trauma-causing events in MFC/T <i>(able to work with trauma survivors)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 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"/>

Appendix H

Marriage and Family Counseling/Therapy Master's Program

Supervisee Evaluation of Supervisor



SUPERVISEE EVALUATION OF SUPERVISOR FORM

Supervisee Name: _____

Supervision Period: _____ to _____

Supervisor Name: _____ Date of Evaluation: _____

Purpose: To provide the supervisor with an understanding of his/her job performance in relation to the supervisee, to suggest areas for improvement, and to permit the student to offer feedback to the supervisor in a written form that is based on a set of clearly established criteria.

Directions: Utilizing the Rating Scale below, place the appropriate number on the line provided at the end of each item.

- 2 = Much more of this attribute/area is needed
- 1 = Slightly more of this attribute/area is desirable
- 0 = This attribute/area has been shown satisfactorily
- 1 = This attribute/area is shown to a large degree
- 2 = This attribute/area is shown to a very large/extraordinary degree
- N/A = Could not be evaluated sufficiently

Supervisor is able to:

1. Be flexible and responsive to your changing needs _____
2. Establish an atmosphere of acceptance and psychological safety _____
3. Call attention to errors in a tactful manner _____
4. Recognize and accommodate to your level of experience and style of learning _____
5. Refrain from indiscriminate use of praise _____
6. Provide opportunities for you to question, challenge or doubt _____
7. Encourage you to explore the implications of your interventions _____
8. Encourage you to formulate your understanding of the case material _____
9. Make specific suggestions when you need them _____
10. Not foster undue dependence on your part _____
11. When asked, present a clear, theoretical rationale for suggestions _____
12. Clearly inform you of legal issues _____
13. Clearly inform you of ethical issues _____
14. Be sensitive to the requirements placed on you by your agency _____
15. Admit errors and/or limitations without undue defensiveness _____
16. Be concrete and specific in comments _____
17. Facilitate your understanding of countertransference reactions _____

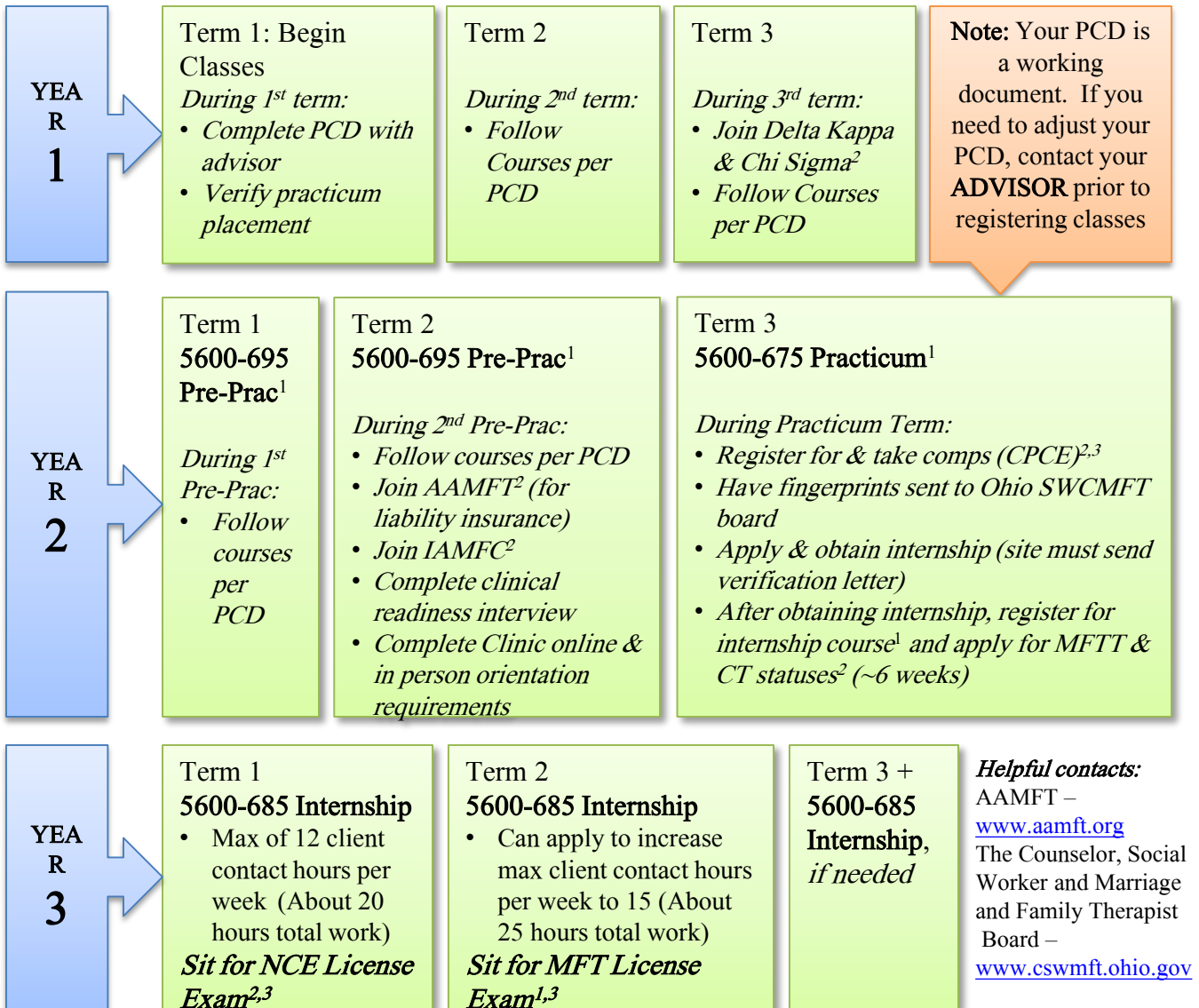
- to your clients _____
- 18. Seek consultation when it is needed _____
- 19. Summarize and/or highlight major points of supervisory session _____
- 20. Be reached in case of emergencies _____
- 21. Help you formulate the dynamics of the client _____
- 22. Listen sensitively to you _____
- 23. Help clarify and define the nature of problem(s) you are
having in your work _____
- 24. Be clear about the limits of the supervisory relationship _____
- 25. Deal explicitly with the formal evaluation process _____
- 26. Through role-playing or other suitable techniques, to help you
more effectively intervene with your client _____
- 27. Be straightforward with you regarding areas in which you need
improvement _____
- 28. Be clear with you about the differences between supervision
and psychotherapy _____
- 29. Maintain an appropriate focus in your sessions _____
- 30. "Be there" to meet your needs and not impose his/her issues on you _____
- 31. Be open to discussing any difficulties between the two of you
which are hindering your learning _____
- 32. Clearly define the nature, structure, expectations, and limitations
of the supervisory relationship _____
- 33. Make decisions and take responsibility when appropriate _____
- 34. Make you feel s/he genuinely wants to help you learn _____
- 35. Be a good role model for you _____
- 36. Provide you with general knowledge about professional psychology _____
- 37. Be sensitive and adaptive to the stresses you are experiencing
as a student _____

Summarize your supervisor's strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.

Appendix I

Marriage and Family Counseling/Therapy Master's Program

Master's Level Timeline



Information about courses

¹must register for clinical courses with Sandra White.

²there are costs associated with these items, please plan accordingly;

³access Accessibility Services for accommodations as needed

Information about exams

- Comprehensive exam – CPCE is the pre-cursor to the NCE; you must register for the exam with administrative assistant the semester prior to taking the exam; you have 3 opportunities to pass; it is a graduation requirement
- You will need to contact the program coordinator verify your status in the program to take NCE and MFT exams via a letter to the Board. Then, you will register for the exams accordingly.
- The NCE can only be taken 6 months prior to graduation and the MFT exam can only be taken your last semester of internship– if you need to complete more than 2 semesters of internship, postpone licensure exams accordingly
- Must receive a B- or better in all classes to be able to sit for licensure exams
- Must maintain a 3.0 GPA for the University of Akron

Appendix J

Marriage and Family Counseling/Therapy Master's Program

Multiple Course Alignments

**Alignment of Master's Coursework with Knowledge Statement (addressed = √)
(Traditional and Contemporary Marriage and Family Therapy Theories)**

	5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	Infused
Attachment theory						√							√					
Bowen family systems theory		√					√		√	√			√	√				
Cognitive behavioral therapy (e.g. Gottman, Ellis)			√										√					
Communication theory (e.g. Jackson, Watzlawick, Bateson)			√											√				
Contextual therapy														√				
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)							√					√				

AMFTRB KNOWLEDGE AND THEORY STATEMENT IN CURRICULUM

Alignment of Master’s Coursework with Knowledge Statements (addressed = √)

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	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)						√			√					√	√		√	
04	Marital studies and science		√							√					√	√			
05	General Systems Theory		√							√					√	√			
06	Models of family therapy and their clinical application																		
07	Individually based theory and therapy models (e.g. person-centered, Gestalt, RET, behavioral)			√															
08	Impact of couple dynamics of the system		√							√				√	√				
09	Family belief systems and their impact on problem formation and treatment		√							√					√	√	√	√	
10	Family homeostasis as it relates to problem formation and maintenance									√				√	√				

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	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	√																	
15	Theories of personality											√							
16	Child, adolescent, and adult psychopathology												√						
17	Impact of developmental disorders (e.g. child and adolescent, geriatrics) on system dynamics						√						√						
18	Trauma (e.g. historical, current, and anticipatory trauma)							√									√	√	
19	Risk factors for and patterns of abuse, (abandonment, physical, emotional, verbal, sexual)	√	√							√				√	√			√	
20	Risk factors, stages and patterns of grief response for loss (death, sudden unemployment, runaway children)														√			√	

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	Infused
--	--	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	---------

21	Risk factors and relational patterns of endangerment (rape, domestic violence, suicide, self-injurious behavior)	√	√							√				√	√			√	
22	Behaviors, psychological features, or physical symptoms that indicate a need for medical, educational, psychiatric, or psychological evaluation											√			√	√			
23	Diagnostic interviewing techniques											√							
24	Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Statistical Classification of Diseases & Related Health Problems (ICD)											√							
25	Standardized psychological assessment tests (e.g. MMPI)				√														
26	Non-standardized assessment tests (e.g. genograms, family maps, scaling questions)									√									
27	Relational diagnostic tests (e.g. Dyadic Adjustment Scale, Marital Satisfaction Inventory, FACES, Prepare/Enrich, etc.)									√									
28	Dynamics of and strategies for managing transference and countertransference (use of self of therapist, handling/control of the process of therapy)														√	√	√		
		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	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											√							
31	Pre-marital education and treatment												√						
32	Divorce		√				√			√			√	√				√	
33	Child custody		√										√					√	
34	Infertility	√												√					
35	Adoption												√						
36	Infidelity												√					√	
37	Trauma Intervention Models																√	√	
38	Crisis Intervention Models															√	√	√	
39	Sex Therapy	√											√						
40	Sexual abuse treatment for victims, perpetrators, and their families	√								√				√	√			√	
41	Sexual behaviors and disorders associated with internet and other forms of technology (e.g. internet and cybersex)	√																	
42	Effect of substance abuse & dependence on individual and family functioning												√						
43	Effects of addictive behaviors (e.g. gambling, shopping, sexual) on individual and family system											√							
		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	Infused

44	Addiction treatment modalities (e.g. 12-step programs, individual, couple, marital and family therapy)											√							
45	Spiritual and religious beliefs (e.g. eastern and western philosophies) and the impact on the system in treatment													√					
46	Impact of loss and grief on the client (e.g. death, chronic illness, economic change, roles, and sexual potency)	√					√			√				√	√				
47	Research literature and research methodology (including quantitative and qualitative methods) sufficient to critically evaluate assessment tools and therapy models			√						√									
48	Methodologies for developing and evaluating programs (e.g. parenting, grief workshops)																		√
49	Statutes, case law and regulations (e.g. clinical records, informed consent, confidentiality and privileged communication, privacy, fee disclosure, mandatory reporting, professional boundaries, mandated clients)		√												√	√	√		
50	Codes of ethics		√																√
		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	Infused
44	Addiction treatment modalities (e.g. 12-step programs, individual, couple, marital and family therapy)											√							
45	Spiritual and religious beliefs (e.g. eastern and western philosophies)														√				

MFC/T MASTER’S PROGRAM

Core Competencies Addressed within Master’s Coursework

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695
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											√		√	√			
1.1.3	Understand the behavioral healthcare delivery system, its impact on the services provided, and the barriers and disparities in the system															√	√	
1.1.4	Understand the risks and benefits of individual , marital, couple, family, and group psychotherapy										√	√		√	√			
1.2.1	Recognize contextual and systemic dynamics (e.g. gender, age, socio-economic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context)	√				√			√			√		√	√			
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															√	√	√

	elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others																			
2.3.6	Assess family history and dynamics using a Genogram or other assessment instruments																	√	√	
2.3.7	Elicit a relevant and accurate biopsychosocial history to understand the context of the client’s problems.																	√	√	
2.3.8	Identify client’s strengths, resilience, and resources									√								√	√	
2.3.9	Elucidate presenting problem from the perspective of each member of the therapeutic system																	√	√	√
2.4.1E	Evaluate assessment methods for relevance to client’s 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 and relational diagnoses																	√	√	
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

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695	
3.1.1	Know which models, modalities, and/or techniques are most effective for presenting problems										√		√			√			
3.1.2	Understand the liabilities incurred when billing third parties, the codes															√			

3.4.2	Recognize when treatment goals and plan require modification																	√	√		
3.4.3	Evaluate level of risks, management of risks, crises, and emergencies																		√	√	
3.4.4	Assess session process for compliance with policies and procedures of practice setting																		√	√	
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 in 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

		5600:620	5600:623	5600:643	5600:645	5600:646	5600:648	5600:651	5600:653	5600:655	5600:656	5600:662	5600:664	5600:667	5600:669	5600:675	5600:685	5600:695
4.1.1	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches									√					√	√		
4.1.2	Recognize strengths, limitations, and contraindications of specific therapy														√	√		

4.3.10	Modify interventions that are not working to better fit treatment goals																		√		
4.3.11	Move to constructive termination hen 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																			√	
4.4.6	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																			√	
4.5.1	Respect multiple perspectives (e.g. clients, team, supervisor, practitioners from other disciplines who are involved in the case)																			√	
4.5.2	Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships											√								√	
4.5.3	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics												√								

