

College of Health Professions

School of Counseling



Marriage and Family
Counseling/Therapy Program

Master's Handbook

The University of Akron
302 Buchtel Common
Akron, OH 44325-3700

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PART 1: INTRODUCTION

Marriage and Family Therapist “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. Research and theory have shown that mental illness and family problems are best treated in the context of relationships.” (American Association for Marriage and Family Therapy, 2015, para 1)

This student handbook governs the Marriage and Family Counseling/Therapy (MFC/T) Master’s Degree Program. The MFC/T Master’s program is housed within the School of Counseling and the College of Health Professions. The School of Counseling houses 2 additional Master’s degree programs, School Counseling and Clinical Mental Health Counseling. MFC/T Students interested in obtaining information about the other programs in the School of Counseling are encouraged to visit the School of Counseling website at <http://www.uakron.edu/soc/>.

This handbook is intended to provide MFC/T students with program information and guidelines that will be useful for successful completion of the master’s degree, as well as to meet applicable accreditation standards (COAMFTE, 2017, V. 12, www.coamfte.org). 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. It is important that students work closely with, as well as, direct personal and educational questions to their Faculty Advisor and/or the MFC/T Program Director, MFC/T Clinical Training 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 Coordinator/Director and/or Clinical Training Coordinator/Director 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 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.

UNIVERSITY ACCREDITATION/OVERSIGHT

The University of Akron is Regionally Accredited by the Higher Learning Commission. For more information, please see <https://www.uakron.edu/hlc/>.

Additionally, The University of Akron has a Board of Trustees that serves as the governing body for the university. For more information, please see <https://www.uakron.edu/bot/>.

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 Marriage and Family Therapy accreditation to the MFC/T Master's program until April 2021.

The MFC/T Master's Program mission statement, policies, core coursework, as well as the program goals and educational outcomes are derived to be consistent with the mission statements of The University of Akron, the College of Health Professions, and the School of Counseling, as well as the to be consistent with the tenets of the COAMFTE Accreditation Standards V. 12 and the Professional Marriage and Family Therapy Principles (PMFTPs). Any updates to any of the content within the handbook is intended to be in line with these professional standards.

Students are encouraged to visit the COAMFTE website to learn more about counseling accreditation guidelines: www.coamfte.org

OHIO LICENSURE

The Ohio Counselor, Social Worker, and Marriage and Family Therapy (CSWMFT) Board 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). After completion of required coursework and supervised clinical experiences, students must pass the national licensure examination (Marriage and Family Therapy National Examination; www.amftrb.org) in order to receive the MFT license. After receiving additional supervised training by an IMFT-S during a clinical residency period, alumni may be eligible for the Independent Marriage and Family Therapy (IMFT) within the state of Ohio.

Students are encouraged to visit the Ohio CSWMFT Board website to learn more about MFT licensure guidelines: <http://cswmft.ohio.gov/>.

Licensure for marriage and family therapists is regulated at a state level. A listing of state licensure requirements is available at <https://amftrb.org/resources/state-licensure-comparison/>. A degree from the MFC/T program at The University of Akron will facilitate licensure in other states; however, applicants must review the state requirements for licensure in a state where they are interested in becoming licensed. For students who are interested in the portability of their license to other states, please see the American Marriage and Family Therapists Regulatory Board website: <https://amftrb.org/mft-exam/request-for-score-transfer/>.

MISSION STATEMENTS

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 College of Health Professions improves life for individuals, families and communities by providing health and wellness education with appropriate interventions and solutions that are inter-professional, innovative and influential. The College prepares students to advance human well-being and to thrive in a rapidly evolving global environment.

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.

Marriage and Family Counseling/Therapy Master's Program: The mission of the COAMFTE accredited MFC/T Master's Program is to train multiculturally-informed, clinically competent practitioners, who operate from a relation/systemic perspective. Our students will be critical consumers of research and value the importance of providing service to the community within the context of interprofessional collaboration.

PROGRAM GOALS and STUDENT LEARNING OUTCOMES

In compliance with the COAMFTE accreditation standards, V.12, the MFC/T Master's program has established program goals (PGs) and student learning outcomes (SLOs) in 5 central focus areas: ethics, relational/systemic perspective, multiculturally informed, research, and interprofessional collaboration/service. On an annual basis, the data for each of these PGs and SLOs will be reviewed by the program faculty and shared with the Advisory Board, who are representatives from our communities of interest, for feedback and program improvement. The results of this review and any changes to the program will be emailed to the list serves representing the various communities of interest.

Program Goal 1: *Graduates will be **ethically competent** marriage and family therapists.*

SLO #1: Students will demonstrate knowledge of ethics as a marriage and family therapist.

Measure: Students will receive B- or higher on the midterm in the Ethics course

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will receive 60% or higher on the Comprehensive Examination: MFT supplement related to Ethics and Legalities

- Target: 75% of students

- Benchmark: 100% of students

SLO #2: Students will incorporate ethical practice into their practice as a marriage and family therapist.

Measure: Students will receive B- or higher in ethical dilemma paper from the Internship Course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will receive improved ratings on Maintaining Ethical, Legal, and Professional Standards section of the Internship evaluation from the first semester of internship to the last semester of internship

- Target: 75% of students
- Benchmark: 100% of students

Program Goal 2: *Graduates will effectively practice from a **systemic/relational** perspective.*

SLO 3: Students will demonstrate knowledge of a systemic/relational perspective in their understanding of Marriage and Family Therapy.

Measure: Course grades for Marriage and Family Therapy: Theory & Techniques, Systems Theory, Techniques of Counseling, Marital Therapy, and Assessment in MFT

- Target: 75% of students receive B- or higher
- Benchmark: 100% of students

Measure: Students will obtain an overall score of 60% (15 out of 25 questions) or higher on the Comprehensive Examination: MFT supplement.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a B- or higher Epistemology paper from the Systems course.

- Target: 75% of students
- Benchmark: 100% of students

SLO4: Students will incorporate a systemic/relational perspective into their assessment and treatment of clients.

Measure: Students will obtain a B- or higher Epistemology paper from the Internship course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will receive improved ratings on The Practice of Systemic Therapy, Assessing Hypothesizing and Diagnosing, Designing and Conducting Treatment, and Evaluating Ongoing Process and Terminating Treatment section of the Internship evaluation from the first semester of internship to the last semester of internship

- Target: 75% of students
- Benchmark: 100% of students

Measure: Alumni will obtain the MFT license within one year of graduation. This data will be gathered via the Exit survey and annual alumni survey, as well as cross-referenced with the AMFTRB results provided by the Ohio Licensure Board.

- Target: 75% of students

- Benchmark: 100% of students

Program Goal 3: *Graduates will be multiculturally informed marriage and family therapists.*

*SLO 5: Students will demonstrate knowledge of a **multiculturally-informed** perspective.*

Measure: Students will obtain a B- or higher in the multicultural course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a B- or higher on the assignment in the Marital Therapy course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a B- or higher on the Sexual Values Reflection paper in the Issues in Sexuality for Counselors course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a 60% (11 out of 17 questions) or higher on the multicultural section of the CPCE

- Target: 75% of students
- Benchmark: 100% of students

*SLO6: Students will incorporate a **multiculturally-informed** perspective into their assessment and treatment of clients.*

Measure: Students will obtain improved ratings on the Diversity Competencies section of the Internship evaluation from the first semester of internship to the last semester of internship

- Target: 75% of students
- Benchmark: 100% of students

Program Goal 4: *Graduates will effectively use clinical research to inform their practice of marriage and family therapy.*

*SLO 7: Students will demonstrate knowledge of a **clinical research** practices.*

Measure: Students will obtain a B- or higher in Research and Program Evaluation

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a B- or higher on the assessment critique and the annotated bibliography in the Assessment course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a 60% (11 out of 17 questions) on the research section of the CPCE

- Target: 75% of students
- Benchmark: 100% of students

*SLO8: Students will incorporate a **clinical research** into their assessment and treatment of clients.*

Measure: Students will receive improved ratings on the clinical research questions of the Internship evaluation from the first semester of internship to the last semester of internship

- Target: 75% of students
- Benchmark: 100% of students

Program Goal 5: *Students will incorporate a perspective of service to the community within the context of interprofessional collaboration into their assessment and treatment of clients.*

SLO 9: *Students will demonstrate knowledge regarding their role in providing **service to the community** within the context of **interprofessional collaboration**.*

Measure: Students will obtain a grade of B- or higher on the professional identity paper

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will obtain a B- or higher on the reflection paper applied to the Systemic Simulations assignment in the Systems Theory Course.

- Target: 75% of students
- Benchmark: 100% of students

SLO 10: *Students will participate in providing **service to the community** within the context of **interprofessional collaboration**.*

Measure: Students will receive improved ratings on the Interprofessional Collaboration Competencies section of the Internship evaluation from the first semester of internship to the last semester of internship

- Target: 75% of students
- Benchmark: 100% of students

PART 2: PROGRAM AND CURRICULUM OVERVIEW

PROGRAM APPLICATION PROCEDURES

All Marriage and Family Counseling/Therapy Program application materials, procedures, and forms are available on the following website: <http://www.uakron.edu/soc/masters/how-to-apply.dot>. Persons interested in applying for admission to this program are encouraged to read all directions thoroughly before submitting materials.

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 the minimum 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
- (4) three letters of reference.

International applicants must also submit (5) evidence of meeting minimum English proficiency standards, as outlined by the University, with application materials. International applications should also see <https://www.uakron.edu/dotAsset/677965.pdf> for specific guidelines and evidence-related options.

Once completed, application materials #1, 2, 5 should be sent to:

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

Items #3 and 4 should be sent to:

School of Counseling
The University of Akron
27 S. Forge St.
Akron OH 44325-5007

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.

Admissions may 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.

ADMISSION SCREENING PROCEDURES

Applications received by the deadline indicated on the School of Counseling MFC/T Master’s Program application deadlines (October 1 and March 1), are reviewed and based on application materials, applicants are invited for an interview by representatives of the MFC/T faculty.

Based on the number of applicants, interviews will be scheduled until the number of incoming MFC/T master’s students has been filled. For special circumstances, such as or applicants for whom travel is not feasible, alternative interviews are conducted. Every attempt is made to create

a similar interviewing experience for applicants interviewing in an alternative format. Program admission decisions will be made based on the initial application material and the additional information gathered during the interview. These decisions are made by one or more of the core MFC/T Master's Program faculty after applications are reviewed considering the criteria above. 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.

In the event that a conflict of interest is identified between a faculty member and an applicant, that faculty member will recuse themselves from providing evaluative feedback on that applicant's application materials. While that faculty member may participate in the applicant's interview, that faculty member will also recuse themselves from providing evaluative feedback on the applicant's interview. To protect the privacy and confidentiality of applicant, the nature of that conflict of interest will not be disclosed to the other faculty members without the permission of the applicant. If that applicant becomes a student in the program, every effort will be made to avoid conflict of interests between the student and faculty member, such that the faculty member will avoid serving in a teaching, supervising, and advising, where possible. If that faculty member needs to serve in that role, other faculty members will serve in the evaluative role (e.g. grade assignments) to ensure that the conflict of interest does not impact the students learning experience.

Once admittance decisions are made, program faculty forward the decisions to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant via email. For questions related to this process, please contact the Program Director, Dr. Heather Katafiasz, hkatafiasz@uakron.edu.

There are three distinct types of admission to the MFC/T Master's Program: full admission, provisional admission, and deferred admission.

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 MFC/T Master's 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 MFC/T Master's 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

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 MFC/T 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 MFC/T Master's 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 MFC/T Master's 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 MFC/T 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 the MFC/T Master's Program Faculty. Therefore, students wishing to transfer credits from another program/institution should meet with their Faculty Advisor and/or the Program Director 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 MFC/T Master's 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 MFC/T Master's Program, the student would only have three years remaining to complete all requirements for their degree.

Students are encouraged to attend The University of Akron 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 a 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 MFC/T Master's Program to the Clinical Mental Health Counseling Master's Program or School Counseling Master's 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 MFC/T Master's Program Director. Include the rationale for desiring to switching programs. The petition will be presented to the MFC/T Master's Program faculty for consideration. MFC/T Master's 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) Master's Program Director.
- (4) If the request for changing programs is approved by the new Master's Program Director, a new Faculty Advisor (affiliated with the new master's Program) will be assigned by the new Master's Program, a new Program Course Distribution (PCD) will be completed with the new Faculty Advisor, and the new Master's 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.

PROGRAM CURRICULUM OVERVIEW

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. 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.

Students are encouraged to attend the University on a full-time basis in order to complete their studies in the most expeditious manner. A full course load is normally 9 to 12 credit hours. The program takes a minimum of 3 years to complete. Students need to 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.

The Graduate School allows a maximum of 6 years to complete the MFC/T Master's degree. This 6 year timeframe begins the semester a student first enrolls in classes. This timeframe will be reduced if transfer credits are substituted for any coursework on the PCD and begins on the date when the first course transferred was completed.

Most courses occur once a week and generally during the evening (4:30-7:00 and 7:15-9:45, typically), except in summer. In summer, the majority of courses are held during the afternoon and evening, although during an abbreviated 5 week semester. See the Appendix for a chart identifying the semester courses are typically taught. Note that occasionally courses may be taught in additional semesters other than marked in this chart—students should always consult with their faculty advisor prior to scheduling.

The MFC/T Master's Program curriculum consists of 7 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 Counseling Courses, and (g) Clinical Experience Requirement. In addition to utilizing the guidelines in the COAMFTE Accreditation standards, V. 12, the core curriculum for the MFC/T Master's program is based on the Professional Marriage and Family Therapy Principles (PMFTPs) and knowledge is evaluated based of the content in the following documents, which include:

- AAMFT Code of Ethics
- AMFTRB Guidelines
- State Licensure Regulations

See Appendix for a table that identifies the overlap between the COAMFTE V. 12 standards, the PMFTPs and the core coursework within the MFC/T Master's program.

- (a) **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.
- (b) **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 MFC/T core courses focus on an orientation to the MFT profession and basic core MFT skills that translate into professional practice.
- (c) **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.
- (d) **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.
- (e) **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.
- (f) **Additional Counseling Courses (10 semester credits total):** These courses are currently under curriculum changes. New courses will be implemented as soon as they are approved.
- (g) **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).

In addition to the coursework and clinical hour requirement, students are required to pass a comprehensive exam.

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

PROGRAM COURSE DISTRIBUTION

Before their first semester of enrollment, students will be instructed by the Program Director on which courses they should enroll in. During the first semester of enrollment, students must schedule a meeting with their faculty advisor to plan for their program coursework and complete and sign a Program Course Distribution (PCD) form. The PCD outlines the student's program coursework and indicates the sequence of courses to be taken. The PCD does ensure 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. See appendix for official PCD.

COMPREHENSIVE EXAMINATION

All MFC/T Master's Program students are required to pass the 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 licensure examinations.

The examination will be offered to all MFC/T Master's Program students once each semester on The University of Akron main campus. Students will receive, via email, instructions regarding how to register for the Comprehensive Exam in the semester prior to taking the examination. The first opportunity students will have to take the Comprehensive Exam is during the **PRACTICUM SEMESTER**.

Examination Grading Policy

- Students may complete the comprehensive examination a total of three times.
- Students who fail the written comprehensive examination the first time will be permitted to re-take the complete written examination one time the following semester. Students will complete the examination in the same format during the second attempt (multiple choice). Students are strongly encouraged to meet with the Program Director in order to review their test results and strengths/weaknesses, as well as with their Faculty Advisor, to complete a remediation plan, before re-taking the examination.
- Students who fail the multiple choice examination two times will be given an oral

examination, scheduled the following semester by the MFC/T Master's Program Faculty and the student.

- Students who fail the examination three times, will be recommended for dismissal from the MFC/T Master's Program by the Graduate School.

CLINICAL REQUIREMENTS

A minimum of 500 direct client contact hours are required to graduate, per COAMFTE guidelines and state licensure requirements over the course of 12 months of clinical practice. Of those 500 direct client contact hours, 40% must be direct relational hours (couples, families, multicouple/multifamily groups). The remaining 60% of direct client contact hours can include: individuals, groups, relational (couples, families, multicouple/multifamily groups), and up to 100 alternative hours.

Definitions:

“Alternative Hours is a clinical activity, which demonstrates competency level related to the program's mission, outcomes, and goals. The Alternative Hour must be evaluated to provide evidence of program effectiveness.” (COAMFTE, 2014, p.30). “The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals.” (CAOMFTE, 2014, p. 25). These are referred to programmatically as **observation hours**. When a clinical trainee observes therapy with a particular case on an ongoing basis, the clinical trainee(s) behind the mirror forms a “team” with the therapist(s) in the room. The clinical trainee(s) behind the mirror observes each session and may help the therapist(s) in the room with assessment, case conceptualization, and intervention in the case. Observation hours cannot be counted toward the 40% relational hours requirement. The majority of observation hours should be accrued with relational clients. Not more than 5 observation hours of an individual client may be counted per semester.

“Clinical Contact Hours are defined as therapist and client therapeutic meetings in the same physical location.” (COAMFTE, 2014, p.32). The clinical contact hour is understood as the “50-minute hour” common to professional practice. This structure assumes two details: (1) a minimum of 50 minutes of face-to-face client-therapist interaction represents an hour of clinical service, and (2) up to 10 minutes in any clinical service of one hour or more is reasonable for therapist record keeping and/or transition between sessions (COAMFTE, personal communication, 2/6/2018). “A 45-minute therapy session must be counted as 45 minutes, not one hour or as a contact hour” (COAMFTE, 2014, p.32), and “indicates that face-to-face interaction less than 50 minutes must be counted by minutes, with five minute increments acceptable”. (COAMFTE, personal communication, 2/6/2018). Whether the clinical contact hour is defined as individual, couple, or family is determined by how many people are in the room and their relationship to each other (see **relational hours**).

Based on this definition, Clinical Hours will be documented as exact amounts of time (no estimation) and in increments of 50 minute sessions. Therefore the following formula will be utilized to calculate time recorded on the hours logs:

Time spent with client / 50 = Clinical Hour

For instance, if a clinician spent 52 minutes with a client, it would be $52 / 50 = 1.04$ hour (which is what is recorded on the hours log).

Here's a breakdown of 5 minute increments for quick reference

5 mins = 0.1 hr	40 mins = 0.8
10 mins = 0.2 hr	45 mins = 0.9
15 mins = 0.3	50 mins = 1 hr
20 mins = 0.4	55 mins = 1.1 (and so on)
25 mins = 0.5	100 mins = 2 hours
30 mins = 0.6	200 mins = 4 hours
35 mins = 0.7	

Direct client contact hours are defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. "Assessments may be counted if they are face-to-face processes that are more than clerical in nature and focus. Sessions with other systems, groups of individuals who do not define themselves as a couple or family, but come together in a face to face meeting with a therapist for therapy can be counted as clinical hours." (COAMFTE, 2014, p.32).

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.

Non-Direct Contact Hours include "Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are" considered non-direct client contact hours (COAMFTE, 2014, p. 32).

Co-therapy: All co-therapy needs to be preapproved by the practicum supervisor(s). Co-therapists assume at least 50% (or larger) of responsibility for all aspects of the therapy case, including case planning and paperwork. Exceptions to the 50% responsibility rule may be made during internship experiences, in which a lead therapist is an employee of the internship site. When students are providing co-therapy, they must make time outside of supervision/therapy to discuss the case, complete paperwork, and plan for the next therapy sessions. Failure to follow these guidelines will result in an inability of students to be able to participate in co-therapy for the remainder of the practicum experience.

"Relational hours is a category of clinical contact hours which requires that a practitioner deliver therapeutic services with two or more individuals, in the same physical location, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself." (COAMFTE, 2017, p.18).

Relational group therapy refers to a group therapy experience that is relationally-focused and involves family members/significant others that have "ongoing relationship interactions beyond

sessions with significant influence on the individuals involved.” (COAMFTE, 2017, p.18). Such groups may be focused on couples, or families in various forms (such as parent-child or parent-adolescent).

Shadowing hours is defined as observing another, more experienced therapist without interacting in the session. This is different from observation hours, as the clinical trainee is in the same room as the therapist performing the session. This is different from co-therapy, in which the clinical trainee is providing the therapeutic services alongside the therapist. These hours can only be accrued at the student’s internship site. These ideally should be relational hours and part of training closer to the beginning of your internship experience. Shadowing hours can be accrued toward the 100 alternative hours.

SUPERVISION REQUIREMENTS

“The program demonstrates a commitment to relational/systemic-oriented **supervision**. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be **individual** or **group** and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.” (COAMFTE, 2014, p. 25-26)

Definitions:

“**Supervision** is distinguishable from psychotherapy or teaching, and focuses on the development of competencies and professional growth of the supervisee. Supervision may utilize secured digital technology in which participants are not in the same location. The majority of supervision must be with both participants physically present.” (COAMFTE, 2014, p.38).

Supervision Hour: “The program utilizes a 50 minutes supervision hour. A 45-minute supervision session must be counted as 45 minutes, not as one hour or a contact hour.” (COAMFTE, 2014, p. 38)

Based on this definition, Supervision Hours will be documented as exact amounts of time (no estimation) and in increments of 50 minute sessions. Therefore the following formula will be utilized to calculate time recorded on the hours logs:

$$\text{Time spent with client} / 50 = \text{Supervision Hour}$$

For instance, if a clinician spent 52 minutes with a supervisor, it would be $52 / 50 = 1.04$ hour (which is what is recorded on the hours log).

Here’s a breakdown of 5 minute increments for quick reference

5 mins = 0.1 hr	40 mins = 0.8
10 mins = 0.2 hr	45 mins = 0.9
15 mins = 0.3	50 mins = 1 hr
20 mins = 0.4	55 mins = 1.1 (and so on)
25 mins = 0.5	100 mins = 2 hours
30 mins = 0.6	200 mins = 4 hours
35 mins = 0.7	

“Supervisors are: a) faculty members who also serve as supervisors in programs, or b) individuals who are appropriately credentialed and who partner with the program to clinically supervise students in the program. Supervisors are in regular communication with the program, have input into the program’s outcomes, and are aware of the program’s outcomes that pertain to them.” (COAMFTE, 2014, p. 38).

“Individual supervision is defined as one supervisor with one or two supervisees.” (COAMFTE, 2014, p.35)

“Group supervision consists of one supervisor and eight or fewer students. Regardless of the number of supervisors present, a group cannot exceed eight students to qualify for group supervision. For example, ten students and two supervisors are not appropriate because the number of students exceeds eight.” (COAMFTE, 2014, p. 35).

Case Report (consultation) supervision – Supervision that occurs in the context of discussing a prior session, preparing for a future session, or exploring self-of-the-therapist topics as related to a case. Case report supervision does not involve the usage of observable data.

Observable data supervision “includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.).” (COAMFTE, 2014, p.35).

1. 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. This live supervision time can also be counted as a clinical hour. For the trainee in front of the mirror, it is a direct clinical hour and for the trainees behind the mirror, it is an observation hour.
2. Video/audio - The time viewing a video/listening to the audio of a pre-recorded therapy session, as well as a subsequent discussion about the video/audio is all counted as raw data supervision.

“Supervisor Equivalency is demonstrated by programs meeting one of the following two criteria:

- 1) A program may designate a person who is not an AAMFT Approved Supervisor as equivalent to that status, for purposes of supervision if the person is an AAMFT Supervisor Candidate. A person can be an AAMFT Supervisor Candidate for up to 5 years.
- 2) A program may designate a person who is not an AAMFT Approved Supervisor or Supervisor Candidate as equivalent to an AAMFT Approved Supervisor for purposes of supervision, if the program documents that the equivalent supervisor has:
 - a) Demonstrated education and experience in systemic/relational therapy by:
 - i. designation as a Clinical Fellow; or
 - ii. meeting the requirements for Clinical Fellow status with the exception of having to meet the curriculum requirement for Clinical Fellow. If supervisors do not meet the course requirements for the Clinical Fellow designation, then they must demonstrate at least one course or 45 clock hours of CEU training in each educational content area; or be independently licensed as a marriage and family therapist;
 - b) A valid/state or provincial license/registration in a mental health profession;
 - c) demonstrated 5 years of professional work experience in MFT;
 - d) demonstrated education and experience in systemic/relational supervision. Supervision education may be demonstrated by completing 30 hours of coursework or continuing education in MFT supervision. Supervision experience can be demonstrated by at least 3 years of experience supervising MFTs, and 36 hours of supervised supervision.” (COAMFTE, 2014, p. 38-39).

SUPERVISOR QUALIFICATIONS

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

- Have obtained a masters or doctoral degree from a COAMFTE accredited program, hold at least an initial Marriage and Family Therapy License in Ohio, and be either an AAMFT Approved Supervisor or Supervisor in training.

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

- (1) Have completed all relevant Marriage and Family Therapy master’s degree coursework from a COAMFTE accredited 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 who is an Independently Licensed Marriage and Family Therapist-Supervisor in the state of Ohio and who holds the AAMFT Approved Supervisor Designation.

Marriage and Family Therapy Supervisor (off-campus supervision) – MFT supervision provided while students are in internship must fulfill ONE of the following qualifications:

- Have obtained a masters or doctoral degree from a COAMFTE accredited program, hold at least an initial Marriage and Family Therapy License in Ohio, and received appropriate supervisor training.

OR

- Have obtained a minimum of two years of professional experience; hold a relevant counseling/therapy license in the state of Ohio (MFT, PC, LSW, Psychologist, Psychiatrist), have obtained relevant supervision training and experience, and have obtained relevant training on systemic/relational theory, assessment, diagnosis, and treatment practices.

Note: The MFT supervisor does not need to be on-site (work for the agency). The internship student can be supervised by a licensed professional while at their site and MFT supervision external to the site.

FIELD EXPERIENCE (5600:695) Pre-Practicum

The Pre-practicum course is designed to provide students with practical and theoretical resources in preparation for subsequent practicum experiences. The course format will allow students to earn a minimum of 20 teaming (observation) hours per semester, which can be applied to their graduation requirements. The course will be repeated at minimum one time, for a total of two credits of Pre-Practicum and a total of at least 40 teaming hours prior to entry into the Practicum course. The purpose of the course is to provide supervised experience in observing and teaming on live therapy cases prior to actual client engagement. This allows for the student to be better prepared for the practicum experience, as well as allowing for a better assessment of student readiness to see clients.

Course Focus. The focus of the course will be on clinical competency and readiness. The didactic portion of the class will be concentrated around solidifying theoretical knowledge, treatment planning, applying skills and techniques, and discussion of the field of Marriage and Family Counseling/Therapy. A component of the course will also include preparation for live experience via understanding of clinical paperwork/procedure, ethical/legal and program requirements.

PRACTICUM READINESS INTERVIEW

Prior to entering Practicum, students must complete a Practicum Readiness Interview, verifying they have completed all of the required coursework and ensuring their readiness to being direct client contact. It should be turned in to the MFC/T Master's Program Director by midway through the Pre-practicum 2 semester. The Practicum Readiness Interview will be scheduled after the paperwork is turned in. Approval to register for Practicum will not granted until the Practicum Readiness Interview has been completed. The form that needs to be completed is in the Appendix.

PRACTICUM OVERVIEW (5600: 675)

Practicum is the first direct client contact clinical experience. 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 4) obtain and submit proof of liability insurance to the Clinic Director.

During this course, students must accumulate at least 40 direct client contact hours at the Clinic for Individual and Family Counseling and any designated off-site placements. Of those direct client contact hours, 20 hours must be relational, 10 hours must be group, and the remaining 10 hours can be relational, individual, or group. Alternative hours do not count toward the 40 direct client contact hours required in this course.

It is expected that MFC/T Practicum students demonstrate competence in:

- 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 prerequisite courses (see PCD). All prerequisite courses 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.

Although the academic requirements will vary slightly from semester to semester, Practicum students must usually devote 12-15 hours/week to the experience.

- Minimum of 6 hours/week 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 (dyadic) 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.
- 2-3 hours/week clinical documentation – time used for completion of documentation is usually flexible, however documentation for a particular session must usually be

completed within 48 business hours of the session.

- 1 hour/week supervision with the group counseling supervisor – group counseling supervision day/time shall be negotiated with the group counseling supervisor. (when applicable)
- 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. (when applicable)

PRACTICUM REGISTRATION PROCEDURES

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

Practicum occurs primarily at the Clinic for Individual and Family Counseling. It may also occur at an off-site placement.

The following course/registration procedures are to be followed by all MFC/T students in the semester immediately preceding practicum. Failure to follow these steps in order may jeopardize practicum registration:

Opening the first day of the semester prior to enrolling in practicum, students **must** email the Program Coordinator/Director (Dr.K) to identify their desire to enter practicum. For example:

- o Summer 2018 practicum registration opens Jan 16th 2018
- o Fall 2018 practicum registration opens May 21st 2018
- o Etc.

The following content must be identified in this email:

1. Student name
2. Student id number
3. Semester to be placed on Practicum list
4. Your confirmation that all Practicum prerequisites have been reviewed, including all required coursework, and will be completed prior to entering into practicum (see PCD)
 - § Students are only assured placement in practicum if they have followed their PCD as outlined with their advisor. Any deviations from following the PCD as outlined may result in a delay in entrance into practicum.
 - § Should a student fail to meet all practicum prerequisites by the end of the semester prior to practicum, they will be denied entrance into practicum.

Failure to follow this protocol may result in a delay in entrance into practicum.

Students will be notified of their approval to enter into practicum after successful completion of the practicum readiness interview, which is conducted with the Program Coordinator/Director.

INTERNSHIP (5600:685)

Internship is the culmination of the clinical experience. It is designed to prepare students for a

full-time MFC/T work experience. Internship requires clinical placement at a mental health agency in the state of Ohio. Internship must be completed during at least two semesters (3 credits of 5600:685 each semester). How many of those 500 direct client contact hours each student is required to obtain during internship depends on how many were obtained during their two semesters of Field Experience (Pre-practicum) and one semester of Practicum. Students who do not fulfill their 500 direct client contact 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.

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.

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

All Internship experiences must be in the state of Ohio (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 MFC/T Clinical Director prior to the start of Internship under special circumstances. Visit <http://cswmft.ohio.gov/FormsC.stm> to find steps toward completing the MFTT 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.

Although the academic requirements will vary slightly from semester to semester, internship students must usually devote 20-25 hours/week to the experience.

- 1st semester internship students are permitted a maximum of 15 client contact hours per week and 2nd semester internship students are permitted a maximum of 18 client contact hours per week. This usually requires “overscheduling” to ensure students are able to obtain close to this amount. Exactly how many contact hours are able to be scheduled and how many clients on an individual student’s caseload is site dependent.
- 3 hours biweekly 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 per week individual (dyadic) supervision with the site-supervisor – supervision day/time shall be negotiated with the supervisor.
- Please note: COAMFTE accreditation standards require at least 1 hour of MFT supervision per week. Therefore, students who have to seek MFT supervision external to

their site, must receive MFT supervision on weeks in which student does not attend internship class.

INTERNSHIP PLACEMENT PROCEDURES

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

Internship may occur at more than one site; however, only under certain circumstances and with prior approval by the MFC/T Clinical Training Director.

The following course/registration procedures are to be followed by all MFC/T students in the semester immediately preceding internship. Failure to follow these steps in order may jeopardize Internship registration:

1. Obtain currently approved Internship site placement information from the MFC/T Clinical Director
 - Who is responsible = MFC/T Clinical Training Director
 - When to complete this step = at the beginning of practicum
 - Rationale = the MFC/T Clinical Training Director keeps a “master” list of all approved internship sites. Internship sites not previously used can be added to possible Internship sites. Student may choose to seek out sites on their own; however the MFC/T Clinical Training Director must vet and subsequently approve the site to determine it will meet the state, program and accreditation guidelines.
2. Apply for Internship Site(s) –
 - Who is responsible = Student;
 - When to complete this step = at the beginning of practicum
 - Rationale = Do not contact potential Internship sites until given approval by the MFC/T Clinical Director. Only apply for 1 internship site at a time. 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.
3. Obtain fingerprints and have them sent to the CSWMFT Ohio Board
 - Who is responsible = student
 - When to complete = By midway through the practicum semester.
 - Rationale = This is a requirement to obtain the initial licensure level. The background check is an Ohio CSWMFT Board requirement for internship. Students can obtain their background check at the University of Akron Police Department or other approved sites.
4. Secure a site
 - Who is responsible = Student
 - When to complete this step = By midway through the Practicum semester or as soon as possible.
 - Rationale = Because Internship placements are increasingly competitive, students are strongly encouraged to begin the Internship selection/placement process early and in close collaboration with the MFC/T Clinical Training.

5. Secure a MFT supervisor (if applicable)
 - Who is responsible = Student
 - When to complete this step = By midway through the Practicum semester or as soon as possible.
 - Rationale = Students are required to be supervised by an appropriately educated/trained Systemic supervisor. Not all sites have such a supervisor on-site. See the section on Supervisor Qualifications for additional information. The MFC/T Clinical Training Director has a list of approved MFT supervisors and can be consulted for contact information.
6. Submit Internship approval letter to MFC/T Clinical Training Director
 - Who is responsible = Student
 - When to complete this step = By midway through Practicum semester or as soon as possible.
 - Rationale = 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 MFC/T Clinical Training Director. Failure to submit this letter will risk the student being unenrolled from the internship course.
7. Register for internship class
 - Who is responsible = the student and the School of Counseling staff person and the MFC/T Master's Program Clinical Director
 - When to complete this step = during practicum.
 - Rationale = students must be enrolled in internship class to apply for the MFTT status
8. Apply to the Board for the Marriage and Family Therapy Trainee (MFTT) status
 - Who is responsible = Student;
 - When to complete this step = as soon as you have been registered for the internship course.
 - Rationale = Students must obtain the MFTT status prior to beginning Internship in order to bill for client services. Visit <http://cswmft.ohio.gov/pdfs/CTforms.pdf> to find steps toward completing the MFTT application process.

HOME-BASED INTERNSHIPS

MFC/T master's student intern should be placed at the internship site for therapy experiences with individuals, couples and families. This initial placement is a way to assess the student's readiness to work more and more independently. In the situation of home-based therapy, the MFC/T intern first shadows, then engages in co-therapy and over time, solo home-based therapy. It is important that these internship sites assure, before having an MFC/T master's student Intern function solo as home-based therapist, that the site supervisor has evaluated the MFC/T master's student' competency level and skill development as adequate for participation in a home-based therapy experience.

Interns should have immediate access to their supervisors when at a family's home. When a supervisor or other appropriately licensed person is not in attendance with the intern, the agency must make provisions for the intern to carry a cell phone to home-based appointments.

Safety Issues: Interns should not be assigned cases in which family/domestic violence is a current problem. If any family member has an active substance abuse problem, it is recommended that the family member be receiving additional services to deal with substance abuse issues in conjunction with home-based treatment.

INTERNSHIP SUPERVISOR RESPONSIBILITIES

A. Responsibilities of the Cooperating Agency/Site Supervisor:

- Interview potential interns. If a site agrees to a placement, notify the MFC/T Clinical Training Director to this effect in writing.
- Designate an on-site counseling supervisor for the MFC/T master's student intern. On-site supervisor will complete the Supervisory Designation form and return to Internship Coordinator. After review and approval of the supervisor, all contact regarding the MFC/T master's student will be directed to the on-site supervisor.
- Provide an opportunity for the MFC/T master's student to participate in the routine professional activities appropriate for her/his skill level. These may include: individual and group counseling/therapy; couples and family counseling/therapy; career counseling/therapy; administration, scoring and interpretation of tests for clients being served by the MFC/T Master's student; use of educational, occupational, and personal-social information; consultation with staff and other agencies, referral of clients; and staff meetings.
- Provide MFC/T master's student intern with the rules and guidelines for their professional conduct at the agency/school/university.

B. Responsibilities of the on-site Supervisor

- Participate in the development of and approval of the internship plan and supervision plan, which must also be approved by the university supervisor.
- Sign and date the Memorandum of Agreement, Internship Plan, and Supervision Plan.
- Supervise each MFC/T master's student for at least one hour per week. A maximum of two MFC/T master's students can be supervised at any one time to meet this requirement. Individual supervision is that which occurs in groups of two or fewer MFC/T master's students. This may include live supervision by the supervisor while the intern is counseling the client. Live supervision includes both the preplanning and post feedback time. Encourage the MFC/T master's student to attend professional meetings, training sessions, and workshops.
- Complete site supervisor evaluation of the intern at the end of each semester.
- Address issues such as diagnosis, treatment planning, goals and help the MFC/T master's student identify his/her systems theory that they operate from (by the end of the 1st semester of internship), in addition to monitoring session-to-session progress and following ethical codes and state statutes.
- Adhere to supervision being a process/parallel process to counseling/therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.
- Focus on the raw data from the MFC/T master's student's current clinical work, which is made directly available to the supervisor through such means as written clinical materials, direct observations, and video and audiotapes. Supervision that relies solely on written clinical materials or verbal reports does not meet adequate standards.

C. Responsibilities of the individual AAMFT-Approved Supervisor (or equivalent)

- To be well grounded in the theory of marriage and family therapy, to use a systemic/relational perspective when providing individual couple family and group counseling/therapy.
- Participate in the development of and approval of the internship plan and supervision plan, which must also be approved by the university supervisor.
- Sign and date the Internship Plan, and Supervision Plan.
- Supervise each MFC/T master's student for at least one hour of individual supervision biweekly. A maximum of two MFC/T master's students can be supervised at any one time to meet this requirement. **Please note:** External MFT supervision required on weeks in which student does not attend internship class
- Encourage the MFC/T master's student to attend professional meetings, training sessions, and workshops.
- Complete site supervisor evaluation of the intern at the end of each semester.
- Address issues such as diagnosis, treatment planning, goals and help the MFC/T master's student identify his/her systems theory that they operate from (by the end of the 1st semester of internship), in addition to monitoring session-to-session progress and following ethical codes and state statutes.
- Adhere to supervision being a process/parallel process to counseling/therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.

D. Responsibilities of MFC/T Program Faculty

- Approve MFC/T master's students for internship registration (only after the MFC/T student has been accepted as an Intern at an approved Internship site) and placement through the MFC/T Clinical Training Director.
- Provide an MFC/T Program Faculty Supervisor who will be the contact person for MFC/T master's student intern and site during the internship experience.
- Ensure that University MFC/T master's Internship Supervisor meets with the program's MFC/T master's students' in internship throughout each semester enrolled for internship.
- Monitor the MFC/T master's student internship performance through consultation with the site supervisor when needed.
- Assign course grades.
- Work closely with the participating agency/school/university to ensure that the internship is a reciprocal arrangement benefiting all who are involved.

E. Responsibilities of the MFC/T Master's Student Intern

- Arrange through the MFC/T Clinical Training Director to register for the internship. The MFC/T master's student is responsible for meeting deadlines to insure appropriate placement.
- Attend on-campus, group supervision sessions in conjunction with the internship.
- Complete and send to Ohio CSWMFT Board the Supervision Training agreement at beginning of supervision and Internship Evaluation form at end of internship.
- Complete all requirements for the group supervision portion of the internship, including evaluation of site/site supervisor at the end of each semester.

- Prepare proposed plan for internship experience. The plan should include the MFC/T master's student's goals, the activities to achieve the goals, a plan for assessing the experience, and scope of practice.
- Perform the MFC/T and internship functions agreed to in the internship plan, as well as other functions as directed by the Site Supervisor.
- Continuously work to improve his/her performance in response to feedback made by the Site Supervisor
- Meet at least one hour per week with the site supervisor for critique of work, including direct (e.g., individual, couple family and group, etc.) and indirect (e.g. progress notes, treatment plan, etc.) service. An attempt should be made to videotape or audiotape all therapy sessions.
- Keep a daily log of client contact hours, indirect service hours, and supervisory hours in accordance with the University supervisor's guidelines.
- Secure appropriate liability insurance through AAMFT (student members get free liability insurance).
- Be consistent with the requirements of the agency/school/university in regard to grooming, punctuality, etc.
- Demonstrate behavior in accordance with the highest ethical and professional standards.
- Obtain written consent for all clients before treatment begins. Obtain written parent/guardian consent for all clients under the age of 18.
- Obtain written consent for audio and/or videotape recordings of therapy sessions prior to recording, and inform clients that the audio and/or videotapes: (a) are not released to clients and/or third parties, (b) will be stored at the internship site/agency, (c) are used for the purpose of clinical supervision with his/her agency and/or university supervisor, and (d) will be erased after the supervision has occurred, to maintain client confidentiality.
- Commit to the Agency/School and to the School of Counseling to fully participate and meet all internship requirements.

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. See the Graduate School website for more information regarding graduation dates and procedures: <https://www.uakron.edu/gradsch/current-students/GraduationInfo.dot>. 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 MFC/T, 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 Practicum and Internship, determined by receiving a grade of “credit”, and acceptable supervisor ratings on standard competency evaluations.
5. Successfully obtaining 500 clinical hours (40% must be relational) and 100 supervision hours (50% must be “raw”).
6. Successful passage of the comprehensive examination
7. Adherence to the School of Counseling Statement of Expectations throughout the Program.

POTENTIAL JOB SETTINGS FOR GRAUDATES

The MFC/T Master’s 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

PART 3: PERFORMANCE AND RETENTION POLICIES

STUDENT PERFORMANCE EVALUATION

All students will be evaluated on their performance in the program at the end of the semester. Instructors in key courses will complete the evaluations. Specifically, students will be evaluated in by the instructor for either MFT: Theory and Techniques or MFC/T Professional Ethics and Identity for Fall semester, the instructor for either Systems Theory or MFC/T Assessment Methods and Treatment Issues in Spring semester, and Marital Therapy or Techniques in Counseling for Summer semester. In semesters in which students are enrolled in more than one of the key courses, the instructor for only one course will complete the evaluation, which will be determined the MFC/T faculty. After each completion, the Student Performance Evaluation will be added to the Students' Academic File. If a student receives a 1 or 2 on their Student Performance Evaluation, the Student Remediation Procedures will be triggered.

STUDENT RETENTION CRITERIA

The following minimum criteria must be met for student retention:

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 clinical 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.
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 REMEDIATION PROCEDURES

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 a Professional Development Action Plan will be completed by the advisor (or Program Director) and the student collaboratively. The completed form is placed in the student's file, and a copy of the completed form is presented and discussed with the student.

The following feedback and remediation procedures will be used when issues/concerns arise.

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 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 professional development action 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 a "1" in one or more area of the Practicum Clinical evaluation.

- A. Practicum Instructor will meet with student to discuss competency issues impacting clinical work. Practicum Instructor and student will draft formal professional development action plan. Practicum Instructor will consult with Faculty Advisor to discuss recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and professional development action plan.
 - B. Lack of successful completion of professional development action 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 professional development action plan is achieved. Student will be reviewed for possible dismissal from Program.
 - C. Lack of successful completion of professional development action plan – Student may be subject to dismissal from Program.
5. Demonstration of “1” 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 professional development action plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and professional development action plan.
 - B. Lack of successful completion of professional development action plan - Student must meet with MFC/T Master’s 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 professional development action plan is achieved. Student will be reviewed for possible dismissal from Program.
 - C. Lack of successful completion of professional development action plan – Student may be subject to dismissal from Program.
6. Non-passing score on the comprehensive examination.
- 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.
 - C. Third non-passing score (including the alternate format) - Student will be recommended for dismissal from the Program.

PROFESSIONALISM AND ADHERENCE TO ETHICAL CODES

As a MFT in training, you are a representative of this profession and are expected to act in accordance with the professional standards outlined in the codes of ethics for the AAMFT as well as all laws governing the therapy/counseling profession, and any laws and rules dictated by the Ohio CSWMFT Board. This applies to not only your interactions with clients, but also interactions with peers, supervisors, and other professionals with whom you may interact in your professional capacity as a therapist/counselor in training. Violations or failure to adhere to the

AAMFT codes of ethics, or the Ohio CSWMFT Board (the Ohio Revised and Administrative Codes) are taken very serious and can result in serious consequences, based on MFT/C faculty professional judgement, in consultation with the Ohio Board, General Council, etc. as appropriate. Additionally, dismissal from an off-site practicum placement is taken very serious and will result in serious consequences, including dismissal from the program or a failing grade for the practicum course that semester, forfeiting all clinical hours for that semester, and requiring the student to repeat practicum the following semester at their own expense.

Students are required to review, understand, and consult the American Association for Marriage and Family Therapy website for details related to these guidelines: <http://www.AAMFT.org>

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.

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/sja 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>.

PART 4: FACULTY

CORE PROGRAM FACULTY

The following are the core faculty associated with the MFC/T Program. Core faculty also serve as Faculty Advisors for students in the program. Names are listed alphabetically by last name:

Dr. Heather Katafiasz, Assistant Professor, MFC/T Master's Program Director, and Clinical Training Director

- Degree: Ph.D. in Human Development & Family Science, Couple and Family Therapy (COAMFTE accredited; the Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Office Phone: 330-972-6637
- Email Address: hkatafiasz@uakron.edu

Dr. Rikki Patton, Associate Professor, MFC/T Doctoral Program Director and Clinical Training Director

- Degree: Ph.D. in Human Development & Family Science with specialization in Couple and Family Therapy (COAMFTE accredited; The Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- 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 with specialization in Marriage and Family Counseling/ Therapy (COAMFTE and CACREP dually accredited; The University of Akron)
- Professional Licenses: IMFT-S, PCC, AAMFT Approved Supervisor
- Office Phone: 330-972-6743
- Email Address: dht4@uakron.edu

PROGRAM DIRECTOR

The following outlines the responsibilities identified for each Program Director within the School of Counseling.

1. Oversight of the program's mission and objectives
2. Provision of clinical and didactic program-related course instructor recommendations to School Director, including outreach to facilitate additional instructors when requested
3. Oversight of program-related Program Course Development (PCD) and curricula management, including program-specific course syllabi, accreditation, and professional standards compliance and updates
4. Service as originator on curriculum proposals when appropriate
5. Revisions to and program-wide dissemination of student handbook
6. Coordination of the student interview and admission process
7. Service as liaison to prospective students
8. Oversight and management of program's organizational policies and procedures
9. Management of accuracy and updates to program websites
10. Leadership and facilitation regarding program marketing and related materials
11. Oversight of and compliance with national accreditation guidelines including program-related written reports/self-studies
12. Oversight of and compliance with state licensure procedures/laws and professional standards
13. Service as liaison to university non-program faculty, staff, administration
14. Service as program representative to community academic/clinical placements/professionals.
15. Organize program meetings with program faculty regularly
16. Organize an annual student review with program faculty and students (when applicable)

The following outlines additional procedures related to Program Directing identified by the School of Counseling:

- Program coordinators are recommended by program faculty and appointed by the School Director for annual (and renewable) terms.
- Program coordinators shall receive compensation for the 12-month duties and responsibilities outlined above.
- Program coordinator duties and responsibilities outlined above shall include 12-month responsibilities.
- Program coordinators shall undergo an annual performance evaluation by the School Director.

The following core faculty member serves as the MFC/T Master's Program Director:

Dr. Heather Katafiasz, Assistant Professor, MFC/T Master's Program Director, and Clinical Training Director

- Degree: Ph.D. in Human Development & Family Science, Couple and Family Therapy (COAMFTE accredited; the Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Office Phone: 330-972-6637
- Email Address: hkatafiasz@uakron.edu

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. Yue Dang (CMHC / CE)

- Degree: Ph.D. in Counselor Education & Supervision, 2017
- Professional Licenses: LPC, NCC, NBCC
- Office Phone: 330-972-7118
- Email: yd13@uakron.edu

Dr. Julie Lenyk (CMHC / CE)

- Degree: Ph.D. in Counselor Education & Supervision, 2016
- Professional Licenses: LPCC-S, LICDC
- Office Phone: 330-972-8260
- Email: jml163@uakron.edu

Ms. Katherine Logsdon, (Administrative Assistant)

- Office Phone: 330-972-7779
- Email: logsdon@uakron.edu

Dr. Dana Matthews (School Counseling)

- Degree: Ph.D. in Counselor Education & Supervision, 2016
- Professional Licenses: LPCC-S, NCC, NBCC, Professional Pupil Service License-School Counseling
- Office Phone: 330-972-8403
- Email: dym2@uakron.edu

Dr. Delila Owens (School Counseling Program Coordinator)

- Degree: Ph.D. in Counselor Education
- Professional Licenses: LPC, Licensed Professional School Counselor
- Office Phone: 330-972-8635
- Email: dowens1@uakron.edu

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

- Degree: Ph.D. in Counselor Education, 1997
- Professional Licenses: PCC-S
- Office Phone: 330-972-8155
- Email: rcs@uakron.edu

Dr. Faii Sangganavanich (Counselor Education and Supervision: Counselor Education Track Program Coordinator; Interim School Director)

- Degree: Ph.D. in Counselor Education & Supervision, 2008
- Professional Licenses: PCC-S, NCC, NBCC, RPT

- Office Phone: 330-972-6851
- Email: vs45@uakron.edu

COMMUNITIES OF INTEREST

The MFC/T Master's Program defines its Communities of Interest as including:

- Full and part time Faculty
- Staff
- Students
- Administrators
- Supervisors
- Alumni
- Internship Sites
- Potential Employers
- Regulatory Boards
- Professional Associations

Information is disseminated to the Communities of Interest via the program website, email list serv, and social media posts.

PART 5: POLICIES

HELPFUL RESOURCES

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

- *Academic Calendar* = Registrar
<https://www.uakron.edu/registrar/dates/acadcal.dot>
- Zip Card Office
(<https://www.uakron.edu/zipcard/>)
- Office of Accessibility
(330) 972-7928
www.uakron.edu/access.
- *Graduation procedures/forms/requirements* = Graduate School website
<http://www.uakron.edu/gradsch/>
- University Grading Policies
<https://www.uakron.edu/ogc/UniversityRules/pdf/20-05.1.pdf>
- Parking Permit
<http://www.uakron.edu/aux/parking/permits.php>.

- *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
- *Course registration problems* = School Administrative Assistant (see https://akron.qualtrics.com/jfe/form/SV_aUW4uuYO53Xmrul) or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource
- *Computer problems* = Computer help desk
330-972-6888
supportdesk@uakron.edu
- *Brightspace problems* = Brightspace website
<https://brightspace.uakron.edu/d2l/home>
- Financial Aid
Graduate School's <http://www.uakron.edu/gradsch/financial-assistance/>
Office of Financial <http://www.uakron.edu/finaid/>, finaid@uakron.edu or 330-972-7032.
- Tuition = Office of Student Accounts
<https://www.uakron.edu/student-accounts/costs/tuition-fees.dot>

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

The MFC/T 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) 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 MFC/T Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the MFC/T 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/>
2. Ohio Association for Marriage and Family Therapy (OAMFT)
Main website = <http://www.ohioamft.org/ohana/website/index.cfm?p=95575656270>
3. Delta Kappa Lambda
Main website: <http://uakron.edu/soc/deltakappalambda.dot>

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.

TECHNOLOGY REQUIREMENTS

Students in the MFT program are required to have consistent access to a computer with sufficient capabilities for word processing and producing presentations. Students should have regular and consistent internet access for accessing Brightspace and University email. Training for technology is available through <https://www.uakron.edu/training/index.dot>.

Students entering practicum will utilize Titanium as the software for client documentation. Training for this software is provided during the practicum orientation process.

Students entering internship will receive additional training specific to the client documentation software utilized by their specific internship site.

ANTI-DISCRIMINATION POLICY

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 race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees.

The MFC/T Master's Program strictly adheres to this policy. In addition, the program faculty believes that the recruitment and development of 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.

PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS

The MFC/T Master's 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 a policy explaining "that there shall be no discrimination against any individual or group because of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin" which applies to all students (and applicants), faculty, staff, and employees.
- (2) The program faculty openly endorse the recruitment and development of diverse therapists 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 actively recruits diverse faculty applicants 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.

STUDENT CONCERN PROCEDURES

Students who have concerns related to the policies and procedures associated with the MFC/T Masters Program should bring those concerns to the attention of the MFC/T faculty, either formally (as a Student Grievance) or informally. Those concerns will then be discussed during MFC/T Faculty Program Meetings (occurring monthly). Faculty will attempt to determine resolutions to student concerns and will disseminate those resolutions via email.

STUDENT GRIEVANCE PROCEDURES

The MFC/T Master's Program complies with grievance procedures approved by the College of Health Professions, Graduate School, and University. MFC/T Master's 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 MFC/T Program Director or Clinical Training Director; 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.

PROGRAM ENDORSEMENT STATEMENT

MFC/T Master's 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

STUDENT HANDBOOK UPDATES

Note that the MFC/T Master's 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 faculty members (and School of Counseling or 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 Master's 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 Master's students regardless of admission date. If programmatic changes are implemented after a student has already been admitted into the program, program faculty will attempt to inform all students of programmatic changes applicable to them by sending an E-mail to all active MFC/T Master's students in the MFC/T Master's program, as well as holding in person town hall meetings. *It is important that all MFC/T students check their University of Akron E-mail regularly.* When possible, MFC/T Master's Program faculty will also make a reasonable attempt to provide the option of following new MFC/T Master's 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 MFC/T Master's 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.

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

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

Advising Checklist

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Plan courses to be taken semester-by-semester. <i>(To be completed during first semester of course work)</i> |
| <input type="checkbox"/> | Apply to have any transfer credits transferred. <i>(After the completion of 12 credits)</i> |
| <input type="checkbox"/> | Sign up for Master's Comprehensive Exam. |
| <input type="checkbox"/> | Advancement to Candidacy & Apply to Graduate <i>(After completion of 15 credit hours; before the final)</i> |
| <input type="checkbox"/> | 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	
<input type="checkbox"/> 5600:646 (3)	Multicultural Counseling (Ed. Foundations)	
<input type="checkbox"/> 5600:651 (3)	Techniques of Counseling (register for MFT Section)	
<input type="checkbox"/> 5600:653 (4)	Group Counseling	
<input type="checkbox"/> 5600:664 (3)	DSM IV	
AREA III: Individual Development and Family Relations (9)		
<input type="checkbox"/> 5600:648 (3)	Individual and Family Development Across the Lifespan (Ed. Foundations)	
<input type="checkbox"/> 5600:620 (3)	Issues in Sexuality for Counselors	
<input type="checkbox"/> 5600:662 (3)	Personality and Abnormal Behavior	
AREA IV: Professional Identity and Ethics (3)		
<input type="checkbox"/> 5600:623 (3)	MFC/T Ethics and Professional Identity (1 st semester)	
AREA V: Research (6)		
<input type="checkbox"/> 5100:640 (3)	Techniques of Research (Ed. Foundations)	
<input type="checkbox"/> 5600:656 (3)	Assessment Methods & Treatment Issues in MFT	
AREA VI: Additional CACREP Core Counseling Courses (10)		
<input type="checkbox"/> 5600:643 (3)	Counseling Theory and Philosophy	
<input type="checkbox"/> 5600:645 (4)	Tests and Appraisal in Counseling	
<input type="checkbox"/> 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 (2)	Field Experience: (Pre-practicum one hour field experience must be taken each semester, the two semesters immediately before enrolling in Practicum.)	
<input type="checkbox"/> 5600:675 (5)	Practicum (register for MFC/T section)	
<input type="checkbox"/> 5600:685 (6)	Internship (register for MFC/T section)	
TOTAL SEMESTER HOURS REQUIRED TO GRADUATE: 63		

Prerequisites Taken Before Enrolling in MFC/T Practicum:

5600:623 - MFC/T Ethics and Professional Identity
 5600:643 - Counseling Theory and Philosophy
 5600:645 - Tests and Appraisal in Counseling
 5600:651 - Techniques of Counseling (MFT section) (Prerequisite: 5600:655; Concurrent: 5600:669; Prerequisite or Concurrent: 5600:643)
 5600:653 - Group Counseling (Prerequisite: 5600:651)
 5600:655 – Marriage and Family Therapy: Theories and Techniques
 5600:667 - Marital Therapy (Prerequisites: 5600:655 and 5600:669)
 5600:669 - Systems Theory in Family Therapy
 5600:695 – Field Experience (PrePracticum field experience taken the two semesters immediately before Practicum)
 5600:664 - DSM IV
 5600:656 – Assessment Methods and Treatment Issues in MFT (Prerequisite or Concurrent 5600:645)

*Criminal background checks are required of all students seeing clients. This is an Ohio Counselor, Social Worker, and Marriage & Family Therapy Board requirement and an MFC/T Program requirement. 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.

**MFT Trainee status is required of all students before internship placement. You should register with the OCSWMFT Board before the end of practicum.

“Completion of a mandatory orientation, including in-person and/or online training, is required prior to beginning Practicum at the Clinic for Individual & Family Counseling. Orientation details will be provided to all students approved to work at the Clinic the semester before Practicum begins. The in-person orientation training occurs during intersession, the week prior to the start of the semester. Please direct questions to the Clinic Coordinator.”

The Marriage and Family Counseling/Therapy Program will make every attempt to help students move through the program as quickly as possible. However, completing requirements within the 3- year time frame requires students: 1) be planful in registering for classes; 2) sign up for practicum as early as possible; and 3) commit to scheduling enough time and flexibility during the practicum and internship experiences to acquire enough clinical hours to meet requirements. Depending upon individual circumstances, it is possible that internship may require more than 2 semesters. The Marriage and Family Counseling/therapy Program requires that you sign this statement for completion of the Program Course Plan:

“I agree that I am responsible for reading the most current MFC/T Handbook and will adhere to the policies and procedures outlined in the Handbook.”

Signature: _____ Date: _____

Course Offerings By Term

Number	Course	Fall	Spring	Summer
5100:640	Techniques of Research *online	X	X	X
5600 601	Research & Program Evaluation	X	X	X
5600:620	Issues in Sexuality for Counselors	X	X	
5600:623	MFT Ethics and Prof. Identity	X		
5600 640	Counseling Adolescents	X		
5600:643	Counseling Theory & Philosophy	X	X	X
5600:645	Tests & Appraisals	X	X	X
5600:646	Multicultural Counseling	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 660	Counseling Children		X	
5600:662	Personality and Abnormal Behavior	X		X
5600:664	DSM	X	X	X
5600:667	Marital Therapy			X
5600:669	Systems Theory		X	
5600:656	Assessment & Treatment Issues		X	
5600 662	Introduction to play therapy		X	X
5600:695	MFT Field Experience	X	X	X
5600 732	Addictions Counseling	X	X	
5600:675	MFT Practicum	X	X	X
5600:685	MFT Internship	X	X	X

Course Offerings by Day & Time

*This table identifies course dates and times often offered. This is subject to change based on student enrollment, faculty availability, and other factors. Please check myakron and your faculty advisor to verify course offering information.

Fall Term

	Monday	Tuesday	Wednesday	Thursday
4:30-7:00pm/8pm	5600:645 Tests & Appraisal			5600:653 Group
4:30-7:00pm	5600:646 Multicultural	5600:651 Techniques	5600:655 MFT Theory & Techniques	5600:648 Individual & Family Development Lifespan
			5600:662 Personality	5600:623 MFT Ethics
			5600:664 DSM	
4:40pm-8pm				5600 653 Group
7:15-9:45pm	5600:601 Research & program evaluation	5600:732 Addiction Counseling	5600:620 Issues in Sexuality for Counselors	
	5600 640 counseling adolescents			
8:15-9:15pm				5600:695 Pre-Prac

Spring Term

	Monday	Tuesday	Wed	Thursday
4pm - 5pm		5600 695 field experience		
	5600 601 research and program evaluation	5600 647 career	5600 621 counseling youth at risk	5600 648 individual & family development
	5600 645 tests & appraisals		5600 643 counseling theory & philosophy	
4:30pm - 7pm	5600 646 multicultural counseling		5600 664 DSM	
	5600 660 counseling children		5600 669 systems theory	
			5600:732 Addiction Counseling	
4:30pm - 8pm				5600 643 group counseling
7:15pm - 9:45pm		5600 656 assessment methods & treatment issues in MFT	5600 620 issues in sexuality for counselors	
7:45pm-9:25pm				

Summer Term 1st 5 weeks

	Monday	Tuesday	Wednesday	Thursday
9am-12:45pm		5600 662 Introduction to play therapy		5600 662 Introduction to play therapy
9:45am-11:35am	5600:646 Multicultural	5600:646 Multicultural	5600:646 Multicultural	5600:646 Multicultural
10am – 11:50am	5600 647 Career	5600 647 Career	5600 647 Career	5600 647 Career
12pm-2:30pm	5600:643 Counseling Theory	5600:643 Counseling Theory	5600:643 Counseling Theory	
12:15pm-4pm	5600:651 Techniques		5600:651 Techniques	
5pm-7:30pm	5600:662 Personality	5600:662 Personality	5600:662 Personality	

Summer Term 2nd 5 weeks

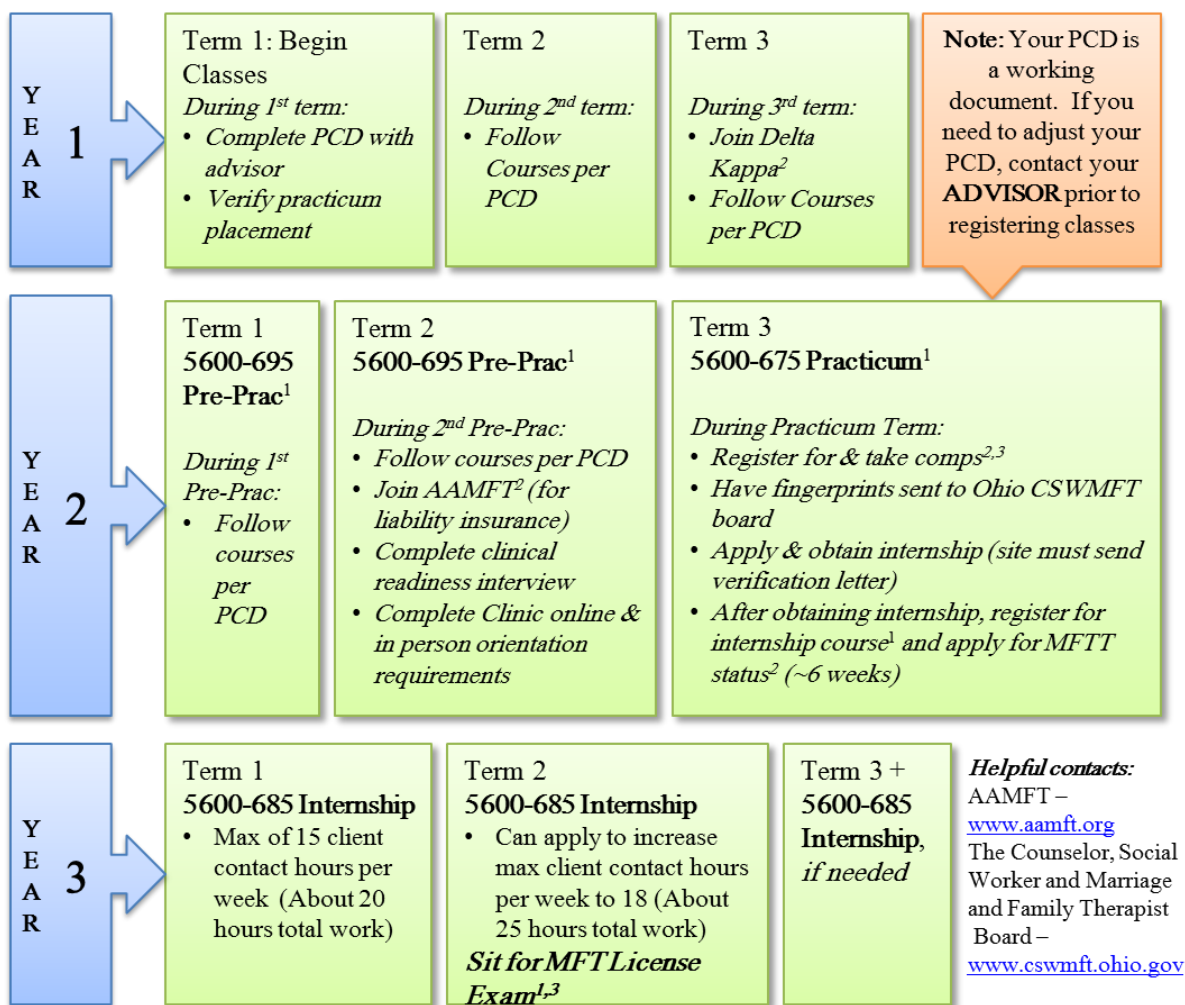
	Monday	Tuesday	Wednesday	Thursday	Friday
9:45am-11:35am	5600:645 Tests & Appraisal	5600:645 Tests & Appraisal	5600:645 Tests & Appraisal	5600:645 Tests & Appraisal	
10am-11:50am	5600:601 Research & Program Evaluation	5600:601 Research & Program Evaluation	5600:601 Research & Program Evaluation	5600:601 Research & Program Evaluation	
12pm-1:50pm	5600:664 DSM 5600:648 Individual & Family Development	5600:664 DSM 5600:648 Individual & Family Development	5600:664 DSM 5600:648 Individual & Family Development	5600:664 DSM 5600:648 Individual & Family Development	
2:15pm-4:15pm	5600:653 Group	5600:653 Group	5600:653 Group	5600:653 Group	5600:653 Group
4:30-8:15pm		5600:667 Marital		5600:667 Marital	

*****5600:695 Pre-Prac offered Tuesdays 1:00-2:00 PM during entire Summer.***



MFC/T MASTERS STUDENT FULL TIME PROGRAM OUTLINE

MFC/T Mater's Student Full Time Program Outline



Information about courses

¹must register for clinical courses with department administrator.

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

³access Accessibility Services for accommodations as needed

Information about exams

- Comprehensive exam – 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 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

PRACTICUM READINESS FORM
(Advancement to Clinical Practice)

Student's Name: _____ Date: _____

Instructions:

Complete this form; provide the additional required documents and return to the Program Director.

Coursework

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

The combination of these two documents should demonstrate that you have met all coursework required to enter practicum.

Self of the Therapist Paper

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.

STUDENT PERFORMANCE EVALUATION

Student Name: _____

Final Course Grade: _____

Instructor Name: _____

Course:

MFT Theory & Techniques ☐ MFT Ethics & Professional Identity ☐MFT Assessment Methods and Treatment Issues ☐ Systems Theory ☐MFT Techniques in Counseling ☐ Marital Therapy ☐

PLEASE EVALUATE EACH STUDENT IN YOUR COURSE. Your feedback regarding student performance is essential to their development as MFTs. Please select the number corresponding to the appropriate point on the five-point scale. Please share any relevant comments and support them with behavioral observations as needed.

- | | | |
|----------|----------------------|--|
| 5 | High: | <i>The applicant exhibits advanced competency in this area</i> |
| 4 | High Average: | <i>The applicant exceeds competency in this area</i> |
| 3 | Average: | <i>The applicant exhibits minimal competency in this area</i> |
| 2 | Low Average: | <i>The applicant is progressing toward competency in this area</i> |
| 1 | Low: | <i>The applicant is below competency in this area/is in possible need of remediation</i> |

1. Overall Academic Performance	5	4	3	2	1
2. Collaborative Disposition (Demonstrate an ability to work with others, accept responsibility, accept instructor or peer feedback, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions.)	5	4	3	2	1
3. Inclusive Disposition (Demonstrate ethical conduct, knowledge, respect, inclusiveness, confidence, translating knowledge into practice, and encourages excellence in self and others)	5	4	3	2	1
4. Professional Disposition ((Demonstrate ethical conduct, knowledge, respect, inclusiveness, confidence, translating knowledge into practice, and encourages excellence in self and others.)	5	4	3	2	1
5. Fairness Disposition ((Demonstrate a desire and commitment to meeting the counseling/educational needs of ALL students/clients in a caring, non-discriminatory, and equitable manner; and a belief that ALL students/clients can learn and reach their personal goals.)	5	4	3	2	1

Comments: _____

Signature of Instructor: _____ Date: _____

MFC/T Master's Program Professional Development Action Plan

Date/Term of Incident: _____

Student Name: _____ ID: _____ Email: _____

Faculty Name: _____ ID: _____ Email: _____

Description of the Incident: _____

Description of the Action Plan: _____

Timeframe Action Plan should be completed: _____

Consequences should Action Plan not be completed in the Timeframe outlined: _____

By signing below, I agree to all of the following:☐ **I accept the description of the incident written above;**☐ **I accept the description of the action plan written above;**☐ **I accept the description of the time frame written above;**☐ **I accept the description of the consequences should the action plan not be completed in the timeframe written above.**

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

* Modified from the Department of Student Conduct and Community Standards *Academic Misconduct Notification Form*. Retrieved from: <http://www.uakron.edu/dotAsset/a826da66-783a-4389-ae43-f622b1439e5a.pdf>

PRINCIPLES OF MARRIAGE AND FAMILY THERAPY PRACTICES CURRICULUM MAP

PROFESSIONAL MARRIAGE AND FAMILY THERAPY	5600:655 MFT Theory & Techniques	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:646 Multicultural Counseling	5600:651 Techniques of Counseling	5600:620 Issues in Sexuality for Counselors	5600:623 MFC/T Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:601 Research & Program Evaluation	5600: 685 Internship
Applicable SLOS:	<u>SLO 3</u>	<u>SLO3</u> <u>SLO9</u>	<u>SLO3</u> <u>SLO5</u>	<u>SLO5</u>	<u>SLO 5</u>	<u>SLO5</u>	<u>SLO1</u> <u>SLO9</u>	<u>SLO3</u> <u>SLO7</u>	<u>SLO 7</u>	<u>SLO 2, 4, 6, 8, 10</u>
MFT Core Competencies – N/A – not using										
AAMFT Code of Ethics (specific sub-standards identified on syllabi)										
Preamble		<u>SLO9</u> (Commitment to Service, Advocacy and Public Participation) systemic simulations assignment	<u>SLO5</u> (Aspirational Core Values #1) course assignment	<u>SLO5</u> (Aspirational Core Values #1) course grade			<u>SLO1</u> midterm quiz <u>SLO9</u> (Commitment to Service, Advocacy and Public Participation) professional identity paper			<u>SLO2</u> Ethical Dilemma Paper; evaluations <u>SLO6</u> (Aspirational Core Values #1) evaluations <u>SLO10</u> (Commitment to Service, Advocacy and Public Participation) evaluations
Standard 1: Responsibility to Clients			<u>SLO5</u> (1.1) course assignment	<u>SLO5</u> (1.1) course grade			<u>SLO1</u> midterm quiz			<u>SLO2</u> Ethical Dilemma Paper; evaluations

										ons <u>SLO6</u> (1.1) evaluati ons
Standard 2: Confiden tiality							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
Standard 3: Professio nal Compete nce & Integrity							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
Standard 4: Responsi bility to Students & Supervis ees							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
Standard 5: Research & Publicati on							<u>SLO1</u> midter m quiz	<u>SLO7</u> course assign ment	<u>SLO</u> 7 cou rse gra de	<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons <u>SLO8</u> evaluati ons
Standard 6: Technolo gy- Assisted Professio nal Services							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
Standard 7: Professio							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm

nal Evaluatio ns										a Paper; evaluati ons
Standard 8: Financial Arrange ments							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
Standard 9: Advertisi ng							<u>SLO1</u> midter m quiz			<u>SLO2</u> Ethical Dilemm a Paper; evaluati ons
	5600:655 MFT Theory & Practice	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:646 Multicultural Counseling	56000:651 Techniques of Counseling	5600:620 Issues in Sexuality for Counselors	5600:623 MFC/T Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:601 Research & Program	5600: 685 Internship
AMFTRB Examination Domains, Task Statements, and Knowledge Statements										
Domain 1–The Practice of Systemic Therapy	<u>SLO</u> <u>3</u> cou rse gra de	<u>SLO3</u> course grade; epistem ology	<u>SLO3</u> course grade <u>SLO5</u> (01.04) course assignm ent	<u>SLO5</u> (01.04) course grade						<u>SLO4</u> evaluati ons; epistem ology <u>SLO6</u> (01.04) evaluati ons
Domain 2– Assessin g, Hypothe sizing, and Diagnosi ng			<u>SLO5</u> (02.06, 02.08) course assignm ent	<u>SLO5</u> (02.06, 02.08) course grade				<u>SLO3</u> course grade		<u>SLO4</u> evaluati ons; epistem ology <u>SLO6</u> (02.06,0 2.08) evaluati ons
Domain 3– Designin g and Conducti ng			<u>SLO5</u> (03.11, 03.23) course assignm ent	<u>SLO5</u> (03.11, 03.23) course grade	<u>SLO</u> <u>5</u> cou rse gra de					<u>SLO4</u> evaluati ons; epistem ology <u>SLO6</u>

Treatment										(03.11, 03.23) evaluations
Domain 4– Evaluating Ongoing Process and Terminating Treatment			<u>SLO5</u> (04.01) course assignment	<u>SLO5</u> (04.01) course grade	<u>SLO5</u> course grade			<u>SLO3</u> course grade		<u>SLO4</u> evaluations; epistemology <u>SLO6</u> (04.01) evaluations
Domain 5– Managing Crisis Situations			<u>SLO5</u> (05.09) course assignment	<u>SLO5</u> (05.09) course grade			<u>SLO1</u> midterm quiz			<u>SLO2</u> ; evaluations <u>SLO6</u> (05.09) evaluations
Domain 6– Maintaining Ethical, Legal, and Professional Standards						<u>SLO5</u> (06.04) Course assignment	<u>SLO1</u> midterm quiz			<u>SLO3</u> Ethical Dilemma Paper; evaluations <u>SLO6</u> (06.04) evaluations
	5600:655 MFT Theory &	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:646 Multicultural Counseling	5600:651 Techniques of	5600:620 Issues in Sexuality for Counselors	5600:623 MFC/T Ethics & Professional Identity	5600:656 Assessment Methods &	5600:601 Research & Program	5600: 685 Internship
Relevant State Licensing Regulations										
Research and evaluation								<u>SLO7</u> assessment critique	<u>SLO7</u> course grade	<u>SLO8</u> evaluations

Professional, legal, and ethical responsibilities							<u>SLO1</u> midterm quiz			<u>SLO2</u> Ethical Dilemma Paper; evaluations
Marriage and family studies	<u>SLO3</u> course grade	<u>SLO3</u> course grade; epistemology paper	<u>SLO3</u> course grade							<u>SLO4</u> evaluations; epistemology
Marriage and family therapy, including therapeutic theory and techniques for individuals, groups, and families	<u>SLO3</u> course grade	<u>SLO3</u> course grade; epistemology paper	<u>SLO3</u> course grade		<u>SLO5</u> course grade					<u>SLO4</u> evaluations; epistemology
Human development						<u>SLO5</u> course assignment				
Appraisal of individuals and families								<u>SLO3</u> course grade		<u>SLO4</u> evaluations; epistemology
Diagnosis of mental and emotional disorders								<u>SLO3</u> course grade <u>SLO7</u> assessment critique		<u>SLO4</u> evaluations <u>SLO8</u> evaluations

Systems theory	<u>SLO 3</u> Course grade	<u>SLO3</u> course grade; epistemology paper	<u>SLO3</u> course grade							<u>SLO4</u> evaluations; epistemology
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[illegible]

Mission, Goals and Outcomes

University Mission Statement

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

College Mission Statement

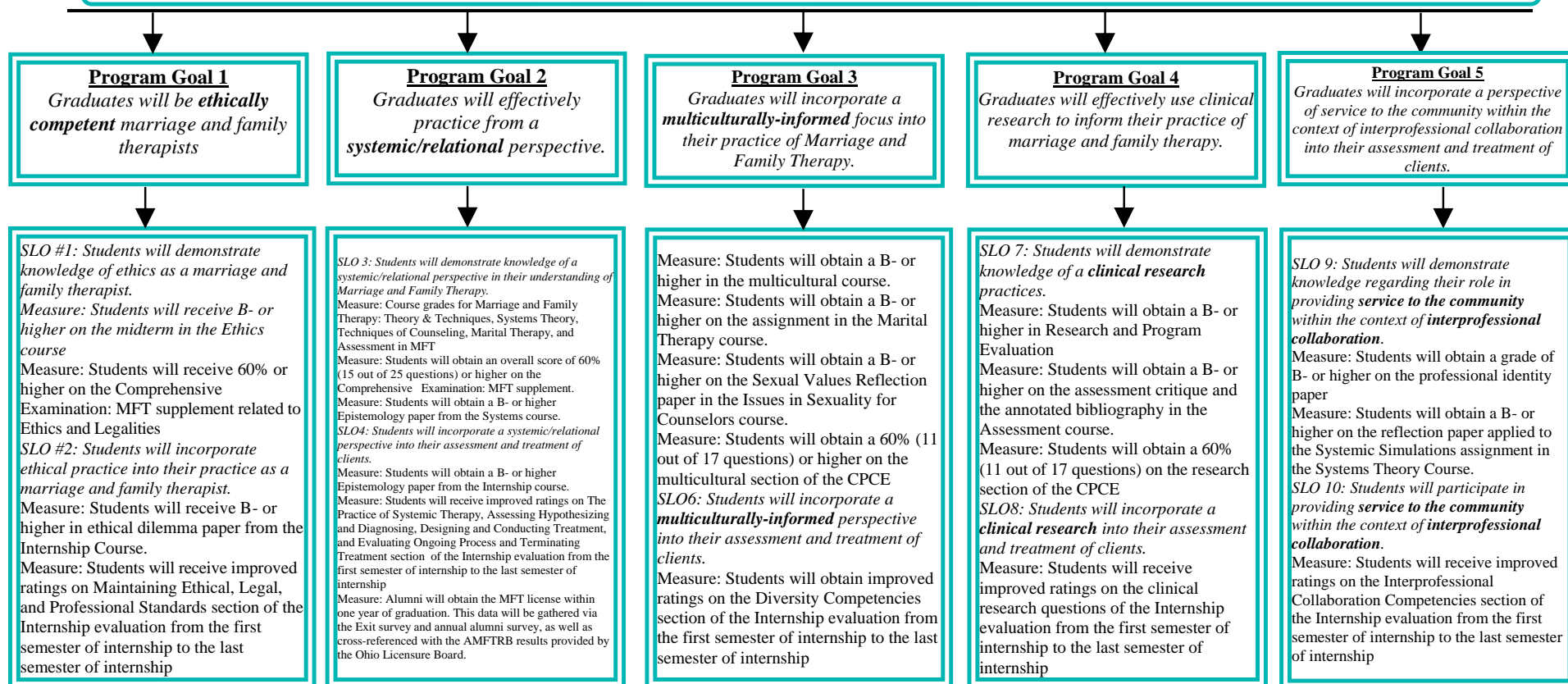
The College of Health Professions improves life for individuals, families and communities by providing health and wellness education with appropriate interventions and solutions that are inter-professional, innovative and influential. The College prepares students to advance human well-being and to thrive in a rapidly evolving global environment.

School Mission Statement

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

Program Mission Statement

The mission of the COAMFTE accredited MFC/T Master's Program is to train multiculturally-informed, clinically competent practitioners, who operate from a relation/systemic perspective. Our students will be critical consumers of research and value the importance of providing service to the community within the context of interprofessional collaboration.





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: _____