

# **POLICIES AND PROCEDURES**

## **The Master's Program in Marriage and Family Therapy**

**Department of Counselor Education and Family Therapy**



**Central Connecticut State University**

**Reviewed and Revised  
September, 2020**

## **PREFACE**

This Policies and Procedures Manual for the CCSU Marriage and Family Therapy Program is a compilation of program and university policies and procedures from a variety of sources, including the MFT Student Handbook and the CCSU Graduate Catalog. The manual is subject to periodic review and revision. If there is a question regarding any of the material found in this manual, please consult the MFT Program Director for clarification.

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**THE AAMFT CODE OF ETHICS AND EXPECTED CONDUCT**

All MFT students at CCSU are required to join AAMFT as student members. By doing so, students are bound by the Code of Ethics of AAMFT. The program is accredited by the COAMFTE (the accrediting body of AAMFT) and our faculty members are all Clinical Members of AAMFT. Hence, all students, faculty, and program administrators must be familiar with the Code of Ethics and conduct themselves in a professional and ethical manner, according to the standards of the profession. The Code of Ethics can be found on-line at [www.aamft.org](http://www.aamft.org).

Student ethical behavior is expected in the classroom, on campus, at clinical placements, and anytime they are in public venues representing themselves as MFT students. Failure to maintain ethical behavior (as specified by the AAMFT Code of ethics) may result in disciplinary action, including possible dismissal from the MFT program.

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **AAMFT STUDENT MEMBERSHIP**

Another significant part of the socialization process in becoming an MFT is in interaction with professionals in the field. The program requires that students become Student Members in AAMFT as a requirement of beginning the practicum. The organization provides professional liability insurance for student members at no charge; such insurance is a requirement of participation in clinical activities in the CCSU MFT program.

MFT students are strongly encouraged to participate in the state organization's activities to begin the process of socialization into the field and to avail themselves to opportunities to develop leadership. Such activities include: Conferences, committee work and other volunteer work, group discussions, social activities, study groups for the state MFT exam, and other professionally-related activities. Benefits include: Free liability insurance as a benefit of membership, attendance at conferences, and other activities; ability to attend conferences free in exchange for volunteer services at the conferences, receipt of the organization's Magazine Family Therapy and Journal of Marital and Family Therapy, and updates on the changes that are occurring rapidly in the field. Students often strive for the achievement of **Clinical Membership** following the completion of their Master's degree, which represents a minimal level of competence and training.

To join, go to [www.aamft.org](http://www.aamft.org), click "Not a member yet?" in the light blue box in the upper-right of the home page, and follow the links.

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **Admission Requirements for Marriage and Family Therapy (Effective for Spring Admission, 2012)**

Admissions to the Master's program in Marriage and Family Therapy are made on a competitive basis two times per year (Fall and Spring). All applications must be received and contain all required materials by May 1 for Fall admission of the following academic year and by December 1 with a priority date of November 1 for admission the following Spring semester. Approximately twenty (20) students are accepted per academic semester (Fall and Spring). Successful candidates will be notified of their acceptance in writing by the Dean of Graduate Studies.

The admission standard for this program requires a minimum of **2.70** combined undergraduate and previous graduate GPA (of at least a 3.00 for graduate work) based on a 4.00 point scale where A is 4.00. Students with grade point averages between 2.40 and 2.69 may appeal their denials for admission. Conditional admission may be considered on a space-available basis.

The decision to admit a student to the MFT program for pre-candidacy status\* is based on the candidate's cumulative grade point average (GPA), three recommendations by persons able to judge the candidate's aptitude for success in the profession, and a personal statement as to the candidate's personal background and motivation for entering the MFT field (see below).

Each applicant's file will be rank-ordered according to the program's selection criteria. Once candidates have been selected for admission, other qualified applicants (approximately five) will be placed on a waiting list and may be offered admission in the event that a slot opens during the decision period.

### **APPLICATION PROCESS**

#### **Submission to the Graduate Recruitment and Admissions Office:**

- 1) **Application form and Application fee** of \$50 submitted on line or to the Office, Barnard 102.
- 2) **Official Transcripts** for each course you have taken requested from each attended college and university to be sent directly to Graduate Recruitment and Admissions. (Note: The office does not accept hand-delivered transcripts.)

#### **Submission to the Counseling and Family Therapy Department** (Barnard Hall, Room 221)

- 1) **Three (3) departmental recommendation forms** filled out by professional or academic references individuals able to attest to the student's suitability as a prospective Marriage and Family Therapist.
- 2) **A personal essay** regarding the applicant's motivation and readiness to pursue a degree in Marriage and Family Therapy. Candidates will be asked to respond to the following questions (three to five pages maximum, double-spaced):
  - a. Your personal and professional experiences and reasons that influenced you to pursue the field of Marriage and Family Therapy.
  - b. Your personal characteristics that will contribute to your success as a Marriage and Family Therapist.
  - c. Your attitudes and beliefs regarding the importance of engaging in a therapy experience as part of becoming a marriage and family therapist.

#### **\*MFT PRE-CANDIDACY AND DEGREE CANDIDACY**

All students who are accepted into the department are initially granted pre-candidacy status and are assigned an academic advisor. The advisor will orient the student regarding prerequisites, course scheduling, potential course transfers and substitutions, and the planned program of study. Pre-candidacy status allows the student to begin taking classes and gives both the program and the student the opportunity to determine if the program is a good "fit" prior to making a full 3-year commitment.

To qualify for Degree Candidacy, students must complete the prerequisite courses (CNSL 500, CNSL 501, and PSY 512) and MFT 541, achieving a grade of B or better in each course and receive favorable ratings on the "Attitudes and Attributes" scale by instructors for CNSL 501 and MFT 541. On fulfillment of these requirements, students meet with their advisors to complete their Planned Programs of Study and the Application for Degree Candidacy. These documents are submitted to the Dean of the School of Graduate Studies for final approval and acceptance into the program as Degree Candidates. Any Student who does not meet the criteria for degree candidacy (as specified above) is not permitted to continue in the program and will receive a dismissal letter.

Once admitted into pre-candidacy, students may enroll as full-time or part-time students. Full-time students take a minimum of 9 credits during fall and spring semesters, follow a prescribed program schedule, may attend during the summer, and complete the program in 3 years. Part-time students may take 3 or 6 credits per semester (including summers) and must complete the program within a 6-year period. Their program of study is arranged with their advisor. Students may shift between full-time and part-time status as individually determined between the student and his or her advisor. Typically, students are enrolled part-time during their internship (3<sup>rd</sup> year), and are eligible for consideration for part-time equivalency if they are only taking a practicum or internship field placement course.

**For additional information and departmental application materials, please see the MFT program website:**  
| [www.ccsu.edu/mft](http://www.ccsu.edu/mft)



## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **ADVISING AND STUDENT SERVICES**

#### **ACADEMIC ADVISING**

Upon formal admission to a graduate program, each student is assigned a faculty advisor. All students are encouraged to seek regular advice from their advisors about registration and course selection, progress toward degree completion, and opportunities for career development and further study. Students must consult with their advisors before registration for course work prior to the submission of an official planned program of study. The official planned program of graduate study, designed by the student and his or her advisor, must be submitted and approved prior to completion of 16 credits of course work.

A student may request a faculty advisor other than the one assigned by his or her department. To request a new advisor, a student must complete a "Request for Change of Major, Degree and/or Advisor" form available in the offices of the School of Graduate Studies, Registrar, or Enrollment Center/Continuing Education or on the web at [www.ccsu.edu/grad](http://www.ccsu.edu/grad). The student should submit the request to change the advisor to the Office of the School of Graduate Studies. Changes of advisor are not automatic; however, to the extent that individual faculty schedules permit, student requests for advisors will be honored.

Pre-admission advising is available in each school and in the offices of the academic departments during fall and spring academic semesters.

#### **MFT ACADEMIC ADVISING**

Your advisor will serve as your guide while in the program - it is necessary that you make contact with your advisor periodically and utilize the faculty member's services on your behalf. You may meet with your advisor during regularly scheduled office hours or by appointment. Your advisor also provides you with structure and guidance to navigate the paperwork and procedures associated with your graduate studies. The program has a protocol for meeting with students to carry out specific tasks at set points in the program (**see Appendix VI**).

Each semester prior to completing the requirements for Degree Candidacy your advisor will provide you with a **registration PIN number**, which you will need in order to register each semester. After you have completed your degree candidacy and have a Planned Program of Study on file in the Graduate Dean's office, you will no longer need a PIN number in order to register for classes.

#### **GRADUATE STUDENT ASSOCIATION**

The Graduate Student Association of Central Connecticut State University includes as members all part-time and matriculated full-time graduate students. The Graduate Student Association (GSA) sponsors social activities, lectures, the GSA Scholarship, and Leadership Development Grants for all graduate students. Leadership Development Grants assist graduate students in attending conferences and workshops and/or in completing research associated with the preparation of the capstone experiences (theses and special projects). The GSA also funds the activities of graduate student societies in the academic departments.

In addition to sponsoring graduate student programs and activities, the GSA serves as the representative organization promoting graduate student interests on the Central Connecticut State University campus. The GSA president is a member of the President's Cabinet, which also includes the University's administrative officers and the president of the Faculty Senate. In addition, full- and part-time graduate students are represented on the University Budget and Planning Committee and the Graduate Studies Committee.

For further information, contact the Graduate Student Association through the School of Graduate Studies, Barnard Hall, Room 102 (860-832-2364) or through the graduate website.

## **OTHER STUDENT SERVICES**

**Academic Center for Student Athletes.** The Academic Center for Student Athletes (ACSA) serves as a comprehensive program providing academic support for CCSU's intercollegiate student-athletes. The Center's staff assists student-athletes during team workshops, Center study hall hours, and one-on-one meetings by introducing them to time management tools, learning strategies and campus resources. The Center, located in the library, is equipped with computers and provides a comfortable environment for studying. ACSA is also affiliated with the NCAA Champs Life Skills Program that offers a variety of life skills programs each year.

**Campus Mediation Services.** Campus Mediation Services recognizes that conflicts are a part of everyone's life. Its purpose is to help students responsibly and constructively solve their own conflicts. Sometimes people are unable to resolve their own conflicts by themselves, and they need someone to help.

Mediation is a voluntary, confidential and structured process of resolving disputes and conflicts with the help of a neutral third party. A mediator helps disputing parties to generate and evaluate options for reaching a mutually acceptable agreement. Often students in conflict don't have an opportunity to talk over their grievances in a neutral setting and to work together to find their own solutions. As a result, anger and frustration grow. Mediation is a workable alternative.

Campus Mediation Services is conducted on an as-needed basis. For questions regarding Campus Mediation, please call Ramon Hernandez, Assistant Dean for Student Affairs; Davidson Hall, Room 106, 832-1601.

**Campus Ministry.** The campus ministers are available to all students for personal counseling and participation in classroom discussion and to provide a variety of social, spiritual, and educational programs. The Campus Ministry Office is located in Marcus White, Room 303 (832-1935).

- Reverend Janet L. Stoddard, Protestant Campus Ministry, 832-1935
- Rabbi Henri Okolica and Marci Miller, Jewish Campus Ministry, 832-1935; campus contact is Sharon Braverman, 832-3207
- Father Paul Rotondi, ofm, Catholic Campus Chaplain, 832-1935; The Newman House of CCSU, 832-3795
- Imam Qasim Sharief, Islamic Campus Ministry, 832-1935; campus contact is Dr. Ali Antar, 832-2932.

**Career Services and Cooperative Education.** The University Career Services Office ([www.ccsu.edu/career](http://www.ccsu.edu/career)) provides a comprehensive program of career services to all students. Graduating students are provided assistance with making the transition to employment through workshops on resume writing, interviewing techniques, job search strategies and information on employment. Recruiters from major area corporations, government agencies and school systems visit the campus as a part of the year-long campus recruiting program. In addition the office maintains listings of full- and part-time jobs which can also be accessed through the Career Services/Co-op homepage ([www.ccsu.edu/career](http://www.ccsu.edu/career)) and the Voice Job Line (860-832-1647). Career fairs offer opportunities to meet with employers regarding all types of employment opportunities, Co-ops, and internships. The following career fairs take place during the academic year: September—"On-Campus Employment Fair," October—"Accounting Career Fair," November—"Fall Career Fair," and April—"Spring Career Fair" and "Education Career Fair."

Experiential education is a major focus for both undergraduate and graduate students. Career Services coordinates the University's sizeable Cooperative Education Program which is described in detail on page 79 of this catalog. Through this program, students work at six-month, paid positions which are related to their major field of study and provide them with real world experience.

Career Services also helps students to access paid and unpaid internship opportunities through which students develop professional skills and test out their career goals.

**Counseling and Wellness Center.** The mission of the Counseling and Wellness Center (Marcus White Hall, Room 205) is to support the health and well being of all members of the CCSU community. The Center offers free and confidential services, including individual, group, and relationship counseling, to full- and part-time students. The services include clinical assessment, short-term counseling, and referral assistance when appropriate. The Center also provides consultation services to all members of the campus community. The Center is committed to providing students with a welcoming and comfortable environment to discuss their concerns with seasoned professionals. Some of the programs sponsored by this department

include the Natural Helpers Program, AlcoholEDU (online), prevention education programs on a range of behavioral health issues, and training for student leaders, staff, and faculty. Student internships and Graduate Assistant positions may be possible.

**Enrollment Center/Office of Continuing Education.** The Enrollment Center (Willard Hall Lobby) is a centralized service center for all students (full time or part time). Students may obtain all forms needed to initiate administrative and academic actions at the Center. The Center's hours of operation are Monday through Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. to 4 p.m. and Saturday morning during the academic year, 7:45 a.m. to 12 p.m.

The University offers more than 500 courses each semester in the evening and on weekdays and Saturdays for graduate students. Credit and non-credit courses, workshops and seminars are also available to students, community groups, civic organizations, businesses and industry.

The Enrollment Center/Office of Continuing Education registers all part-time and full-time graduate students. Students are notified in advance of registration dates and procedures. All graduate students who have been formally admitted to one of the University's graduate programs receive advisement from their faculty advisors.

**International Student Services.** All international students should contact the Immigration Specialist in the George R. Muirhead Center for International Education (Barnard 146) as soon as they are admitted to graduate study. The Center provides a wide range of orientation and advisement services for international students.

**Learning Center.** The Learning Center (TLC) helps students reach their academic potential. Students who wish to establish a strong grade point average are encouraged to visit TLC early in their college experience for assistance with collegiate study skills, time management and exam preparation. TLC provides study skills tutorials, individual and small group study sessions, a study skills course called The Master Student (ID 102), The Mathematics Tutoring Center, learning styles and study skills assessment, and a computer-based Praxis I practice program for students applying for teacher certification. TLC is located in Copernicus, Room 241 (832-1900).

**Student Disability Services.** Student Disability Services (SDS) provides students, faculty, and staff with assistance and information on issues of access and fostering opportunities for students to participate in a barrier-free learning environment at the University. SDS's principal duty is to provide services and supports that promote educational equity for students with disabilities. Assistance includes arranging reasonable accommodations and auxiliary aids that are necessary for students with disabilities to pursue their academic studies, both in and out of the classroom.

Students with verifiable disabilities, visible or hidden, qualify for services. Students should disclose their disability to SDS as soon as they are notified of acceptance to the University to ensure timely services. All students must provide current documentation of disabilities that limit one or more major life activities. Disability categories include, but are not limited to, the following: mobility/orthopedic disabilities, specific learning disabilities, attention deficit disorders, vision and hearing disabilities, acquired head injuries, psychiatric/psychological disabilities, epilepsy, and chronic health-related disabilities.

Course accommodations may include arranging for sign language interpreters, CART, readers, note takers, extended time for exams, on-campus housing, and classroom relocation if inaccessibility exists. In addition, students are assisted in developing strategies to negotiate campus life independently, learning advocacy skills, understanding legal rights and protections, developing compensatory skills, and becoming knowledgeable about adaptive technology and other on- and off-campus resources.

For more information, visit [www.ccsu.edu/LearnCtr/disability/default.html](http://www.ccsu.edu/LearnCtr/disability/default.html); contact Natalie Stimpson-Byers, coordinator of Student Disability Services, at 832-1957 [TDD: (860) 832-1954] or visit The Learning Center in Copernicus Hall, Room 241.

**Student Judicial Programs.** The Office for Student Judicial Programs administers the student conduct system for all full- and part-time students. The goal of the Office for Student Judicial Programs is the resolution of discipline cases in a developmentally sound manner consistent with University policy and applicable state and federal laws. This Office assists with the coordination of conduct referrals to counseling, alcohol and other drug education, and other programs.

In addition, this Office is responsible for the development and coordination of a variety of special activities designed to educate students, faculty, and staff concerning the student conduct system. It is also responsible for developing ways to

effectively respond to incidents or issues which threaten to disrupt the learning environment. The Director of Student Judicial Programs is available to all students, faculty, and staff who may have questions or concerns regarding the University Judicial System. The Office is located in Barrows Hall, Room 109 (832-1667).

**University Health Service.** Under the direction of a Medical Director, University Health Service offers medical services to all students for maintenance of health and the evaluation and treatment of acute illnesses and injuries. In addition, the staff provides contraceptive counseling, evaluation of sexually transmitted infections, travel health information, mental health screening (working closely with our Counseling Office), and a flu clinic in late fall. Patients are seen by appointment only, except in the event of an emergency. Appointments are free. Many services are provided at no cost; however, some services, such as in-house prescriptions, certain lab tests, and immunization updates, require a minimal fee. Certain laboratory tests, X-ray costs and prescriptions filled at an outside pharmacy are covered through the student's particular health insurance plan. Referrals to appropriate specialty consultants are made as needed.

All full-time students are required to submit a completed medical form that includes a medical history, immunization data, and a physical examination by a health care provider prior to registration at the University. All matriculated part-time students are required by the University to have up-to-date immunization records for measles and rubella consistent with State of Connecticut Department of Health Service guidelines (part-time form available on our website). Failure to submit the required medical information may result in the withholding of registration schedules and/or housing assignments.

General information (832-1925); medical appointments (832-1926). Hours: Monday through Thursday, 8:30 a.m.–4 p.m.; Friday, 9:30 a.m.–4 p.m. University Health Service is located in the Marcus White Annex, next to the computer lab.

**University Ombudsman.** The University Ombudsman serves as a prompt, impartial, and confidential resource designated by the President of CCSU to assist members of the campus community to resolve a problem or complaint quickly and properly. The Ombudsman also helps the University to develop, implement, and maintain policies and procedures which equitably address the rights and responsibilities of everyone on campus. The University Ombudsman can be a last resort, offering help when regular channels have failed, as well as an information resource, offering guidance for those who don't know where to begin. The Ombudsman is not intended to replace existing University governance or appeal procedures but rather to improve communications regarding University operations and to enable members of the University community to protect their rights and have their concerns responded to in an efficient and effective manner. The office of the University Ombudsman is located in Davidson Hall, Room 221 (832-2216).

**Veterans Affairs.** The Office of Veterans Affairs (Willard 133) assists eligible students to obtain tuition waivers and educational assistance benefits from the Veterans Administration. Questions concerning benefits and eligibility should be directed to the veterans affairs coordinator (860-832-2838).

**Women's Center.** The Ruthe Boyea Women's Center, named for its founding director, is a multi-purpose program and service center for students, staff and faculty. The center offers a variety of services for and about women, including peer education, re-entry counseling, support groups, crisis intervention, a luncheon series and programming and research on women's issues. The staff of the center also sponsors educational and cultural programs in response to the needs and interests of campus women. The Ruthe Boyea Women's Center is located in the Student Center, Room 215 (832-1655). Both men and women are welcome.

**CCSU Master's Program in Marriage and Family Therapy**  
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**AGENCY SITE REQUIREMENTS**

The CCSU MFT Program recognizes the potential benefit of our students being placed with an established agency; there are unique opportunities for mentoring, exposure to different treatment approaches, and learning the "business end" of independent practice. The program also recognizes the potential for exploitation, lack of safeguards for physical safety or adequate supervision, or proper standard administrative practices. As such, this policy specifies conditions under which agencies may be deemed to be acceptable for MFT practicum and/or internship students at CCSU:

The following items must be in place in order for a private practice site to be approved:

**The Supervisor/Owner must provide:**

1. Clear, written policies and procedures for office management, including clear guidelines for fee collection.
2. Standardized paperwork for each client.
3. Clear expectations for intern's participation in written agreement form:
  - # of hours to be available
  - # of clients hours to be achieved (estimated)
  - timing of supervision and staff meetings
4. Available office space and administrative space, separate from the supervisor/ owner's own clinical workspace.
5. A safe, clean location.
6. Clear delineation of which clients the interns can see (e.g., Husky, self-pay, etc.)
7. A minimum of 1 hour per week individual administrative and/or clinical supervision per week.
8. The supervisor/owner must be able to provide "relational" (i.e., family and/or couples) clinical hours to internship students to ensure that they can meet their program requirements.
9. The supervisor/owner must provide proof to the CCSU MFT Program of up-to-date malpractice and office liability insurance.

**Safety and Training Policies:**

1. Practicum and/or internship students may not be at the practice location without the supervisor/owner present.
2. The supervisor/owner must be available in person to the practicum and/or internship student for consultation during the hours that the student is scheduled to be at the practice.
3. There must be policies and procedures for handling clinical emergencies in place, including dealing with belligerent clients, need for emergent police intervention, hospitalization, etc.
4. Some co-therapy is acceptable; however, internship students are expected to be able to have primary clinical control of the majority of their cases (under supervision).
5. The supervisor/owner must be agreeable to the terms of training specified in the MFT program's Letter of Agreement for Practicum and Internship students, as well as the "Information Packet" provided with the

**Created December, 2012**

Agreement (including the use of video material for review by the university faculty supervisor on campus, according to our policies about handling Personal Medical Information in compliance with HIPAA).

6. Any disciplinary issues will be addressed with the student's faculty supervisor and/or MFT Program Director before actions are implemented (e.g., remediation plans, termination of contract, etc.)
7. For **solo practices** (i.e., a sole proprietor with no employees) or solo-staffed agencies (e.g., town Youth & Family Services office with a single clinical employee), interns must have a primary internship site at a private/public non-profit agency; the private practice placement must be a secondary placement to supplement their primary internship; group practices or sole proprietors who hire other contractors the practice and have adequate administrative support may serve as primary sites, pursuant to the terms of this policy.

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**ALUMNI DATA COLLECTION POLICY**

The MFT Program Director is responsible for collecting information regarding students, demonstrated achievements of graduates, and other pertinent measures of successful outcome. Each year, the Program Director sends out an Alumni Survey to update contact information and to track various indices of achievement, including employment, licensing, membership in AAMFT and other organizations, exam “pass rates”, and other professional milestones that the graduates choose to share. This survey also asks for evaluation regarding their experience in the program. The forms are collected and placed in a binder for easy access for qualitative and quantitative analysis. Each year, the Program Director verifies licensure of students who have graduated the MFT program by going to the State of Connecticut MFT Licensure website and extracting names of newly-licensed graduates (<http://www.dir.ct.gov/dph/Scripts/hlthprof.asp>). Data on graduates since the previous self study (2002) are recorded on a master spreadsheet, organized by “cohorts” of when students began the program (as per COAMFTE reporting guidelines). Alumni who graduated prior to the previous site visit are sent annual surveys, as well.

Data to be collected and updated via Graduate Survey:

Name

Date of Survey

Date of Graduation

Address

Phone Numbers

E-mail Address

Employment History and Current Employment

Permission Checkbox to Contact Employers for Employee Satisfaction

Licensure Status:

- ☐ Licensed: Yes or No
- ☐ Intention to Become Licensed
- ☐ Number of Times Taking Exam

AAMFT Membership Status

Approved Supervisor Status

Other Professional Memberships

Special Honors or Awards as MFT

Needs Assessment for Continuing Education and Support for Professional Growth

Program Evaluation:

- ☐ Overall Satisfaction with Program
- ☐ Satisfaction with Choice of MFT as Profession
- ☐ Specific Areas of Satisfaction with Program

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **Appeals for Grade Changes Policy**

Academic grading reflects careful and deliberate judgment by a faculty member instructing a course. Academic evaluation of student performance requires expert consideration of cumulative information. Such decision-making, by its nature, is judgmental and evaluative. The evaluative process is not and should not be likened to the adversarial process involved in disciplinary matters, for academic grade determination is not adaptable to the methods of judicial or administrative decision-making. The education process, moreover, is not by nature adversarial, but rather centers upon a continuing relationship between faculty and student. Administrative interposition, except in the most extreme instances, is to be avoided. The University recognizes that in rare instances there may be errors, or "palpable injustice(s)" in determination of a final grade. A student alleging such error or palpable injustice, i.e. a clear showing of arbitrary or capricious action, may appeal as provided below:

For the appeal to be considered, the following procedure must be followed and the following deadlines must be met:

1) **First step: meeting with the instructor.** First, the student must meet with the instructor by the end of the second week of classes of the full semester following the semester in which the grade was awarded. Either the student or the faculty member may request that the initial meeting occurs in the presence of the department chair. If no meeting with the instructor occurred, the student should provide a statement as to why a meeting did not occur with the instructor within the two-week time limit.

*Special case: cannot meet with the instructor because the instructor is deceased or has left the University and cannot be contacted. In the event that the instructor is deceased or has left the University and cannot be contacted, the student should meet directly with the department chairperson by the end of the second week of classes of the full semester following the semester in which the disputed grade was given.*

*Upon evidence of error, the chairperson may make the appropriate grade change after consultation with and approval of the dean of the school. The instructor shall be notified of the change if notice subsequently can be delivered. The chairperson shall make a determination and provide written notification to the student within two weeks of receiving the appeal.*

*Upon evidence of palpable injustice, the chairperson may make the appropriate grade change after consultation with and approval of the dean of the school. Written notification of the decision shall be made to the student within two weeks of receiving the appeal.*

2) **Second step: submit the appeal in writing to the department chairperson.**

a) If no resolution is achieved between the student and the instructor, the student must submit the appeal in writing to the department chairperson before the end of the fourth week of classes of the full semester following the semester in which the grade was awarded.

b) The student's written appeal *must be in hard copy, and must include:*

- - An inventory list of materials provided or Table of Contents;
  - A completed *Appeal for Grade Change form*;
  - A course syllabus (preferably the one provided to the student at the beginning of the course);
  - A detailed statement explaining why the student believes his/her grade should be changed; the statement must include, at a minimum:
    - - a list of the student's grades in the course;
      - a list of changes that should be made to those grades, with explanations;
  - an explanation of why those changes would necessitate a change in the course grade;



- all documents that are necessary to support the student's position (graded homework assignments, graded examinations, medical documentation, statements from other students or faculty, etc.); if some of the student's work has not been returned to the student by the instructor, the student should include a list of documents that have not been returned to him/her.

In the event that statements are provided by other persons than the student seeking the appeal and the faculty member providing the grade, the contact information for each person should be provided so the Grade Appeals Review Board may verify, if it wishes, the statements included.

Students should understand that the burden of proof is upon them to make the case that a "palpable injustice" or bias has occurred, and so the student should seek to make as strong a case as possible by including supporting documents to claims made.

***The student should make sure that the written appeal is clear and complete, as he/she will not have the opportunity to supplement an appeal once it has been filed, except to respond to a request from the Grade Appeals Review Board. Also, the student should be aware that materials submitted will not be returned to him/her; therefore, he/she should keep copies of all materials.***

- c) The department chairperson must provide the student and instructor with a written recommendation within two weeks of receiving an appeal. A grade change shall be made only with the written consent of the instructor and the department chairperson, except as noted above in the case of an instructor who has died or has left university employment and cannot be contacted.
- d) If the department chairperson finds that the appeal has merit, but the instructor disagrees, then the chairperson shall automatically forward the appeal (including all supporting documentation and a copy of the chairperson's recommendation) to the dean, within three business days.

### **3) Third step: appeal to the Dean.**

- a) If the department chairperson upholds the instructor's grade, and the student wishes to further pursue the appeal, the student must inform the department chairperson of his/her intention to pursue the appeal within one week of receiving the chairperson's written recommendation. In that case, the chairperson shall forward the written appeal (including all supporting documentation and a copy of the chairperson's recommendation) to the dean, within three business days.
- b) The dean should provide the student, instructor, and chairperson with a written recommendation within two weeks of receiving an appeal. A grade change shall be made only with the written consent of the instructor and the department chairperson, except as noted above in the case of death of an instructor who has died or has left university employment and cannot be contacted.
- c) If the dean finds that the appeal has merit, but the instructor or department chairperson disagrees, then the dean shall automatically forward five copies of the appeal (including all supporting documentation and a copy of the chairperson's and dean's recommendations) to the Chair of the Grade Appeals Review Board, within three business days.

### **4) Fourth step: appeal to the Grade Appeals Review Board**

- a) If the dean upholds the instructor's grade, and the student wishes to further pursue the appeal, the student must inform the dean of his/her intention to pursue the appeal within two weeks of receiving the dean's written recommendation.
- b) If the student chooses to pursue the appeal, the dean shall forward five copies of the written appeal, (including all supporting documentation and a copy of the chairperson's and dean's recommendations) to the Chair of the Grade Appeals Review Board, within three business days.

### **5) Final step: consideration of the appeal by the Grade Appeals Review Board**

- a) Any appeal after the completion of the steps above shall be made to the Grade Appeals Review Board, which functions under the aegis of the Academic Standards Committee. After receiving an appeal, the Grade Appeals Review Board may engage in a number of actions.
- b) Following an investigation, the Grade Appeals Review Board may deny the appeal, in which case the matter shall be closed.
- c) If the Grade Appeals Review Board makes a finding that the grading involved a palpable injustice, the case shall be remanded to the instructor and the dean of the instructor's school for reconsideration. The instructor may make the appropriate change in the grade with the written agreement of the dean. The dean will notify the Grade Appeals Review Board of the response taken. If the instructor disagrees or if the instructor's whereabouts are unknown, the Grade Appeals Review Board may recommend a grade change to the Provost. The Provost may make the appropriate grade change or issue a "W" (withdrawal). The instructor, the department chairperson, and the dean shall be notified in writing of the Grade Appeals Review Board's recommendation and of the Provost's decision.
- d) The Grade Appeals Review Board will endeavor to resolve all cases within the semester in which they are filed. When this is not possible, the chairperson of the Grade Appeals Review Board shall provide the Provost, as well as the student, with written notification.
- e) In no case shall a grade be lowered as a result of the appeal to the Grade Appeals Review Board.

#### **6) Student Rights and Responsibilities:**

- a) Students shall receive timely notification during all steps of the appeals process.
- b) When appealing a grade, students must provide a full written account, attaching all corresponding documentation outlined in item 2. Students will not have the opportunity to supplement an appeal once it has been filed, except to respond to a request from the Grade Appeals Review Board.

#### **7) Faculty and Administration's Rights and Responsibilities:**

- a) The Grade Appeals Review Board shall notify faculty, chairpersons, and deans in writing of any Review Board actions and requests.
- b) (i) Faculty shall retain all graded student work that has not been returned to the student, until the end of the following regular academic semester. In no case shall faculty discard the graded work of a student who has filed an appeal.
  - (ii) Faculty shall provide the chairperson, dean and/or Grade Appeals Review Board with graded student work, a syllabus, or any other documents that may be needed to evaluate the merits of the appeal.
  - (iii) Faculty should endeavor to meet with a student who has questions about his/her grade as early as possible in the next semester; preferably, before the add/drop deadline.
- c) Chairpersons and deans must endeavor to meet required deadlines as outlined in the Appeals for Grade Change Policy.
- d) Deans will notify the Grade Appeals Review Board when a recommended grade change has taken place or has been rejected by the instructor.

#### **8) Members of The Grade Appeals Review Board:**

The Grade Appeals Review Board is comprised of the Grade Appeals Committee.

#### **9) The Grade Appeals Review Board Policies:**

- a) The Grade Appeals Review Board will not accept evidence provided in person to the Grade Appeals Review Board and so does not allow students, non-Board faculty, administrators, or any other people to attend Review Board meetings.
- b) At the conclusion of a grade appeals case, copies of materials provided to Grade Appeals Review Board members will be destroyed by the chair of the Grade Appeals Review Board. Original case documents will be turned over to the vice president of academic affairs to be stored until such time as the state code determines the documents may be destroyed under state guidelines. Students appealing cases are advised to keep copies of all documentation provided in the appeal as the originals provided will be held by the University following the decision of the Grade Appeals Review Board.
- c) The Grade Appeals Review Board reserves the right to request grade and attendance information from the instructor, a copy of the course syllabus, a clear grading policy or written explanation of how the course grade was calculated (if a clear grading policy is not in the syllabus), and any other related materials from the instructor and/or the appellant when the Grade Appeals Review Board believes that it cannot make a fair decision without such information.
- d) The Grade Appeals Review Board reserves the right to request from the student any document that it needs to make a decision on a case. The student shall have two weeks to provide the document to the dean, who shall immediately forward five copies of the document to the Grade Appeals Review Board. If the student fails to provide (within two weeks) a document that the Grade Appeals Review Board believes is essential, the Grade Appeals Review Board reserves the right to deny the appeal as "incomplete".
- e) Students should also understand that the Grade Appeals Review Board does not have any predisposition to support either the instructor or the student, but seeks as fair a resolution to the appeal as it can determine.
- f) The Grade Appeals Review Board reserves the right to extend deadlines when extraordinary circumstances exist. Under no condition does extending a deadline in one case set precedent, as each case is a unique situation.
- g) Should the appeal case suggest to the Grade Appeals Review Board that other students in the course likely had their grades impacted as well as the grades of the appellant, the Grade Appeals Review Board shall contact in writing the department chair and dean of the school where the original appeal originated and suggest a review of the course in question.
- h) The Grade Appeals Review Board will follow the appeals process as detailed above. If the appeal is forwarded to the Grade Appeals Review Board between May graduation and June 15, the chair will attempt to contact Grade Appeals Review Board members during the summer, however, there is no obligation for the Grade Appeals Review Board to meet, given various offsemester commitments of the Grade Appeals Review Board members.
- i) Anyone other than the appellant and related faculty and University administration who approaches the chair or other Grade Appeals Review Board members will be directed to the University Counsel to the President without any discussion whatsoever of a case.
- j) A decision of the Grade Appeals Review Board to recommend a grade change is only a recommendation and does not guarantee that the action recommended will be followed.
- k) The Grade Appeal Review Board will state its reasons for its recommendations in writing to the instructor, department chair, and dean in the case of recommending a grade change and to all parties in the case of an appeal denial.
- l) The Grade Appeals Review Board will expect any appeals submitted in the fall semester to arrive no later than the last week in October and in the spring semester, no later than the last week in March. Appeals received after those dates may be held until the next semester. Appeals received before those dates will be expedited.

m) A grade appeal cannot be filed for cases that include an ongoing investigation on academic misconduct under the Academic Misconduct Policy. A grade appeal cannot be filed to overturn a finding of academic misconduct under the Academic Misconduct Policy.

*Originally Adopted by the Faculty Senate April 16, 1979. Revised by the Faculty Senate May 14, 2007 and April 11, 2011.*

## **Mission, Goals, and Outcomes – Central Connecticut State University M.S. MFT Program**

### **CCSU University Mission**

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.



### **CCSU MFT Program Mission**

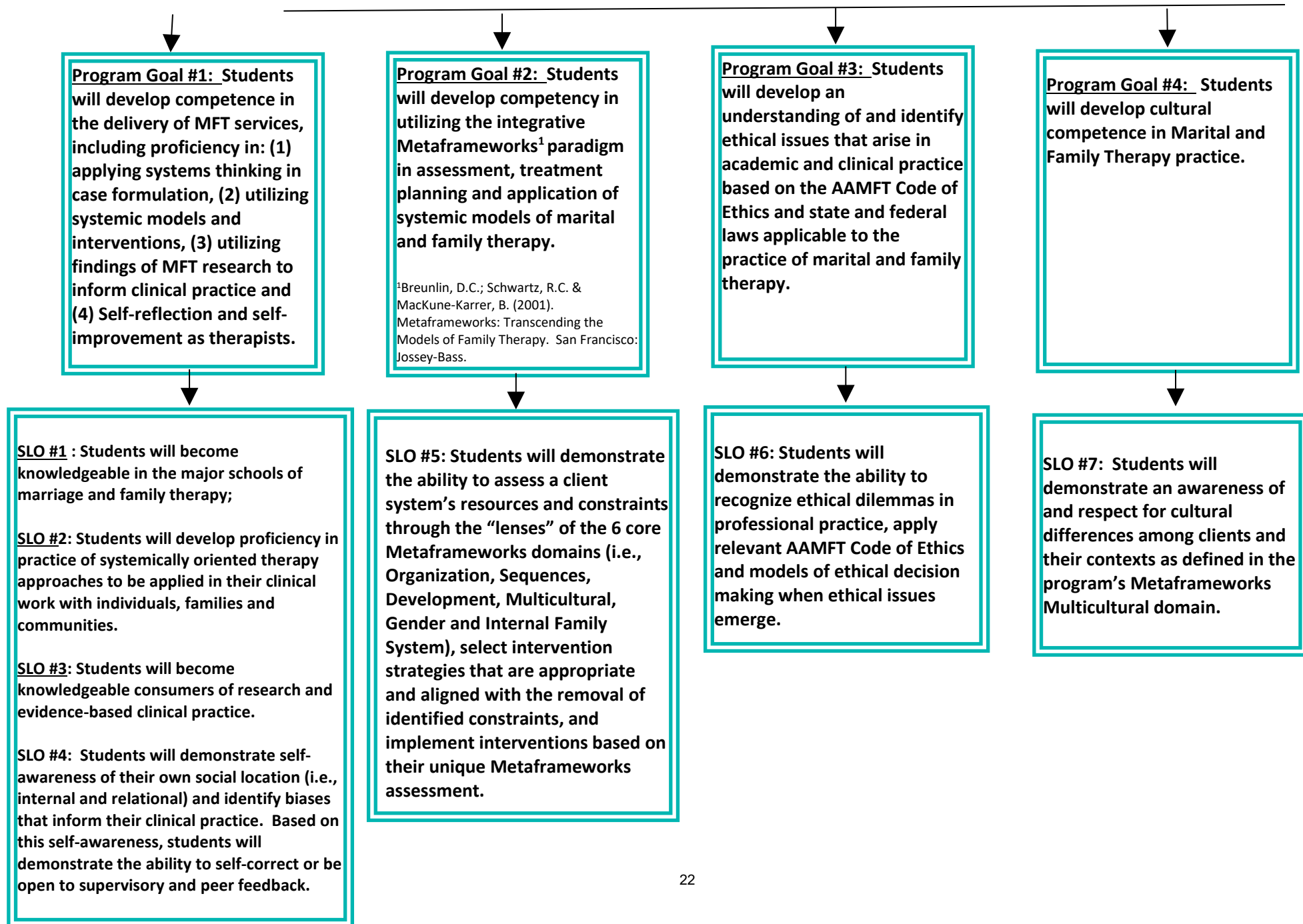
The mission of the CCSU MFT Program is to provide quality training in MFT education that promotes entry-level competence at the point of graduation. To accomplish this end, the program is committed to advancing and disseminating the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy, promoting culturally-informed, ethical and respectful systemic mental health practice, and encouraging leadership in the MFT field among our students, faculty, and graduates.



Each Program Goal must include one or more of these areas: knowledge, practice, diversity, research, and ethics competencies.

A Program Goal may have one or more Student Learning Outcomes that support the achievement of the goal. Student Learning Outcomes should be measurable (measures should be unique to each Student Learning Outcome) and have clear benchmarks and targets that allow the program to assess the data and determine whether the program is achieving the stated outcome. Each Student Learning Outcome should only be linked with a single Program Outcome. Student Learning Outcomes used to support one goal cannot be used to support other goals.

NOTE: To add space for additional Program Goals, please copy and paste the entire chart above as a template.



<b><u>Student Learning Outcome</u></b>	<b><u>PMFTP</u></b>	<b><u>Benchmarks</u></b>	<b><u>Targets</u></b>
<b><u>SLO #1:</u></b> Students will become knowledgeable in the major schools of marriage and family therapy;	<p><b>AAMFT Core Competencies:</b>  1.1.1. Understand systems concepts and theories and techniques that are foundational to the practice of marriage and family therapy.  2.1.2. Understand principles of human development: human sexuality; gender development; psychopathology couple processes; family development and processes (e.g., family dynamics, relational dynamics, systemic dynamics); issues related to health and illness; and diversity.  4.1.2. Recognize strengths, limitations, and contra- indications of specific therapy models.</p> <p><b>AMFTRB Examination Domains, Task and Knowledge Statements:</b>  01.01 Practice therapy in a manner consistent with the philosophical perspective of the discipline of systemic therapy.</p>	1) Aggregated rubric scores across courses (TaskStream) 2) Demonstration of knowledge base through relevant practicum and internship evaluations by supervisors 3) Demonstration of understanding and knowledge of models in capstone written and oral exam component	1) Aggregated score of 4 out of 5 for appropriate items from class assessments 2) Aggregated score of 4 out of 5 for appropriate items from practicum and internship evaluations 3) Aggregated score of 4 out of 5 for appropriate items from Capstone written and oral portions
<b><u>SLO #2:</u></b> Students will develop proficiency in practice of systemically oriented therapy approaches to be applied in their clinical work with	<p><b>AAMFT Core Competencies:</b>  2.1.6. Comprehend individual, couple, and family assessment instruments appropriate to presenting problem and practice setting</p>	1) Aggregated rubric scores in "Intake" Assignment in Practicum I and Practicum II seminars 2) Demonstration of proficiency in application of systemic practice through relevant practicum and	1) Aggregated score of 4 out of 5 for Practicum I assignment; 4.5 out of 5 for Practicum II assignment. 2) Aggregated score of 4 out of 5 on key evaluation items for

individuals, families and communities.	<p>3.1.1. Know which models, modalities, and/or techniques are most effective for the presenting problem.</p> <p>3.3.1. Develop measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective</p> <p><b>AMFTRB Examination Domains, Task and Knowledge Statements:</b> 01.02 Maintain consistency between systemic theory and clinical practice.</p> <p><b>AMFTRB DOMAIN 2</b> - Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.</p>	<p>internship evaluations by supervisors</p> <p>3) Demonstration of proficiency in application of systemic practice with different levels of client systems in capstone written exam</p> <p>4) Demonstration of proficiency in application of systemic practice in capstone oral exam.</p>	<p>practicum and 4.5 out of 5 for internship evaluations (Measured in Spring semester for each year).</p> <p>3) Aggregated score of 4 out of 5 for key elements on written portion of capstone.</p> <p>4) Aggregated score of 4 out of 5 for key elements on oral portion of capstone.</p>
<u>SLO #3</u> : Students will become knowledgeable consumers of research and evidence-based clinical practice.	<p><b>AAMFT Core Competencies:</b></p> <p>4.2.1 Identify treatment most appropriate for presenting clinical problem or diagnosis based on current research and empirical findings.</p> <p>6.1.1 Know the extant MFT literature, research, and evidence based practice.</p> <p>6.1.2 Understand research and program evaluation methodologies relevant to MFT and mental health services.</p> <p>6.1.3 Understand the application of quantitative and qualitative methods of inquiry in the practice of MFT.</p>	<p>1) Demonstration of understanding of research methods, statistical analysis and assessment of robustness of research through rubric scores of relevant assignments in Research Methods (MFT 598) course</p> <p>2) Demonstration of application of relevant research findings in Capstone written examination</p>	<p>1) Aggregated score of 4 out of 5 on assignment rubrics for MFT 598 (Research Methods)</p> <p>2) Aggregated score of 4 out of 5 on accurate and appropriate use of research data to support hypotheses and interventions on capstone written exam rubric.</p>



<p><b>SLO #4:</b> Students will demonstrate self-awareness of their own social location (i.e., internal and relational) and identify biases that inform their clinical practice. Based on this self-awareness, students will demonstrate the ability to self-correct or be open to supervisory and peer feedback.</p>	<p><b>AAMFT Core Competencies:</b>  3.4.5 Assess self in terms of therapeutic behavior, relationship with clients, process for explaining procedures and outcomes.  4.4.5 Evaluate self as therapist (e.g., transference, family of origin, current stress level, current life situation) as enhancing or inhibiting effective interventions.</p>	<ol style="list-style-type: none"> <li>1) Students in MFT 541 will successfully complete a Self Awareness assignment utilizing the IFS paradigm</li> <li>2) Students will be able to identify personal biases and their implications for therapy in reflection papers required in MFT 551 and MFT 584</li> <li>3) Practicum and Internship students will demonstrate self-awareness via clinical and supervisory observations by supervisors in clinical settings</li> <li>4) Demonstration of self-awareness and self-reflection leading to growth and change as reported in Capstone written and oral portions</li> </ol>	<ol style="list-style-type: none"> <li>1) Aggregated score of 4 out of 5 for appropriate items from class assessments</li> <li>2) Aggregated score of 4 out of 5 from field placement evaluations by clinical supervisors on relevant items</li> <li>3) Aggregated score of 4 out of 5 for appropriate items from Capstone written and oral portions</li> <li>4) Aggregated score of 4 out of 5 for appropriate items from Capstone written and oral portions</li> </ol>
<p><b>SLO #5:</b> Students will demonstrate the ability to assess a client system's resources and constraints through the "lenses" of the 6 core Metaframeworks domains (i.e., Organization, Sequences, Development, Multicultural, Gender and Internal Family System), select intervention strategies from systemic family therapy models that are appropriate and aligned with the removal of identified constraints, and implement interventions from</p>	<p><b>AAMFT Core Competencies:</b>  2.1.1. Hold a systemic framework for assessment and diagnosis  2.2.4 Develop systemic hypotheses regarding relationship patterns and their bearing on the presenting problem.  3.1.1. Know which models, modalities, and/or techniques are most effective for the presenting problem.</p> <p><b>AMFTRB Examination Domains, Task and Knowledge Statements:</b></p>	<ol style="list-style-type: none"> <li>1) Demonstration of application of Metaframeworks domains in case assignment in MFT 551 and MFT 552 (utilizing Metaframeworks-based treatment plan to identify models and techniques to remove identified constraints</li> <li>2) Demonstration of application of Metaframeworks domains to create systemic treatment plans and identification of potential interventions based on identified constraints during Practicum year</li> <li>3) Demonstration of accurate application of Metaframeworks as a</li> </ol>	<ol style="list-style-type: none"> <li>1) Aggregated score of 4 out of 5 on the Metaframeworks presentation rubric for MFT 551 and MFT 552</li> <li>2) Aggregated score of 4 out of 5 on rubric items pertaining to Metaframeworks assessment for the "Intake" assignment.</li> <li>3) Aggregated score of 4 out of 5 on supervisor evaluation of practicum students and 4.5 out of 5 for interns</li> <li>4) Aggregated score of 4.5 out of 5 on Metaframeworks Application items of the rubric</li> </ol>

such models based on their unique Metaframeworks assessment.	01.03 Integrate individual treatment models within systemic treatment approaches.	<p>basis of assessment and development of treatment plans during practicum and internship.</p> <p>4) Demonstration of accurate application of Metaframeworks as a basis of assessment and development of treatment plans in Capstone written and oral portions.</p>	<p>for the written portion of the Capstone exam</p> <p>5) Aggregated score of 4.5 out of 5 on Metaframeworks Application items of the rubric for the written portion of the Capstone exam</p> <p>6)</p>
SLO #6: Students will demonstrate the ability to recognize ethical dilemmas in professional practice, apply relevant AAMFT Code of Ethics and models of ethical decision making when ethical issues emerge.	<p><b>AAMFT Core Competencies:</b></p> <p>5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.</p> <p>5.1.4 Understand the process of making an ethical decision</p> <p>5.2.2 Recognize ethical dilemmas in practice setting.</p> <p>5.3.6 Take appropriate actions when ethical and legal dilemmas emerge.</p> <p><b>AAMFT Code of Ethics</b></p>	<p>1) Demonstration of applying AAMFT code of ethics to scenario assignments in MFT 505</p> <p>2) Demonstration of application of AAMFT Code of Ethics in Practicum I, Practicum II and Internship in discussing cases</p> <p>3) Demonstration of effective and appropriate application of AAMFT Code of Ethics in practicum and internship supervisor evaluations of students</p> <p>4) Demonstration of awareness of and application to Capstone case of ethical concerns and issues</p>	<p>1) Aggregated score on 4.5 out of 5 on assignment rubric for scenario assignment in MFT 505</p> <p>2) Aggregated score of 4.5 out of 5 for the “Intake” assignment for MFT Practicum I and II</p> <p>3) Aggregated score of 4.5 out of 5 on relevant items on in supervisor evaluations for practicum and internship</p> <p>4) Aggregated score of 4.5 out of 5 on Ethics portion of Capstone written examination</p>
SLO #7: Students will demonstrate an awareness of and respect for cultural differences among clients and their contexts as defined in the program’s Metaframeworks Multicultural domain.	<p><b>AAMFT Core Competencies:</b></p> <p>1.2.1 Recognize contextual and systemic issues (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context)</p> <p>2.3.9 Elicit a relevant and accurate biopsychosocial history to understand the context of the client’s problems.</p>	<p>1) Demonstration of understanding of the various sociocultural aspects of multiculturalism and diversity, including “intersectionality” in Gender and Culture course (MFT 544)</p> <p>2) Demonstration of cultural competence in practicum and internship in interactions with clients, referrals, and colleagues</p>	<p>1) Aggregated score of 4.5 out of 5 on assignment in MFT 544, “Families in Context: Gender and Cultural Dimensions”</p> <p>2) Aggregated score of 4.5 out of 5 on items pertaining to cultural awareness on practicum and internship supervisor evaluations of students</p>

	<b>AMFTRB Domain 6 – Maintaining Ethical, Legal, and Professional Standards</b>	3) Demonstration of awareness of and sensitivity to issues pertaining to multicultural contexts in clinical practice, as measured by descriptions in the Written portion of the Capstone examination.	3) Aggregated score of 4.5 out of 5 on Capstone rubric pertaining to multicultural context and student’s awareness of cultural biases.
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**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**ATTENDANCE AT CONFERENCES AND PROFESSIONAL MEETINGS**

Students are encouraged to attend professional conferences and meetings. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of Marriage and Family Therapy. The Graduate Student Association has some funds to help subsidize a limited number of workshops and conferences.

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **CAPSTONE REQUIREMENTS AND THESIS OPTION**

#### **The "Capstone Project" - The Case Presentation**

All graduate students must complete "capstone project" in order to qualify for graduation. In the Marriage and Family Therapy Program, the Capstone Project takes the form of a Case Presentation, to be done after documenting the completion of most (at least 300) of the 500 clinical contact hours during the student's internship year. The format is designed to serve as a comprehensive written and oral examination, centered on application of the student's learning while in the program. The Case Presentation is made to a panel of the MFT full-time and part-time faculty at the end of the Spring semester, or by special arrangement.

Toward the end of the internship, the student will apply for the Case Presentation at least one month prior to the scheduled presentation. Students will receive an outline of all of the requirements of the presentation (including its format - **see MFT Student Handbook**). The case to be presented will be taken from the student's caseload during the internship and must be of a session with either a couple or family. An individual case is not acceptable. The "Metaframeworks" model, which is taught throughout the curriculum, will be used as a "template" for developing the case presentation, and the student must demonstrate proficiency in formulating and implementing a treatment plan based on the principles of the model and the student's personal preference for any given "school" of family therapy. A written summary, an oral presentation, and presentation of edited pieces of videotape will be required. The student must obtain a release of information from the clients, signed by all family members involved in the case. Clinical material must be disguised to protect the family's confidentiality, using proper precautions and procedures.

The presentation will be graded on a pass/fail basis, with the faculty panel using pre-set criteria to judge the quality of the presentation and the student's degree of proficiency in handling him/herself in a clinical situation. Credit for completion of the Capstone Project will be given on recommendation of the Faculty Panel and on documentation of completion of the 500 clinical contact hours. Upon passing, the student will be permitted to file for graduation, given that all other requirements have been completed. Failing the presentation suggests that the student has a serious deficiency in his/her capacity to function in a clinical setting. In such cases, a plan for remediation will be drawn up with the MFT Program Director and advisor, which may involve one or more of the following actions, depending on the particular circumstances: Repeating the Case Presentation, undertaking additional clinical contact in a supervised setting with more intensive faculty supervision, receiving a recommendation for psychotherapy, or counseling out of the program.

#### **The Thesis Option**

In addition to the Clinical Case Presentation, students have the option of completing a master's thesis instead of an elective course. A thesis is a major scholastic exercise demonstrating the ability for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original contribution to the field. Such a project involves considerable time and effort in order to develop a quality product. The thesis, being optional for MFT students at CCSU, is not a graduation requirement. Students who are interested in research or writing or plan to pursue doctoral studies, are likely candidates for taking this option. Students who choose to do a thesis must formally apply to the School Graduate Studies with a proposal. A handbook on how to prepare a thesis and the procedures for pursuing the thesis option are available through the School of Graduate Studies, located on the first floor of Barnard Hall or can be downloaded from [www.ccsu.edu/grad](http://www.ccsu.edu/grad).

A thesis student must have a departmental faculty member serve as Thesis Advisor, and a second reader must be chosen prior to the undertaking of the thesis project. The thesis student works closely with his or her advisor in the

design, implementation, and write-up of the thesis project. The role of the second reader is to provide secondary input and to provide an "outsider's" critique of the finished product. On the advisor's and second reader's recommendation, the final product is sent to the School of Graduate Studies for final approval.

Students who are considering doing a thesis must keep in mind that this undertaking is a major project and may take over a year to complete. It is wise to begin a thesis project early in one's program and to choose a topic of strong interest. It is also wise to keep a project simple and manageable, since most thesis students have limited resources with which to do the project. Some student research grants may be available; check with the School of Graduate Studies or private sources to learn how to obtain grant funding for thesis projects. Also, all projects involving the use of human subjects must be approved by the Human Subjects Committee of the University. Thesis students are encouraged to write up their projects for submission to professional journals for publication or for presentation at professional conferences.

**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**DISCLOSURE OF PERSONAL INFORMATION**

Information regarding students' status in the program, personal information regarding performance, disciplinary actions, and evaluations, and other such information is considered to be confidential and is kept in the student's departmental file. Faculty members who are involved in the student's education and training may have access to information regarding the student's academic and clinical performance at the discretion of the Program Director and/or Department Chair. Students have a right to review their files, and may do so by arrangement with the Department Chair.

**Central Connecticut State University**  
**Department of Counselor Education and Family Therapy**

**POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES**

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives; therefore, they have a right to expect that their counselor is competent, ethical and psychologically healthy. Additionally, research has shown that effective counselors possess characteristics that include, but are not limited to, openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Furthermore, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

Taking the abovementioned into consideration, the Department of Counselor Education and Family Therapy evaluates all students on the basis of personal characteristics that have been deemed essential to becoming an effective counseling professional. Instructors in CNSL 501, CNSL 503 or MFT 583/593, and CSNL 504 (and certain other courses at the prerogative of the professor) complete a *Counselor-in-Training Skills and Competencies Checklist* on each student. This checklist becomes part of the student's file and is seen by the student's advisor prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program.

No student is expected to be a perfect self-actualized human being; nonetheless, it is important that students are motivated to grow personally and professionally as well as continuously evaluate their own needs, values, and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide ample opportunities for self-growth and self-awareness, and faculty members are committed to working with students throughout their training program. The CNSL 501 course tends to be experiential in nature and may provide opportunities for student self-disclosure. Students are expected to monitor and appropriately limit their self-disclosure and to determine for themselves the extent to which they wish to participate in classroom group discussions and exercises.

No student is counted out of the program strictly on the basis of *Counselor-in-Training Skills and Competencies Checklist* results alone. When faculty has concerns about a student's readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. On the rare occasion where all efforts to remedy the situation have failed, the student is counseled to discontinue the program; in such an instance, the student is advised of their appellate rights. Please refer to the Student Handbook for detailed information on the gatekeeping process.





## COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST

Department of Counselor Education and Family Therapy



- ◆ Student/Counselor-in-Training: \_\_\_\_\_
- ◆ Professor/Instructor: \_\_\_\_\_
- ◆ Course: \_\_\_\_\_
- ◆ Date: \_\_\_\_\_

SKILLS AND COMPETENCIES SCALE		
SCORE	IDENTIFIER	DESCRIPTION
4	Fully Demonstrates Competencies (exceeds)	The student consistently demonstrates an <b>advanced ability</b> to synthesize knowledge, intentionally apply skills, and exhibit professional behaviors expected of a counselor-in-training.
3	Demonstrates Competencies (meets)	The student demonstrates <b>proficient ability</b> to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
2	Approaching Competencies (limited)	The student demonstrates a <b>restricted but developing ability</b> to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
1	Insufficient Competencies (unsatisfactory)	The student demonstrates an <b>inadequate (and possibly harmful) ability</b> to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.
0	Not Applicable (N/A)	<b>Does not apply</b> /unable to evaluate/not observed

\* The student's global rating of counselor skills and competencies should be (3) or (4) in order to successfully pass the course.

SECTION 1: FOUNDATIONAL COUNSELING SKILLS (to be completed by instructors of CNSL 501 and CNSL 503 or MFT 583/593)						
SKILL	DESCRIPTION	4	3	2	1	0
Nonverbal Attending	Exhibits contextually and culturally appropriate body posture, spatial distance, eye contact, facial expression, and gestures; demonstrates effective application of silence; presents in professional attire					
Minimal Encouragers	Nonverbal minimal encouragers, including head nods and other gestures indicating interest and attention to client; restating client’s salient words and other verbal minimal encouragers (e.g., “Umm-hmm”, “Okay”, “Tell me more”); uses appropriate rate, rhythm, volume, and tone of speech					
Therapeutic Relationship	Demonstrates respect, compassion, empathy, and support; communicates acceptance, genuine interest, and a sense of care and concern; nonjudgmentally acknowledges client’s experiences; recognizes client’s strengths; provides a trustworthy, collaborative, and safe environment; appropriate use of self-disclosure; non-defensively responds to client concerns					
Basic Questioning	Primarily relies on open-ended questions to promote client disclosure, but appropriately asks closed-ended questions when specific information and clarification is needed; does not ask leading or double questions; avoids bombarding or interrogating the client					
Interactive/Facilitative	Allows clients to tell their story by using active listening skills; accurately paraphrases the client’s verbal and non-verbal content to demonstrate understanding; accurately and succinctly reflects client’s emotional state as well as values and beliefs; summarizes content/meaning, feelings, behaviors, patterns/themes; maintains immediacy (“here and now” focus)					
Deepening Behaviors	Helps clients to hear their own voice to gain a better understanding of stuck points, faulty thinking, or self-defeating behaviors; appropriately confronts incongruities and discrepancies; challenges the client in a supportive and empathic manner; maintains focus throughout the session; moves dialogue toward greater specificity; offers valuable feedback and accurate interpretations; checks perceptions and assumptions; addresses resistance and defenses					
Problem Solving	Works collaboratively with client to establish realistic and manageable goals and objectives; helps to develop a plan of action to address client’s problems and promote health/wellness; encourages learning and application of learning; avoids overuse of giving direct advice					
Closing and Termination	Maintains sense of time throughout the session; provides advance notification and begins process of summarizing (does not end abruptly); therapeutically concludes services					

SECTION 2: COUNSELOR ATTITUDES, ATTRIBUTES, AND BEHAVIORS (to be completed by instructors of CNSL 501, CNSL 503 or MFT 583/593, and CNSL 504)						
DISPOSITION	DESCRIPTION	4	3	2	1	0
Personal Attributes	Shows initiative and enthusiasm; is open to learning; aware of impact on others; able to express feelings effectively and appropriately; able to manage conflicts and challenges; is personally responsible and accountable; is flexible and adaptable; demonstrates self-awareness/insight and emotional stability; able to articulate personal convictions; recognizes own personal strengths, limitations, beliefs, and biases					
Professional Attributes	Interacts with faculty, clients/students, organizational staff, and peers in a professional manner; understands and demonstrates ability to work cooperatively on a professional team; consistently on time and regularly attends all classes, sessions, and meetings; follows rules/policies and procedures of university, agency, and organization; accepts feedback in a non-defensive manner and integrates constructive feedback to promote professional and personal growth; maintains appropriate boundaries with faculty, clients, supervisors, staff, and peers; proactively seeks out needed experiences, feedback, and guidance; does not impose beliefs on others					
Professional Ethics	Demonstrates understanding and adherence to the ethical guidelines of the American Counseling Association (ACA), American School Counselor Association (ASCA), American Association for Marriage and Family Therapy (AAMFT), and American College Personnel Association (ACPA), as applicable to the student’s degree program; maintains confidentiality, obtains informed consent, follows limits of confidentiality and duty to warn requirements					
Theoretical Knowledge	Has a fundamental understanding of the various theories, techniques, and interventions in counseling; demonstrates emerging application of theories and techniques					
Multicultural Competence	Appreciates diversity and recognizes the worth of all individuals; understands the impact that race, ethnicity, culture, sexual affiliation, gender identification, social class, disability status, religion, etc. have on individuals; uses language that demonstrates sensitivity and respect; able to appropriately identify and address personal biases, judgments, systemic barriers, and social injustices (inside and outside the classroom and counseling setting)					
Course/Site Operations	Aware of and cooperative with course expectations as outlined in the syllabi; Demonstrates knowledge of and compliance with organization’s standards of care/policies and procedures, including client responsiveness, record keeping, treatment planning, and termination of care					

SECTION 3: CONCLUDING FEEDBACK FROM INSTRUCTOR (to be completed by instructors of CNSL 501, CNSL 503 or MFT 583/593, and CNSL 504)			
STRENGTHS observed in the counselor-in-training			
AREAS OF IMPROVEMENT observed in the counselor-in-training			
Global Rating of Counselor-in-Training Competency and Effectiveness (identified to the nearest level)			
1.0 (Insufficient Competency)	2.0 (Approaching Competency)	3.0 (Demonstrates Competency)	4.0 (Fully Demonstrates Competency)

\_\_\_\_\_  
Instructor's Name *(please print)*

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

☐ I have reviewed the counselor-in-training skills and competencies policy, the corresponding completed checklist, and the instructor's comments.

\_\_\_\_\_  
Student's Name *(please print)*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## **Policy on Gatekeeping and Assessment of Professional Functioning and Behavior**

### **Department of Counselor Education and Family Therapy**

Because of the special nature of a therapeutic counseling relationship, it is critically important that students are able to manage emotional distress, interpersonal challenges, or any psychological problems that may impair their effectiveness as a counselor or therapist.

The American Counseling Association (ACA), American School Counseling Association (ASCA), American College Personnel Association (ACPA), and American Association for Marriage and Family Therapy (AAMFT) indicate the need for students and supervisees to monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. Students/supervisees are encouraged to notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work (ACA, 2014).

As gatekeepers of the profession, department faculty and site supervisors have an ethical responsibility to monitor and intervene (when necessary) when there are signs of impairment in professional functioning and behavior. Through initial and ongoing evaluation, faculty and supervisors are aware of student/supervisee limitations that might impede performance. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from training programs, practicum or internship, counseling settings, and state or voluntary professional credentialing processes when those students or supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Faculty and supervisors can seek consultation and document their decisions to dismiss or refer students/supervisees for assistance. They also can ensure that student/supervisees are aware of options available to them to address such decisions (this may include personal counseling or treatment) (ACA, 2014).

As referenced by Wolf, Green, Nochajski, and Kost (2014), a definition of impairment in counselor professional functioning in Lamb, Presser, Pfoest, Baum, Jackson, and Jarvis (1987), and then amended by Bemak et al. (1999) to include students is:

An interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning. (p.598)

### **Assessment of Professional Functioning and Behavior**

In addition to meeting acceptable academic standards, the faculty evaluates all students on the basis of certain personal characteristics and professional behavior that have been deemed essential to becoming effective counseling and therapy professionals. Students are expected to be mature, motivated for graduate studies, and invested in the welfare of others.

Research has shown that effective counselors and therapists possess characteristics that include: openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness on one's impact on other, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Additionally, the student must adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

Faculty will complete an assessment instrument which measures attitudes, attributes, professional functioning and behavior, and competencies on all students that take CNSL 501 (CNSL Theories and Techniques) and 504 (Professional Studies in CNSL) . The purpose of this is to ensure that no student has personal or professional functioning problems significant enough to limit his or her effectiveness as a as a counselor/ therapist in training and future professional counselor. CNSL 501 and 504 are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure. In addition to these academic courses, students will be evaluated in their first field placement experience in MFT 583/593 or CNSL 503 (practicum) at the midterm and final point of their placement. The assessment will continue the evaluation of attitudes, attributes, professional functioning and behavior and competencies while in field placement.

It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their assessment instrument and discuss the results with their professor and/or advisor.

In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for counseling or marriage and family therapy, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. Faculty also are permitted to complete the assessment instrument on a student at any point in their program of study. If problems are identified that call into question the suitability of counseling as a career option for a student the recommendation for continuation in program may be deferred.

Additionally, students are held to the ethical codes of ACA, ASCA, ACPA, or AAMFT. If, after having been given an opportunity to be heard concerning allegations of ethical violations, it is found a student has violated any code of ethics for counselors or therapists, the Department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.

At its regular meetings, the department faculty may review student progress as needed. If problems are noted, the following process is utilized:

### **Probationary Process for the Department of Counselor Education and Family Therapy**

If and when adequate mastery of attitudes, attributes, professional functioning and behavior, and/or competencies are not demonstrated (including during practicum and internship), it may be necessary to initiate a probationary process resulting from a majority vote of the Department faculty. The faculty members reserve the right to place a student on probationary status if it is clear that student is not progressing in a manner expected at that particular time or has exhibited impairment in professional functioning and/or behavior and competencies. The student will be notified, in writing, that the probation has been initiated.

The process of probation may include a remediation plan to enhanced student self-awareness and how their behaviors may impair academics, interpersonal relationships, and clinical progress in the program.

The remediation plan means that a student, with their professor, advisor, or program coordinator, and the Department Chair (as necessary), will meet to review specific feedback related to the performance criteria required and expected of a student at that particular point in time, and an action plan with a timeline will be developed to address identified deficits. This information is specific and documented for clarity. All parties sign the remediation plan and a copy is placed in the student's department file. It is the responsibility of the student, their advisor, and program coordinator to monitor student status in meeting plan recommendations (this can include providing documentation of personal counseling). If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation.

If a student initially resolves issues identified in remediation, and then displays further problematic issues at a later point in the program, the faculty can decide if further remediation is necessary or make a decision to recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School.

If a student is unable to successfully resolve the conditions of their remediation probationary status within the designated probationary period, the department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.



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**GRADUATION REQUIREMENTS FOR THE M.S. DEGREE**

Graduation is the first major milestone in launching a student's career as a professional, and marks the beginning of an ongoing process of credentialing, continuing education, and ongoing personal growth. The faculty must recommend that the student is ready to take on the challenges of professional life. In preparing for graduation, the student must have been accepted as a Degree Candidate; must have completed all of the items listed on his or her Planned Program, including all of the prerequisite courses, core counseling courses, specialization courses, practicum and internship (including 500 clinical contact hours and a minimum of 100 supervision hours by an AAMFT Approved Supervisor), and capstone project; and must complete the thesis, if this option was chosen. At various points, faculty members have opportunities to provide each student with feedback as to progress toward graduation and professional development. Once all requirements have been satisfactorily met, an "Application for Graduation" form must be filed with the School of Graduate Studies by March 1 of the year the student wishes to graduate for May and August graduations, and by September 15 for December conferral of the Master's degree. **It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline.** The Graduate School will then check to ensure that you have completed all of the courses listed on your Planned Program. Students will graduate with a Master of Science in Marriage and Family Therapy (M.S.M.F.T.).

**CCSU Master's Program in Marriage and Family Therapy**  
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**GRIEVANCE POLICY**

In general, if you have a complaint or dispute concerning a professor or supervisor or if you have concerns with any aspect of the program, you should first attempt to resolve the problem directly with the party involved. If a satisfactory outcome cannot be worked out, then you can bring your concern to the Program Director. Every attempt shall be made to explore the issue thoroughly and to work out an informal remedy, if possible. If, after discussing the concern with the Program Director (or if the person with whom you have the dispute is the Program Director), you may present the case to the Department Chair, who can mediate the concern or settle the matter. If further appeal is warranted, the case can be brought through the office of the Dean of the School of Education and Professional Studies. If you have a dispute regarding a grade, the university sets a policy regarding Grade Appeals, which can be found in the Graduate Catalog.

The university also has an Ombudsman, who is located in Davidson Hall, and can be reached at 832-3020. The Ombudsman's role is described in the University Student Handbook, [HELP](#). The Ombudsman serves as an impartial and confidential mediator of disputes among members of the University community. He is an excellent source of information and assistance in addressing concerns with faculty and other students.

## MFT LICENSING REQUIREMENTS AND LICENSE PORTABILITY

In June, 1995, The State of Connecticut enacted a law providing for the licensing of Marital and Family Therapists (MFTs). With only a few exceptions (those licensed during a "grandfathering" period) all Licensed MFTs (LMFTs) will need to have a Master's degree in Marriage and Family Therapy or the equivalent, as defined by the State of Connecticut. Licensure has several benefits. First, the law provides for both vendorship and privilege. "Vendorship" means that insurance companies must reimburse LMFTs for covered services (although managed health care organizations may restrict who they include as preferred providers). Efforts made by the Connecticut Association for Marriage and Family Therapy to educate insurance and managed health care companies regarding the MFT licensing law has been successful in ensuring that MFTs are included as providers and in influencing legislation to make it easier for MFTs to be included in the delivery of mental health care. "Privilege" means that the therapist and client's conversations are considered to be confidential in a legal sense; i.e., confidentiality can only be broken under highly specific conditions (such as if the client provides a written release, on court order from a judge, or under conditions where mandated reporting of abuse or potential harm to self/others is required).

In October, 2019, the State of Connecticut enacted laws amending the licensing and practice requirements for MFTs, social workers and professional counselors. The state converted all licenses to "practice" licenses, meaning that you cannot practice without a license granted through the state Department of Public Health (DPH). Previously, it was possible to practice without a license, but it opened non-licensed practitioners to liability beyond the protection of a "title" license and did not afford practitioners either vendorship or privilege. Thus, when you graduate, you cannot work with clients without a license.

### **Associate MFT License (LMFT-A)**

Along with the above-noted changes, the state legislature created "associate" licenses for each of the three mental health disciplines. For MFTs, an "associate license" was created (LMFT-A) which permits a person who graduates from a COAMFTE-accredited program or an approved equivalent to practice under the supervision of a licensed MFT (LMFT) while working toward meeting the requirements for full licensure (LMFT). As an LMFT-A, a recent graduate may be employed at an agency under the direct supervision of a LMFT. Without the LMFT-A, a recent MFT graduate would not be able to provide clinical services.

The law provides a time frame of 2 years from the time of application to complete the requirements for full licensure (see below). During this 2-year period, an LMFT-A must conduct 1000 hours of client contact with 100 hours of supervision from an LMFT and pass the national licensing board exam for MFTs (AMFTRB exam - <https://amftrb.org>), which is administered by the MFT Licensing Bureau of the DPH. A one-time, 2-year extension can also be applied for after the 2-year period if all conditions have not been fulfilled.

**For further information on the LMFT-A, please follow this link:**

<https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/MFT/Marital-and-Family-Therapy-Associate>.

### **Requirements**

The licensing process involves several steps, including appropriate graduate study and clinical experience on both the graduate and post-graduate levels. Steps include: Meeting academic standards (graduation from a COAMFTE-accredited program or the equivalent), working for a minimum of 12 months (1,000 clinical hours) post-graduation under the supervision of a LMFT (100 hours; 50 hours must be individual supervision), and finally, taking a national exam. There is an application fee required for licensure and a fee for taking the national exam. Graduation from an AAMFT Accredited or Candidacy program ensures that the State Board will qualify a student for sitting for the exam and obtaining the license. It should be noted that the licensing law is very complicated and rigid: The regulations must be followed to the letter, or else an applicant will be disqualified. Requirements for clinical internship during graduate studies must also be adhered to precisely, with clear documentation of clinical and supervisory contact.

For further information regarding MFT licensure, you may contact the LMFT section of the Department of Public Health at (860) 509-7567 in Hartford or write for a copy of the regulations from the State of Connecticut Department of Public Health, Marital and Family Therapy Licensure, 410 Capitol Ave, MS 12APP, P.O. Box 340308, Hartford, CT 06134.

The website for the MFT licensing process can be found at <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/MFT/Marital-and-Family-Therapist-Licensure>.

**LMFT Regulations:** [https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner\\_licensing\\_and\\_investigations/plis/mft/MFTEdExpRegspdf.pdf](https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/mft/MFTEdExpRegspdf.pdf)

#### **Steps for Completing the LMFT Application and Requirements following graduation:**

- 1) Go to the DPH MFT website and familiarize yourself about the process: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/MFT/Marital-and-Family-Therapy-Associate>.
- 2) Go to <https://www.elicense.ct.gov/> to fill out the on-line application.
- 3) Contact the CCSU Registrar's office ([www.ccsu.edu/registrar](http://www.ccsu.edu/registrar)) to request that an official transcript be sent to the DPH, as per instructions (the MFT program does not process transcripts).
- 4) Request that the MFT Program Director submit the "Verification of Practicum/Internship" form. [https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner\\_licensing\\_and\\_investigations/plis/mft/MFTVerifIntPractpdf.pdf](https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/mft/MFTVerifIntPractpdf.pdf)  
Dr. Ralph Cohen, program director, has a template and will need your final official internship hours reporting form in order to accurately report your hours.
- 5) Have your LMFT post-degree supervisor fill out the MFT Associate Supervision Verification form: [https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner\\_licensing\\_and\\_investigations/plis/mft/MFT\\_Assoc](https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/mft/MFT_Assoc)
- 6)
- 7) Obtain Study Materials for the MFT National Board (AMFTRB) Exam: <https://amftrb.org/>

#### **Portability of the Connecticut LMFT License with Other States**

AAMFT's website ([www.aamft.org](http://www.aamft.org)) provides the following explanation of what "portability" of the LMFT license means:

"License portability is the ability to take an individual's qualifications for a license in one state and apply them for licensure in another state. For LMFTs, the process of license portability has been disjointed across the states, largely due to a popular policy of only approving applicants that prove their qualifications are "substantially equivalent" to the requirements of the state they're applying to. In theory, substantially equivalent sounds logical, but practice has shown that this policy creates additional barriers for LMFTs, even those that may have been licensed for years in another state. There are many cases where subjectivity in applying the substantially equivalent policy has resulted in LMFTs having to take the same classes over again, complete additional hours of supervision, and more. AAMFT has developed a model of MFT license portability in order to promote more objectivity in assessing qualifications, as well as standardization between states in our increasingly mobile society."

**Source:** [https://www.aamft.org/AAMFT/ADVANCE\\_the\\_Profession/License\\_Portability/Advocacy/MFT%20License%20Portability.aspx?hkey=1faecaeab-a780-4add-ba09-9b41a144692f](https://www.aamft.org/AAMFT/ADVANCE_the_Profession/License_Portability/Advocacy/MFT%20License%20Portability.aspx?hkey=1faecaeab-a780-4add-ba09-9b41a144692f)

The AAMFT website also contains links for the licensing requirements for each state, territory and province in North America. If you are contemplating moving to another state after you graduate from the Master's program in MFT at CCSU, it is highly recommended that you use this resource to compare requirements for licensing in the state that you wish to move to. You may need to complete different requirements than that which is required in Connecticut. The MFT program will provide guidance and recommendations on how to meet such requirements while you are in the program.

**Here is the link from the AAMFT website with the listing of state requirements:**

[https://www.aamft.org/AAMFT/BUILD\\_Your\\_Career/MFT\\_State\\_Provincial\\_Resources/Advocacy/State\\_Resources/MFT\\_State\\_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095](https://www.aamft.org/AAMFT/BUILD_Your_Career/MFT_State_Provincial_Resources/Advocacy/State_Resources/MFT_State_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095)

**CCSU Master's Program in Marriage and Family Therapy**  
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**NON-DISCRIMINATION POLICY**

The University has a clear policy statement on the prohibition against discrimination, which can be found in the graduate catalog and on promotional materials for the program. The policy states:

"Central Connecticut State University is committed to a policy of non-discrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical, or mental handicap. This policy is applicable to employment practices, admission of students, and services to students, staff, faculty, and the community. The University's affirmative action program seeks to include minorities, women, veterans and people with disabilities in the educational programs of the University and in all areas of the work force..."

**CCSU Master's Program in Marriage and Family Therapy**  
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**Central Connecticut State University Nondiscrimination in Education and Employment Policy**

Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry; color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status; national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws. Discrimination in employment-based on genetic information is prohibited. In addition, CCSU will not refuse to hire solely because of a prior criminal conviction, unless that refusal is permitted by Connecticut law. [Note: The CCSU MFT program further recognizes that other characteristics, such as gender identity and socioeconomic status can be a basis for discrimination and does not discriminate on the basis of these categories.]

Harassment on the basis of any of the above protected classes is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, CCSU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom.

Retaliation is illegal. No individual who opposes an allegedly discriminatory act or practice shall suffer retaliation as a result of such participation. Complaints of retaliation may be filed within a reasonable time of the alleged retaliatory act with the Chief Diversity Officer or any manager not directly involved in the alleged retaliation who will then notify the Office of Diversity and Equity.

This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.

**DEFINITIONS**

**Discrimination.** Discrimination is defined as conduct that is directed at an individual because of his or her protected class and subjects the individual to different treatment so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the university or otherwise adversely affects the individual's employment or education.

**Discriminatory Harassment.** Discriminatory harassment is defined as verbal or physical conduct that is directed at an individual because of his or her protected class, and is sufficiently severe, persistent, or pervasive so as to have the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

**Retaliation.** Retaliation is subjecting a person to a materially adverse action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation under this policy.

**RESPONSIBILITY**

The responsibility for implementation of this policy is assigned to the Chief Diversity Officer, who may delegate duties as appropriate. The Office of Diversity and Equity will promptly address each complaint and make reasonable efforts to expeditiously affect a resolution. The investigation of such complaints will be managed with appropriate sensitivity.

**Revised April 23, 2020**

**CCSU Master's Program in Marriage and Family Therapy**  
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**PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES**

This document covers the following policies and procedures in regard to the MFT Practicum and Internship:

**The Practicum Sequence**

**The Internship Sequence**

**“Raw Data” Requirement**

**The Liaison System**

**Finding a Placement**

**Documentation of Clinical and Supervisory Hours**

**Professional and Ethical Considerations**

**Confidentiality**

**Dual Supervision**

**Malpractice/Liability Insurance**

**Paid Practica and Internships**

**Extension of the Internship Beyond 12 Months**

**Summary of Requirements of the Internship**

**The Practicum Sequence.**

Students enroll in their first semester of **Practicum** experience after they have completed MFT 541 (Introduction to Theories of Family Systems) and MFT 551 (Structural, Strategic, and Behavioral Family Therapies). The first semester of practicum (MFT 583) can begin in the Fall of their second year in the program. The second semester of practicum (MFT 584) would commence after the student had completed MFT 552 (Experiential, Intergenerational and Psychodynamic Family Therapies). For the Practicum, students are placed in approved clinical sites in the community for 12 hours per week and receive an hour of supervision per week by an agency supervisor. This experience provides students with basic skills and techniques in interviewing, clinical assessment, and case management. Students attend a weekly course seminar for two hours per week with a faculty instructor. There are over 60 approved training sites across the state, which include mental health centers, youth service bureaus, family service agencies, hospitals, and schools.

**The Internship Sequence.**

After completing the practicum sequence, students have **Internship** placements in outside agencies where they will

work approximately 20 to 25 hours a week for a full calendar year. The primary supervision of cases is done by the university faculty supervisor with one hour per week of individual supervision and two hours of group supervision weekly. The program's standard for supervision is that supervision must occur at a ratio of 1 hour of supervision for every 5 hours of clinical contact, with a minimum of 100 hours of supervision for the internship. A minimum of 50 hours of this supervision must be individual supervision. Fifty (50) hours of supervision must be spent reviewing "raw" clinical data, including videotapes of therapy sessions, live supervision, or audiotape review. Supervision hours count only if with an AAMFT Approved Supervisor that has been approved by the MFT Program Liaison or if with a faculty supervisor. Students are required to complete a minimum of five hundred (500) hours of direct contact hours during their internship experience. Fifty-percent of these hours (250 hours) must be "relational"; i.e., with couples and families. If a student has not met these requirements, s/he may continue to sign up for supervision (MFT 585) until they are completed.

A student is deemed to be prepared for the internship if s/he has completed the two semesters of practicum with an acceptable grade (i.e., "B" or better) and upon recommendation of the student's faculty practicum instructor.

**NOTE:** If a student has demonstrated problems that call attention to concerns regarding performance, emotional stability or immaturity, ethical or professional breaches, or other concerns that would mitigate successful completion of the program, his or her entry into internship may be delayed until such time that a remediation plan has been satisfied. Such a plan is drawn up between the Program Coordinator, academic advisor, faculty supervisor and the student in the form of a written contract, which clearly delineates expectations, criteria for successful completion, and a time frame for satisfying the terms agreed upon in the contract. The student may also be counseled as to the feasibility of continuing in the program or may be asked to resign from the program. The student may appeal such decision through a departmental appeal process or may file a grievance with the Dean of the School of Education and Professional Studies. A new qualification process is being developed that will assess a practicum student's readiness to continue on to Internship, which will take place during the Spring semester of the Practicum Year.

#### **"Raw Data" Requirement.**

Fifty (50) hours of supervision must be spent with an AAMFT-Approved Supervisor engaging in "raw data" supervision with each intern. This can be either "live" supervision (i.e., the supervisor observing the intern's session behind a one-way mirror), or reviewing audiotapes and/or videotapes of sessions. A minimum of twenty-five (25) hours of supervision must be spent reviewing videotapes. **Videotaping is required.**

#### **The Liaison System.**

The Program's Internship Liaison is a faculty member who is responsible for establishing relationships with placement sites. The Liaison makes site visits to various agencies and clinical settings to ensure that each site meets appropriate standards for training and supervision. The Liaison maintains data on various clinical sites in the greater community who meet criteria for acceptable placements, either for practicum or internships.

#### **Finding a Placement.**

A system has been developed to assist you in finding an appropriate placement that matches your interests and geographical requirements. The process for selecting an internship or practicum begins in January prior to the summer you wish to begin the internship or fall semester you wish to begin the practicum. In January, the program holds a **Placement Fair** - an assembly of internship supervisors and prospective interns/practicum students takes place to share information and to have preliminary "informal" interviews. In February, the Liaison coordinates interviews at the various sites. By October prior to this mid-Winter assembly, persons anticipating starting their internships the next summer, or practica the next Fall, should notify the Liaison of their intent. **Practica begin during the fall semester** and are two semesters in total. Students may begin their internship after completing the **two semesters** of practicum and with their advisor's permission. **Internships begin during the summer** and must



be a minimum of **12 consecutive months** in duration.

The purpose of the **practicum** is to provide the student with exposure to a clinical setting and to familiarize her or him with clinical practices prior to entering a more advanced internship experience. Criteria for practicum sites are somewhat less stringent and requirements are more general than those of internship sites. Students in practicum settings should be exposed to clinical cases through co-therapy or a small, carefully monitored caseload, record-keeping procedures, diagnosis and assessment procedures, and exposure to staffings. Like the internship site, the practicum placement should adhere to standard clinical practices regarding record keeping, releases, confidentiality, storing and transporting of clinical material, etc.

Students looking for **internships** may obtain their own placements, after clearing the site with the Liaison/Program Director. An appropriate clinical site should have a variety of case types and should be able to provide marital and family therapy cases; provide the student with adequate clinical space and administrative space to do paperwork; be able to provide a minimum of one hour per week of individual administrative and clinical supervision on clinic cases; have adequate emergency procedures (including medical consultation or back-up) and liability coverage; be willing to permit CCSU MFT faculty supervisors access to "raw" clinical data (i.e., audio and/or videotapes of sessions) for supervision and to allow faculty to provide clinical input on cases; and should adhere to standard clinical practices regarding record keeping, releases, confidentiality, storing of clinical material, etc. In addition, an appropriate internship site should be able to provide an intern with 500 clinical contact hours over the course of 12 months. The Liaison has final "right of refusal" in determining the appropriateness of a site proposed by a student. After a site is selected, an information packet and "letter of understanding" is sent to the agency supervisor for signature.

#### **Documentation of Clinical and Supervisory Hours.**

Clinical contact hours and supervisory hours **during the internship year only** are to be carefully documented by the student on a form provided by the faculty supervisor and are to be handed in at the beginning of each month. Students should make a photocopy of the documentation for their own records. The originals are kept on file in the department.

#### **Professional and Ethical Considerations.**

How you conduct yourself professionally at this stage will influence your credibility with colleagues and supervisors, and will influence your employability after graduation. A major part of the training experience is the socialization aspects of developing a new professional identity. Thus, while at your placement site, **it is important to dress appropriately** (fitting with the norms of the setting), and always maintaining a professional decorum. Students are expected to be familiar with and conduct themselves according to the **AAMFT Code of Ethics** (available on-line at [www.aamft.org](http://www.aamft.org)).

#### **Confidentiality.**

Maintaining confidentiality at all times protects everyone. Do not discuss cases with persons who are not involved with the case or involved in supervisory activities around the case, including your significant others. Do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Insure that you have privacy when discussing cases on the phone. It is required by law that signed releases are obtained from the clients before any discussion regarding a case can occur with parties not associated with the agency; there are instances in which releases are necessary for intra-agency discussions. Check with the agency regarding policies on releases. Also, clinical documentation should be protected at all times, never being taken outside of the facility and always kept in locked files in a secured room. For written materials used for university-based supervision, make notes on clinical record-keeping forms provided by your supervisor and use codes to disguise any identifying information in the case.

For audio and videotaping, you should also have obtained signed releases prior to proceeding with recording sessions (see **Appendix V**). Tapes or other imaging media should be secured at all times and you should never allow unauthorized persons to review a recording of clinical material without written permission of the client or clients. Recorded material must be kept in your physical possession whenever transporting recorded media to or from supervisory sessions and you must prevent any unauthorized persons from having access to the recordings. Whenever recordings on tape or digital memory media are away from the agency and not in your immediate possession (e.g., at home) they are to be kept in secured and locked receptacles. Any tapes or digital files of sessions must be erased or disposed of properly when no longer needed for training purposes.

### **Dual Supervision.**

To prevent confusion regarding clinical decisions, dual supervision (i.e., a student's having intensive, on-going supervision from two supervisors on the same case) must be avoided. A stipulation of an agency's accepting an intern from CCSU is the agreement to allow the student to present cases to a faculty supervisor and supervisory group. If there are concerns or disputes regarding a case, the differences should be discussed between the agency supervisor and the faculty supervisor (with liaison involvement, as appropriate).

### **Malpractice/Liability Insurance.**

Students providing clinical services must be covered by Professional Liability (malpractice) insurance. Insurance is obtained as a **free benefit** of student membership in AAMFT ([www.aamft.org](http://www.aamft.org)). Minimum recommended limits are \$1,000,000/\$3,000,000. Higher limits are usually only a few dollars more and are suggested, such as \$1,000,000/\$5,000,000. Student membership in one of the above professional organizations is required to be eligible for low-cost liability insurance. A copy of each student's malpractice insurance face sheet must be on file prior to beginning clinical practice for both the practicum and internship.

### **Paid Practica and Internships.**

The MFT Internship is intended to provide a supervised clinical training experience for students in the program. The relationship between the agency and the MFT program constitutes an articulation agreement on behalf of students who are understood to be working at the agency under a supervised training capacity. As such, students who are serving as interns are considered trainees, and are expected to perform and function at the level of an advanced Master's-level student in training. Agencies that employ such students as regular clinicians, by definition, are holding the students at two different standards (i.e., one of "employee" and one of "trainee"). **This constitutes a dual relationship between the student and agency, and is to be avoided.** The rationale behind this policy is that if a student does not, by virtue of being in training, live up to standards set as an employee, then the student's training may be compromised. Also, consistent with the AAMFT Code of Ethics, students should not practice beyond the scope of their level of competence; as trainees, they are not expected to be able to practice independently as would be expected from "staff clinicians". While some students may be more experienced than others or may have previously functioned as clinicians by virtue of other academic degrees or training, the above rationale still holds while they are receiving specialized MFT training under supervision during their internship.

Students may receive payment or count clinical hours toward their program requirements from their places of employment under the following conditions:

- 1) The agency or other funding source provides training stipends for students, which are not directly tied to an employment contract;
- 2) A student works for internship hours at times that do not correspond to regular employment hours, and are clearly designated as "internship hours". The student must have an agency-assigned supervisor (different from

the supervisor who evaluates the student as an "employee") who meets with the student for a minimum of one hour per week for administrative supervision. Further, there must be a Letter of Agreement" signed between the agency and the MFT Program delineating responsibilities of the student for the "internship" portion of the time spent at the agency. **Job performance and intern performance must be clearly separated.**

### **Extension of the Internship Beyond 12 Months.**

Any student who has not completed all of the AAMFT clinical and supervisory requirements by mid-May will receive an Incomplete for a grade for MFT 585 for the spring semester. If a student, by mid-May, has 20 hours or fewer left to complete the clinical hour requirements (including the 250 hour "relational" requirement) and is likely to complete these hours by May 31, the student will not need to register for summer supervision. If the student has an on-site AAMFT Approved Supervisor, then the faculty supervisor who has been supervising the student may arrange for continuing weekly supervision of the student by the agency supervisor until the hours are completed. The faculty supervisor will maintain weekly telephone contact in the intervening weeks until the requirements are completed.

### **Summary of Requirements of the Internship.**

1. You will receive **an hour of individual supervision and 2 academic hours of group supervision weekly**. Each student will present a case in the group on a rotating basis (e.g., every third week). A schedule will be generated during the first meeting. Individual supervision will consist of pairs of interns, utilizing audio and videotape. You will receive in-depth, focused supervision on your cases in this format. Since the academic hour is 50 minutes (and we will be working on the basis of clock hours), group supervision will be counted as **2 hours**, although the actual time allotment is 90 minutes. Individual supervision will go for a full 60 minutes.
2. You should **come to class prepared to present case material** on clients being seen at your internship placement.
3. **You are required to present raw clinical data in the form of audio or video**. Proper **release forms** need to be obtained from the client to allow you to present such material in supervision. The format for such releases will be discussed during the first class. Videos should be cued to specific sections for playback in the group.
4. **You will need to purchase a portable video recorder/camera**, such as a camcorder or a "flip video". Prices have dropped and they are now affordable – the price of two textbooks (\$100 - \$200 range for a decent video camera). You can purchase these on-line or at Best Buy, Staples, Office Depot, or other retailers. The new digital cameras have a USB port that allow playback on computers and come with software that allows for easy editing.
5. If you are using audio or video media that you purchased to record therapy sessions, **the media belong to you, but the material on the media is to be considered confidential clinical material that should be stored properly at the agency**. All possible precautions must be taken to protect confidential material, including keeping recorded material in your physical possession whenever transporting recordings of sessions to or from supervisory sessions and preventing any unauthorized persons from having access to the material. Whenever such material are away from the agency and not in your immediate possession (e.g., at home) they are to be kept in secured and locked receptacles. Any tapes, memory cards, or other recordings of sessions must be erased or disposed of properly when no longer needed for training purposes. Clients are to sign consent forms authorizing video recording prior to your recording of sessions.
6. You are responsible for keeping track of your clinical and supervisory hours. A **"Monthly Documentation" form** will be provided for you by the instructor to facilitate this. The form should be updated at the end of each month and turned in no later than the second supervisory session of the following month. Both the on-site supervisor and faculty supervisor need to sign off on your hours on this form. Make a copy for your own records before handing them in to your faculty supervisor.

7. **You should carry a minimum of 12 - 15 cases at your internship site.** Each case should be rotated into supervision periodically. **You will need to accumulate 500 clinical contact hours by the end of your internship over 12 calendar months. 250 hours of your clinical contact must be with couples and families. You will need 100 supervision hours minimum, including individual and group supervision. Fifty hours of supervision must consist of review of taped material. Only supervision from AAMFT Approved Supervisors or Supervisor Candidates may be counted.**
8. The faculty supervisor will want to contact your external site supervisor for coordination of your supervision. **Dual clinical supervision on clinical cases should be avoided;** however, the on-site supervisor should be providing you with administrative supervision on your cases. It is your responsibility to insure that you are not receiving contradictory messages from different supervisors, as this leads to poor clinical outcomes!
9. You will be expected to do a **self-evaluation** on your development as a marriage and family therapist at the end of the semester on a form provided to you. Bring this with you to your evaluation session.
10. You will be expected to provide a completed **Supervision Report Form** (provided by the supervisor) for every case that you present for supervision.
11. **Weekly Case Documentation forms** are to be filled out, summarizing all cases on your caseload, which were seen. A second page documents cases not seen during the week, along with the reason why the case was not seen. This form is important because it provides the supervisor with a means of tracking your caseload.
12. **You will be provided with an electronic file via e-mail of all the forms.** It is your responsibility to make duplicate copies for ongoing use.
13. You will be expected to be familiar with the **AAMFT Code of Ethics** and to adhere to them in a professional manner. This includes, among other things, respect for confidentiality of clients, avoidance of dual relationships, being aware of limitations and making appropriate referrals, and understanding when confidentiality is to be broken (i.e., the Tarasoff decision, report of abuse). Also, if you are a student member of AAMFT, you may not represent yourself officially as a "member of AAMFT" - it is misleading and unethical.
14. Regular attendance is important for both group process and for you to have adequate supervision on your cases. **You are expected to come regularly, prepared for presenting your work.**
15. You will be responsible for carrying **professional liability insurance**. You must carry a minimum \$1,000,000/\$3,000,000 Professional Liability Insurance, obtainable as a Student Member of AAMFT (go to [www.aamft.org](http://www.aamft.org) for information on how to join and obtain insurance). **INSURANCE IS FREE AS A STUDENT MEMBER BENEFIT.** A copy of your insurance face sheet must be filed with the MFT Program Director.
16. At the completion of 300 or more clinical hours, interns are required to complete the University's **Capstone requirement**. For our program, the capstone consists of a comprehensive written summary of a case seen at their internship site and an oral presentation with a videotape demonstration of their work with the family. The format of the Clinical Case Presentation capstone project is included in Summer syllabus for MFT 585.
17. In the Spring semester, **the Capstone Clinical Case Conferences** will be held during regular group supervision days in April. This will provide a forum for all supervision sections to interact, for the supervisors to work together in presenting their own styles, and for interns to present their Capstone Projects to a clinical audience. The format of the Clinical Case Presentation capstone project will be handed out in supervision during the Fall semester. A sample Capstone presentation done by Dr. Wiener is on reserve in the library.

**Marriage and Family Therapy Program  
Department of Counselor Education and Family Therapy**

**POLICY:**

**Temporary Changes in MFT Internship Requirements  
Due to University and CT Board of Regents COVID-19 Virus Policies  
Mandating a Ban on Participation in Field Placements**

**Effective April 1, 2020**

**Expires May 31, 2021**

Due to circumstances beyond their control, MFT 3<sup>rd</sup>-year interns were not allowed to attend their field placements as per an order by CCSU President Zulma Toro on March 12, issued to protect the CCSU Community from exposure to the COVID-19 viral pandemic. On that date, the university was physically closed until at least the end of the Spring semester and classes were ordered to be taught via on-line media. Our students were informed that they were to stop seeing clients and our department determined that students would not be permitted to participate in TeleHealth contacts with clients (as per Connecticut statutes, only permitting licensed clinicians to do so as well as various clinical, ethical and safety concerns of students' conducting TeleHealth activities). It is also unclear when the university will allow the gathering of students and faculty on-campus in order to fulfill the prescribed Capstone requirements.

In order to allow interns to fulfill program, accreditation and state licensing requirements in a timely manner, the following plan will be put into place in regard to **the 2019-2020 and 2020-2021 internship cohorts**, effective immediately and will expire on May 31, 2021. Requirements for interns entering their internship for the 2021 – 2022 cohort will revert back to the current requirements (see table, below).

**CHANGES IN INTERNSHIP REQUIREMENTS FOR 2019 - 2020 MFT INTERNS**

<b>Current Requirements</b>	<b>New Temporary Requirements</b>
500 clinical contact hours	500 clinical contact hours; 100 hours of practicum will be counted as "Alternative" hours toward the 500 total clinical contact hours for all interns, as permitted in consultation with COAMFTE
250 "Relational" hours (i.e., with couples and/or families; 250 may be with individual or groups (or pre-determined Alternative hours)	200 "Relational" hours (40% of total as per COAMFT Standards, Version 12)
100 hours of supervision from AAMFT Approved Supervisor(s)	Same
50 hours of "raw data" supervision	Same
Capstone written case analysis and oral examination by a panel of 3 faculty supervisors; video clips of sessions are required	Same; Oral examination must be "live" and in person.

The changes in the current requirements were determined as appropriate in review of accreditation and CT MFT licensing documents and in consultation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) Director of Accreditation. The standards for the CCSU MFT program exceed the requirements proscribed in the COAMFTE Accreditation Standards, Version 12; the Version 12 standards permit the inclusion of 100 “alternative” hours to be counted toward the required total of 500 clinical contact hours. A second memo from COAMFT in May reduced requirements temporarily even further, but would not be appropriate for our program to adopt due to the licensing requirements in the state.

The program has determined that the 2<sup>nd</sup>-year practicum meets the definition of “alternative” hours, and thus, 100 hours of practicum will be included in the total number of clinical contact hours required for completion of the program. Students will still be responsible for meeting all other internship requirements, including supervision, “relational” hour, “raw data” supervision hour, and Capstone requirements. The Connecticut statute regarding the licensing of MFTs states, “...a minimum of five hundred direct clinical hours that included one hundred hours of clinical supervision”. Thus, the change in policy for this cohort still fulfills minimum accreditation and licensure requirements. While the program faculty agree that this reduction in expectations is an adequate solution to the current set of conditions, we are in consensus that students are better prepared for the workforce in terms of training and experience with the current internship requirements set at a higher standard than these minimum parameters.

The rationale for allowing the counting of 100 hours of Practicum include:

- 1) The Practicum agency agreement includes 3 – 5 clinical contact hours for practicum students per week; a minimum of 3 hours over 2 semesters (36 weeks, including winter break when students are expected to provide continuity of care to their clients) equals 108 hours, which exceeds the 100-hour maximum for inclusion as “alternative” hours under COAMFTE Standards, Version 12;
- 2) Students attend a weekly 2-hour group supervisory meeting with a faculty AAMFT Approved Supervisor during the Fall and Spring semesters;
- 3) Practicum students are evaluated on the identical set of skills as are Interns, but at different expectation levels determined to be developmentally appropriate for their experience level.

**The following documents (attached) provide support for the rationale of this new temporary policy:**

- Description of Practicum Requirements (MFT Student Handbook, online at [www.ccsu.edu/mft](http://www.ccsu.edu/mft))
- Practicum Agency Agreement (Specimen)
- Description of Internship Requirements (MFT Student Handbook, online at [www.ccsu.edu/mft](http://www.ccsu.edu/mft))
- Internship Agency Agreement (Specimen)
- “Item 4 – Foundational Practice Component” (E-Memo received by MFT Program Director on 3/23/2020)
- COAMFTE Accreditation Standards, Version 12, Key Element IV-C: Foundational and Advanced Application Components (available at [www.coamfte.org](http://www.coamfte.org))
- MFT Licensing Law - State of Connecticut Statute Chapter 383a, sections 20-195-a – f.

**Note: Excepts below in red and in bold typeface provide support and a rationale for the temporary change in CCSU MFT internship requirements.**

## **PRACTICUM**

Students in the Master's program in Marriage and Family Therapy at CCSU start their practicum experience after the equivalent of 1-1/2 years of full-time study in individual, group, and family therapies, developmental psychology, research methods, and professional ethics. Students at this level are expected to participate in a 12 hour/week introductory-level clinical experience in a mental health or human services facility for two semesters. During this experience, students are expected to develop basic clinical and case management tools for conducting clinical practice in a professional setting as a precursor to the internship. During the first semester, basic interviewing and counseling skills, diagnosis of mental disorders, and basic case management procedures will be covered. In this course, students:

- 1) **Participate in a clinical setting for 12 hours per week, observing and participating in treatment processes as deemed appropriate for the student's level of readiness; Average expectation of clinical contact is 3 – 5 hours per week;**
- 2) **Participate in a peer group with a faculty instructor for 2 hours per week to discuss learning processes involved in the practicum experience;**
- 3) Complete readings and class assignments; and
- 4) Demonstrate mastery of requisite clinical skills.

The Practicum is a much less intensive training experience than the Internship and affords both the student and the placement site much flexibility in interacting in a broad range of professional contexts.

### **Practicum Agency Agreement (Specimen):**

This is to affirm our understanding of the relationship between the Marriage and Family Therapy (MFT) Program at Central Connecticut State University and «SiteName» regarding practicum training of Master's level students.

Specifically, it is understood that acceptance of CCSU MFT students as practicum students represents a relationship not only between the agency and the student, but also between the agency and the University program. This relationship is described in the accompanying introductory letter, which details the following:

1) Practicum hour requirements

- a. **Two academic semesters of on-site service; 12 hours per week minimum of on-site participation (Student to arrange vacation/holiday time as clinically appropriate)**

2) Supervisory requirements

- a. **1 hour per week minimum individual on-site supervision; agency assumes primary responsibility for clinical supervision.**
- b. **Group support will be offered at the university in the form of a weekly seminar [all practicum faculty hold the AAMFT Approved Supervisor designation.]**

3) Experiential/curriculum requirements

- a. **3 - 5 hours per week average client contact as deemed relevant by the placement site, as student is ready (as determined by agency supervisor).**
- b. **Exposure and practice in executing agency/program procedures in managing clients, diagnosis/assessment, treatment planning, and discharge planning (as relevant and appropriate), and service delivery.**

4) Documentation of clinical and supervisory hours

- a. No specific documentation of clinical and supervisory hours is required for the practicum experience.

5) Evaluation of practicum student

- a. **Assistance in the evaluation process through completion of an evaluation form supplied by the MFT program at the end of each semester.**
- b. Telephone and written correspondence regarding student concerns on an as-needed basis.

6) Liaison system

- a. Periodic contact with CCSU Program Liaison, including possible site visit by Liaison.
- b. Attendance at periodic meetings at CCSU with other agency supervisors and faculty supervisors.

7) Insurance

- a. Students are expected to carry their own health insurance. Students are required to submit to the program verification of standard immunizations and tests.
- b. Students are required to purchase professional liability insurance.



## INTERNSHIP

Following successful completion of the Practicum year, students are expected to participate in a 20 - 25 hour/week advanced-level clinical experience in a mental health facility for a minimum of 12 months. During this experience, students are expected to utilize clinical and case management skills for conducting clinical practice in a professional setting. Interns are required to complete 500 supervised clinical contact hours with individuals, couples, and families, with 50% being “relational” (i.e., couples and families), using a systems theory-based approach. The focus of the internship is on helping students develop the skills to move toward competent independent practice with continued supervision. Interns must receive supervision for training purposes from faculty AAMFT Approved Supervisors and must present audio and/or videotapes of cases to their supervisors. Students receive 1-1/2 hours of group and 1 hour of individual supervision per week on campus. It is expected that students will also receive a minimum of 1 hour per week of individual supervision for tracking cases administratively by an agency supervisor. If AAMFT Approved Supervisors are available on-site, training responsibility may be split as negotiated on a case-by-case basis. Interns participate as staff members, attending all clinical and agency meetings as appropriate. Objectives:

- 1) Interns will be exposed and provide direct treatment to a wide variety of clinical cases under supervision by both agency and faculty supervisors;
- 2) Interns will integrate theories and techniques of individual, couples, and family therapy learned in the academic setting in application to actual clinical material;
- 3) Interns will learn and practice standard clinic procedures, including: Formulating appropriate diagnoses of mental, emotional and behavioral disorders; developing treatment plans; documenting assessment and treatment procedures and writing termination summaries (i.e., clinical charting); presenting cases for peer review; preparing for clinical supervision; making appropriate referrals; collaborating with other health care/human services professionals; and dealing with fees and third-party payors (as appropriate for the setting); and
- 4) Interns will learn to become self-reflective as an active participant in the treatment process through the analysis of therapist-client interactions via audio and videotape review with a supervisor.
- 5) **Interns will meet requisite clinical and supervision standards for completion of the internship (i.e., a minimum of 500 face-to-face client contact hours of individual, couple, and family therapies with 50% being couple and family therapies; and a minimum of 100 hours of individual and group supervision, with a minimum of 50 hours of individual supervision utilizing such “raw” clinical data as audio and/or videotape, or live supervision).**

## **Internship Agency Agreement (Specimen):**

This is to affirm our understanding of the relationship between the Marriage and Family Therapy Program at Central Connecticut State University and <Agency> regarding **internship training** of Master's level students.

Specifically, it is understood that acceptance of CCSU MFT students as interns represents a relationship not only between the agency and the student, but also between the agency and the University program. This relationship is described in the accompanying introductory letter, which details the following:

- 1) Internship hour requirements (CCSU MFT interns are required to complete a total of 500 clinical contact hours, with 250 hours minimum hours with couples and families.**
  - a. Minimum 12 months continuous service**
  - b. Agency site requirement** of a minimum of **500** client contact hours, including 250 hours with couples and families accumulated to complete requirements
- 2) Supervisory requirements**
  - a. One (1) hour per week minimum on-site supervision of intern by designated agency supervisor to oversee administrative and clinical aspects of intern's work
  - b. Agreement to permit AAMFT-Approved CCSU Faculty supervisor to provide clinical supervision to intern, with use of "raw" data (i.e., audio and/or videotape) in accordance with agency policies and HIPAA**
- 3) Documentation of clinical and supervisory hours**
  - a. Sign-off of monthly documentation forms supplied by CCSU-MFT program
- 4) Evaluation of intern**
  - a. Assistance in the evaluation process via completion of University-supplied forms and verbal feedback during the Fall and Spring Semesters.**
- 5) Confidentiality**
  - a. Use of appropriate release forms in accordance with agency and HIPAA standards
  - b. Proper storage and accessibility to patient records, including policies regarding transport of "raw clinical data" (i.e., video recordings of sessions) in accordance with agency and HIPAA standards
- 6) Liaison system**
  - a. Periodic contact with CCSU Program Liaison, including site visit by Liaison
  - b. Invitation to periodic meetings at CCSU with other agency supervisors and faculty supervisors
- 7) Insurance**
  - a. Students are expected to carry professional liability insurance
  - b. Students are expected to carry their own medical insurance
- 8) Facility**

**The Facility shall:**

  - a. be adequate and conducive to clinical practice;
  - b. have policies and procedures concerning professional practice and informed consent of clients; including but not limited to such areas as client rights, limits of confidentiality, and the establishment and collection of fees;  
and have reasonable policies and procedures concerning safety, privacy, and confidentiality, in accordance with HIPAA standards
  - c. accurately represent to the public the type of services rendered at the facility and the training status of the therapist.

**E-Mail to MFT Program Directors from COAMFTE Regarding the COVID-29 Pandemic**

***Item 4. Foundational Practice Component: What is COAMFTE guidance on proceeding with practice experiences given disruptions to universities and agencies?***

While COAMFTE expects programs to maintain compliance with COAMFTE Accreditation Standards Version 12, programs are also able to make contingency/emergency plans for the attainment of client contact hours. **Flexibility and creative solutions should be applied particularly with students who are due to graduate in Spring 2020 and have completed a majority portion of their clinical experience.**

**COAMFTE temporarily provides programs with the flexibility of decreased clinical hours for students that need to complete the program in a timely manner (such as the cohort graduating in Spring 2020), but programs should demonstrate that they have evaluated those students as achieving a competency level to the 500 hour requirement and that they have informed students of the impact of the implications on portability and licensing regulations.** COAMFTE may request programs to follow up specific to this information in their Annual Report.

For programs that require the Foundational Practice Component, **students graduating after June 1, 2020 are expected to complete the minimum clinical experience hours consistent with Key Element IV-C. Within the 500 clinical hour requirement, 100 hours of alternative clinical activity are acceptable. Programs could consider flexibility in alternative clinical hours and types of experiences, even if not previously used by the program.** For example, flexibility in alternative clinical hours might include supervised clinical experience such as simulation or role-play.

While COAMFTE expects that programs ensure all students achieve clinical competency in their program goals and outcomes prior to graduation, **we also encourage schools and programs to work with all students to ensure that they can graduate in a timely fashion despite disruptions.**

## **COAMFTE Standards, Version 12 – Pertinent Excepts**

### **Key Element IV-C: Foundational and Advanced Application Components**

The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.

#### **Foundational Practice Component**

- Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).

+• Includes a minimum of 500 clinical contact hours with individuals, **couples, families** and other systems physically present, **at least 40% of which must be relational**. The 500 hours must occur over a minimum of twelve months of clinical practice. **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.** Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.

- 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 (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) 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.

- **Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.**

**CHAPTER 383a  
MARITAL AND FAMILY THERAPISTS**

**Section 20-195a. Definitions. Requirements Re Licensure.** For purposes of this chapter: (1) "commissioner" means the commissioner of public health; (2) "department" means the department of public health; (3) "marital and family therapy" means the evaluation, assessment, counseling and management of emotional disorders, whether cognitive, affective or behavioral, within the context of marriage and family systems, through the professional application of individual psychotherapeutic and family-systems theories and techniques in the delivery of services to individuals, couples and families.

**Section 20-195b. Use of Title.** (a) Except as provided in Section 20-195f, as amended by this act, no person shall practice marital and family therapy unless licensed in accordance with Section 20-195c.\*

(b) No person shall use the title "licensed marital and family therapist" unless he is licensed in accordance with the provisions of Section 20-195c.

**Section 20-195c. Application for Licensure.** (a) Each applicant for licensure as a marital and family therapist shall present to the department satisfactory evidence that he has: (1) Completed a graduate degree program specializing in marital and family therapy from a regionally accredited college or university or an accredited postgraduate clinical training program approved by the Commission on Accreditation for Marriage and Family Therapy Education and recognized by the United States Department of Education; (2) completed a minimum of twelve months of a supervised practicum or internship to be completed within a period not to exceed twenty-four consecutive months with emphasis in marital and family therapy supervised by the program granting the requisite degree or by an accredited postgraduate clinical training program, approved by the commission on accreditation for marriage and family therapy education recognized by the United States Department of Education in which the student received a minimum of five hundred direct clinical hours that included one hundred hours of clinical supervision; (3) completed a minimum of twelve months of relevant postgraduate experience, including at least (A) one thousand hours of direct client contact offering marital and family therapy services subsequent to being awarded a master's degree or doctorate or subsequent to the training year specified in subdivision (2) of this subsection and (B) one hundred hours of postgraduate clinical supervision provided by a licensed marital and family therapist who is not directly compensated by such applicant for providing such supervision; and (4) passed an examination prescribed by the department. The fee shall be two hundred fifty dollars for each initial application. Licenses may be renewed annually in accordance with the provisions of section 19a-88. The fee for such renewal shall be two hundred fifty dollars.

(b) The department may grant licensure without examination, subject to payment of fees with respect to the initial application, to any applicant who is currently licensed or certified in another state as a marital or marriage and family therapist on the basis of standards which, in the opinion of the department, are substantially similar to or higher than those of this state. No license shall be issued under this section to any applicant against whom professional disciplinary action is pending or who is the subject of an unresolved complaint.

(c) Notwithstanding the requirements of this section, the commissioner shall, not later than February 6, 1998, grant a license as a marital and family therapist to any person who submits satisfactory evidence that he has (1) a minimum of ten years of relevant experience as of January 1, 1998, including a minimum of five years work experience under an approved supervisor or approved substitute supervisor of the American

Association for Marriage and Family Therapy or supervisor or substitute supervisor certified or licensed under this chapter, or (2) successfully completed, prior to January 1, 1985, either (A) a graduate degree program specializing in marital and family therapy or (B) an accredited postgraduate clinical training program approved by the Commission on Accreditation for Marriage and Family Therapy Education and recognized by the United States Department of Education.

(d) Licenses issued under this section may be renewed annually in accordance with the provisions of section 19a-88, as amended. The fee for such renewal shall be two hundred fifty dollars. Each licensed marital and family therapist applying for license shall furnish evidence satisfactory to the commissioner of having participated in continuing education programs. The commissioner shall adopt regulations, in accordance with chapter 54, to (1) define basic requirements for continuing education programs, (2) delineate qualifying programs, (3) establish a system of control and reporting, and (4) provide for waiver of the continuing education requirement for good cause.

**Section 20-195d. Disciplinary Action. Grounds.** The department is authorized to conduct investigations and take disciplinary actions as set forth in section 19a-17 for any of the following reasons: (1) Fraud or material deception in procuring or attempting to procure licensure; (2) illegal conduct, incompetence or negligence in carrying out professional functions; (3) any occupationally disabling emotional disorder or mental illness; (4) physical illness including, but not limited to, deterioration through the aging process; (5) abuse or excessive use of drugs, including alcohol, narcotics or chemicals; (6) fraud or material deception in the course of professional activities; (7) willful and significant falsification of entries in any hospital, patient or other record and (8) violation of any provision of this chapter, any regulations adopted pursuant to this chapter, any provision of this chapter, any regulation adopted pursuant to this chapter, or any provisions of subdivision (6) of subsection (a) of section 19a-14. The commissioner may order a license holder to submit to a reasonable physical or mental examination if his physical or mental capacity to practice safely is the subject of an investigation. The commissioner may petition the superior court for the judicial district of Hartford to enforce such order or any action taken pursuant to section 19a-17.

**Section 20-195f. Certain activities and services not restricted.** (a) No license as a marital and family therapist shall be required of: (1) A student pursuing a course of study in an educational institution meeting the requirements of section 20-195c, if such activities constitute a part of his supervised course of study; (2) a faculty member within an institution of higher learning performing duties consistent with his position; (3) a person holding a graduate degree in marriage and family therapy or a certificate of completion of a post degree program for marriage and family therapy education, provided such activities and services constitute a part of his supervised work experience required for licensure; or (4) a person licensed or certified in this state in a field other than marital and family therapy practicing within the scope of such license or certification.\*

(b) A person practicing marriage and family therapy pursuant to subdivision (4) of subsection (a) of this section may advertise or present himself as practicing marriage and family therapy provided he clearly sets forth, in his advertisement or presentation, the type of license pursuant to which he is practicing.

**\*Note:** The highlighted section was replaced by provisions pertaining to a new “Associate license” in September, 2019. Currently, all post-graduates in the various mental health disciplines must have either an Associate license (i.e., LMFT-A) or full license (LMFT).

**Please note:** On the day of your capstone, plan on being present for the entire session to support your peers and to provide feedback. **You will not be required to attend on the day that you are not presenting (but are certainly welcome to attend).** You may count your attendance as “Group Supervision – Video” on your monthly documentation.

18. **Who can come to your capstone?** The Capstone oral presentation is done in the presence of CCSU faculty members/supervisors and other MFT students in the program. Interns who are presenting may invite their on-site supervisor(s) to be present during their presentations. **ONLY THOSE LISTED ABOVE MAY BE PRESENT DURING THE CAPSTONE PRESENTATION.** To protect confidentiality, students’ family members or other guests are not allowed to participate in the audience. Also, interns are asked to disguise the family’s identity to the extent possible.
19. **The capstone presentations may be video recorded for the purpose of faculty review and evaluation.** However, video portions of the presentation are not videotaped, and videos of the presentations are archived in a secure storage area. Any written materials distributed to the audience are collected by the intern following his/her presentation and are disposed of.
20. **Any student who has not completed all of the AAMFT clinical and supervisory requirements by mid-May will receive an Incomplete** for a grade for MFT 585 for the Spring semester. If a student, by mid-May, has 20 hours or fewer left to complete the clinical hour requirements (including the 250 hour “relational” requirement) and is likely to complete these hours by May 31, the student will not need to register for summer supervision. If the student has an on-site AAMFT Approved Supervisor, then the faculty supervisor who has been supervising the student may arrange for continuing weekly supervision of the student by the agency supervisor until the hours are completed. The faculty supervisor will maintain weekly telephone contact in the intervening weeks until the requirements are completed.

**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**PLACEMENT AT PRIVATE PRACTICE SITES**

The CCSU MFT Program recognizes the potential benefit of our students being placed with an established MFT practitioner in a private practice setting; there are unique opportunities for mentoring, exposure to different treatment approaches, and learning the "business end" of independent practice. The program also recognizes the potential for exploitation, lack of safeguards for physical safety or adequate supervision, or proper standard administrative practices that are typically afforded at public or private, non-profit agencies. As such, this policy specifies conditions under which private practices may be deemed to be acceptable for practicum and/or internship students at CCSU:

The following items must be in place in order for a private practice site to be approved:

**The Supervisor/Owner must provide:**

1. Clear, written policies and procedures for office management, including clear guidelines for fee collection.
2. Standardized paperwork for each client.
3. Clear expectations for intern's participation in written agreement form:
  - # of hours to be available
  - # of clients hours to be achieved (estimated)
  - timing of supervision and staff meetings
4. Available office space and administrative space, separate from the supervisor/ owner's own clinical workspace.
5. A safe, clean location.
6. Clear delineation of which clients the interns can see (e.g., Husky, self-pay, etc.)
7. MFT supervision at a minimum. Approved Supervisor supervision a plus.
8. The supervisor/owner must provide proof to the CCSU MFT Program of up-to-date malpractice and office liability insurance, and supervisor/owner's proof of license as a Marital and Family Therapist by the Connecticut State Department of Public Health (LMFT)

**Safety and Training Policies:**

1. For **solo practices** (i.e., a sole proprietor with no employees), interns must have a primary internship site at a private/public non-profit agency; the private practice placement must be a secondary placement to supplement their primary internship; group practices or sole proprietors who hire other contractors the practice and have adequate administrative support may serve as primary sites, pursuant to the terms of this policy.
2. Practicum and/or internship students may not be at the practice location without the supervisor/owner present.
3. The supervisor/owner must be available in person to the practicum and/or internship student for consultation during the hours that the student is scheduled to be at the practice.



4. There must be policies and procedures for handling clinical emergencies in place, including dealing with belligerent clients, need for emergent police intervention, hospitalization, etc.
5. The supervisor/owner must be able to provide “relational” (i.e., family and/or couples) clinical hours to internship students to ensure that they can meet their program requirements.
6. Some co-therapy is acceptable; however, internship students are expected to be able to have primary clinical control of the majority of their cases (under supervision).
7. The supervisor/owner must be agreeable to the terms of training specified in the MFT program’s Letter of Agreement for Practicum and Internship students, as well as the “Information Packet” provided with the Agreement (including the use of video material for review by the university faculty supervisor on campus, according to our policies about handling Personal Medical Information in compliance with HIPAA).

**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**PROBATIONARY PROCESS FOR THE MARRIAGE & FAMILY THERAPY PROGRAM**

At its regular meetings, the Department of Counselor Education and Family Therapy faculty review the progress of students in the various programs in the department. If and when adequate mastery is not demonstrated, it may be necessary to initiate a probationary process resulting from a majority vote of the counseling and family therapy faculty. The faculty members reserve the right to place a student in clinical training on probationary status if it is clear that the student is not progressing in a manner expected at that particular time. The student will be notified, in writing, that the probation has been initiated. This probationary period means that a student, with his or her advisor, would then go over specific feedback related to the performance criteria required and expected of a student at that particular point in time, and an action plan will be developed to address identified deficits. If the academic and/or professional issues are resolved within the designated probationary period, the student would be removed from probation. If a student is unable to successfully resolve the conditions of his or her probationary status within the designated probationary period, said student will be terminated from the program. The student may appeal such a decision through the Dean of the School of Education and Professional Studies.

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **Recruitment of New Students**

The CCSU MFT Program is committed to ensuring a high quality educational experience by bringing together students, faculty, and field placements that will advance the stated mission and desired outcomes of the program.

The faculty of the MFT program conducts various outreach activities in the service of recruiting persons who will both benefit from and contribute to the program. The program is committed to bringing diversity to the program in terms of race, ethnicity, nationality, gender, sexual orientation, religion, and age, among other categories that people typically identify as “distinctive”.

For student recruitment, the program takes the following steps:

- 1) Develops accurate and attractive marketing materials
- 2) 2) Maintains a comprehensive and user-friendly website with information in detail about the program
- 3) Conducts regular “information sessions”
- 4) Sends outreach letters to various constituencies, including students graduating from likely majors at CCSU, potential future employers, agency field placement site supervisors and administrators, etc.
- 5) Works closely with the Office of Graduate Studies and the Office of Graduate Admissions and Recruitment to periodically advertise the program in social and traditional media.
- 6) Has a user-friendly admissions policy and procedure that provides candidates with ease of submission and timely processing of applications.

Such activities occur on regular intervals to correspond to two (3) admissions periods (Fall and Spring semesters for the Evening Track and Summer for the Weekend Cohort Track).

The program adheres to the University’s policy on non-discrimination for all recruitment activities:

Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws. Discrimination in employment based on genetic information is prohibited. In addition, CCSU will not refuse to hire solely because of a prior criminal conviction, unless that refusal is permitted by Connecticut law. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community.

### **Policy – MFT Program Student Recruitment**

The CCSU MFT Program works with the Office of Graduate Admissions and Recruitment (GAR) to promote the program for potential students. The program faculty and the MFT Graduate Society sponsor recruitment information sessions at least once per semester and participate in recruitment events run by the GAR, such as a bi-annual open house for graduate recruitment. The university and program adhere to non-discrimination practices in their recruitment efforts.

Since our program offers a Master's degree, our target audience consists of post-baccalaureate individuals who are interested in pursuing careers as counselors or therapists. The MFT program offers training in systemic approaches to psychotherapy and couples/family therapy. The program and its curriculum are geared toward teaching our students to look at relationships as being a substrate for how individuals, couples and families adapt to their circumstances. Prospective students are provided information on both options at our various recruitment functions.

For program information sessions, the program markets to seniors in various departments in the university, such as Psychology, Social Work, Sociology, Anthropology, Philosophy, and other relevant departments. In addition, the program director works with the GAR director to generate lists of other potential candidates via outreach to various academic departments in the social sciences of sister universities in Connecticut. Announcements regarding our programs and recruitment activities are also sent to various organizations, such as church groups, community social service agencies, and corporations in the state. Announcements of information sessions and open house events are posted on the Graduate Studies website and on the MFT website in addition to being sent to key persons in the various target markets for dissemination.

The GAR office also has an electronic system for fielding questions of potential applicants. These inquiries are forwarded to the MFT program director for follow-up.

### **Policy – MFT Program Student Retention**

The CCSU MFT program has been very successful in retaining students from time of admission to graduation. The average retention rate is approximately 90%, based on tracking students from program entry to completion on an annual basis.

The program is structured in four (4) phases: “Pre-candidacy”, “Degree Candidacy”, “Practicum” and Internship”. The program is scaffolded in a way that it begins with basic counseling skills and theories in working with individuals and groups, theories of human development, and an introduction to theories of family systems, featuring the program’s hallmark “Metaframeworks” approach (which is supported and reinforced throughout the program). “Degree Candidacy” is a “bridging” time to build upon the previous phase, preparing students to begin their clinical training and application of the theories and models they learned during the first year. The practicum is an introductory field placement experience for two semesters during the 2<sup>nd</sup> year to prepare them for a more intensive, 12-month internship experience in the 3<sup>rd</sup> year, in which they are given a substantial caseload under AAMFT-approved supervision. Students respond well to the predictability and structure of the program and are able to see their growth and development through the various phases.

Factors that support student retention are:

- (1) The sense of cohesiveness that students experience in moving through the program in a cohort
- (2) Clarity of expectations early in the program through advisement and orientation sessions
- (3) General positive and affirming tone of the program faculty and administration
- (4) Flexibility in scheduling of courses to fit students’ needs as adult learners
- (5) Availability of faculty to address student needs and concerns
- (6) Cohesiveness of the faculty
- (7) Inclusion of students in assessing needs and addressing concerns of students in the program
- (8) Ongoing assessment of growth and development throughout the program

Factors involved in students’ decisions to leave the program include:

- (1) Wrong fit between students’ interests/expectations and what the program offers
- (2) Health and family issues needing attention
- (3) Difficulties in adapting to the clinical training environment during the practicum and/or internship.

Typically, factor #1 occurs early in the student’s program, usually in Pre-Candidacy. Factor #2 can occur at any time during the program. Factor #3 typically occurs once the student is in a field placement and has begun supervised clinical practice.

Periodically, a student will decide to take a leave of absence to address personal situations mitigating their continuance in the program. Such students often return to the program to continue their studies. For information regarding leaves of absence, see the CCSU Graduate Catalog entry: <https://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Leaving-the-University-and-Reenrolling>.

Students complete a comprehensive “MFT Program Student Satisfaction Survey”, bi-annually, which covers a wide array of items, ranging from campus life, resources, climate, location, etc. to specifics regarding various aspects of the program (such as views on faculty, teaching methods, curriculum, clinical training, etc.) This data is used to ascertain areas that reflect a need for improvement. Attentiveness to student concerns plays a big role in student satisfaction, and hence the decision to continue in the program.

If a student decides to leave the program prior to graduating, the program director or academic advisor reaches out to the student to discuss his/her/their decision to leave.

**August 31, 2020**

## **CCSU Master's Program in Marriage and Family Therapy Policies and Procedures**

### **Retention, Student Conduct, Probation, and Dismissal**

The CCSU MFT Program adheres to policies of the university pertaining to student standing in the university and procedures for ensuring due process when concerns arise as to a student's suitability for continuation in the program.

There are four main circumstances that invoke a review process for consideration of a students' status in the program:

- (1) Poor academic performance
- (2) Breaches of academic integrity (i.e., cheating and plagiarism) and misconduct
- (3) Violation of the AAMFT Code of Ethics
- (4) Failure to complete program requirements within acceptable limits

Sources of university policies pertaining to these areas include:

#### **CCSU Student Handbook:**

<http://web.ccsu.edu/studentaffairs/orientation/studenthandbook.asp?redirected>

#### **CCSU Graduate School Handbook:**

<http://www.ccsu.edu/grad/resources/files/GRADUATESCHOOLHANDBOOKFEB2015.pdf>

#### **CCSU 2015-2016 Undergraduate/Graduate Catalog:**

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog>

### **Poor Academic Performance**

The following policies are taken from the 2015-1026 CCSU Graduate Student Handbook

<http://www.ccsu.edu/grad/resources/files/GRADUATESCHOOLHANDBOOKFEB2015.pdf>

#### **Probations/Dismissals**

Students who drop below a 3.00 average will receive a letter from the Dean, School of Graduate Studies, informing them that they are no longer in good academic standing and that they have been placed on academic probation or dismissed from their program. Students who are not in good standing and/or receive more than two grades of C/C+ or lower and who, in the judgment of the Associate Vice President for Academic Affairs and Dean, School of Graduate Studies, are not able to attain the 3.00 G.P.A, will be dismissed from their graduate program. Once a dismissal letter is received, a student who intends to appeal the dismissal is expected to promptly meet with the Associate Vice President for Academic Affairs/Dean, School of Graduate Studies and provide an explanation for his/her poor performance. If a student fails to meet with the Dean, School of Graduate Studies before the beginning of the new semester, the student's schedule will be dropped and he/she will be withdrawn from his/her program. Any student who is withdrawn from the program may reapply for admission through the Graduate Office. The Dean, School of Graduate Studies will decide whether or not the student may continue with his/her studies. Continuation will be contingent upon the student's progress in meeting the requirements for good standing.

**Re-enrollment of students who have been dismissed** - Students who are dismissed from graduate study may request reenrollment upon attainment of a 3.00 (B) cumulative grade point average on the Central Connecticut

University graduate record. Forms for requesting reenrollment are available in the Graduate Admissions Office, the School of Graduate Studies Office and at [www.ccsu.edu/grad](http://www.ccsu.edu/grad). Along with the reenrollment form to Graduate Admissions, the student must submit any additional materials that are required by the department for the department's review of the file. A department may also consider prior performance in the program when reviewing a student's file who has been formally dismissed by the School of Graduate Studies.

**Probationary Process for the Marriage & Family Therapy Program**\_- At its regular meetings, the counseling and family therapy faculty review the progress of students in the various programs in the department. If and when adequate mastery is not demonstrated, it may be necessary to initiate a probationary process resulting from a majority vote of the counseling and family therapy faculty. The faculty members reserve the right to place a student in clinical training on probationary status if it is clear that the student is not progressing in a manner expected at that particular time. The student will be notified, in writing, that the probation has been initiated. This probationary period means that a student, with his or her advisor, would then go over specific feedback related to the performance criteria required and expected of a student at that particular point in time, and an action plan will be developed to address identified deficits. If the academic and/or professional issues are resolved within the designated probationary period, the student would be removed from probation. If a student is unable to successfully resolve the conditions of his or her probationary status within the designated probationary period, said student will be terminated from the program. The student may appeal such a decision through the Dean of the School of Graduate Studies.

### **Breaches of Academic Integrity (i.e., Cheating And Plagiarism)**

The following set of university policies address academic integrity – see:

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/General-University-Policies/Academic-Misconduct-Policy>

### **Academic Misconduct Policy**

At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students to learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought one may draw upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

The CSU code of conduct, Guidelines for Student Rights and Responsibilities and Judicial Procedures, defines academic misconduct as including, but "not limited to, providing or receiving assistance from another, in a manner not authorized by the instructor, in the creation of work to be submitted for academic evaluation (including papers, projects, and examinations). Plagiarism is defined as presenting, as one's own, the ideas or words of another person, for academic evaluation, without proper acknowledgement." Cheating may take many forms. It includes, but is not limited to, the following actions, unless explicitly authorized by the instructor:

### **Exams**

- Copying from another person's paper or receiving unauthorized aid from another person during an examination;

- Use of unauthorized materials or devices during an examination or any other form of academic evaluation and grading; e.g., use of signals, notes, books, or calculators during an examination when the instructor has not approved their use;
- Knowingly allowing another person to copy from one's paper during an examination.

### **Improper Behavior**

- Use of another person as a substitute in any form of academic evaluation or acting as a substitute for another person in any form of academic evaluation; e.g., a student cannot have another person take an examination for him/her;
- Acquisition or distribution of improperly acquired examinations; e.g., stealing examinations before the test period or taking a copy of an examination from a testing room without the permission of the instructor. (Examinations which have been distributed by an instructor are legitimate study tools.);
- Submission of another's material as one's own for academic evaluation;
- Preparation of work for another student to submit for academic evaluation;
- Unauthorized collaboration in the preparation of materials to be submitted for academic evaluation; e.g., working with another student on an assignment when the instructor has not authorized working together;
- Submission of the same work, or substantially similar work, in more than one course without prior consent of the evaluating instructor(s);
- Disruption in classroom, lab, or research and study areas; any conduct or actions that grossly or persistently interferes with the academic process. (See Rights and Responsibilities, "Prohibited Conduct," Student Handbook.)

### **Falsification or Misuse of Academic Information**

- Falsification or misrepresentation of one's own academic record or that of anyone else; e.g., altering a transcript for admission, hacking into the University's computer system and changing a grade, having another student take an examination in one's place, signing someone else's name to an attendance sheet.
- Unauthorized use of information in University computer records or the computer files of other students (see Computer Use Policy);
- Using unauthorized materials or fabricated data in an academic exercise; e.g., falsifying data in a research paper or laboratory activity; conducting research on human or animal subjects without review by the appropriate panel or supervisor.

### **Plagiarism**

- Copying sentences, phrases, paragraphs, tables, figures, or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source.
- Copying information from Internet Web sites and submitting it as one's own work;
- Buying papers for the purpose of turning them in as one's own work;
- Selling or lending of papers for the purpose of violating academic honesty policies. (This may also be an academic crime, see Connecticut General Statutes, §53-392a.)

### **Understanding Plagiarism**

Plagiarism is presenting another person's work without acknowledgements, whether in the same or in slightly modified form. In academic practice this is regarded as theft, intended to gain undeserved credit. Like other



forms of academic dishonesty, plagiarism is cheating. To academicians, a well-documented paper is more impressive than one which arouses the suspicion of a reader who is familiar with the student's work and alert to echoes of other writers. The proper use of outside sources does not necessarily mean that a paper is lacking in originality, nor does the presence of quotation marks in the text. In fact, the purpose of research and documentation is to share useful information with the reader. The penalties for plagiarism greatly exceed the unlikely reward of gaining credit by getting away with it.

Students must be careful to avoid plagiarism and are responsible for learning how to present the ideas of others in their own work. For current documentation practice, student should consult the instructor and a style manual. When material is borrowed from another person, the source must be indicated. There are three ways in which another writer's material may appear:

1. by putting quotation marks around short passages borrowed verbatim (word for word); or by setting off from the text, without quotation marks, for longer quotations;
2. by *précis*: condensing part of a writer's argument; and
3. by paraphrase: interpretation of a writer's ideas.

All three must be acknowledged either in footnotes or informally in the text.

### **Consequence of Academic Misconduct**

On May 10, 2010, the CCSU Faculty Senate approved a new policy regarding the disciplinary procedures for academic misconduct. This policy applies to both undergraduate and graduate students, with the following exceptions:

- Attending an Academic Misconduct Workshop will not be considered as a sanction for graduate students.
- When an incident of academic misconduct involves a graduate student, the Dean of Graduate Studies, rather the Dean of the academic program, should receive a copy of the Academic Misconduct Report.
- The specifics of the policy and all relevant forms can be found at [www.ccsu.edu/AcademicIntegrity](http://www.ccsu.edu/AcademicIntegrity). As an overview, when a student is suspected of academic misconduct, the instructor shall attempt to meet with the student to discuss the alleged misconduct and the sanction he or she intends to impose. Sanctions for academic sanction should be commensurate with the severity of the misconduct. These sanctions may include one or more of the following: a reduced grade for the assignment in question, the opportunity to revise the assignment or complete additional course work, a grade of F for the assignment in question, a grade of F for the course.
- Instructors are encouraged to file an Academic Misconduct Report for all violations, especially when the sanction involves a failing grade for the course and/or if the Instructor believes that further disciplinary sanctions (e.g., disciplinary probation, suspension, or expulsion) are warranted. If the student feels unjustly accused, he or she may appeal to the chairperson of the department in which the alleged misconduct occurred. If the student is not satisfied with the decision of the department chairperson, he or she may submit a formal appeal to the Office of Student Conduct requesting review by a Faculty Hearing Board. A Faculty Hearing Board also would be convened in cases for which the student has a prior academic misconduct violation and in cases for which the instructor recommends disciplinary sanctions.

## **Violation of The AAMFT Code of Ethics**

All MFT students at CCSU are required to join AAMFT as student members. By doing so, students are bound by the Code of Ethics of AAMFT. The program is accredited by the COAMFTE (the accrediting body of AAMFT) and our faculty members are all Clinical Members of AAMFT. Hence, all students, faculty, and program administrators must be familiar with the Code of Ethics and conduct themselves in a professional and ethical manner, according to the standards of the profession. The Code of Ethics can be found on-line at [www.aamft.org](http://www.aamft.org).

Student ethical behavior is expected in the classroom, on campus, at clinical placements, and anytime they are in public venues representing themselves as MFT students. Failure to maintain ethical behavior (as specified by the AAMFT Code of ethics) may result in disciplinary action, including possible dismissal from the MFT program.

## **Failure to Complete Program Requirements Within Acceptable Limits**

### **Master's Degree Requirements (Graduate Handbook – page 25)**

Candidates must complete, subject to approval of the faculty and the Dean, the following requirements:

1. Submission and approval of the Planned Program of Graduate Study prior to completion of 16 credits of course work.
2. Completion of the required number of credits of approved graduate courses as specified in the student's Planned Program of Study.
3. Completion of a master's thesis, a special project that is appropriate to the major, such as an art exhibit, performance or applied research project, and/or a comprehensive examination.
4. Have a minimum cumulative GPA of 3.00 on all course work.

**Note:** No more than two courses with grades of C/C+ may be carried in the Planned Program; otherwise such courses may have to be repeated or another course(s) substituted. **Any courses with grades of C- or below will not be counted for graduate credit in the planned program.** If courses are retaken then both course grades remain on the transcript.

### **Failing the Comprehensive Examination (page 26)**

Upon failing the comprehensive examination, the student must first complete another application for the comprehensive examination and then, with the permission of the department, may retake the entire examination or any portions that were not passed.

Students who do not pass the entire exam or any portion of the exam the first time may be required to enroll in additional course work or make other special preparations for re-examination. Students who fail the entire examination or a portion of the exam (e.g. individual questions) a second time must appeal to the Associate Vice President for Academic Affairs and Dean, School of Graduate Studies for permission to take the examination a third time. **The six-year time limit to complete all degree requirements still applies to students who fail their comprehensive examination.**

If the student receives a failing grade on all or parts of the comprehensive examination for a third time, they will be dismissed from the graduate program by the Dean, School of Graduate Studies, unless they are granted permission to choose another capstone option by the program's department chair and the Dean, School of Graduate Studies. The student may file an appeal within two weeks of receiving the Dean's dismissal letter. If denied the student may make a final written appeal to the standing Appeals Committee of the Graduate Studies Committee.

### **Failure to Take the Comprehensive Examination After Applying (page 26)**

The Department will return the comprehensive examination form to the Dean's office. If prior notification of your absence was given to the department, this will be marked as a "no show" and will not count as an attempt. If no prior notification was given, this will count as a failed attempt. The student then must complete another application for the comprehensive examination. The six-year time limit to complete all degree requirements still applies to students.

### **Six-Year Time Limit (page 26)**

All course work and capstone requirements (i.e. dissertations, theses, special projects and comprehensive exams) for the degree **must** be completed during the **six years**, which precede degree conferral. That is, the student has six years from the **earliest course listed on the planned program** (including any work transferred from another institution or completed prior to matriculation) to complete **ALL** degree requirements. If a student, due to extenuating circumstances, anticipates that he/she will be unable to complete all degree requirements within the six year time limit, the student may request an extension of time by writing to the graduate advisor who will forward it with recommendations to the Dean, School of Graduate Studies. When making the request, the student should include the semester and year in which he or she expects to complete the degree and the reason for not meeting the six year time limit. If the Dean, School of Graduate Studies deems the request justified, an extension will be granted. **However, for programs of 30-35 credits, a maximum of eight years will be allowed in total to complete the degree; for programs of 36 credits or more, a maximum of nine years will be allowed.**

For a student enrolled in a thesis or special project, the capstone advisor can require regular progress reports from the student. Based on a lack of progress, the advisor can choose not to recommend an extension beyond the six-year time limit. Further, the advisor can choose to assign a failing grade for the thesis or special project.

### **Six-Year Time Limit (page 31)**

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**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**SCHOLARSHIPS AND GRANTS**

The Graduate Catalog describes various opportunities for financial assistance, including Graduate Assistantships, scholarship opportunities, and loans. Graduate merit scholarships are periodically offered by the School of Graduate Studies and are announced through the Department of Counselor Education & Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education. The American Association for Marriage and Family Therapy offers Minority scholarships and research grants. CTAMFT offers a scholarship for students to fund students to attend conferences and training, called the "Pamela Griffin Scholarship". Information regarding AAMFT grants can be obtained from your advisor.

**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**STATEMENT REGARDING INDEPENDENT (PRIVATE) PRACTICE UPON GRADUATION**

According to the program's Educational Outcomes, the aim of the CCSU MFT program is "to develop competent entry-level Marriage and Family Therapists at point of graduation." The MFT program prepares our graduates to perform at an **entry level**, which means that they are expected to be able to function competently under appropriate supervision and within the scope of general training in an organized clinical setting. **Opening a private practice is not condoned and is considered by the program as operating beyond the scope of a new graduate's training and preparation, and as a potential ethical violation (see AAMFT Code of Ethics, sections 3.7, 3.11, 4.4, 4.5, 8.1, 8.7, 8.8).**

We strongly emphasize the importance of licensure and AAMFT Clinical Membership as the minimal standards for independent practice; even so, we stress the importance of ongoing supervision/consultation and accountability. Activities deemed by us as within a recent graduate's (pre-licensure) scope of practice include: Supervised agency/institutional clinical positions, administrative (non-supervisory) positions, fee-for-service under supervision by an LMFT, post-graduate externships, and school-based practica. Graduates who choose to pursue a private practice upon graduation do so at their own risk; we have an ethical obligation to inform our graduates of such risks.

Graduates are also required to adhere to the state laws and regulations governing the conduct and practice of Marital and Family Therapists (see the Department of Public Health website at <http://www.dph.state.ct.us> for applicable laws.) Of particular note in regard to this statement, Chapter 383a of the Connecticut statutes states the following:

***Sec. 20-195f. When license as marital and family therapist not required. Advertising.** (a) No license as a marital and family therapist shall be required of: (1) A student pursuing a course of study in an educational institution meeting the requirements of section 20-195c if such activities constitute a part of his supervised course of study; (2) a faculty member within an institution of higher learning performing duties consistent with his position; (3) a person holding a graduate degree in marriage and family therapy or a certificate of completion of a post-degree program for marriage and family therapy education, provided such activities and services constitute a part of his supervised work experience required for licensure; or (4) a person licensed or certified in this state in a field other than marital and family therapy practicing within the scope of such license or certification.*

*(b) A person practicing marriage and family therapy pursuant to subdivision (4) of subsection (a) of this section may advertise or present himself as practicing marriage and family therapy provided he clearly sets forth, in his advertisement or presentation, the type of license pursuant to which he is practicing.*

**CCSU Master's Program in Marriage and Family Therapy**  
**Policies and Procedures**

**TUITION AND REFUND POLICIES**

Policies regarding registration for courses, tuition, fees, and refunds are listed in the Graduate Catalog.  
Please refer to the catalog for detailed information regarding such policies.



## COUNSELOR EDUCATION AND FAMILY THERAPY

Central Connecticut State University



### Temporary Policy for Graduate Student Telebehavioral Health Service Delivery During Field Placement Training

In the face of the COVID-19 pandemic, the Department of Counselor Education and Family Therapy (hereinafter referred to as “Department”) at Central Connecticut State University has developed a **temporary policy effective June 14, 2020** to address the concerns of our graduate students and program partners (i.e., agencies, schools, colleges, and universities) regarding field placements. Practicum and internship field placements are at the core of our Department’s clinical training programs that prepare counselors and therapists to serve and empower diverse individuals, families, and communities.

In response to the ever-changing environment, the Department acknowledges the evolving complexities of national, state, and university guidelines and recommendations which impact the ability of our students ability to participate in face-to-face counseling and therapy as part of their required field placement (NOTE: this does not include placements which are non-clinical in nature). Telebehavioral health (or distance counseling/therapy) is defined as providing counseling/therapy via telephone, chat, or visual contact through an online HIPAA compliant platform. This policy acknowledges that is the ethical responsibility of the professional counselor/therapist to protect and support the quality of counseling and therapy services for the wellbeing of clients.

The Department understands the inherent concerns related to telebehavioral health. Many counselors and therapists in training, supervisors, and clinicians who are not yet knowledgeable and competent in the delivery of telebehavioral health are at risk of committing both ethical and legal violations. After careful consideration and consultation, the Department will allow our graduate students to participate in telebehavioral health-related activities within the context of their practicum and internship settings **only if the parameters set forth by the Department are met by our program partners and students.**

Each Department program (Clinical Professional Counseling, Marriage and Family Therapy, School Counseling, and Student Development in Higher Education) has **specific protocols, procedures, and requirements that must be agreed upon by a field placement site BEFORE students can begin a practicum or internship field experience involving participation in telebehavioral health-related service delivery activities** (please refer to the document on the page 2). Parameters, documentation requirements, screening, and approval procedures have been developed with consideration to (a) the professional codes of ethics and scope of practice recommendations specific to each program within the Department; (b) the State of Connecticut’s legal parameters that are in place at the time of this policy [e.g., Governor’s Executive orders]; and (c) national laws/regulations and accreditation guidelines regarding telebehavioral health. These requirements are intended to address knowledge, practice competency, legal, ethical, and regulatory requirements, confidentiality and privacy, HIPAA guidelines, risk and liability, and informed consent when providing telebehavioral health services via technology. The Department acknowledges that documentation screening and approval procedures may differ from program to program given the unique aspects of accreditation and professional licensure and certification requirements.

The Department emphasizes to our students and program partners that there may be a need to periodically revise telebehavioral health policies and procedures in response to unexpected fluctuations that may occur regarding the COVID-19 pandemic; therefore, the Department reserves the right to modify and change parameters and expectations of student participation in telebehavioral health activities when deemed necessary.

**Department of Counselor Education and Family Therapy**  
**Procedures, Protocols, and Requirements for**  
**Graduate Student Telebehavioral Health Service Delivery During Field Placement Training**  
**(Marriage and Family Therapy Program)**

For any field placement site that desires our clinical professional counseling graduate students participate in telebehavioral health-related activities during their field training, the site must complete, sign, and return the documents in their entirety (pp. 1-3) to the Department's Telebehavioral Health Coordinator whose contact information is provided within the body of the email used to send these documents. (for now, send to Dr. Ralph Cohen, [cohenr@ccsu.edu](mailto:cohenr@ccsu.edu)). Please note, the site must wait for the Department to review the completed documents and **confirm approval before** the student will be allowed to participate in telebehavioral health-related activities and service delivery during their clinical field placement training.

Name and Address of Placement Site:

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Student Name(s): \_\_\_\_\_

Primary Field Place Site Supervisor Name/Contact Information/Phone #/E-mail Address:

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By checking the following items, the field placement site affirms a "yes" response, acknowledges agreement with the terms and requirements of the Department's policies and procedures regarding graduate student telebehavioral health service delivery during field placement training, confirms that the terms for each item are actively in place, and assumes responsibility for providing the required training, oversight, clinical supervision, and technology and related equipment needed while any Department graduate student participates in telebehavioral health-related activities and service delivery during their field placement training:

- ☐ Requests the Department's graduate student(s) participate in telebehavioral health service delivery while engaging in their clinical field placement training at the site.
- ☐ Evidence of training and preparation of student(s) in providing counseling via telebehavioral health: the field placement site is responsible for providing the necessary training to the student(s) on the placement site's telebehavioral health platform, processes, procedures, privacy of location, and use of reliable technology and related equipment.
- ☐ Field placement site has the following documentation in place for telebehavioral health services:
  - Evidence that site supervisor is appropriately trained in telebehavioral health and clinical supervision.
  - Evidence of identified HIPAA compliant platform will be used for telebehavioral health service delivery, including the use of encrypted programs for texting/messaging/communicating with clients and privacy of service location.
  - Informed consent procedures for clients-including a discussion of the purpose of the counseling, privacy and confidentiality, and use of technology with the client-regarding the provision of telebehavioral health services.
  - Evidence of field placement site's procedure regarding an identified emergency contact for use by the client as well as the graduate student(s).
- ☐ Specific guidelines regarding assessment of client dangerousness/risk of harm (including screenings and assessments that are completed virtually) and an outlined plan to immediately assist the graduate student and/or client, including the following:
  - Protocol is in place for the graduate student to contact and immediately access the site's clinical supervisor (or their equivalent designee) while the student is in a telebehavioral health session with a client.
  - Procedure is in place while the student is in a telebehavioral health session with a client should an urgent intervention or emergency care be required, including but not limited to concerns related to client dangerousness/risk of harm.
- ☐ Evidence of and confirmation that the field placement site, site clinical supervisors, and graduate students will follow all ethical and legal guidelines and regulations for the provision of telebehavioral health services.
- ☐ Agreement each student will receive individual supervision at least one (1) hour per week (may be conducted virtually/on-line) and a site supervisor is available at all times, especially while the student is providing "live" telebehavioral health services.
- ☐ Procedure for administrative and clinical documentation requirements (i.e., completed virtually/electronically in accordance with HIPAA guidelines or submitted via curb-side drop off at the site with minimal or contactless delivery).
- ☐ Placement site is aware students will receive routine group seminar supervision from Department faculty during the course of the academic semester and agrees to inform faculty of any issues or concerns should they arise



### **ADDITIONAL REQUIREMENTS FOR MFT PROGRAM:**

In addition to meeting the above list of requirements, the following activities for MFT practicum and internship will be permitted during the Pandemic period, subject to review and revision and in accordance with departmental policies and procedures listed above:

#### **PRACTICUM**

- ☐ Use of approved on-line video HIPAA compliant platforms are permissible for agency supervision sessions, staff meetings, trainings and in-service activities, and other relevant meetings.
- ☐ During the Fall (first) semester, students may only participate in on-line shadowing or observation of agency therapists conducting therapy sessions, with client consent (agency is responsible for insuring appropriate, HIPAA-compliant informed consent).
- ☐ During the Spring (second) semester, students may only participate in co-therapy with agency staff members.
- ☐ Practicum students are not allowed to do solo telehealth therapy. No exceptions.
- ☐ Practicum students will provide monthly documentation to their practicum faculty instructor of their activities at their placement site, including Telebehavioral Health, on-line trainings/in-services, meetings, and supervision.

#### **INTERNSHIP**

- ☐ Use of approved on-line video HIPAA compliant platforms are permissible for agency supervision sessions, staff meetings, trainings and in-service activities, and other relevant meetings.
- ☐ Interns may participate in on-line shadowing or observation of agency therapists conducting therapy sessions, with client consent (agency is responsible for insuring appropriate, HIPAA-compliant informed consent).
- ☐ Interns may participate in co-therapy with agency staff members or conduct solo therapy sessions within the parameters and guidelines of the agency and The Department of Counselor Education and Family Therapy with appropriate supervision and real-time access to a supervisor to address emergency situations.

#### **Supervision requirements:**

- ☐ Students will receive virtual supervision at least 1-hour per week until the agency can provide in-person supervision. For students to accumulate raw data, agency will allow students to record their telehealth sessions that will be shared with faculty supervisors via online with appropriate signed consent from clients.
- ☐ If the agency supervisor is a AAMFT Approved Supervisor or Supervisor candidate, we request that they provide at least one hour a week of LIVE supervision (e.g., sitting in sessions with students for the whole hour while they provide teletherapy) and/or watch student's videos during supervision (raw data).
- ☐ Agencies must ensure that an agency supervisor is available at all times while students are engaging in telehealth services.

**Submitting the Attestation:** The Placement Site agrees to the Department of Counselor Education and Family Therapy Telebehavioral Health Policy and Procedures. Please e-sign the document. Your typed name and date signifies your attestation. Once signed, please save the file with your agency's name in the title and send by e-mail to Dr. Ralph Cohen at [cohenr@ccsu.edu](mailto:cohenr@ccsu.edu).

Field Placement Site Representative Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\* FOR DEPARTMENTAL USE ONLY\*\*\*\*\*

I have reviewed this form and verify the site listed above is an **approved** field placement site for training our graduate students on the provisions and service delivery of telebehavioral health.

Department Coordinator Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Central Connecticut State University EXPERIENTIAL LEARNING APPLICATION**

This signed document shall serve as the catalyst to process applications for off-campus experiential learning opportunities for students, faculty, and staff who are active members of Central Connecticut State University. With safety being the paramount focus for CCSU, the information and guidelines within this application are applicable for all off-campus practicums, internships, student teaching, clinical and field placements, and other off-campus experiences and opportunities. The ability to complete any and all off-campus experiences requires both adherence to university safety guidelines and any additional external protocols that are outlined by the off-campus site.

These off-campus experiences are often required for program completion, certification, and licensure, as well as important learning experiences that go beyond the classroom in preparing our graduates for the workforce. Keeping this in mind, a safety team has developed health and safety guidelines, while also examining and understanding external protocols required at the off-campus sites.

**The University is requiring anyone who is participating in an experiential off campus program to conform with the following Central Connecticut State University Campus Safety Guidelines.**

- A completed Experiential Learning Application must be on file in the appropriate Dean's Office
- A completed contact form/emergency contact form must be on file in the appropriate Dean's Office
- The utilization of a face mask during any and all hours of participation is required
- Frequent handwashing followed by an alcohol-based gel/foam hand sanitizer, and the utilization of hand sanitizers and hand wipes after all personal contact with high touch areas
- Six feet of Social distancing should be adhered to whenever possible
- Notification agreement to the University in the event of physical illness that may be associated with symptoms of COVID-19
- Submission to the appropriate Dean's Office and Health and Safety officer at the university of all additional safety guidelines required by the off-campus site
- Signed copy of the COVID-19 Assumption of Risk and Release of Liability on file in the appropriate Dean's Office

### **EXPERIENTIAL LEARNING APPLICATION AND CONTACT INFORMATION**

#### **CCSU Student Information:**

**CCSU Course Number:**

**First Name:**

**Last Name:**

**Email:**

**Mobile Number:**

**Emergency Contact Name:**

**Emergency Contact Mobile Number:**

#### **CCSU Faculty Supervisor Information:**

**First Name:**

**Last Name:**

**Central Connecticut State University**  
**COVID-19 ASSUMPTION OF RISK AND RELEASE OF LIABILITY**

I, \_\_\_\_\_, presently a student at Central Connecticut State University ("CCSU"), wish to participate in \_\_\_\_\_ ("Activity"). I understand that, as a condition of such participation, I am being asked to sign this COVID-19 Assumption of Risk and Release of Liability and that my doing so is an act of my free will.

By signing this document, I understand and agree to the COVID-19 requirements set forth below:

- Students are strongly urged to continue to follow the CDC guidelines that can be found at <https://www.cdc.gov/coronavirus/2019-ncov/hcp/index.html>.
- Students are strongly urged to avoid high-risk environments where they may be exposed to COVID-19 including large crowds (malls, planes, trains, buses, movie theaters), restaurants and bars, and gyms.
- Students are strongly urged to practice frequent handwashing followed by an alcohol-based gel/foam hand sanitizer, such as Purell. Students who travel may require screening and a mandatory quarantine of 2 weeks following return.
- If you are feeling sick, please do NOT come to the Activity. If you are exhibiting signs of COVID-19, please notify your healthcare provider immediately and get tested.

I am aware of and understand the symptoms and risks of COVID-19. I also understand that there are risks and hazards directly or inherently involved in the Activity that may be present and may increase my risk of contracting COVID-19 despite taking all prescribed precautions. Despite these and other risks involved in participation in the Activity, I voluntarily choose to participate. I knowingly and freely assume all such risks, both known and unknown, even if arising from the negligence of CCSU, and agree to all requirements for returning.

In consideration for CCSU permitting me to participate in the Activity, I hereby assume all the risks associated with such participation and I agree to hold the State of Connecticut, the Board of Regents for Higher Education, the Connecticut State University System, CCSU, their employees, agents, representatives and volunteers harmless from any and all liability, actions, causes of actions, claims or demands of any kind and nature whatsoever, including those arising from the negligence of CCSU, which may arise by or in connection with my participation in any events related to the Activity and COVID-19. The terms herein shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

I have read the foregoing and fully understand its contents. I understand that by signing this COVID-19 assumption of risk and release of liability agreement, I will be giving up substantial rights and I sign this document freely and voluntarily without any inducement.

This document shall be construed in accordance with the laws of Connecticut, without regard to its principles of conflicts of laws.

Name of CCSU Student \_\_\_\_\_

CCSU Student's Signature \_\_\_\_\_

**Central Connecticut State University  
SITE SUPERVISOR CONTACT INFORMATION**

**Off-Campus Site Location and Site Supervisor Information:**

**Name of Site:**

**Address of Site:**

**Supervisor First Name:**

**Supervisor Last Name:**

**Supervisor Email:**

**Supervisor Mobile Number:**

**Check the boxes below to acknowledge an understanding of the internal expectations for our CCSU students, which include:**

- ☐ The utilization of a face mask during any and all hours of participation is required \_\_\_\_
- ☐ Frequent handwashing followed by an alcohol-based gel/foam hand sanitizer, and the utilization of hand sanitizers and hand wipes after all personal contact with high touch areas \_\_\_\_
- ☐ Six feet of Social distancing should be adhered to whenever possible \_\_\_\_
- ☐ Notification agreement to the University in the event of physical illness that may be associated with symptoms of COVID-19 \_\_\_\_
- ☐ Notification to the University in the event of site location closure \_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Site Supervisor's Signature \_\_\_\_\_

## **CCSU Master's Program in Marriage and Family Therapy**

### **Policies and Procedures**

#### **Use and Availability of Technology and IT Services**

Successful completion of the program requires management of several technological “tools of the trade.” It is required to have consistent access to a computer, printer, word processing software (such as Microsoft Word) as well as reliable internet in order to access email, Blackboard Learn, electronic library services, and on-line learning platforms (i.e., WebEx, Microsoft Teams, Blackboard Collaborate), and TaskStream. Many of the software packaged needed for successful academic applications (e.g., Microsoft Office 365, Adobe Acrobat, WebEx, etc.) are available to students at no charge through the university license. You are given a university e-mail account and are expected to check your e-mails regularly. You may link your academic account to your personal account through the “Account Management” link through the Central Pipeline (the link is on the CCSU homepage). Normally, students would have unfettered access to the Student Computer Center in the Marcus White building Annex. With the severe restrictions in on-campus services, it is recommended that students invest in some basic electronic tools, as mentioned above.

#### **TaskStream Requirements:**

All students within the Marriage and Family (MFT) program are required to submit electronic evidence of their academic work at various points in their training. Therefore, a TaskStream account is required for all students. It is the responsibility of the student to purchase a TaskStream subscription and to have that subscription activated during any semester in which the submission of electronic evidence is required.

Subscriptions to TaskStream and ongoing access to the platform go through BlackBoard Learn ([https://ccsu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=131](https://ccsu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=131)). Locate the TaskStream link on the upper left-hand portion of the BlackBoard Learn webpage and follow the instructions for subscribing and subsequently to access your account. Your account will be linked to your BannerWeb account and all of your courses will be populated with the courses you are taking. For each of your courses, there will be access points to upload assignments, required documents, etc. Your faculty instructor, once you have inputted your assignment, can access your work and the grading rubric attached to your account for each assignment. You will also be submitting files documenting your clinical and supervisory hours during your internship (MFT 585).

#### **Use of Personal Electronic Devices in Class**

For on-the-ground courses, it is important that you are able to concentrate in class and also to refrain from distracting your fellow classmates. The use of cell phones, smart phones, tablet devices and computers (other than for taking class notes) is not allowed during class time, and you are to turn off your devices during class (you may use them during breaks). If you do use a computer for note-taking, web-surfing or other activities not directly related to class activities (such as e-mail, texting, social media, etc.) is not allowed. Students who bring computers and misuse them in class will be asked to not bring their computers for future classes and final grade may be impacted negatively. When a personal emergency, family care responsibilities or employment situations *require* access to electronic communication devices, arrangements must be made *in advance* with the instructor.

Students may not post ANY material from classes on the internet or other personal networking sites without the explicit, written permission of the instructor and all other class participants. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording. Students who need to use voice recorders for class lectures must receive the explicit permission of the instructor in order to do so.

The use of computers in the classroom is a privilege, not a right. Student behavior should be courteous, respectful of others, consistent with the expectations set forth by the university. Please know that we take student conduct seriously. It is inappropriate and unethical to disparage other professionals in any forum. At no time is it acceptable to make comments disparaging the reputation of a classmate, instructor, other professional, program, department, or University online or offline, in or out of class.

If inappropriate usage of technology is brought to our attention, the instructor and/or faculty will take immediate action. If computers or similar electronic devices are used for texting, e-mail, or internet connection (without the explicit permission of the instructor), the instructor may revoke the privilege of using a computer in that class.

### **Technology requirements for On-Line Courses**

Typically, all MFT courses will be taught live, on campus. However, due to the restrictions on on-campus teaching as a result of the COVID-19 pandemic, we have been required to move temporarily to an on-line format.

Due to safety concerns stemming from the COVID-19 pandemic the university is taking strong precautions to protect the health and well-being of students, staff and support personnel in many ways. While CCSU is slowly moving toward resumption of on-campus classes, many courses will be taught online via the various platforms available such as WebEx, Microsoft Teams, Blackboard Connect, and other computer-based vehicles for connecting. As students, you will have access to these platforms through your BlueNet account.

We will primarily use University-sanctioned platforms such as WebEx, Microsoft Teams, or Blackboard Collaborate to create a virtual classroom environment. These platforms allow for various ways of “showing up”, participating, creating virtual small groups, sharing materials on-screen, and sharing ideas. We have been learning more about how to create a successful learning experience and are continuing to learn more. Our hope is that we will work collaboratively to share feedback, techniques, tips, and creative ideas of how to make online learning a positive experience for everyone.

**Please Note:** The use of the Zoom platform is not permitted for university teaching and learning purposes and such use constitutes a breach in legal contractual obligations of the university.

### **Here are some basic tips for virtual classroom use of on-line learning:**

- 1) The instructor will provide you with an invitation or instructions to log onto the class – it will be sent to your CCSU e-mail address. You can go on the CCSU website under “Account Management” and link your CCSU e-mail to a personal account.
- 2) Log on a few minutes prior to the start of the class.
- 3) Be sure to locate yourself in a private space where you will not be interrupted – in your home or office. This is particularly important for clinical courses, such as practicum seminar and internship supervision. Please avoid attending class by sitting your car or being in a public place or other places where you can be easily distracted and not be able to participate freely. If your space is a bedroom, please position your camera away from the sleeping area, if possible – you are engaged in a professional endeavor and should try to maintain a reasonably neutral decorum. **For safety and avoidance of “distracted driving”, please do not drive while you are attending class.** Arrange your space and relationships while you are attending class as if you are physically attending class on campus (e.g., arranging for childcare, not answering house phone calls, setting boundaries with your family members, etc.). This is particularly important for courses (i.e., practicum and internship) in which clinical material is being shared and processed.
- 4) While there is instruction taking place, please mute your audio unless there is open discussion or if you would like to ask a question. Your instructor may also give instructions regarding muting your video for various reasons.
- 5) Instructors vary as to how to utilize the CHAT feature to ask questions or make comments regarding the materials. Some of the platforms also have a “hand raise” feature that indicates that you have a question or comment.
- 6) Since confidential information will be shared in this class, please do not record online classes. Similarly, do not repeat personal details presented in class discussions.

- 7) Try to maximize bandwidth so that you have as clear a signal as possible:
  - a. If possible, plug your computer directly into the internet modem.
  - b. If using wi-fi, be near the router, if possible.
  - c. Consider purchasing a wi-fi extender for your home to boost your signal.
- 8) Instructors will be inserting periodic breaks during class. If you need to step away during a non-break time, be sure to mute your microphone and video and turn your video back on when you return.
- 9) If you will be doing presentations, it would be wise to practice online platform skills. The university has many tutorials for learning and practicing various functions and skillsets.
- 10) For presentations, all platforms have a “share screen” function that allows students to share their materials (e.g., PowerPoints, videos, etc.) with the class and instructor. The university also has a subscription to Kaltura, which allow members of the university community to produce excellent quality videos.
- 11) Self-Care: Be mindful of your comfort – Online learning also involves a lot of sitting and exposure to a computer screen. If you need to move around a bit, please feel free to do so – just mute your video until you are re-seated. Also, take “eye breaks” and look away from the screen from time to time. Stay hydrated and nourished!

### **Access to Technology and Services**

The university provides access to both hardware and software for the CCSU community.

The university has a license for Microsoft Office 365, which provides web-based access to the various programs in the Microsoft Office suite (e.g., Word, Excel, PowerPoint, Access, Publisher, and many more). There is also access to Adobe products (e.g., Acrobat, etc.).

The university also can provide on loan various types of educational equipment, such as laptops, projectors, and other electronic tools for both faculty and students. Please contact the Media Center if you have technology needs (<https://www.ccsu.edu/mediaCenter/index.html>). The availability of equipment may change based on the university COVID-19 policies.

For further information on obtaining both software and hardware, go to the Information Technology webpage (<https://www.ccsu.edu/it/>).

If you run into any problems with technology, you can contact the IT Helpdesk by email at [techsupport@ccsu.edu](mailto:techsupport@ccsu.edu), or by phone at 860-832-1720

### **Library Services and Technology**

CCSU’s Elihu Burritt library offers state-of-the-art electronic access to various research vehicles, including databases, electronic interlibrary loan, tutorials, and other materials and services. To learn more, please go to their website at <https://library.ccsu.edu/wp/2020/08/21/library-services-for-fall-2020/>.

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