The Master's program in Marriage and Family Therapy at Central Connecticut State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT) through May 1, 2022.
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Introduction

This Student Handbook has been prepared to serve as a guide throughout the training process for students enrolled in the Master's program in Marriage and Family Therapy at Central Connecticut State University's Department of Counseling & Family Therapy. The handbook is designed to provide detailed information about each stage of the process toward completing the Master's degree and to inform students about the unique characteristics of the program and the practice of Marriage and Family Therapy.

Each student is also assigned an academic advisor. The advisor will serve as a guide while the student is in the Marriage and Family Therapy program. It is recommended that students make contact with their advisors periodically and utilize the faculty member's services. Students may meet with advisors during regularly scheduled office hours or by appointment.

We hope that you find your experience at Central Connecticut State University an enlightening and fulfilling one. Suggestions on the part of all who use this handbook are encouraged. Please send your comments directly to:

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Director, MFT Program  
Department of Counseling & Family Therapy  
Central Connecticut State University  
1615 Stanley Street  
New Britain, CT 06050 (860) 832-2122  
E-Mail: cohenr@ccsu.edu

The Department of Counselor Education & Family Therapy and Central Connecticut State University reserves the right to revise, amend or change items set forth in this handbook from time to time. Accordingly, readers of this handbook should inquire as to whether any such revisions, amendments or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University.
"Grow With Us"

The department motto "grow with us" was selected as the result of a student contest. It was chosen by the faculty from several other entries because it best reflects the vision and attitude that we want to aspire to in the Department of Counseling & Family Therapy. The ultimate mission of our department is to promote the dignity and welfare of all human beings and to help individuals become healthy, happy, and self-sufficient citizens. By fostering healthy human beings, we are, by extension, making for a better human society, with stronger families, stronger schools, and stronger communities.

On a daily basis, we all witness both local and world events that reflect both the best and worst of human behaviors - the evils of prejudice, dogmatism, and hate on the one hand and, love of family, heroic acts of self-sacrifice, and respect and concern for others on the other. We are strongly reminded that there is still much work to be done to root out poverty, ignorance, violence, and other acts of inhumanity. While all citizens bear responsibility for building a better world, marriage & family therapists willingly assume a larger share of this responsibility because they have chosen helping others as their life's work.

We want to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally centered persons. As your faculty, we recognize that to be effective, we must also continue to grow. So, to the best of our ability, we pledge to practice the values espoused by the counseling and MFT professions, to live and practice our profession with integrity, treat all people with abiding respect and dignity, and provide the kind of leadership that will help you become the best counselor and person you can become.

So, come along, and grow with us.
General Information - CCSU

The University

Founded in 1849 as the New Britain Normal School - a teacher-training facility- CCSU is Connecticut's oldest publicly supported institution of higher education. It became the Teachers College of Connecticut in 1933, and after a period of extensive institutional growth and external expansion it became the Central Connecticut State College in 1959. In recognition of the institution's continual development in mission and aspiration, the present name and educational charter were conferred in 1983. Honoring our "visionary innovations in undergraduate education," the Association of American Colleges & Universities selected CCSU as one of only 16 "Leadership Institutions" in the nation - and the only one in Connecticut.

The School of Education and Professional Studies

The Department of Counselor Education & Family Therapy is part of the School of Education and Professional Studies (SEPS). The school offers both undergraduate and graduate programs that lead to teacher certification in the State of Connecticut and advanced programs in educational leadership, counseling, nursing, physical education and health fitness, reading and language arts, and special education. Whether they are teachers, principals, counselors or nurses, all educational and human service professionals share the common purpose of facilitating the academic, career, and social-emotional growth of our nation's citizens. Consequently, an overarching conceptual framework that provides a philosophical and theoretical foundation for all programs, courses, candidate performance, scholarship, service and accountability guides all educational programs within the School of Education and Professional Studies. The unifying theme for the conceptual framework is “Preparing Leaders for Service in Our Communities”. This theme is a reflection of the university's mission to be "a community of learners dedicated to teaching and scholarship." The theme also underscores the expectation that graduates from the school will offer service to their communities and will be thoughtful, responsible citizens. The Dean of the School of Education and Professional Studies is Dr. Kimberly Kostelis.

The Department

The Department of Counselor Education & Family Therapy prepares students for professional career in Professional Counseling, School Counseling, Marriage and Family Therapy, and Student Development in Higher Education. Courses are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students' personal and professional development. All programs have practicum experiences and clinical internships that provide students with valuable opportunities to apply their skills in a field-based setting under close supervision. The Chair of the Department is Dr. Cherie King.

Diversity and the CCSU Marriage and Family Therapy Program

The Marriage and Family Therapy program at Central Connecticut State University defines human diversity as: “perceived variability along any category or dimension which differentiates individual persons, or groups of persons, one from another.” Insofar as all human beings are unique, diversity is a ubiquitous phenomenon resulting from the universal habit of perceiving differences both consciously and unconsciously. Awareness of diversity itself is neither a virtue nor a problem. However, judgment accompanying such awareness of diversity can be problematic, particularly when such judgments entail presumptions of superiority or inferiority, or expectations unfounded by direct experience with the particular individuals or groups perceived as similar or different from the percceiver. Historically, injustices have resulted from two broad types of acts: (1) those that result from unfounded judgments of specific persons or groups from the percceiver and (2) those that establish policies which result in favor or disfavor to persons or groups from any one or more category or dimension.
Some of the major categories that have been attended to with consequent injustices are: Race, religion, national origin, ethnicity, gender, socioeconomic class, sexual orientation, and political belief. Some of the major dimensions are: Age, height, weight, physical attractiveness, and skin tone. We refer to such variables as HCADs (Historical Categories and Dimensions).

The Marriage and Family Therapy (MFT) program is deeply committed, as is Central Connecticut State University of which we are a part, to the goal of maximal opportunity for all persons, irrespective to their membership in any perceived categories and dimensions. To this end, our program has adopted a policy of admissions to anyone having earned a Baccalaureate degree from an accredited institution with a G.P.A. of 2.7 or better, along with favorable recommendations and a well-written essay. Recognizing that economic circumstances limit some persons from attending our program, we encourage students to seek financial aid and offer a limited number of graduate assistantships. To our knowledge, graduate education, at the two Connecticut State University MFT programs are the most affordable of any in the state.

Central Connecticut State University prides itself on its diversity and its emphasis on the “Non-traditional Student.” The MFT program has been designed to accommodate both full-time and part-time students. Most of the courses in the program are offered in the evenings; some are offered during Intersession and summer and occasionally weekends. The program is designed to allow both full-time and part-time students to stay together as a “cohort” through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of “ownership” in the program. Since the mid-1990’s, our program has attracted a student body diverse with respect to all the above-mentioned HCADs. We offer coursework that addresses the importance of respect for all persons; we support our MFT graduate student organization, which provides social as well as professional activities open to all. We encourage our students to inform their communities about our program, a policy which has resulted in continued HCAD diversity of our student body with respect to HCADs. We facilitate both practicum and internship placements with agencies that service an HCAD-diverse population.

Our program student body consists of over 20% males and over 35% non-European-Americans, which attests to the success our policies allow us to enjoy in regard to racial and ethnic diversity. Because of our emphasis on diversity, our program attracts students of all walks of life, cultural backgrounds, and ethnic origins. We have attracted students from all over the world, and have had students in our program representing such countries as Bangladesh, Brazil, Canada, China, Columbia, India, Iran, Israel, Italy, Japan, Nicaragua, Peru, Poland, Russia, South Africa, South Korea, Spain, Syria, Turkey, Vietnam, and the West Indies.

Our program faculty and clinical site supervisors are diverse along many dimensions of the historical categories and dimensions as stated above. Regarding our faculty, we are diverse in respect to age, gender, ethnicity, religious affiliation, educational backgrounds, clinical experiences, and many other HCADs.

The program offers a broad selection of clinical placements across the State of Connecticut in diverse settings as urban, suburban, and rural settings, and across the spectrum of clinical venues. Students have the opportunity to work with minority clients and field supervisors.

**CCSU Non-Discrimination Statement**

**Nondiscrimination in Education and Employment Policy**

In accordance with Section 46a-68-46 of the Affirmative Action Regulations of Connecticut State Agencies, the following procedures provide an internal process for the handling of complaints involving claims of discrimination or harassment, including sexual misconduct/violence. This procedure is designed to further implement Central Connecticut State University (CCSU) policies relating to Nondiscrimination in Education and Employment, Sexual Harassment and Sexual Misconduct by providing a process through which individuals alleging violation of these policies may pursue a complaint. This includes allegations of
retaliation, discrimination, harassment based on 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; veteran status; or any other status protected by federal or state laws When responding to an internal complaint, disclosure of information relating to the internal complaint and the identity of the complainant will be handled with appropriate sensitivity and in accordance with applicable laws.

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 that 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 Equity & Inclusion 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.
Description of the Program

Program Philosophy.

The Marriage and Family Therapy program at Central Connecticut State University (CCSU) is designed to prepare students for professional careers as Marriage and Family Therapists in a wide variety of settings and roles. First, students are taught theories and techniques of practice in individual and group counseling modalities, as well as developmental theory. The foundation of the specialized training in Marriage and Family Therapy is Systems Theory, serving as the linchpin for the study of clinical theories and practices that are taught in preparation for clinical training. The philosophy of the program is that a student must integrate theories and techniques as tools for enhancing one's effectiveness as an agent of intervention and change. The program does so by interweaving theory and practice throughout the duration of the training process via graduated practical experiences while studying theory. Thus, through the process of study and practice, the student has an opportunity to incorporate a wide array of learnings gradually and comprehensively. The end product of such training is a therapist who is well-grounded in theory, and who has had the nurturing through an on-going training and supervisory process to use him- or herself effectively, professionally, and ethically as an agent of change at a variety of levels.

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 promoting leadership in the MFT field among our students, faculty, and graduates.
<table>
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<tr>
<th>Program Goal 1: Knowledge and Research</th>
<th>Student Learning Outcomes</th>
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| Students will develop competence in the delivery of MFT services, including proficiency in: (1) applying systems thinking in case formulation, (2) utilizing systemic models and interventions, (3) utilizing findings of MFT research to inform clinical practice and (4) Self-reflection and self-improvement as therapists. | SLO #1: Students will become knowledgeable in the major schools of marriage and family therapy;  
SLO #2: Students will develop proficiency in practice of systemically oriented therapy approaches to be applied in their clinical work with individuals, families and communities.  
SLO #3: Students will become knowledgeable consumers of research and evidence-based clinical practice.  
SLO #4: 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. |

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<th>Program Goal 2: Systemic/Integrative Practice</th>
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<td>Students will develop competency in utilizing the integrative Metaframeworks1 paradigm in assessment, treatment planning and application of systemic models of marital and family therapy.</td>
<td>SLO #5: 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 such models based on their unique Metaframeworks assessment.</td>
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<th>Program Goal 3: Ethics</th>
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<td>Students will develop an understanding of and identify ethical issues that arise in academic and clinical practice based on the AAMFT Code of Ethics and state and federal laws applicable to the practice of marital and family therapy.</td>
<td>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.</td>
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<th>Program Goal 4: Diversity</th>
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<tr>
<td>Students will develop cultural competence in Marital and Family Therapy practice.</td>
<td>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.</td>
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**Program Format - Track Options.**

The program offers two track options to meet the needs of diverse student populations:

**Evening Track** – The Evening Track has served students in the MFT program since 1980 and offers a more “traditional” graduate experience. Courses meet once per week in the evenings during each academic semester, and students have the flexibility of enrolling full-time or part-time. Some courses are available for summer registration. Admission is limited to approximately 20 students each Fall and Spring semester. Students enter the program for a “pre-candidacy” period during which they must complete each of CNSL 500, CNSL 501, MFT 505 (or PSY 512 for students pursuing the School-based MFT sequence), and MFT 541 with a minimum grade of “B” to meet eligibility requirements for Degree Candidacy. During the second and third years, students participate in field placement experiences (i.e., a 12-hour-per-week practicum in the 2nd year and a 20-25 hour-per-week internship in the 3rd year). The Evening Track is designed to be completed in three years for full-time students and in four years for part-time students. Students may take up to six years to complete the program, or a maximum of nine years with permission from the adviser and Dean of Graduate Studies.
**Weekend Cohort Track** – The Weekend Cohort Track has the same admission, curriculum, and other requirements as the Evening program, but is structured to meet the needs of students who are constrained by distance or other circumstances that prevent them from attending the program during the week. Like the Evening Track, the Weekend Cohort Track is designed to be completed in three years. Students are admitted on a one-time-per-year basis as a cohort group, beginning in the summer. Students in this track move through the program together within a prescribed sequence. Students are expected and must be committed to move through the program as a cohort group, enrolling in the prescribed courses in the cohort from beginning to end.

More detailed information regarding each program will be described later.

**What is a Marriage and Family Therapist?**

A Marriage and Family Therapist is a helping professional who is trained to intervene in human problems holistically. A Marriage and Family Therapist (i.e., "MFT") is trained in various forms of theories and methods stemming from a model of understanding human interaction called SYSTEMS THEORY. Systems theory is an integrated set of concepts which describes how each person is interconnected with his or her context in complex ways, and looks at the individual as simultaneously a whole entity and as part of a larger system. Systems theory holds that individuals function in relation to others and in relation to a set of circumstances that dictate how each person is to react. Conversely, the individual is also seen as being capable of having powerful input into how the larger system operates and can have an influence in changing his or her environment.

Since each person in a system has a unique perspective and role in the system's operation, there are "multiple realities" that exist in a family or other social unit that an MFT identifies and works with to assist the members in understanding themselves in new ways. The MFT identifies dysfunctional processes, structures, sequences, and beliefs in the family or system that maintain problems, symptoms, and constraints that keep individuals from developing their potentials. With an understanding of how the system operates and the relationship between the presenting symptom and the system's operation, the MFT then designs interventions aimed at altering dysfunctional structures or processes and assisting the system in developing new realities and competencies that permit growth and individuation of its members while neutralizing symptoms.

Therapies based on systems theory often involve entire families or groups, but can involve individuals alone, couples, or entire networks of individuals who are interconnected in some way. Regardless of the unit of treatment, the MFT operates on the interconnections between the individuals and attempts to alter or "restructure" how systems function in order to permit the individuals that comprise such systems to realize their fullest potentials. MFTs are taught not only techniques and theories of individual counseling, but also how to assess and treat larger social structures. MFTs are trained in understanding complex relationships, and as such, are capable of intervening with non-family systems, including work groups, schools, medical settings, neighborhood organizations, political groups, etc.

MFTs often work with other human service professionals to ensure that both dysfunctional aspects of the system and strengths are appropriately assessed and addressed. The MFT professional must have competence in case management procedures, including referral skills, coordination skills, and communication skills. Marriage and Family Therapy is an active approach toward intervention, and often requires that the MFT extend his or her work outside the boundaries of the consultation room during the Clinical Hour. Such activities as home visits, conferences with teachers, visits to the probation department, coordination of treatment planning meetings with other professionals involved with a case, and many other tasks are often part and parcel of the work of the MFT. Such is in keeping with the principles of systems theory and the understanding of the complex interrelationships among parts of a system.
MFT Job Market - What Does the Program Prepare a Student For?

MFTs are licensed by the State of Connecticut after completing intensive post-graduate clinical work and supervisory requirements and passing a state exam (see page 33 for details). Such licensure permits the collection of third-party (insurance) payments, protects therapist-client privilege, and provides a standard of excellence and accountability to the profession.

In October, 2019, a new law was passed in Connecticut that restricted the practice of psychotherapy to licensed professionals only. As part of this legislation, an “Associate License” status was created for all master’s-level mental health professions, thus allowing recently-graduated MFTs, MSWs and professional counselors the ability to provide services under supervision while meeting the other requirements of the full license. For MFTs, this includes providing 1000 hours of clinical services under the supervision of an LMFT, 100 hours of supervision, passing of the Association of Marriage and Family Therapy Review Board (AMFTRB) national licensing exam, and a minimum of one (1) year from the date of graduation. Applicants must submit a transcript, verification from their master’s program of completion of a 500-clinical-hour internship with 100 hours of supervision, and a form signed by an LMFT supervisor attesting that he/she/they will be providing post-graduate supervision for the purposes of licensure.

Application for licensure is made to the State of Connecticut, and information can be obtained by contacting the state Department of Public Health at (860) 509-7567.

An exciting new opportunity for MFTs is to become certified to be hired by school systems as School Certified Marriage and Family Therapists. In 2007, the State of Connecticut passed the first law in the nation to certify Marriage and Family Therapists. This certification allows school districts to hire MFTs as employees, thus bringing family intervention into the educational environment to address environmental factors that impact students’ learning. Details on how the CCSU MFT program prepares our students for this certification can be found on page 34.

Typical Jobs of MFT Graduates From CCSU - Where Will Jobs be Found Upon Graduation?

MFTs find employment in a wide variety of settings. Graduates of the CCSU MFT program can be found working in mental health facilities (outpatient and inpatient), hospitals, managed care centers, drug and alcohol rehabilitation centers, outpatient medical facilities, schools, family service agencies, family preservation programs, alternative incarceration programs, and private practice. Populations served by our MFT graduates span the full range of the life cycle and across many treatment populations. Other innovative employment possibilities for MFTs include such diverse settings as management consultation firms, courts, law offices, alternative health or holistic treatment settings, social welfare programs, and any other setting in which the systemic approach may lend itself to assist in the delivery of human services.
Requirements of Graduate Study

Matriculation, Prerequisites, and Degree Candidacy.

Admission into the Marriage and Family Therapy Program at CCSU requires several steps. First, a prospective student must apply to the School of Graduate Studies for admission into the Graduate School. Students are required to submit official transcripts directly from all undergraduate and graduate programs attended. An undergraduate G.P.A. of 2.70 has been set as the minimum standard for admission. A student with a lower G.P.A. may be considered (at the discretion of the faculty) if upper division courses subsequent to graduation have been taken in a related field with "A" or "B" grades demonstrating potential for graduate studies. Other steps include submitting 3 letters of recommendation from professionals outside the program who can attest to a candidate’s ability and readiness for graduate study in the field and a written essay as part of the determination of acceptance into the MFT program.

All students accepted into the MFT program enter the Pre-Candidacy phase; they granted provisional acceptance into the MFT program and are assigned an academic advisor from the MFT faculty. An initial meeting with the advisor will orient the student as to prerequisites, scheduling of courses, acceptability of possible transfer courses, and draft a planned program of study. During the Pre-Candidacy phase, Students take three (3) prerequisite courses (CNSL 500, CNSL 501, and MFT 505) and MFT 541. Students must pass each of the four courses in order to qualify for Degree Candidacy. Students who have been admitted conditionally (i.e., with a GPA of below 2.70 may have special conditions placed on them to qualify for Degree Candidacy (e.g., requiring a grade of “B+” or “A-” or better in each of the pre-candidacy courses, depending on how far below the minimum 2.70 GPA the student enters with).

After completing the pre-candidacy requirements, students must apply for Degree Candidacy to continue in the Marriage and Family Therapy program. On completion of the above courses, the candidate will meet with his or her advisor, review progress, and determine the acceptability of the student to continue into the program. If the student meets the requirement for the next step, the application for Degree Candidacy and “Planned Program of Study” forms will be completed and submitted to the Dean of Graduate Studies for final approval. Degree Candidacy allows the student to pursue courses in the MFT program and to qualify for graduation on completion of the Planned Program. Curriculum requirements will be presented later in this handbook.

In addition to meeting academic criteria, a successful MFT student is expected to be mature, motivated for graduate studies, and invested in the welfare of others. Training in MFT is a process of learning to apply theory to practice and of learning to use oneself as an instrument of change with people who are in distress. The faculty assesses each candidate's adherence to the departmental Checklist of Clinical Competencies, which reflect a student's values and ability to relate to others (see Appendix III). Meeting with the faculty advisor during the admissions process provides an opportunity for frank dialog as to the appropriateness of such training for each applicant.

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.
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 February 15th 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.).

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 Appendix VII). 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.

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.

Curriculum

The curriculum of the MFT program is designed to provide students with a rich theoretical foundation for ultimately developing a set of complex clinical skills required for Marriage and Family Therapists to intervene at many levels of human problems and concerns. The program integrates theoretical foundations with clinical practice, culminating in the Clinical Case Conference, the capstone of MFT training.

Pre-Candidacy: Prerequisites and the Core Counseling Sequence.

To qualify for Degree Candidacy, students must complete the prerequisite courses (CNSL 500, CNSL 501, and MFT 505) and MFT 541, achieving a grade of B or better in each course and receive favorable ratings on the "COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST" 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 be recommended to the Dean of Graduate Studies for dismissal from the program.

The four courses listed above are offered at CCSU and students are permitted to take them after they have been accepted into the MFT program as “pre-candidates”: CNSL 500, CNSL 501 and MFT 505 (PSY 512 may be substituted for MFT 505) are designated as prerequisites may waived if they can demonstrate that they have completed these courses at other educational institutions on the graduate level and have earned a B or better in the courses. MFT 541 is also taken during this period, but is part of the core curriculum and is not considered as an official “prerequisite” (i.e., the course must be taken at CCSU and cannot be waived).
The MFT program places a heavy emphasis on human development (individual and family life cycle). Thus MFT 505, Human Development and Counseling across the Lifespan (or PSY 512, the Seminar in Developmental Psychology) is viewed as a cornerstone of the program and underscores the importance of understanding basic developmental principles early in the training.

The core counseling sequence is a critical piece in the development of skills needed in becoming a competent Marriage and Family Therapist. The program emphasizes the development of generic counseling skills in both individual and group modalities, as much of the work of MFTs in the work place requires flexibility in treatment approaches. CNSL 500 and CNSL 501 prepare the student for beginning clinical training prior to the practicum and internship.

In addition to the three prerequisite courses, "Introduction to Theories of Family Systems" (MFT 541), which is one of the core MFT courses, is also taken during the Pre-candidacy period. This course provides an overview of the field of Marriage and Family Therapy, organized according to the "Metaframeworks" model. This model provides a framework for understanding the complex aspects of General Systems Theory and provides a "road map" for understanding how various "schools" of family therapy relate to General Systems Theory and to each other. The goals of the course are to provide the student with an outline of the MFT program, to ensure that the basic premises of systems theory are understood, and to expose the student to the major treatment models in the field.

Content Areas and Core Courses in the MFT Program.

The Marriage and Family Therapy program is designed to provide a firm grounding in systems theory and to help each student develop a foundation of selected treatment models stemming from the systems theory approach. The "Metaframeworks" orientation provides a conceptual framework for putting each of the several treatment models in a theoretical perspective and allows the students the opportunity to develop flexible, yet sound and consistent parameters for formulating treatment plans and developing intervention strategies.

The content areas of the MFT program align with the AAMFT Marriage & Family Therapy Core Competencies. The Core Competencies consist of 128 skill areas, divided into six (6) core domains (Admission to Treatment; Clinical Assessment & Diagnosis; Treatment planning & Case Management; Therapeutic Interventions; Legal Issues, Ethics, & Standards; and Research & Program Evaluation) and five (5) sub-domains (Conceptual, Perceptual, Executive, Evaluative, and Professional Skills). Our program culminates with a Capstone project (the Clinical Case Presentation) for which students must demonstrate their proficiency in the Core Competencies.

Following MFT 541, students take the two-course Family Therapy Models sequence (MFT 551 and MFT 552), presenting in-depth exposure and practice in several of the major "schools" of marriage and family therapy. Several courses on various topics important to general clinical practice and MFT practice in particular are required to expand the breadth of awareness of the student to the human condition. The Research Methods course provides exposure to statistics and research design to train the MFT student to review research studies with a scientific and critical "eye". Also important in the MFT's training is concentrated study in the areas of professional ethics, multiculturalism, sexuality, and gender issues. The curriculum is tied together with a holistic perspective on human systems, as exemplified in the "Metaframeworks" model taught in the Introduction to Theories of Family Systems course.

The core courses in the MFT program are:

- MFT 505 – Counseling and Human Development Across the Lifespan
- MFT 541 – Introduction to Theories of Family Systems
- MFT 542 – Ethical, Legal, and Professional Issues in Marriage & Family Therapy
- MFT 543 - The Family Life Cycle
- MFT 544 - Families in Context: Gender & Cultural Dimensions
- MFT 551 - Structural/Strategic/Behavioral Family Therapies
- MFT 552 - Experiential, Intergenerational & Psychodynamic Family Therapies
MFT 554 - Couples Therapy
MFT 555 - Dysfunctional Family Processes
MFT 556 - Systemic Perspectives on Mental Disorders
MFT 557 - Action Methods in Marital and Family Therapy
MFT 583* - Marriage & Family Therapy Practicum I
MFT 584* - Marriage & Family Therapy Practicum II
MFT 585 - Marriage & Family Therapy Internship
MFT 598 - Research Methods
Elective
Capstone Project: Case Presentation

* MFT 593 and MFT 594, “School-based MFT Practicum I and II are substituted for MFT 583 and MFT 584 for students who are following the MFT School Certification sequence.

Sample full-time and part-time sequences can be found on pages 22 through 24.

Course Descriptions

CNSL 500 - THE DYNAMICS OF GROUP BEHAVIOR - Prereq.: Admission to the graduate program and/or permission of department chair. Experiential approach to more effective interpersonal communication. Opportunity is offered for personal growth in awareness and understanding both of self and others, and in the communication of that self-awareness and understanding. The orientation of this course is educational. Students enrolled in this course may be observed by students in CNSL 507. (Program prerequisite).

CNSL 501 - THEORIES AND TECHNIQUES IN COUNSELING (6 credits) - Prereq.: CNSL 500 (may be taken concurrently). Investigation of theories and techniques in counseling, including research findings and skill development. (Program prerequisite)

MFT 505 - COUNSELING AND HUMAN DEVELOPMENT ACROSS THE LIFESPAN - The nature and needs of persons at all developmental levels with a focus on the physical, cognitive, emotional, and social aspects of growth. Psychosocial theories of development and counseling models will be addressed as they apply to the stages of the lifespan. Cross-listed with CNSL 505. No credit given to students with credit for CNSL 505.

MFT 510 - INTENSIVE IN-HOME EVIDENCE-BASED MODELS IN FAMILY THERAPY - Prereq.: MFT 541 or permission of instructor. Introduction to definitions and competencies connected with Evidence-Based Practice (EBP); overview of the history, theoretical foundations, and implementation of several evidence-based in-home family treatment models. Training in the theory and practice of treatment models; and hands-on training exercises with specific treatment tools. Cross-listed with CNSL 510. No credit given to students with credit for CNSL 510. Spring.

MFT 542 PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN MARRIAGE AND FAMILY THERAPY - Prereq.: Matriculation into the MFT Program. Professional, ethical, and legal issues in marriage and family therapy.

MFT 541 INTRODUCTION TO THEORIES OF FAMILY SYSTEMS - Prereq: Admission to department. Historical and theoretical underpinnings of General Systems Theory as it applies to families and family therapy. Major models of family therapy will be presented to orient the student to an understanding of functional and dysfunctional processes in human interaction. This course lays the foundation for the subsequent assessment and treatment courses which focus specifically on the major schools of family therapy.

MFT 543 - THE FAMILY LIFE CYCLE - Prereq.: MFT 541. Developmental aspects of the family system over time, delineating critical issues for individual and other subsystems at various stages and transition points of the family life cycle. This course covers divorce, remarriage and blended families within the various stages a family may experience.

MFT 544 - FAMILIES IN CONTEXT: GENDER AND CULTURAL DIMENSIONS - Prereq.: MFT 541. Integral principles of human organization that influence family growth and development. Students gain an understanding of ethnicity and gender from a systemic framework.

MFT 551 - STRUCTURAL/STRATEGIC & BEHAVIORAL FAMILY THERAPIES - Prereq: MFT 541. Assessment and interventions from the Structural, Strategic and Behavioral schools of family therapy are examined. Students learn about diagnosis and treatment of human dilemmas and symptomatology within a systemic context.

MFT 552 - EXPERIENTIAL, INTERGENERATIONAL AND PSYCHODYNAMIC FAMILY THERAPIES - Prereq.: MFT 551. Assessment and interventions from Experiential, Intergenerational and Psychodynamic schools of family therapy are explored. Students learn diagnosis and treatment of human dilemmas and symptomatology from these schools of therapy.

MFT 554 - COUPLES THERAPY - Prereq.: MFT 541. Assessment and treatment approaches to problematic dyadic relationships within a systemic framework are explored. Problems unique to couples are discussed, including sexual, communication and role expectations. This course covers treatment of spousal violence, sexual dysfunctions, mate selection, types of marriages, communication problems, gender and power issues, and the developmental stages of marriage.

MFT 555 - DYSFUNCTIONAL FAMILY PROCESSES - Prereq.: MFT 541. Examination of structures and processes of family dysfunction, including substance abuse, family violence and sexual abuse. Assessment and intervention strategies from a systemic framework.
MFT 556 - SYSTEMIC PERSPECTIVES ON MENTAL DISORDERS - Prereq.: MFT 541. Diagnostic classifications of mental, emotional and behavioral disorders of individuals within a systemic framework. Students learn how to communicate within a medical model framework using systemic conceptualizations.

MFT 557 - ACTION METHODS IN MARITAL AND FAMILY THERAPY - Prereq.: MFT 541 or permission of instructor. Introduces students to action methods involving physical movement and dramatic role-play in MFT. Uses hands on experience and theory to compare action-oriented and exclusively verbal methods regarding therapeutic effectiveness and skill level.

MFT 583 - MARRIAGE AND FAMILY THERAPY PRACTICUM I (Fall only) - Prereq.: MFT 551 and permission of MFT coordinator. Students participate in direct client contact, staff meetings, and supervision in a clinical setting.

MFT 584 - MARRIAGE AND FAMILY THERAPY PRACTICUM II (Spring only) - Prereq.: MFT 583. Students participate in direct client contact, staff meetings, and supervision in a clinic setting.

MFT 585 - MARRIAGE AND FAMILY THERAPY INTERNSHIP - Prereq.: MFT 584 and permission of the MFT coordinator. Placement in a community agency providing marital and family therapy under supervision. May be repeated as needed to complete minimum requirement of 12 consecutive months (and 500 clinical contact hours/100 supervision hours). Students begin in the Summer semester and must complete 3 consecutive semesters in order to satisfy program requirements.

MFT 598 - RESEARCH METHODS IN MARRIAGE AND FAMILY THERAPY - Prereq.: Admission to M.S. in MFT graduate program or permission of department chair. Quantitative and qualitative research design, data analysis, interpretation, and program evaluation methods related to marriage and family therapy.

ELECTIVES: MFT degree candidates must take one elective of their choosing at the graduate level (3 credits). Students may take any graduate-level course that fits their interests, with permission of their faculty advisor. Students are able to take as many extra elective courses as they wish. Elective courses offered through the program include:

MFT 558 – INTERNAL FAMILY SYSTEMS THERAPY - Basic theory, techniques, and clinical applications of the Internal Family Systems model of psychotherapy. This experiential course will emphasize exploration of the student's own internal family system through in-class exercises and course assignments.

MFT 559 – SEX THERAPY - This course will look at Human sexuality and sex therapy from a systemic (holistic) perspective. Foundational and current approaches to couple-focused sex therapy will be examined as well as several different aspects of sexuality including: biological, development, medical, cultural, historical and interpersonal. This course is especially designed to provide a foundation of sexual knowledge, experience talking about sexuality, and an introductory knowledge of traditional and contemporary relational sex therapy for Master's level students in the MFT and Counselor Education fields.

OPTIONAL THESIS: CNSL 599 - Thesis - Prereq.: Permission of advisor; ED 598 or equivalent as accepted by advisor. Preparation of the thesis under the supervision of the thesis advisor. May be substituted for elective.

Optional School-Based MFT Certification Courses

MFT 592 - SCHOOL-BASED FAMILY COUNSELING - School-Based Family Counseling Spring, Summer. Prereq.: CNSL 500, CNSL 501, PSY 512 and MFT 541 or permission of instructor. MFT practice and intervention in public schools, school-based systems theory, learning theory, state and federal education laws pertaining to the health and education of children, and statutory requirements for mandated reporting, suspensions/expulsions, and school/district accountability; strategies for communicating and collaborating with families about students' progress; school-based ethics, and policies and procedures governing special and general ed. services for collaboration, referral and placement. Spring, Summer.

MFT 593 - SCHOOL-BASED MARRIAGE/FAMILY THERAPY PRACTICUM AND SEMINAR I - School-Based Marriage and Family Therapy Practicum and Seminar I Fall. Supervision of Marriage and Family practice in public schools with direct client contact. Covers school-based learning and systems theories, federal and state education laws (e.g., IDEA and ADA); professional ethics and code of professional responsibility for educators; FERPA; statutory requirements for mandated reporting, suspensions and expulsions; and school and district accountability. Fulfills 1/2 of the required 300 hours of practicum for state certification.

MFT 594 - SCHOOL-BASED MARRIAGE/FAMILY THERAPY PRACTICUM AND SEMINAR II - School-Based Marriage and Family Therapy Practicum and Seminar II. Spring. Continuation of the two-semester School-Based Marriage and Family Therapy Practicum and Seminar. Further development of content areas covered in MFT 593. Fulfills the second 1/2 of the required 300 hours of practicum for state certification.

ED 515 - PROFESSIONAL ETHICS & LAW FOR TEACHERS - Professional Ethics and Law for Teachers Prereq.: EDT 540, EDL 555, ED 598 Ethical and legal basis of local, state, and national policies dealing with classroom practices and student rights, with emphasis on professional responsibility for meeting the diverse needs of students.

SPED 501 - EDUCATION OF THE EXCEPTIONAL LEARNER - Education of the Exceptional Learner Examines growth and development of students with disabilities, including those identified as gifted and talented, and methods for assessing, planning for and working effectively with these students. Meets State of Connecticut requirement for teacher certification (10 hours of off-campus field experience required). CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class.
**Clinical Training and Supervision Sequence.**

Clinical training is the second major component of the training experience in marriage and family therapy. Following the completion of prerequisite courses, the MFT foundation course (MFT 541), and the first MFT therapy course (MFT 551) students are able to begin a two-semester (Fall and Spring) **practicum**, followed by a 12-month (Summer, Fall, and Spring) **internship**.

For the **practicum**, each student is required to provide services at an approved clinical site in the community for 12 hours per week. This experience provides the student with basic skills and techniques in interviewing, clinical assessment, and case management at the “novice” level. Students attend a weekly course seminar for one hour per week with a faculty instructor.

Following the practicum, each student undertakes a 12-month, intensive (20 - 25 hours per week) **internship** in a clinical facility, where the intern may hone his/her skills as an "apprentice" clinician under the mentorship of an on-site supervisor and oversight of a faculty supervisor. The internship is designed to be a much more extensive experience than the practicum experience, with the intern assuming primary responsibility for 12 - 15 clinical cases per week. The student can expect much guidance during the internship experience, with over three hours per week spent in supervision to discuss clinical assessment, case dynamics, skill development, and use of self in the role of "therapist". By the end of the program, students must complete 500 clinical contact hours with a minimum of 100 hours of supervision of those clinical contact hours under an AAMFT Approved Supervisor. The specifics of these requirements will be discussed later.

**Course Sequencing: The Evening Track.**

For the **Evening Track**, 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 (3rd year), and are eligible for consideration for part-time equivalency if they are only taking a practicum or internship field placement course.

**Evening Track: Full-time or Part-time?**

Central Connecticut State University prides itself on its diversity and its emphasis on the "non-traditional" student. In line with the University's mission, the MFT program offers our flexible Evening Track to accommodate both full-time and part-time students. While most of the courses in this track are offered in the evenings, some are offered during the summer and occasionally on weekends. The program is designed to allow both full-time and part-time students to stay together as a "cohort" through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students highly value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of "ownership" in the program.

Since clinical training requires intensive study, practice, and supervision in a systematic fashion, both full-time and part-time students are expected to follow the sequence of: (1) Prerequisites (MFT 505 or PSY 512, CNSL 500, and CNSL 501); (2) MFT 541; (3) MFT 551 and MFT 552; (4) Practicum; and (5) Internship. Other required courses may be taken when offered following completion of the prerequisites and MFT 541, and following full acceptance into the specialization. Feedback from students over the past several years also suggest that taking MFT 542 and MFT 556 early in the program. Part-time students are advised to plan on taking two courses per semester prior to taking the practicum sequence.

Practicum and Internship experiences must each be done in adjoining semesters; i.e., the practicum being taken during the Fall and Spring semesters and the internship being taken from Summer through Fall and Spring semesters (12 continuous months). Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester. Part-time students are not required to take an
internship during their third year, but are expected to follow the program's sequential pattern over a longer
period of time. Full-time students can complete the program in three years; all students must finish the program
within a six-year time frame from the time they begin the program (students may take an additional 3 years
with permission of the Dean of Graduate Studies).

For students with financial aid who complete their academic courses by the time they start their practicum or
internship, the Financial Aid Office can grant a **Part-time Equivalency** to students in field placement courses
to allow them to qualify for part-time financial aid without penalty. Students must request this status through
the Department Chairperson (currently, Dr. Connie Tait).

Below are sample programs for full-time and part-time students in the Evening Track:
Evening Track:  
Marriage and Family Therapy Plan of Study by Semester (Full Time).  
(Sample Full Time Schedule)

**PHASE 1 – PRE-CANDIDACY**

**Prerequisites:** May be taken during Fall, Spring, or Summer semesters as offered prior to start of specialization program.  
MFT 505 – Counseling and Human Development Across the Lifespan (3)  
CNSL 500 - Dynamics of Group Behavior (3)**  
CNSL 501 - Theories and Techniques in Counseling (6)**

### YEAR 1

**Fall Semester**  
MFT 541 - Intro to Theories of Family Systems (3)**  
MFT 542 – Ethical, Legal, and Professional issues in MFT (3)**  
Prerequisite courses may be taken during this semester.  
Student degree candidacy at the end of this semester.  
*Join AAMFT ([www.aamft.org](http://www.aamft.org)) as a student member.*

**Spring Semester**  
**PHASE 2 – DEGREE CANDIDACY**  
MFT 551 - Structural/Strategic/Behavioral Family Therapies (3)  
MFT 556 - Systemic Perspectives on Mental Disorders (3)*  
MFT 557 - Action Methods in MFT (3)**  
Last Friday in January – MFT Placement Fair for Practicum and Internship, held at CCSU

**Summer Semester**  
NOTE: Many MFT courses that are scheduled for the Fall and Spring semesters (except sequenced courses – in **BOLD**) are taught during Summer and Interseesion semesters on a rotational basis for students' convenience.  
Students may take courses in the summer, as offered (denoted by an asterisk [*]).  
Courses taught every Summer are designated with [**]).

### YEAR 2

**Fall Semester**  
**PHASE 3 – PRACTICUM YEAR**  
MFT 543 - The Family Life Cycle (3)*  
MFT 544 - Families in Context: Gender & Cultural Dimensions (3)*  
MFT 552 - Experiential, Intergenerational & Psychodynamic Family Therapies (3)  
MFT 583 - Marriage & Family Therapy Practicum I (3)

**Spring Semester**  
MFT 598  - Research Methods in MFT (3)**  
MFT 555 - Dysfunctional Family Processes (3)*  
MFT 584 - Marriage & Family Therapy Practicum II (3)  
(Note: Practicum includes 12 hours on-site at agency per week plus weekly 2-hour seminar with MFT faculty – MFT 583 and MFT 584.  
Agency provides supervision minimum one hour/week)

**Summer Semester**  
**PHASE 4 – INTERNSHIP**  
MFT 585 - Marriage & Family Therapy Internship (3)  
3 semesters (12 months) requiring 500 clinical contact hours (250 must be “relational”) with minimum 100 hours of supervision by an AAMFT Approved Supervisor (offered via faculty supervision at CCSU)  
50 hours of supervision must use “raw” clinical data (audio/video/live supervision formats)

### YEAR 3

**Fall Semester**  
MFT 554 - Couples Therapy (3)*  
MFT 585 - Marriage & Family Therapy Internship (3)  
Elective*

**Spring Semester**  
MFT 585 - Marriage & Family Therapy Internship (3)  
Capstone Project: Case Presentation  
Student applies for graduation by 2/15

**Notes:**  
This curriculum is designed to expose students to key theoretical knowledge and clinical techniques prior to the Internship experience. MFT 541 is a prerequisite for all MFT specialization courses.  
All MFT students must follow the sequence of MFT 541, MFT 551, MFT 552, MFT 583, MFT 584, and MFT 585 during the specified semesters.  
All other MFT courses may be taken anytime after completion of MFT 541 and acceptance into the program.  
The elective course can be any graduate-level course that fits coherently with the student's professional interests.  
MFT 598 (Research Methods) and MFT 542 (Ethical, Legal, and Professional Issues in MFT) may be taken anytime in the program.  
MFT 558 (Internal Family Systems Therapy) is an elective for students interested in learning the IFS model.  
MFT 559 (Sex Therapy) is an elective for students interested in more in-depth exploration of working with sexual issues in therapy.
Marriage and Family Therapy Plan of Study by Semester (Part-time).
(Sample Part-Time Schedule)

**PHASE 1 – PRE-CANDIDACY**

**Prerequisites:** May be taken during Fall, Spring, or Summer semesters as offered prior to start of specialization program.
- MFT 505 – Counseling and Human Development Across the Lifespan (3)
- CNSL 500 - Dynamics of Group Behavior (3)
- CNSL 501 - Theories and Techniques in Counseling (6)

**Marriage and Family Therapy Specialization Curriculum (sample part-time program):**

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<thead>
<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<td><strong>PHASE 2 – DEGREE CANDIDACY</strong></td>
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<tr>
<td>MFT 551 - Structural/Strategic/Behavioral Family Therapies (3)</td>
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<td>Elective (3)*</td>
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<td>MFT 557 - Action Methods in MFT (3)*</td>
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<td>MFT 556 - Systemic Perspectives on Mental Disorders (3)*</td>
<td>MFT 598 - Research Methods (3)</td>
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<td>MFT 583 - Marriage &amp; Family Therapy Practicum I (3)</td>
<td>MFT 584 - Marriage &amp; Family Therapy Practicum II (3)</td>
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<tr>
<td>MFT 585 - Marriage &amp; Family Therapy Internship (3)</td>
<td>MFT 585 - Marriage &amp; Family Therapy Internship (3)</td>
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<tr>
<th>YEAR 4</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>MFT 554 - Couples Therapy (3)*</td>
<td>MFT 585 - Marriage &amp; Family Therapy Internship (3)</td>
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<tr>
<td>MFT 585 - Marriage &amp; Family Therapy Internship (3)</td>
<td>Capstone Project: Case Presentation</td>
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<tr>
<td>Student applies for graduation by 3/1</td>
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Notes:
Courses are offered only during semesters as listed on the full-time Curriculum sample.

This 4-year part-time program assumes that the student will take two (2) courses per semester and will take prerequisites during the year prior to Degree Candidacy, for a total of 5 years of graduate study.

This curriculum is designed to expose students to key theoretical knowledge and clinical techniques prior to the Internship experience. MFT 541 is a prerequisite for all MFT specialization courses. All MFT students must follow the sequence of MFT 541, MFT 551, MFT 552, MFT 583, MFT 584, and MFT 585 during the specified semesters. All other specialization courses may be taken any time after completion of MFT 541 and acceptance into the program. It is recommended that students take MFT 556 prior to taking MFT 555. The elective course can be any graduate-level course that fits coherently with the student's professional interests.

Many MFT courses that are scheduled for the Fall and Spring semesters (except sequenced courses) are taught during Summer and Intersession semesters on a rotational basis for students' convenience. Students may take courses in the summer, as offered (denoted by an asterisk [*]).

MFT 598 (Research Methods) and MFT 542 (Professional, Ethical, and Legal Issues in MFT) may be taken anytime in the program, including prior to Degree Candidacy.

MFT 558 (Internal Family Systems Therapy) is an elective for students interested in learning the IFS model.

MFT 559 (Sex Therapy) is an elective for students interested in more in-depth exploration of working with sexual issues in therapy.

**MFT Program Summer Courses (Evening Track).**

For the Evening Track, program courses are offered every summer, with the exception of MFT 551, MFT 552 and practicum (MFT 583 and MFT 584). The program also offers several elective courses that may not be taught during the academic year (such as MFT 558 and MFT 559, to name a few). For the past several years, all of the required courses (except the courses listed above) have been offered. We expect to continue this practice unless there is a change in the demand for summer courses.

**Course Sequencing: The Weekend Cohort Track.**

For the Weekend Cohort Track, the sequencing of courses is specific and proscribed. All students in a cohort group (up to 20 students) move through the program together. Instructional Classes typically meet on Friday evenings, full days on Saturdays and half-days on Sundays with some weekends off during and between courses during the first and second years. Courses are taught in 5-week blocks; three 3-credit courses per semester during Fall and Spring semesters with additional courses taught in the summer. In the second and third years, students are required to participate in practicum and internship experiences on a weekly basis.

Students who are unable to maintain the sequencing of the Weekend Cohort Track may switch to the Evening Track; once switched, however, the student may not return to the weekend cohort program.

The Practicum and Internship segments require weekly meetings for the Practicum Seminar and Internship Supervision. Since many agencies operate during normal business hours, students should expect that they will need to participate in their field placements during the week (students may obtain placements in their vicinity). Students are enrolled for 3 credits during their internship (3rd year), and are eligible for consideration for part-time equivalency to meet financial aid requirements.

**Weekend core curriculum courses are limited to students enrolled in the Weekend Cohort Track only. Students enrolled in either track may electives together.**
MARRIAGE AND FAMILY THERAPY WEEKEND COHORT TRACK PLAN OF STUDY BY SEMESTER.

(FIXED SEQUENCE)

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic Counseling Skills</td>
<td>Foundations</td>
<td>Models/Methods</td>
</tr>
<tr>
<td></td>
<td>CNSL 500* The Dynamics of Group Behavior</td>
<td>MFT 505* Counseling and Human Development Across the Lifespan OR PSY 512 (A)* Seminar in Developmental Psychology</td>
<td>MFT 551 (A)* Structural/Strategic and Behavioral Family Therapies</td>
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<td></td>
<td>CNSL 501 (6 credits w/ lab)* Theories and Techniques in Counseling</td>
<td>MFT 541 (B)* Introduction to Theories of Family Systems</td>
<td>MFT 552 (B)* Experiential, Intergenerational, and Psychodynamic Family Therapies</td>
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<td>9 credits</td>
<td>MFT 542 (C)* Professional, Ethical, and Legal Issues in MFT</td>
<td>MFT 554 (C)* Couples Therapy</td>
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<td>Research/Action Methods</td>
<td>Family Processes/Practicum</td>
<td>Family Dysfunction/Assessment/Practicum</td>
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<td>MFT 598*Research Methods in MFT</td>
<td>MFT 583**MFT Practicum I</td>
<td>MFT 584** MFT Practicum II</td>
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<td>MFT 557* Action Methods in MFT</td>
<td>MFT 555 (A)* Dysfunctional Family Processes</td>
<td>MFT 543 (A)* The Family Life Cycle</td>
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<td>6 credits</td>
<td>MFT 556 (B)* Systemic Perspectives on Mental Disorders</td>
<td>MFT 544 (B)* Families in Context: Gender and Cultural Dimensions</td>
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<td>3</td>
<td>Internship</td>
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<td>MFT 585*** Internship Elective or CNSL 599 (Thesis)</td>
<td>MFT 585*** Internship</td>
<td>MFT 585*** Internship</td>
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<td>6 credits</td>
<td>3 credits</td>
<td>Capstone</td>
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Notes:
*Summer, Fall, Spring
  Classes start at the end of May and go through to July—August is free
  Classes are held from 5-9 p.m. on Friday and 8:30-5 p.m. on Saturday—Sunday is free
** Fall, Spring
  Classes are held from 3-4:30 on Friday
  12-hour placement
***Summer, Fall, Spring
  Classes are held from 2-6:30 on Friday
  20-25-hour placement, 2.5 hours supervision
Practicum and Internship Procedures

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. 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 - Preparedness to Start the Internship

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.

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.

Temporary Changes Due to COVID-19.

In March, 2020, the university precipitously shut down all community field placements for CCSU students, including MFT practicum and internship placements and students were not permitted to see their clients. This created a deficit in their hours needed to graduate within the 12 months and other contingency measures were put into place to allow students to obtain their required hours for graduation. For the 2019-20 and 2020-21 internship years, interns will be allowed to “count” 100 practicum hours (presuming that they have received the 3 – 5 hours of clinical contact per week as specified in the Practicum Letter of Understanding) toward the 500 internship hours and will only be responsible for accruing 200 relational hours, as per COAMFTE change in policy regarding minimal numbers of clinical and relational hours. The program has also implemented a policy regarding permitting interns to engage in telebehavioral health
activities through their agencies that specifies that certain ethical, legal and “best practices” safeguards be in place.

“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 audio and/or video recordings of sessions. A minimum of twenty-five (25) hours of supervision must be spent reviewing videotapes. **Video recording is required.**

**The Liaison System.**

The MFT program Clinical Coordinator serves as the liaison between the program and the field placements, and is responsible for establishing relationships with placement sites. The program’s Clinical Coordinator makes site visits to various agencies and clinical settings to ensure that each site meets appropriate standards for training and supervision. The Clinical Coordinator 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. **Students are expected to complete the internship within the one-year timeframe.**

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 staff meetings. 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.
The Klingberg/CCSU Family Therapy Institute.

In September, 2007, the CCSU MFT program, in partnership with Klingberg Family Centers, opened the Klingberg/CCSU Family Therapy Institute (FTI), located in New Britain, Connecticut. The FTI is a student-run outpatient treatment and family therapy training facility that is operated by the students and faculty of the CCSU MFT program, under the auspices of Klingberg Family Centers. The Institute provides a rich opportunity for intensive family systems training with state-of-the-art live supervision experiences.

One team of interns and practicum students from the CCSU MFT program run the operation of the Institute, supervised by a CCSU Faculty Supervisor who has a dual appointment as the Clinical Coordinator of the Family Therapy Institute. This partnership provides students an opportunity to learn how to run a clinical operation in addition to developing and honing their clinical skills in working with children and families.

Child Guidance Clinic for Central Connecticut Partnership.

In 2015, the CCSU MFT Program entered a partnership with the Child Guidance Clinic for Central Connecticut (CGCCC), located in Meriden, Connecticut, with a similar structure as that of the partnership with Klingberg. CCSU MFT faculty are intimately involved in the coordination of training at CGCCC and a cohort of 6 students enters a 2-year practicum-to-internship process in which students are immersed in a process of integrating course material learned in the program with actual clinical practice with children and adolescents and their families.

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).

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 video recording, you should also have obtained signed releases prior to proceeding with recording sessions (see Appendix V). Electronic media 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 devices 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 digital files of session recordings 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).

**Providing Therapy Via Telebehavioral Health.**

Due to widespread shutdowns of agencies and other institutions providing behavioral and mental health services in the community, many of these service providers shifted to providing online telebehavioral health services to their clients. This has not been ideal for many reasons, including: The newness of this platform and lack of training or establishment of “best practices”, lack of control over the therapist’s environment when working from home to be able to ensure privacy and HIPAA compliance and the client’s ability to participate in a safe and confidential location, problems with the technology itself (e.g., poor bandwidth or the lack of an internet or wifi connection), etc. Given that many interns would not be able to continue to accrue clinical hours from their agencies if they could not participate in such activities, the MFT program in conjunction with the Department of Counselor Education and Family Therapy developed a protocol and attestation process for granting permission to engage in telebehavioral health with extensive supervision on the part of the agency. Please see the MFT Policies and Procedures Manual on the MFT program website. ([www.ccsu.edu/mft](http://www.ccsu.edu/mft)).

**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 if the agency or other funding source provides training stipends for
students, which are not directly tied to an employment contract.

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

The internship is designed to complete the COAMFTE accreditation and State of Connecticut licensing requirements of 500 clinical contact hours with a minimum of 100 hours of AAMFT Approved Supervision within a 12-month time period. Students are expected to complete the internship within 12 months. However, there may be circumstances in which a student is unable to do so and must continue beyond the one-year marker. 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 and will need to continue to register for subsequent semesters of MFT 585 in a special supervision group designated for interns who need to continue beyond the 12 months. They will need to pay tuition for the extended internship and supervision.

If a student, by mid-May, has 20 hours or fewer left to complete the clinical hour requirements (including the 250 hour [200 hours for 2020 and 2021] “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 or use** software to prevent others from accessing your clinical recordings. As per HIPAA, you must protect the data that contains client “PMI” (personal medical information) and follow agency protocols for ensuring confidentiality.

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. You will also need to upload your forms onto TaskStream on a monthly basis.

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 (please see COVID exceptions, above). You will need 100 supervision hours minimum, including individual and group supervision. Fifty hours of supervision must consist of review of “raw data” material. Only supervision from AAMFT Approved Supervisors or Supervisor Candidates may be counted. **No more than 100 hours of clinical contact may be done in co-therapy or shadowing.**

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 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.
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 (see above for temporary changes in requirements due to COVID-19).

Evaluations

Student Evaluations.

In the process of training students in developing new skills, evaluation is crucial for providing students with feedback regarding their progress in the program. Students are evaluated at various points in the program to monitor and assess the accomplishment of learning goals. Students receive class grades in didactic portions of their education, as well as grades on assignments. In clinical supervision, students set learning goals, which become part of the basis by which they are evaluated at the end of each semester of practicum or internship. Prior to starting the internship, the student and advisor should sit down and discuss the student's goals and determine the student's readiness for intensive training. All students must culminate their training experience with the Case Conference capstone project requirement, by which they are evaluated by a panel of faculty members as to the degree to which the student has integrated theory and clinical practice. Students pursuing a master's thesis are evaluated on the basis of their scholarly accomplishments. The process of evaluation is, in fact, a series of checkpoints that allow the student and faculty to ensure an ongoing "fit" between the student and the program in a respectful and helpful manner.

The faculty is in the process of designing a new system of assessing students’ progress in the program, based on the four Program Educational Outcomes and our Student Learning Outcomes (see pages 9 and 10, above). New means of assessment are being developed and will be tested to establish benchmarks for achievement.

Program Evaluations.

Students are asked to assist the program in ensuring the quality of the educational experience by providing feedback by means of written evaluations on courses and professors, clinical supervisors, internship sites, and the overall quality of the program.
Student File Documentation

MFT Program Student File Documentation.

Student files and materials are subject to the Family Educational Rights and Privacy Act (FERPA) regulations and are to be handled accordingly.

The Departmental student files provide documentation of milestones and requirements of the program. The student files document student admissions, degree candidacy, clinical placements, evaluations (including clinical evaluations and capstones), graduation audit, and other “official” documents (e.g. thesis documents, remediation contracts and other correspondence pertaining to the student’s progress in the program). Each file is set up with two folders: the Academic file and the Clinical file. The contents of these files may include:

**Academic File**
- Application form
- Undergraduate transcripts
- Reference letters (2)
- Pre-admission correspondence
- Clinical Competency Checklist (CNSL 500, CNSL 501, MFT 583/593)
- Degree Candidacy form
- AAMFT Student Member Verification
- Planned Program of study
- “Change in Planned Program” forms
- “Change of Advisor” form (if applicable)
- “Grade Change” forms
- Correspondence/memos
- Application for Graduation

**Clinical File**
- Professional Liability Cover Page
- Placement contracts (copies)
- Practicum Evaluations
- Intern Evaluations
- Clinical Record Keeping (Clinical & Supervisory Hours – Internship)
- Capstone Materials

A checklist is used to ensure that documents are present in the student file by specific milestone dates. During these milestone dates, the student and faculty advisor will meet to review progress in the programs and to audit the file to ensure that all necessary documents are present in the file to date. These milestones are:

- Initial Pre-candidacy
- Degree Candidacy
- Internship Approval
- Pre-Graduation Review

The file will be reviewed prior to the student’s completion of his/her/their final semester by the advisor for that student. For missing documents or documents that have not yet been filed, the Academic Advisor will be responsible for identifying and retrieving the unfilled document(s) at the various milestone points. The section of the Student File Verification form should not be signed until all the required documents are materially present in the student’s file. The final audit, the Pre-Graduation Review, should be completed prior to the student’s graduation date. Final evaluations (internship site supervisor, faculty supervisor and self-evaluation) must be collected and filed prior to conferring a grade to the final semester of MFT 585 (MFT Internship).
AAMFT and Connecticut Licensure Considerations

AAMFT Accreditation.

AAMFT accreditation is a voluntary distinction that represents the acceptance of training and educational standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). Such standards include all aspects of the program, including the degree the program is supported by the university; quality of the faculty, content of the curriculum; clinical training facilities and internships; and policies and procedures regarding admissions, documentation of clinical and supervisory hours, evaluations, grievances, dismissals, and other aspects of the program that influence quality of education and clinical training. The process includes submitting a comprehensive Self Study and hosting a site visit by representatives of the Commission on Accreditation. The site visit is the culmination of the program's moving toward meeting all the standards set forth by the Commission on Accreditation, and involves administration, faculty, students, and internship sites in the process.

AAMFT accreditation provides several benefits for the university, the program, and our students. First, it adds prestige to both the university and to the graduates of our program. Second, the State of Connecticut recognizes the curriculum of AAMFT-accredited programs as meeting the educational standards for licensure as a Connecticut Licensed Marital and Family Therapist. This is important, as it qualifies our students to sit for the licensing exam if all other requirements have been fulfilled. Licensing is important for graduates who intend on working in settings that involve collection of insurance payments for services. Third, accreditation helps our graduates obtain Clinical Membership in AAMFT.

In August, 1997, the program was awarded Full Accreditation, which was renewed for a 6 year period in 2002, 2008, and 2015. The next accreditation renewal process will take place during the 2020 – 2021 year. Full Accreditation means that the program meets the accreditation standards set by AAMFT. A fully accredited program is recognized by the State of Connecticut department of Public Health as a requirement of MFT licensure. The self-study and site visit processes create an opportunity for revising and upgrading the program standards, policies, and procedures. Recent changes that resulted from this review process have been an upgrading of the curriculum, creation of a student-operated training clinic (in partnership with Klingberg Family Centers), the upgrading of our liaison system with internship sites, and the University's changing its graduation policy, allowing for multiple graduation dates during the year.

MFT Licensure in Connecticut.

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 can’t 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 timeframe 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), 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.

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, 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 (and, of course, paying a fee). 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.


Portability of the Connecticut LMFT License with Other States.

AAMFT’s website (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 to promote more objectivity in assessing qualifications, as well as standardization between states in our increasingly mobile society.”
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

Preparation for the Licensing Exam.

For graduates of the program who are preparing for the licensing exam, there are several MFT prep courses that provide guidelines for taking the exam, comprehensive study materials, and an opportunity to take a practice exam. The program does not endorse any particular company and does not attest to their effectiveness. Here are a few examples:

Family Solutions Institute, 19 Peter Parley Road, Jamaica Plain, MA 02130  Telephone: 1-888-583-3388.  
email: licprep@fso.com  Website:  http://www.mftlicense.com

Mometrix Test Preparation - 3827 Phelan #179 - Beaumont, TX 77707  Telephone: 1-800-673-8175.  
Website:  https://www.mo-media.com/mft

Conducting an online search will produce several more companies offering exam preparation courses and materials.

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 and are strongly encouraged to participate in the state organization's activities. 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: Discounts on liability insurance, attendance at conferences, and other activities; ability to attend conferences free in exchange for volunteer services at the conferences, receipt of the organization's newsletters 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, click “Not a member yet?” in the light blue box in the upper-right of the home page, and follow the links.

AAMFT Clinical Membership.

On completing graduate work, MFTs often join the AAMFT organization as either Pre-Clinical or Clinical Fellows. Pre-Clinical Fellows are graduates who are working toward meeting specific criteria for clinical membership, such as licensing. Clinical Fellows may advertise themselves as such in advertisements and telephone directories, and are considered by their peers and the general public to meet the top standards of the profession. Clinical Fellows of AAMFT are eligible for Clinical Membership by holding a state license in MFT. This means that graduates who complete the post-degree requirements for licensure may apply for Clinical Membership to AAMFT. However, in Connecticut, such membership does not work the other way around: Licensing is not tied to AAMFT organizational
membership. This is not true in all states.

Why would someone go through such a "gauntlet" to become credentialed? Such a person has high personal and professional standards and takes pride in his or her profession. This person is concerned about being competitive in the job market. There is no reciprocity guaranteed between Connecticut and other states for licensure; AAMFT Clinical Membership is portable and is recognized nationally. Thus, a person moving to another state in which AAMFT Clinical Membership is a prerequisite for clinical certification or licensing will have fulfilled his/her requirements for a smoother professional transition.

To apply, go to the AAMFT Membership webpage: https://www.aamft.org/AAMFT/Membership/Join_AAMFT/Shared_Content/Membership/New_Join_Application/Join_AAMFT.aspx

**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.

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.
School Certification for MFTs.

In July 2007, a law was passed in Connecticut to provide school certification for Licensed MFTs. Connecticut is the first state in the nation to certify MFTs to be hired directly to work in the public schools. Regulations by the Connecticut Department of Higher Education (DHE) specify requirements for this certification. The regulations require at minimum that MFTs be licensed by the Department of Public Health, pass the PRAXIS I exam, fulfill course requirements specific to the certification of MFTs in the schools, and complete a 300-hour practicum in a public school under the joint supervision of the school’s Special Services and the MFT program. The CCSU MFT program has developed a specialty track for those students who wish to seek certification for employment as a School MFT, which includes a specialized practicum that covers the required course content specified in the Department of Higher Education regulations.

CCSU Approved Offerings for MFTs in the Schools Certification Sequence.

The following Sequence has been pre-approved at CCSU by the State Department of Education Certification Bureau for the Educator Certificate for Marriage and Family Therapists as meeting requirements specified in the regulations:

1) **MFT 592 – School-Based Family Counseling** - School-Based Family Counseling. MFT practice and intervention in public schools, school-based systems theory, learning theory, state and federal education laws pertaining to the health and education of children, and statutory requirements for mandated reporting, suspensions/ expulsions, and school/district accountability; strategies for communicating and collaborating with families about students' progress; school-based ethics, and policies and procedures governing special and general ed. services for collaboration, referral and placement.

2) **MFT 593 - School-Based Marriage and Family Therapy Practicum and Seminar I.** Supervision of Marriage and Family practice in public schools with direct client contact. Covers school-based learning and systems theories, Federal and state education laws (e.g., IDEA and ADA); professional ethics and code of professional responsibility for educators; FERPA; statutory requirements for mandated reporting, suspensions and expulsions; and school and district accountability. Fulfills 1/2 of the required 300 hours of practicum for state certification.

3) **MFT 594 – School-Based Marriage and Family Therapy Practicum and Seminar II Spring.** Continuation of the two-semester School-Based Marriage and Family Therapy Practicum and Seminar. Further development of content areas covered in MFT 593. Fulfills the second 1/2 of the required 300 hours of practicum for state certification.

4) **Practicum Placements** – Students must be placed in a public school for a minimum of 300 clock hours (easily obtained through the MFT program’s requirement of 12 hours per week). Your MFT 593 and MFT 594 seminar meets the state’s requirement for “joint supervision” between the school and the MFT program.

5) **ED 515 - School Law** - School Law Teachers study legal bases of chosen profession and develop more adequate understanding of federal, state, and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Connecticut statutes and judicial interpretations.

6) **SPED 501 – Education of the Special Learner** – Education of the Exceptional Learner Examines growth and development of students with disabilities, including those identified as gifted and talented, and methods for assessing, planning for and working effectively with these students. Meets State of Connecticut requirement for teacher certification (10 hours of off-campus field experience required). CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class.

7) **MFT 505 - COUNSELING AND HUMAN DEVELOPMENT ACROSS THE LIFESPAN** - The nature and needs of persons at all developmental levels with a focus on the physical, cognitive, emotional, and social aspects of growth. Psychosocial theories of development and counseling models will be addressed as they apply to the stages of the lifespan. *This course is already a requirement of the MFT program’s regular curriculum.*
These courses are all required to fulfill the certification requirements. In addition to meeting these course and practicum requirements, persons interested in the MFT School Certification must also obtain their professional practice license (LMFT) through the Department of Public Health after graduation. The Praxis I teacher’s exam or the equivalent is also required for the certificate. This may be taken either during a student’s graduate studies or post-graduation.

For Students enrolled in the MFT program, one course would count toward your required elective; there are two extra courses required beyond the regular MFT curriculum (6 credit hours).

**Note:** Students enrolled in the **Weekend Cohort Track** may also participate in the School-based Certification track; however, they must be aware that they would need to substitute MFT 593 and MFT 594 for the two practicum seminar courses that run during the regular week. If there is enough enrollment, a separate School-based practicum seminar sequence may be run during the Weekend Cohort schedule.

**Post-Grads** - Through program contacts, post-master’s MFTs who wish to undertake the MFT School Certification process may enroll as a non-matriculated student in the MFT program. You may take the required courses up to nine (9) credits and the program will refer the student to various school-based sites. As an alternative, post-grads may enroll in the Official Certificate Program (OCP) in School-based MFT, which is awaiting final approval to open (see below).

**Personal and Professional Growth**

**Socialization Into a New Professional Identity.**

The Marriage and Family Therapist's development involves socializing into a new professional identity. This is no small task; in the course of learning how to be an MFT, a student will find him/herself encountering unresolved personal issues and situations that have not been mastered in one's own life. The MFT student will begin to question roles and rules played in one's own family (both family of origin and family of choosing), which may generate stress and changes in relationships with family members and friends. Part of the training as an MFT is the exploration of patterns in one's own life (both functional and dysfunctional) that may become activated in the course of working with others. The MFT is constantly utilizing various parts of one's self as instruments of change for clients, and as such, must be able to discover both strengths and "stuck points". You will be asked, in an atmosphere of safety and respect, to share some of these patterns with instructors through assignments, and sometimes with classmates in a classroom discussion or supervisory context. It is understood that any personal information divulged by students will be treated with respect and discretion. While confidentiality cannot be assured in such a public setting, each student has a responsibility to contribute to creating a safe environment in which deeply personal information may be disclosed for training purposes.

**A Word on Personal Therapy.**

Training as an MFT is neither psychotherapy or a substitute for psychotherapy or counseling when intense issues arise that may need exploration and/or resolution. While instructors or course material might stimulate the emergence of such issues and provide you with an opportunity to identify them, it is the student's responsibility to seek professional guidance outside the realm of the department. Faculty members who instruct you are not permitted to provide psychotherapy or counseling to you, as this constitutes a "dual relationship", from which you are protected by the AAMFT Code of Ethics and Departmental policy. Our faculty will be glad to provide guidance and referral to you, and may perhaps suggest that a course of therapy is warranted in the event that a concern is brought to light. Students who have not experienced their own personal therapy or counseling or marital or family therapy should consider undergoing such an experience. Your advisor or the Program Director can assist you in locating an appropriate therapist.
Support Services for Students.

The CCSU Counseling & Wellness Center offers free counseling, which is available to all students and faculty. The MFT Program Director can also provide referrals for therapy. Some referrals may be on a sliding-fee basis. Also, your academic advisor is an invaluable resource, who can provide guidance regarding your program of study, career choices, and other professional issues.

Graduate Student Association.

The Graduate Student Association of Central Connecticut State University includes as members all full-time graduate students and, as associate members, any part-time student who pays a nominal membership fee. (Full-time student dues are included in the fees paid by full-time students.)

The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter assists graduate students to attend conferences and workshops or to complete research associated with the preparation of a thesis. 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 a representative organization promoting graduate student interests on the Central Connecticut State University campus. Both the Counseling and the MFT programs in our department have GSA chapters in their respective disciplines.

Delta Kappa Chi Honor Society.

The MFT program at CCSU also is a chartered member of the Delta Kappa Honor Society, an international organization that supports scholarship and leadership in the MFT field. To become a member, you must have a minimum grade-point average (GPA) of 3.75 out of 4.0 over a minimum of 15 credits. The organization supports various academic and research activities for our student members as well as service activities. There is a nominal one-time application fee of $75 and an annual induction ceremony. The organization also elects a board of officers to conduct the organization’s business. Notices are sent out to students when the annual membership opens up.

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.

Unique Offerings Through the CCSU MFT Program.

CCSU’s MFT program has several unique features that set it apart from other MFT programs and provides opportunities to our students, graduates, and the professional community for continuing growth. The program regularly offers the following:

- AAMFT Approved Supervisor training and required coursework for the designation
- Post-graduate supervision toward LMFT licensing requirements
- Coursework and practicum opportunities toward Certification for School MFTs
- Licensing preparation workshops
- Level 1 and Level 2 training in Internal Family Systems™ (IFS) Therapy
- Rehearsals! for Growth training by Dr. Dan Wiener, founder of this program in Action Methods

For further information regarding any of these offerings, please contact Dr. Ralph Cohen, MFT Program Director.
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.)

As stated above, no one may provide mental health services without a practice license, as per State of Connecticut statutes (2019).
General 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.

**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 Counseling & 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. Information regarding AAMFT grants can be obtained from your advisor.

**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.

**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 also recognizes that socioeconomic status can be a basis for discrimination and does not discriminate on the basis of socioeconomic status or social class.]

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.
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 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.

Probation.

At its regular meetings, the Marriage & Family Therapy faculty reviews the progress of students. If and when adequate mastery is not demonstrated, it may be necessary to initiate a probationary process resulting from a majority vote of the Marriage 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.

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 Willard-DiLoreto Hall. 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 and is an excellent source of information and assistance in addressing concerns with faculty and other students.

Gatekeeping Policy.

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, Pfost, 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.
Important Points to Remember

√ Students must complete a planned program of study before completing 15 credits of graduate work.

√ Up to twelve credits of equivalent graduate courses may be transferred in with the permission of the advisor. The courses must carry a grade of B or better. Courses taken on a pass-fail basis will not transfer. All courses on the planned program of study, including courses transferred in, must be finished within a six-year period. Students may request an extension through the Dean of the Graduate School.

√ Students must maintain a 3.0 grade point average to be in good academic standing.

√ Students must be accepted into degree candidacy before beginning the supervised MFT practicum.

√ If a student withdraws from class without officially notifying the Registrar's Office, he/she will automatically receive an "F" for the course.

√ If a student takes an incomplete in a course and does not complete the required work within one year, the incomplete grade will automatically convert to an "F."

√ Students must apply in advance, through the MFT Program, to get into the practicum or internship courses.

√ All students in the MFT program are required to join the American Association for Marriage and Family Therapy.

√ All field experience courses require the student to have professional liability insurance.

√ Students must apply in advance for graduation by February 15 preceding their graduation date.
MFT Program Faculty

WILLIAM M. BOYLIN, Ph.D., LMFT
Part-time Professor
AAMFT Approved Supervisor

JOAN CALVERT, Ph.D., LMFT
Professor (Full-Time; part-time in MFT program)
AAMFT Approved Supervisor

NOEL CASIANO, PsyD, LMFT
Part-time Instructor
AAMFT Approved Supervisor

MICHELLE CIAK, LMFT
Part-time Instructor
AAMFT Approved Supervisor

RALPH S. COHEN, Ph.D., LMFT
Professor (Full-Time)
AAMFT Approved Supervisor
MFT Program Director
Academic Advisor (Students A – G)

SARAH HEWITT, LMFT
Part-time Instructor
AAMFT Approved Supervisor

DEBBI KNOX, LMFT
Part-time Instructor
AAMFT Approved Supervisor Candidate

KATHLEEN LAUNDY, M.S.W., Psy.D, LMFT
Part-time Professor
AAMFT Approved Supervisor

TATIANA MELENDEZ-RHODES, PhD, LMFT
Assistant Professor (Full-Time)
AAMFT Approved Supervisor
Academic Advisor (Students P – Z)

HEATHER McNEIL, LMFT
Part-time Instructor
AAMFT Approved Supervisor

MARY NEDELA, PhD, LMFT
Assistant Professor
AAMFT Approved Supervisor
Academic Advisor (Students H – O)

LAUREN PEDERSEN, LMFT
Part-time Instructor
AAMFT Approved Supervisor

CHARLOTTE RAMSEUR, LMFT
Part-time Instructor
AAMFT Approved Supervisor

ANN SINKO, MFT, LMFT
Part-time Instructor

NATALE TEODORO, LMFT
Part-time Instructor
AAMFT Approved Supervisor Candidate

GAIL TOMALA, Ph.D.
Part-time Instructor

JEANNE VAN SCHAACK, LMFT
Part-time Instructor
CT Certified School-Based MFT

DANIEL J. WIENER, Ph.D., LMFT
Professor Emeritus (Part-time)
AAMFT Approved Supervisor
Appendices

Appendix I - Admissions Policy
Appendix II - Recommendation Form
Appendix III - Attitudes and Attributes [Checklist of Clinical Competencies]
Appendix IV - Clinical Placements - Internships and Practica
Appendix V - Clinical Documentation:
  Clinical and Supervisory Hour forms
  Release of Information form
Appendix VI - Student File Verification Form
Appendix VII - Capstone Requirements - The Clinical Case Conference
Appendix VIII - Department Writing Guidelines
Appendix IX - Graduate School Policies and Procedures:
  Sample Planned Program
  Degree Candidacy form
  Change of Planned Program form
  Change of Program/Advisor form
  Graduate School Summary Sheet
Appendix X - CCSU Resources – Websites and Contact Information
Appendix I: Admissions Policy
Admissions Policy and Procedures – CCSU MFT Program

Admission to the Master’s program in Marriage and Family Therapy is made on a competitive basis.

Admission for the **Evening Track** occurs two times per year (Fall and Spring). All applications must be completed and received by May 1 for Fall admission of the following academic year (April 1st priority admission) and by November 1 for admission for the following Spring semester. Approximately twenty (20) students are accepted per each academic semester (Fall and Spring).

Admission for the **Weekend Cohort Track** occurs once per year (summer). All applications must be completed and received by March 1 for admission for the following summer semester. Approximately twenty (20) students are accepted for the cohort beginning the following summer.

The decision to admit a student into pre-candidacy status for the MFT program is based on the candidate's cumulative grade point average (GPA), 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).

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. 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 (see below).

**Candidates for initial admission will be selected on the basis of the following criteria:**

1. **Grade point average:** Minimum **2.70** grade point average (GPA) based on a 4.00 point scale where A is 4.00
2. **Three recommendations** from individuals able to attest to the student's suitability as a prospective Marriage and Family Therapist
3. **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. Personal and professional experiences and reasons that influenced you to pursue the field of Marriage and Family Therapy.
   
   b. Personal characteristics you believe will contribute to your success as a Marriage and Family Therapist.
   
   c. Please comment on your view regarding the importance of your engaging in a personal therapy experience as part of becoming a marriage and family therapist.

   *d. If applying for the Weekend Cohort Track:* A statement that explains your reasons for opting for the Weekend Cohort Track and your ability to commit to a weekend-based cohort program.*
Appendix II: Recommendation Form
RECOMMENDATION FORM

APPLICANT: Please fill in the personal data information below with your name and address.

NAME: ________________________________________ TELEPHONE: ________________

ADDRESS: __________________________________________________________________

PROGRAM APPLYING FOR:

☐ PROFESSIONAL COUNSELING
☐ PROFESSIONAL COUNSELING
☐ SCHOOL COUNSELING
☐ MARRIAGE & FAMILY THERAPY
☐ STUDENT DEVELOPMENT IN HIGHER ED

************

EVALUATOR

The above named applicant is applying for admission to graduate studies in Counseling and has given your name as a reference. We ask you to use this form for your recommendation. We will appreciate your appraisal of the applicant’s personal qualities including motivation, academic skill level, ability to express him/herself orally and in writing, overall reliability, and commitment to the helping professions. Careful and candid discrimination between strong and limited characteristics is more helpful than routine praise. Please take as much space as you require using additional sheets of paper if you desire. Thank you for your help.

************

As required by the Family Education Rights Act of 1974, a registered student may reserve the privilege of viewing this recommendation form. Thus, you should consider this evaluation to be non-confidential.

************

Please make a narrative statement here:

Continued on back page
### INSTRUCTIONS:
Please rate the applicant on the qualities listed below by placing a check mark to the right of those you feel qualified to judge. Use as your standard of comparison other graduate students or professionals in this field.

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>Lower 50%</th>
<th>Upper 50%</th>
<th>Upper 25%</th>
<th>Upper 10%</th>
<th>Upper 5%</th>
<th>No Basis for Judgement</th>
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<tbody>
<tr>
<td>Academic Potential</td>
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<td>Written Expression of Ideas</td>
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<td>Oral Expression of Ideas</td>
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<td>Dependability</td>
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<td>Understanding of Human Behavior</td>
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<td>Self-Motivation</td>
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<td>Personal Enthusiasm</td>
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<td>Patience</td>
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<td>Ability to Work Cooperatively</td>
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<td>Ability to Express Feelings Appropriately</td>
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<td>Ability to Deal With Conflict</td>
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<td>Aware of Impact of Self on Others</td>
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<td>Willingness to articulate/demonstrate personal convictions</td>
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<tr>
<td>Interest in Further Personal Growth</td>
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<td>Uses Feedback From Others</td>
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<tr>
<td>Constructively</td>
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<td>Able to Accept Personal Responsibility</td>
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<tr>
<td>Demonstrates Ethical Behavior</td>
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<td>Demonstrates sensitivity to and respect for the needs and feelings of others</td>
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<tr>
<td>Respects and Appreciates Individual Differences</td>
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<tr>
<td>Professional Success Thus Far</td>
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</table>

| REFERENCE NAME                                       |________________________________________________|
| PRESENT POSITION                                     |________________________________________________|
| ADDRESS                                              |________________________________________________|
| TELEPHONE                                            |________________________________________________|
| RELATION TO APPLICANT                                |________________________________________________|
| HOW WELL AND FOR HOW LONG HAVE YOU KNOWN THE CANDIDATE? |___________|

Please indicate the strength of your overall impression of the applicant’s academic promise and capacity to become an effective counselor.

- [ ] Outstanding
- [ ] Above average
- [ ] Satisfactory
- [ ] Marginal

SIGNATURE ___________________________________________ DATE _____________________________

Thank you for your assistance. Please place this completed form in an envelope, seal it, sign the envelope across the seal, and return it to the applicant.

Revised 10/02
Appendix III: Counselor Competencies Checklist
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 CNSL 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: ____________________

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

* 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)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Nonverbal Attending</td>
<td>Exhibits contextually and culturally appropriate body posture, spatial distance, eye contact, facial expression, and gestures; demonstrates effective application of silence; presents in professional attire</td>
</tr>
<tr>
<td>Minimal Encouragers</td>
<td>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</td>
</tr>
<tr>
<td>Therapeutic Relationship</td>
<td>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</td>
</tr>
<tr>
<td>Basic Questioning</td>
<td>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</td>
</tr>
<tr>
<td>Interactive/Facilitative</td>
<td>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)</td>
</tr>
</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>Personal Attributes</strong></td>
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<tr>
<td>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</td>
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<tr>
<td><strong>Professional Attributes</strong></td>
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<tr>
<td>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</td>
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<tr>
<td><strong>Professional Ethics</strong></td>
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<tr>
<td>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</td>
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<tr>
<td><strong>Theoretical Knowledge</strong></td>
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<tr>
<td>Has a fundamental understanding of the various theories, techniques, and interventions in counseling; demonstrates emerging application of theories and techniques</td>
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<tr>
<td><strong>Multicultural Competence</strong></td>
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<td>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)</td>
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<tr>
<td><strong>Course/Site Operations</strong></td>
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<tr>
<td>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</td>
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</table>
### 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

<table>
<thead>
<tr>
<th>Global Rating of Counselor-in-Training Competency and Effectiveness</th>
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<td>(identified to the nearest level)</td>
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<td>1.0 (Insufficient Competency)</td>
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<td>2.0 (Approaching Competency)</td>
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<td>4.0 (Fully Demonstrates Competency)</td>
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__________  ________________  _________________________  
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)*  Date

__________  _________________________
Student’s Signature  Date
Appendix IV: Clinical Placements - Internship and Practicum
MFT Practicum and Internship Students

Ralph Cohen, Ph.D.
MFT Placement Liaison

Information re: Placements

Instructions for Practicum and Internship Procurement

As soon as you know where you will be doing your clinical work this coming year, please return the “Placement Information” form to me. In pursuing a placement, please follow the following guidelines:

1. Decide from the Placement List what your top choices are and begin with these in calling agencies. Call only those sites that you have designated as your first and second choice. If these do not work out, then move on to your next two choices.

2. Be prepared to talk about yourself BRIEFLY on the phone. Most places will want to set up an interview with you.

3. Prepare a BRIEF (1 - 2 pages) descriptive resume, outlining your history, including relevant job history prior to your entering graduate school. Use your judgment about what might be relevant.

4. Agencies have a right to "first refusal" - Don't assume that your call or even an interview will guarantee you a position. You will need to sell yourself. Be courteous, enthusiastic, and friendly.

5. When interviewing, DO YOUR HOMEWORK! Make sure that you know about the agency, its clientele, and other pertinent facts. Use the enclosed listing as a starting point.

6. When negotiating a position, understand that the agency cannot accommodate their staff meetings, etc. to YOUR schedule - try to be as flexible as possible as to scheduling times.

7. You should expect to tell the contact person that as a PRACTICUM STUDENT, you can put in 12 hours per week for two semesters (it's up to you if you would like to do additional hours), or as an INTERN, you are to put in 20 - 25 hours for 12 months. For internships, they should also know that you must have 500 clinical hours (50% couples and families), must be able to present audio or videotapes to the faculty supervisor, and should be given a minimum of 1 hour per week of individual supervision. AAMFT Approved Supervisors can opt to be the primary clinical supervisor, but this must be negotiated with the MFT Program Director IN ADVANCE. Interns must also carefully document their clinical and supervisory activities. Agency representatives should already know what to expect because the requirements have been discussed with them; however, remind them of the requirements of the position.

8. After you have worked through your selections and a decision has been mutually arrived at by you and the chosen site, notify me (cohenr@ccsu.edu) as soon as possible. Return the Practicum and Internship Placement Information Form to me and fill out the “Field Placement Information” form on TaskStream under your respective courses (MFT 583/593 or MFT 585), and I will send the agency a contract packet.

If you have any questions or concerns, please do not hesitate to contact me.
CENTRAL CONNECTICUT STATE UNIVERSITY MFT PROGRAM
Practicum and Internship Placement Information Form

Date: ______________________________________________      ___ Internship       ___ Practicum

Student Name: ___________________________________ Starting Semester_____________________

Address:______________________________________________________________________________
_____________________________________________________________________________________

Telephone: ____________________________ (H)       E-Mail: _________________________________
_______________________________ (W)       Cell: _________________________________

Name of Faculty Supervisor: ______________________________________________________________

Agency Name: ________________________________________________________________________
Address: _____________________________________________________________________________

Agency e-mail __________________________________ Fax: _________________________________

Supervisor’s Name: __________________________ AAMFT Approved Supervisor? yes ___ no___
(Internship)

Agency Director: ________________________________

Starting Date:    _____________________________ (Month/Year)

Names of other CCSU Students at site:
_______________________________________________________________________________

Description of the site:
_______________________________________________________________________________
_______________________________________________________________________________

Description of your duties:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Clinical Populations Served/Treatment Modalities:
_______________________________________________________________________________
_______________________________________________________________________________

Office use only:  ___ Packet sent   ___ Contract Rec’d   ___ Clinical Fac. Packet sent ___ Terms ok
AIDS Project New Haven
1302 Chapel Street, New Haven, CT 06511
Phone: 203-624-0947
Website: www.apnh.org
E-Mail: nick.boshnack@apnh.org
Supervisor: Nick Boshnack
Contact Person: Nick Boshnack
AAMFT Approved Supervisor? No
Facility Director: Christopher Cole
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 0
School-Based: No
Hours of Operation: Monday - Friday 9 am - 5 pm
Weekend Hours Available: No
Notes: Interns with prior work experience in the mental health field outside of their practicum year. Must be a self-starter and go getter.

Boys and Girls Village Inc.
170 Bennett Street, Bridgeport, CT 06605
Phone: 203-713-7785
Website: bgvillage.org
Fax: 203-330-6756
E-Mail: sirkink@bgvillage.org
Supervisor: Varies on program
Contact Person: Karen Sirkin in Human Resources
AAMFT Approved Supervisor? YES
Facility Director: Karen Fennich
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2
School-Based: Yes, both
Types of Clients Served: All ethnicities ages 5-21. Internal in-home wrap around services that address variety of issues on extended day treatment that favor on behavioral issues. Supervisor administers psychosexuals, specializing in sexual and complex trauma.
Treatment Modalities Offered by the Agency: Wide variety. Behavioral, CBT, Biofeedback, Narrative, Humanistic, Collaborative, Solution-Focused in all modalities. Staff APRN and psychiatrist for medication management.
Clinical Experiences Available to Students: Case management, wrap around service work, evaluations, psychosocial, observe psychosexuals, internal trainings, external opportunities, live supervision, group consultation, group therapy, treatment planning and training.
Languages Spoken at Agency (by clientele): English
Hours of Operation: Varies on program
Weekend Hours Available: No
Notes: MFTs can only intern in school, residency and extended day treatment programs

Breakthrough Magnet School
290 Brookfield Street, Hartford, CT 06106
Phone: 860-614-1459
Website: hartfordschools.org
E-Mail: sotom003@hartfordschools.org
Supervisor: Nick Bosnack
Contact Person: Nick Bosnack
AAMFT Approved Supervisor? No
Facility Director: Julie Goldstein, Principal
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 2
School-Based: Yes
Types of Clients Served: Students and Families
Treatment Modalities Offered by the Agency: School-based mindfulness curriculum
Clinical Experiences Available to Students: School-based practice
Languages Spoken at Agency (by clientele): Multiple
Hours of Operation: School Hours and after school

Bristol Prep Academy
210 Redstone Hill Road, Bristol, CT 06010
Phone: 860-584-7665
Website: www.bristol.k12.ct.us/bristol-prepatory-academy
Fax: 860-584-7763
E-Mail: lawrencecovino@ci.bristol.ct.us
Supervisor: Lawrence Covino
Contact Person: Lawrence Covino
AAMFT Approved Supervisor? No
Facility Director: Lawrence Covino
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Students attending Bristol Prepatory Academy (BPA) face a variety of challenges. They are all in grades 9-12 and come from regular education. This is a voluntary program where students have elected to attend. We deal primarily with attendance and academic issues. More than 80 percent of those students come from a broken home and 95 percent are on free or reduced lunch. They have a variety of social and emotional needs that have either not been identified or are not being addressed for whatever reason.
Treatment Modalities Offered by the Agency: Bristol Prep offers academic guidance provided by certified high school guidance counselors for 4 hours per week. Beyond that our students receive no mental health services.
Clinical Experiences Available to Students: N/A
Languages Spoken at Agency (by clientele): English
Hours of Operation: Monday - Friday, 7:35 am - 1:30 pm
Weekend Hours Available: No

Bristol Youth & Family Services
51 High Street, Bristol, CT 06010
Phone: 860-314-4690 x102
Website: www.ci.bristol.ct.us
Fax: 860-314-4689
E-Mail: eileenmcnulty@bristolct.gov
Supervisor: Sandra Schrader, Ph.D.
Contact Person: Eileen McNulty
AAMFT Approved Supervisor? Yes
Facility Director: Eileen McNulty
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1 to 2
School-Based: Yes
Types of Clients Served: Youth and their families, moderate and low income, out patient, and school-based groups
Treatment Modalities Offered by the Agency: Systemic family therapy; trauma-informed individual counseling; group work (psychoeducational, mutual support, experiential learning, adventure-based, restorative justice, and positive youth development)
Clinical Experiences Available to Students: Case management, co-therapy, intakes, group therapy, psychoeducation, staff trainings, opportunities for home-based therapy, limited use of DSM-5
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday - Friday 8:30am - 5pm, 2 nights per week by appt., interns may schedule Saturday morning appts.
Weekend Hours Available: No
Notes: School based is outreach from agency

Care Plus Day Treatment - Natchaug Hospital
1353 Gold Starr Hwy., Groton, CT 06340
Phone: 860-449-9949 x 305
Website: https://natchaug.org/
Fax: 860-445-0414
E-Mail: nancy.himmel@hhchealth.org
Supervisor: Nancy Himmel
Contact Person: Nancy Himmel
AAMFT Approved Supervisor? Yes
Central Connecticut State University
Marriage & Family Therapy Program
Clinical Field Placement Listing – Sample

*List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.

Facility Director: Cathy Walton
Central Connecticut State University
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2
School-Based: No
Types of Clients Served: Dual diagnosis - bi-polar, opioid use, alcohol use, anxiety, etc.
Treatment Modalities Offered by the Agency: Solution Focused, MI, CBT, DBT
Clinical Experiences Available to Students: Case management, co-therapy, intakes, staffings, psychoeducation, exposure to DSM-5, staff trainings
Languages Spoken at Agency (by clientele): English
Hours of Operation: Monday - Friday 8 am - 5 pm, some evenings until 7:30 pm
Weekend Hours Available: No

Cassidy Family Services
678 Chase Parkway, Waterbury, CT 06708
Phone: 203-757-9357
E-Mail: maureencassidy@sbcglobal.net
Supervisor: Maureen Cassidy
Contact Person: Maureen Cassidy
AAMFT Approved Supervisor? Yes
Facility Director: Maureen Cassidy
Number of Interns Accepted: Call
Number of Practicum Students Accepted: Call
School-Based: No
Weekend Hours Available: No

Catholic Charities IICAPS Program
35 Groton Street, Hartford, CT 06106
Phone: 860-297-7791 Fax: 860-297-7779
Website: www.ccaoh.org
Fax: 860-889-2658
E-Mail: mhenry2@ccaoh.org
Supervisor: Melissa Henry
Contact Person: Melissa Henry
AAMFT Approved Supervisor? No
Facility Director: Suzanne DeRosa, LPC
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Children and Adolescents between the ages of 5-18 with severe emotional/psychiatric disturbance providing in-home based treatment to clients and their families.
Treatment Modalities Offered by the Agency: Pre-presenting the mirror: Palo Alto group, positive reinforcement/reframes for families and individuals.
Clinical Experiences Available to Students: Case management, co-therapy, intake, assessments, diagnosis
Weekend Hours Available: No
Notes: Not a specific requirement but is interested in bilingual students, Spanish speaking interns as well.

II CAPS Program for Catholic Charities
Clinical Experiences Available to Students: Availability to attend all agency provided clinical training, family therapy hours, case management, co-therapy, intake, assessments, diagnosing
Weekend Hours Available: No
Notes: Must complete a background check and fingerprinting

Catholic Family Services of Hartford
796 Asylum Avenue, Hartford, CT 06105
Phone: 860-522-8241
Website: ccaoh.org
Fax: 860-524-8143
E-Mail: bbbridges@ccaoh.org
Supervisor: Belinda Bridges
Contact Person: Belinda Bridges
AAMFT Approved Supervisor? No
Facility Director: Kenneth Lacilla
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Children and their families, living in the Hartford area with mental health needs.
Treatment Modalities Offered by the Agency: Individual, group, family, marital/couple, psychiatric consults on site; social services; larger systems collaboration; human needs support
Clinical Experiences Available to Students: Case management; therapy cases; co-therapy; intakes; group therapy; psychoeducation; exposure to DSM-5; staff trainings; collaborations with other providers, etc.
Languages Spoken at Agency (by clientele): A large array of languages
Hours of Operation: Monday - Friday 9am - 5pm (Asylum Ave site); Monday - Thursday 8am - 8pm; Friday 9am - 5pm, Sat 9am - 2pm (Wadsworth site)
Weekend Hours Available: Yes
Notes: Prefer candidates with some interviewing or counseling or human services experience. Desire & tolerance for work with mixed racial, ethnic, & economic background; primarily inner-city families, children, & individuals.

Charlotte Hungerford Hospital Center for Youth & Families
1061 East Main Street, Torrington, CT 06790
Phone: 860-489-3391
Website: www.charlottehungerford.org
Fax: 860-489-2604
E-Mail: kmonahan@hungerford.org
Supervisor: Kim Monahan, LMFT
Contact Person: Kim Monahan, LMFT
AAMFT Approved Supervisor? Yes
Facility Director: Kim Monahan, LMFT
Number of Interns Accepted: 2 to 3
Number of Practicum Students Accepted: 2 to 3
School-Based: No
Types of Clients Served: We are a child guidance clinic where clients (IP) are from age 3-18 and their families. A multitude of presenting problems are addressed including family discord, anxiety, depression, ADHD, PTSD, Spectrum disorders and adjustment issues, etc. We have a trauma team and are becoming specialized in spectrum disorders. We run a multitude of different programs to address the symptoms above and are client centered and person centered in our treatment planning. We have two bilingual therapists and an intake coordinator who speak Spanish and English. We are a multidiscipline treatment team and involved in adapting to some evidenced based child and family therapies.
Treatment Modalities Offered by the Agency: Individual, Family, Group, Psycho-education (as part of groups) and psychiatric supports. We have been experimenting with a difficult case or two and trying the "behind the mirror": Palo Alto group, positive reinforcement/reframes for families and individuals.

Catholic Charities of Norwich
331 Main Street, Norwich, CT 06360
Phone: 860-848-2237 x306
Website: www.ccfso.org
Fax: 860-889-2658
E-Mail: mmclaughlin@norwichdiocese.net
Supervisor: Kathleen Ellis
Contact Person: Mary Jo Mclaughlin
AAMFT Approved Supervisor? Yes
Facility Director: Sylvia Laudette
Number of Interns Accepted: Call
Number of Practicum Students Accepted: Call
School-Based: No
Treatment Modalities Offered by the Agency: Individual, couples, family, group, Medication evaluation
Clinical Experiences Available to Students: Case management, co-therapy, intakes, staffings, psychoeducation, exposure to DSM-5, staff trainings
Weekend Hours Available: No
Notes: Must complete a background check and fingerprinting

*List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.
interns.
Clinical Experiences Available to Students: All of the above are available to students. We take pride in our commitment to them and also offer an Intern Support Group (a la Whittaker Cuddle Group). Typically, we have the students shadow the staff and learn the paperwork and become comfortable. Languages Spoken at Agency (by clientele): English, Spanish Weekend Hours Available: No

Charlotte Hungerford Hospital - Adult Outpatient Clinic
540 Litchfield Street, Torrington, CT 06790
Phone: 860-496-6350
Website: www.charlottehungerford.org
Fax: 860-496-6783
E-Mail: jferguson@hungerford.org
AAMFT Approved Supervisor? No
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 2
School-Based: No
Types of Clients Served: Individual, group, family. IP is a child or adolescent with a variety of presenting problems.
Treatment Modalities Offered by the Agency: CONNECTIONS program for ASD, Victim of crime act is a program for treating child victims and their families. Three evidence based models - TF-CBT, ARC, and MATCH.
Clinical Experiences Available to Students: Individual, group, couple and family therapy, weekly learning collaborative/group supervision, daily multi-dimensional treatment team meetings. Co-therapy for practicum students to prepare for internship year.
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday - Friday 8:30am-5pm; Monday and Thursday open until 9pm
Weekend Hours Available: No

Child Guidance Clinic of Central CT
348 Pratt St., Meriden, CT 06450
Phone: 203-235-5767
Website: www.cgcentralct.org
Fax: 203-235-2010
E-Mail: kgoldbach@cgcentralct.org
Supervisors: Kristina Goldbach, LMFT; Amber Gazerwitz, LMFT
Contact Person: Kristina Goldbach
AAMFT Approved Supervisor? Yes
Facility Director: James Maffuid, LMFT
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 6
School-Based: No
Types of Clients Served: Children and their families, wide range of diagnosis and presenting problems. From Meriden/Waterbury area. Large Latino community.
Treatment Modalities Offered by the Agency: Individual therapy, family therapy, group therapy. TF-CBT, MATCH, AR and substance abuse treatment. CGC offers psychiatric and psychological services as well as parenting support services.
Clinical Experiences Available to Students: Therapy, Co-therapy, intakes, staff trainings, treatment team, access to consultation with child psychiatrist and psychologist. Participate in treatment team, staff meetings, onsite trainings
Languages Spoken at Agency (by clientele): Spanish, English
Hours of Operation: Monday - Thursday 9 am-7:30 pm; Friday 9 am - 5 pm
Weekend Hours Available: Yes
Notes: DCF background check, must attend weekly treatment team meetings (Thursdays 10 am -12 noon).

Children's Center of Hamden
1400 Whitney Avenue, Hamden, CT 06517
Phone: 203-248-2116
Website: childrenscenterhamden.org
Fax: 203-287-9815
E-Mail: jnesteruk@tccoh.org
Supervisor: Julie Nesteruk
Contact Person: Julie Nesteruk
AAMFT Approved Supervisor? Yes
Facility Director: Dan Lyga, LCSW
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Low socioeconomic class, Multiple DSM-5 dx, wide array of cultural groups. Youth, ages 7 - 18 with psychiatric diagnoses and their families. Most clients are insured by Title XIX; all races
Treatment Modalities Offered by the Agency: Outpatient, day treatment, and short term residential; milieu tx, individual, group & family tx, psychotropic meds
Clinical Experiences Available to Students: Case management, co-therapy, individual therapy, family therapy, multifamily therapy, intakes, staff meetings, group therapy, psychoeducation, exposure to DSM-5, staff trainings
Languages Spoken at Agency (by clientele): English, some Spanish
Weekend Hours Available: No
Notes: For interns, 20 hours/week, at least 3 days. Must be here Thursdays 10 - 6 and other hours (evenings).

CMHA: Child and Family Services (New Britain)
26 Russell Street, New Britain, CT 06053
Phone: 860-223-2778
E-Mail: tbanas@cmhacc.org
Contact Person: Tanya Banas
School-Based: No
Types of Clients Served: Children from 6-14 y.o. Clientele referred from DCF, hospitals, schools, juvenile court. Clients are from diverse socio-economic backgrounds in transition to the community from residential placement or at risk of placement. Variety of presenting problems.
Treatment Modalities Offered by the Agency: Extended day treatment involves 4 days per week (M, T, Th, F). Individual, group, family, parents group, multifamily therapies. 1-day (Wednesday) community-based program; parents group, home visits, other case management activities.
Clinical Experiences Available to Students: Case management, individual therapy, group therapy, family therapy, co-therapy, intakes, staffings, psychoeducation, exposure to DSM-5, staff trainings, home visits, assist crisis management.
Languages Spoken at Agency (by clientele): English, Spanish
Weekend Hours Available: No

Community Health Center, Inc.
1 Shaw's Cove, New London, CT 06320
Phone: 860-446-8858
Website: www.chc1.com
Fax: 860-443-8720
E-Mail: noyes@chc1.com
Supervisor: Janet A.(Jana) Noyes
Contact Person: Janet A.(Jana) Noyes
AAMFT Approved Supervisor? Yes
Facility Director: Dr. Timothy Kearney, PhD.
Number of Interns Accepted: 1 to 2
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Wide range of demographics and presenting problems. All BH clients must be actively enrolled patients of CHC Medical.
Treatment Modalities Offered by the Agency: CHR, Inc is a federally qualified Community Health Center, offering medical, and behavioral health services, from a variety of disciplines, each operating within their scope of expertise and training. Psychiatric and Rx management are available.
Clinical Experiences Available to Students: Group therapy, family therapy, individual therapy, multifamily therapy.
Languages Spoken at Agency (by clientele): English, Arabic, ASL, Farsi, French, Haitian Creole, Hindi, Mandarin, Polish, Portuguese, Russian, Spanish, Tagalog are most commonly used. Language Line Services are used as needed.

Hours of Operation: Monday 9am-7pm, Tuesday - Friday 9am - 5pm, Saturday 9am - 4pm

Weekend Hours Available: Yes

Notes: Potential for tuition reimbursement upon hire with contractual agreement.

Community Health Center, Inc.
675 Main Street, Middletown, CT 06457
Phone: 203-237-2229 x6080
Website: CHC1.com
E-Mail: noyes@chc1.com
Supervisor: Janet A. Noyes
Contact Person: Janet A. Noyes
Facility Director: Dr. Timothy Kearney
Number of Interns Accepted: 1-2
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Wide range of demographics and presenting problems. All BH clients must be actively enrolled patients of CHC Medical.

Treatment Modalities Offered by the Agency: CHS, Inc is a federally qualified Community Health Center, offering medical, and behavioral health services, from a variety of disciplines, each operating within their scope of expertise and training. Psychiatric and Rx management are available. We follow a medical model for diagnosis and insurance reimbursement purposes. Care Coordination and multi-disciplinary treatment planning are standard in our "Medical Home" model of care

Clinical Experiences Available to Students: Group therapy, family therapy, individual therapy, multifamily therapy.

Languages Spoken at Agency (by clientele): English, Arabic, ASL, Farsi, French, Haitian Creole, Hindi, Mandarin, Polish, Portuguese, Russian, Spanish, Tagalog are most commonly used. Language Line Services are used as needed

Hours of Operation: Monday 9am-7pm, Tuesday - Friday 9am - 5pm
Weekend Hours Available: Saturday 9am - 4pm

Notes: Potential to be hired after internship. Support staff available to students. Video recording of sessions is not allowed for interns.

Community Health Resources
153 Hazard Avenue, Enfield, CT 06082
Phone: 860-697-3323
Website: www.chrhealth.org
Fax: 860-731-5537
E-Mail: pkindall@chrhealth.org
Supervisor: Paul Kendall, LMFT
Contact Person: Paul Kendall
AAMFT Approved Supervisor? No
Facility Director: Kathy Schiessl
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 4
School-Based: Yes
Types of Clients Served: Children and youth along with their families who struggle with behavior, behavioral health issues, and trauma.

Treatment Modalities Offered by the Agency: Family, group, individuals

Clinical Experiences Available to Students: Mental health assessment and diagnosis, treatment intervention, support including community-based intervention and schools, group therapy and psycho education.

Languages Spoken at Agency (by clientele): English, Spanish

Hours of Operation: Monday - Thursday 8 am - 8 pm; Friday 8 am - 5 pm
Weekend Hours Available: No

Community Mental Health Affiliates, Children & Family Services
125 Whiting Street, New Britain, CT 06051
Phone: 860-224-8192
Website: cmhacc.org
Fax: 860-223-3297
E-Mail: tbanas@cmhacc.org
Supervisor: Tonya Banas
Contact Person: Molly Stalino
AAMFT Approved Supervisor? No
Facility Director: Tonya Banas
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2
School-Based: No

Types of Clients Served: Our agency provides treatment to children & adolescents ages 3 to 17 years of age and adults 18 years of age and older. We accept private and state funded insurance plans and self - pay clients.

Treatment is provided for mood disorders, anxiety, behavioral disturbances, academic issues, relationship issues and a variety of additional issues.

Clinicians provide case management services through collaboration with community providers such as DCF, primary care providers, schools and judicial agencies.

Treatment Modalities Offered by the Agency: Group therapy, individual therapy and family therapy.

Clinical Experiences Available to Students: Students will be able to attend weekly meetings which include the following: risk assessment; staff training; team meeting. Students are invited to attend clinical trainings.

Languages Spoken at Agency (by clientele): English, Spanish & Polish

Community Mental Health Affiliates
36 Sheffield Street, Waterbury, CT 06704
Phone: 203-596-9724
Website: cmhacc.org
E-Mail: dborzellino@cmhacc.org
Supervisor: Victor Incerti, LPC
Contact Person: Debra Borzellino
AAMFT Approved Supervisor? Yes
Facility Director: Victor Incerti, LPC
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2
School-Based: No

Types of Clients Served: Cultural diversity in all of our programs. We offer 42 different programs that include traditional outpatient services for the chronically mentally ill and substance abuse, in home services for children and families, young adults and jail diversion to name a few. Our services are provided across the life span. We contract with DMHAS and DCF.

Treatment Modalities Offered by the Agency: DBT, TFCBT, MATCH, Medication Assisted Treatment, IOP, Dual Diagnosis Intensive Out Patient, Extended Day Treatment, group, family and individual treatment.

Clinical Experiences Available to Students: Opportunities for case management, co-therapy, intakes, staffing, group therapy, psychoeducation, exposure to DSM-5, staff trainings, etc.

Languages Spoken at Agency (by clientele): English, Spanish, Polish

Weekend Hours Available: Yes
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Individual and family therapy to clients 2-18 years
Treatment Modalities Offered by the Agency: TF, CBT, MATCH, DBT, family therapy techniques
Clinical Experiences Available to Students: Case management, clinical diagnostic assessment, exposure to DSM-5, staff training, individual therapy and group therapy Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday - Friday 9 am - 7pm
Weekend Hours Available: No

Connections Counseling and Wellness Center
154 Hempstead Street, New London, CT 06320
Phone: 860-444-8774 x75
Website: connectionscounseling.com
Fax: 860-444-8776
E-Mail: connectionscounselingcenter@gmail.com, connectionscounselingcenter@gmail.com (for Sue Ellen)
Supervisor: Sue Ellen Daniels, LMFT
Contact Person: Sue Ellen Daniels, LMFT
AAMFT Approved Supervisor? Yes
Number of Practicum Students Accepted: 1
Number of Interns Accepted: 1
School-Based: Yes
Types of Clients Served: ages 18 months through elder adulthood
Treatment Modalities Offered by the Agency: Internal Family Systems therapy, CBT, solution focused, structural, strategic, EDMR, and more
Clinical Experiences Available to Students: Internal Family Systems therapy, CBT, solution focused, structural, strategic, EDMR, and more Languages Spoken at Agency (by clientele): English, French, Spanish
Hours of Operation: Monday - Friday 9 am - 8 pm; Saturday 9 am - 3 pm
Notes: Second location: 823 Boston Post Road, Old Saybrook, CT. Also work in the New London Schools.

CPAS/CHR
1491 West Main Street, Willimantic, CT 06226
Phone: 860-456-3215
Website: www.chrhealth.org/
Fax: 860-423-3351
School-Based: No
Weekend Hours Available: No

CREC: Polaris Outpatient Clinic for Children and Families
474 School Street, East Hartford, CT 06108
Phone: 860-509-3626
Fax: 860-289-8380
E-Mail: jgardiner@crec.org
Supervisor: Judy Gardner
Contact Person: Judy Gardner
AAMFT Approved Supervisor? Yes
Facility Director: Tim Carroll
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Across the life span. We contract with DMHAS and DCF.
Treatment Modalities Offered by the Agency: Mix Structural, strategic, harm reduction
Clinical Experiences Available to Students: Case management, co-therapy, individual and family therapy, group therapy, clinical supervision groups with APRN, other disciplines (mix of LMFTs, LCSWs, LPCs on staff)
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday - Friday, 9 am -7 pm

Notes: List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Depression, suicidal ideation, family stressors, oppositional defiant disorder, physical abuse, cutting, anxiety disorders, learning disabilities. High School grades 9-12 extremely diverse population.
Treatment Modalities Offered by the Agency: Solution Focused therapy, Cognitive behavioral, play therapy and whatever modalities you will bring with you from MFT.
Clinical Experiences Available to Students: Case management, individual therapy, group therapy, crisis intervention, co-therapy,
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday - Friday 7:20 am - 2:20 pm
Weekend Hours Available: No

East Hartford Youth Services
50 Chapman Place, East Hartford, CT 06108
Phone: 860-291-7179
Website: www.easthartford.ct.gov
Fax: 860-282-4862
E-Mail: kwaterhouse@easthartford.ct.gov
Supervisor: Pat Manny
Contact Person: Kelly Waterhouse
AAMFT Approved Supervisor? Yes
Facility Director: Cephus Nolen
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 2
School-Based: No
Types of Clients Served: All children who are EH residents and their family members addressing the full spectrum of clinical issues. Most cultural groups are represented among our clients.
Treatment Modalities Offered by the Agency: All systems; IFS, EMDR, groups, music, evidence based best practices
Clinical Experiences Available to Students: Case management, crisis intervention, co-therapy, groups, individual, couples, and staff trainings. Also provide 1-hour live supervision a week.
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Monday-Thursday 9-8, Fri 9-4:30, Saturday 9-12
Weekend Hours Available: Yes
Notes: Must be available on weekdays 4-6:30pm for staff meeting, live supervision and group process meeting.

Enfield Youth Services Bureau
19 North Main Street, 2nd Floor, Enfield, CT 06082
Phone: 860-741-4024
Website: http://www.enfield-ct.gov/442/Youth-Services-Center
Fax: 860-253-5145
E-Mail: jfornwalt@enfield.org
Supervisor: Joanna Fornwalt
Contact Person: Joanna Fornwalt
AAMFT Approved Supervisor? No
Facility Director: Jean Haughey
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Serve the youth and families in the town on Enfield; lower-middle class to low incomes; diverse populations.
Treatment Modalities Offered by the Agency: Art therapy, Play therapy & a variety of Family System Therapies.
Clinical Experiences Available to Students: Case management, clinical assessments, co-therapy, intakes, staff meetings, case reviews, individual therapy, family therapy, group therapy, psychoeducation groups, school based process's, treatment plans, exposure to DSM-5, staff trainings, supervision
Languages Spoken at Agency (by clientele): Primarily English, some Spanish
Weekend Hours Available: No
Notes: Students must go through a background check and follow town ethics and guidelines.

Fairfield Counseling Services
125 Penfield Road, Fairfield, CT 06824
Phone: 203-255-5777 x21
Website: www.lifebridgect.org/fcs
Fax: 203-253-9673
Supervisor: TBD
Contact Person: Jasmine
Facility Director: Laurene Fesat, Ph.D.
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Broad range of presenting problems, socio-economic diversity and modality of treatments (Psychotherapy and medication services)
Treatment Modalities Offered by the Agency: Individual, couples, families and groups
Clinical Experiences Available to Students: Intern support meetings, one-on-one meetings with staff psychiatrist, case presentations, case management, co-therapy, intakes, staffing, group therapy, psychoeducation, exposure to DSM, staff trainings.
Languages Spoken at Agency (by clientele): English, Spanish, Portuguese
Weekend Hours Available: No

Family Intervention Center
22 Chase River Road, Waterbury, CT 06704
Phone: 203-753-2153
Fax: 203-756-6032
E-Mail: jfutschik.FIC@sbcglobal.net
Supervisor: Joseph Futschik
Contact Person: Joseph Futschik
AAMFT Approved Supervisor? Yes
Facility Director: Joseph Futschik
School-Based: Yes
Types of Clients Served: We are licensed as a mental health & substance abuse outpatient clinic.
Treatment Modalities Offered by the Agency: Outpatient clinic evaluation, individual, groups, couples & families.
Clinical Experiences Available to Students: Co-therapy, intakes, group therapy, exposure to DSM-5.
Languages Spoken at Agency (by clientele): Spanish, French, English
Weekend Hours Available: No

Franciscan Life Center
271 Finch Avenue, Meriden, CT 06451
Phone: 203-237-8084
Website: www.flcenter.org
Fax: 203-639-1333
E-Mail: sbarbaraj@flcenter.org
Supervisor: Sister Mary Elizabeth Endee
Contact Person: Sister Barbara Johnson
AAMFT Approved Supervisor? Yes
Facility Director: Sister Barbara Johnson
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Outpatient psychiatric; general counseling, MFT, mood behavior disorders, insurance referrals, DCF referrals
Treatment Modalities Offered by the Agency: Individual, group, couple and family therapy
Clinical Experiences Available to Students: Intakes, couples, individual, group, family therapies, co-therapy
Languages Spoken at Agency (by clientele): English
Hours of Operation: Monday - Friday 9 am - 8:30 pm
Weekend Hours Available: No
Granby Youth Service Bureau  
15C North Granby Road, Granby, CT 06035  
Phone: 860-345-7498  
Website: www.hkyfs.org  
Fax: 860-345-0049  
E-Mail: ann@hkyfs.org  
Contact Person: Sean Macauley  
AAMFT Approved Supervisor? No  
Number of Interns Accepted: 1  
Number of Practicum Students Accepted: 1  
School-Based: No  
Types of Clients Served: Childern and families with a range of issues.  
Treatment Modalities Offered by the Agency: Wide range  
Clinical Experiences Available to Students: Case management, clinical  
assessments, co-therapy, staff meetings, meeting reviews, individual  
therapy, family therapy, group therapy, psychoeducation groups, school  
based process's, treatment plants, exposure to DSM-5, staff trainings,  
supervision  
Languages Spoken at Agency (by clientele): English  
Hours of Operation: Monday - Friday 8:00 am – 8:00 pm  
Weekend Hours Available: No  

Haddam-Killingworth Youth & Family Services  
91 Little City Road, Higganum, CT 06441  
Phone: 860-345-7498  
Website: www.hkyfs.org  
Fax: 860-345-0049  
E-Mail: ann@hkyfs.org  
Contact Person: Sean Macauley  
AAMFT Approved Supervisor? No  
Number of Interns Accepted: 2  
Number of Practicum Students Accepted: 2  
School-Based: No  
Types of Clients Served: Childern and families with a range of issues.  
Treatment Modalities Offered by the Agency: Wide range  
Clinical Experiences Available to Students: Case management, clinical  
assessments, co-therapy, staff meetings, case reviews, individual  
therapy, family therapy, group therapy, psychoeducation groups, school  
based process's, treatment plants, exposure to DSM-5, staff trainings,  
supervision  
Languages Spoken at Agency (by clientele): English  
Hours of Operation: Monday - Friday 8:00 am – 9:00 pm  
Weekend Hours Available: Yes Saturday 8:00am - 9:00 pm  

Huntington Counseling Center  
330 Bridgeport Ave, Shelton, CT 06484  
Phone: 203-929-1234  
Website: www.huntingtoncounseling.com  
Fax: 203-263-3436  
E-Mail: keanephd@gmail.com  
Supervisor: Edward Keane, Ph.D., LMFT  
Contact Person: Linda  
AAMFT Approved Supervisor? No  
Facility Director: Edward C. Keane, Ph.D., LMFT  
Number of Interns Accepted: 0  
Number of Practicum Students Accepted: 0  
School-Based: No  
Types of Clients Served: Wide range including marital issues and adjustment  
issues. Inter-personal conflict cases. A limited number of Children and  
Adolescents.  
Treatment Modalities Offered by the Agency: Family Therapy Systems; IFS;  
cognitive behavior strategies  
Clinical Experiences Available to Students: Individual, family and co-therapy;  
take and case management, psycho education and individual CBT  
Languages Spoken at Agency (by clientele): English  
Hours of Operation: Monday - Friday 8:00 am – 9:00 pm  
Weekend Hours Available: Yes Saturday 8:00am - 9:00 pm  

Keigwin Middle School  
99 Spruce Street, Middletown, CT 06457  
Phone: 860-632-2433  
Website: www.middletownschoools.org  
Contact Person: Dr. Sylvia Mayomolina  
School-Based: Yes  
Klingberg/CCSU Family Therapy Institute  
370 Linwood Street, New Britain, CT 06052  
Phone: 860-515-2332  
Website: www.klingberg.org  
Fax: 860-826-2213  
E-Mail: natalet@klingberg.com;  
Supervisor: Natale Teodoro  
Contact Person: Nate Teodoro  
AAMFT Approved Supervisor? Yes  
Facility Director: Amy Lupoli  
Number of Interns Accepted: TBD  
Number of Practicum Students Accepted: 6  
School-Based: No  
Types of Clients Served: Serving children and families within the school  
system in New Britain and Hartford. Also serving a diverse and multi-cultural  
demographic.  
Treatment Modalities Offered by the Agency: Trauma informed treatment  
modalities.  
Clinical Experiences Available to Students: Individual and co-therapy, group  
therapy, psychoeducation and on-going training and development.  
Languages Spoken at Agency (by clientele): English, Spanish, Polish  
Hours of Operation: Monday - Thursday 8am - 8pm; Friday 8am - 5pm
**Life Bridge Community Services**
475 Clinton Ave., Bridgeport, CT 06605
Phone: 203-368-4291
Website: www.lifebridgect.org/fcs
Fax: 203-368-9167
E-Mail: sgarland@fsvinc.org
Supervisor: Sooyeon Lee-Garland
Contact Person: Tomy Aprame
AAMFT Approved Supervisor? Yes
Facility Director: Lauren Festa
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Primary clients are children/youth 4-17 years old, at risk of hospitalization. Predominantly low income families, Caucasian, Hispanic, African American, native American, few Asian.
Treatment Modalities Offered by the Agency: Intensive In home child and adolescent psychiatric services (IICAPS) and PHP
Languages Spoken at Agency (by clientele): English
Weekend Hours Available: No
Notes: Intern will need to use their own car. Mileage reimbursement for HV not commute.

**Meriden Public Schools**
124 Columbia Street, Meriden, CT 06451
Phone: 203-238-1109
Website: meridenk12.org
E-Mail: a.drzazgowski@meridenk12.org
Supervisor: Alicia Drzazkowski
Contact Person: Elsie Torres-Brown, Principal
School-Based: Yes
Weekend Hours Available: No
Notes: Willingness to participate in multidisciplinary team, work with diverse families in urban settings.

**Milford Youth & Family Services**
150 Gulf Street, Milford, CT 06460
Phone: 203-783-3253
Website: www.ci.milford.ct.us/youth-family-services
Fax: 203-783-3238
E-Mail: esimpson@ci.milford.ct.us
AAMFT Approved Supervisor? Yes
Facility Director: Deepa Johnson
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Juvenile review board referrals, school referrals for attendance and under achievement, court mandated referrals. Minority population in the city.
Treatment Modalities Offered by the Agency: Group, individual and family management, access to and coordination with DCF and schools.
Languages Spoken at Agency (by clientele): Many
Weekend Hours Available: No
Notes: Would get an AAMFT Approved Supervisor through the agency, drug testing and physical required

**Natchaug Hospital-The Joshua Center - Mansfield**
189 Storrs Road, PO Box 260, Mansfield Center, CT 06250-0260
Phone: 860-456-1311
Website: www.natchaug.org
Fax: 860-779-3807
E-Mail: donna.hendry@hhchealth.org
Supervisor: TBD
Contact Person: Donna Hendry
AAMFT Approved Supervisor? Yes
Facility Director: Walter Signora
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Child & Adolescent program, ages 5 - 18, serving Hispanic, African American, native American, few Asian.
Treatment Modalities Offered by the Agency: Psychopharmacology, Individual tx, group therapy, family therapy; IFS
Clinical Experiences Available to Students: Case Management, co-therapy, intake, group therapy, psychoeducation, trainings, clinical rounds, family therapy, individual therapy
Languages Spoken at Agency (by clientele): English, Spanish
Weekend Hours Available: No
Notes: Willingness to participate in multidisciplinary team, work with diverse families in urban settings.

**New Britain Youth & Family Services**
27 West Main Street #301, New Britain, CT 06051
Phone: 860-826-3371
Website: www.newbritainct.gov
Fax: 860-826-3367
E-Mail: rledder@newbritainct.gov
Supervisor: Robb Ledder, LMFT
Contact Person: Robb Ledder, LMFT
AAMFT Approved Supervisor? Yes
Facility Director: Zeena Tawfik
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Juvenile review board referrals, school referrals for attendance and under achievement, court mandated referrals. Minority population in the city.
Treatment Modalities Offered by the Agency: Group, individual and family therapy, juvenile justice diversion/fire-setting diversion prevention based programming
Clinical Experiences Available to Students: Individual and group supervision (case report, live, video), staff trainings, collaborations with other organizations (police, school, rape crisis, DCF)
Languages Spoken at Agency (by clientele): English
Weekend Hours Available: No

**Natchaug Hospital Thames Valley IICAPS**
1 Ohio Avenue, Norwich, CT 06360
Phone: 860-886-0164
Website: www.natchaug.org
Fax: 860-886-6567
E-Mail: Walter.Signora@hhchealth.org
Contact Person: Walter Signora
Facility Director: Walter Signora
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Varieties of Presenting Problems across the life cycle
Clinical Experiences Available to Students: Assessment, DSM diagnosing, co-therapy, some groups, multidisciplinary teams, psychiatry, case management, access to and coordination with DCF and schools.
Languages Spoken at Agency (by clientele): Many
Hours of Operation: Weekdays 9 am - 5 pm and some evening hours
Weekend Hours Available: No
Notes: Willingness to participate in multidisciplinary team, work with diverse families in urban settings.

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*List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.*
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
from PreK-12. Also, their families and guardians.
Types of Clients Served: Hispanic, African American and Caucasian students
Languages Spoken at Agency (by clientele): English, Spanish
Weekend Hours Available: No

New England Center for CBT and Psychiatry
110 National Drive, Glastonbury, CT 06033
Phone: 860-430-5515
Website: www.necbt.com/
Fax: 860-430-9754
E-Mail: necbt@necbt.com
Supervisor: Dr. Thomas Cordier
Contact Person: Erin Senel
AAMFT Approved Supervisor? No
Facility Director: Jennifer Cordier
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 3
School-Based: No
Types of Clients Served: Urban and suburban populations. Average presenting problems: OCD, anxiety, depression and ADHD
Treatment Modalities Offered by the Agency: CBT, mindfulness-based stress reduction, gestalt, person centered family therapy, EFT, CAM model, DRO 1-CBT Family Systems
Clinical Experiences Available to Students: Case management, co-therapy, group therapy, parent psycho education, clinical summaries, staff training, discharge, summaries, testing, patient tracking and scoring
Languages Spoken at Agency (by clientele): English
Hours of Operation: Monday – Thursday 11:00-8:00 pm
Weekend Hours Available: No

New London Public Schools
134 Williams Street, New London, CT 06320
Phone: 860-439-7856
Website: www.newlondon.org
Fax: 860-447-6017
AAMFT Approved Supervisor? No
Facility Director: Manuel Rivera - Superintendent
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Hispanic, African American and Caucasian students from PreK-12. Also, their families and guardians.
Languages Spoken at Agency (by clientele): English and Spanish
Weekend Hours Available: No

Newtown Youth & Family Services
17 Church Hill Road, Newtown, CT 06470
Phone: 203-270-4335
Website: www.newtownyouthandfamilyservices.org
Fax: 203-270-4335
Supervisor: Jill Pluta
Contact Person: Jill Pluta
AAMFT Approved Supervisor? Yes
Facility Director: Jill Pluta
School-Based: No
Types of Clients Served: Children up to age 21 and their families
Weekend Hours Available: No

New Prospects
392 Prospect St, Bridgeport, CT 06604
Phone: 203-610-6252
Website: www.recovery-programs.org/
Fax: 203-610-6632
E-Mail: moira.rizzo@mpinc.org
Supervisor: Moira Rizzo
Contact Person: Moria Rizzo
AAMFT Approved Supervisor? No
Facility Director: Moria Rizzo
Types of Clients Served: Age range from early childhood to senior citizen. Dx. Range from anxiety, depression, family disruption, conflictual divorce, complicated grief and/or trauma. Indiv. Family, couple, clients are seen within all 3 schools and with agency. Interns are involved in planning and facilitating in-school curriculum, community psycho-ed and are encouraged to develop a group.
Treatment Modalities Offered by the Agency: CBT, DBT, stages of change, TFCBT, MI. Indiv., couple, family, group
Clinical Experiences Available to Students: Interns are completely integrated into our community and school-based approach and are given the opportunity to become involved in all that we do. Emphasis on documentation standards, treatment planning and case coordination with community providers.
Languages Spoken at Agency (by clientele): English, some Spanish
Hours of Operation: Monday - Friday 9 am - 5 pm.
Weekend Hours Available: No

Prudence Crandall Center
594 Burritt Street, New Britain, CT 06050
Phone: 860-225-5187 x45
Website: www.prudencecrandell.org
Fax: 860-826-4994
Supervisor: Lorraine Gauthier
Contact Person: Lorraine Gauthier
AAMFT Approved Supervisor? No
Facility Director: Lorraine Gauthier
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1
School-Based: Yes
Types of Clients Served: Individuals affected by domestic violence
Treatment Modalities Offered by the Agency: 24-hour shelter, adult and children. Support groups, individual counseling, advocacy in the courts
Clinical Experiences Available to Students: Case management, support groups, individual counseling, intakes, psychoeducation, on-going staff training.
Languages Spoken at Agency (by clientele): English, Spanish, Polish
Hours of Operation: 24/7 facility shelter and residence
Weekend Hours Available: No

Rimmon Pond Counseling
100 Bank Street, Suite 306, Seymour, CT 06483
Phone: 203-888-0562 x 20
Fax: 203-888-1465
E-Mail: jkruger@rimmonpond.com
Contact Person: Moria Rizzo
AAMFT Approved Supervisor? No
Facility Director: Moria Rizzo
Types of Clients Served: Individual, family and couples therapy for persons in recovery from substance abuse and mental health.
Treatment Modalities Offered by the Agency: Holistic scope of medication assisted treatment, trauma informed, evidence based practices.
Hours of Operation: Monday - Thursday 8:30-8:30pm and Friday 8:30-5pm
Supervisor: Justin Kruger, LMFT  
Contact Person: Justin Kruger, LMFT  
AAMFT Approved Supervisor? Yes  
Facility Director: Justin Kruger, LMFT  
Number of Interns Accepted: 2  
Number of Practicum Students Accepted: 0  
School-Based: No  
Types of Clients Served: Wide range  
Treatment Modalities Offered by the Agency: IFS, structural, strategic, solution focused.  
Clinical Experiences Available to Students: Intakes, case management, co-therapy, referral calls, small groups.  
Languages Spoken at Agency (by clientele): English, Spanish  
Hours of Operation: Monday - Friday 9 am - 9 pm and Saturday 10 am - 6 pm  
Weekend Hours Available: Yes  
Notes: Interns with prior work experience in the mental health field outside of their practicum year. Must be a self-starter and go getter.

Saint Francis Behavioral Health Group  
27 Sycamore St. Suite 200, Glastonbury, CT 06033  
Phone: 860-714-9909  
Fax: 860-633-2364  
E-Mail: mcostanz@stfranciscare.org  
Supervisor: Melissa Costanzo  
Sound Community Services, Inc.  
165 State Street, New London, CT 06320  
Phone: 860-439-6400  
Website: www.soundcommunityservices.org  
Fax: 860-437-2116  
E-Mail: mwaldo@soundcommunityservices.org  
Supervisor: Maturin Waldo, LCCSW  
AAMFT Approved Supervisor? No  
Facility Director: Cheryl Leon  
School-Based: No  
Weekend Hours Available: No

Stafford Family Services  
21 Hyde Park Road, Stafford Springs, CT 06076  
Phone: 860-884-4239  
Website: family.services@staffordct.org  
Fax: 860-884-0511  
E-Mail: jgardner@staffordct.org  
Supervisor: Judy Gardner  
Contact Person: Judy Gardner  
AAMFT Approved Supervisor? Yes  
Facility Director: Judy Gardner, LMFT  
Number of Interns Accepted: 2  
Number of Practicum Students Accepted: 2  
School-Based: No  
Types of Clients Served: Full range of clients in an outpatient setting in suburban and rural setting. Poverty a factor for many clients. Not much diversity.  
Treatment Modalities Offered by the Agency: Structural family therapy, short term solution focused; 2 EMDR-trained clinicians.  
Clinical Experiences Available to Students: Individual & family Therapy; Intakes, discharge summaries, in-house trainings. Agency is licensed by DCF and DPH so all paperwork and procedures for that designation are taught.  
Languages Spoken at Agency (by clientele): English  
Hours of Operation: Monday - Thursday 8 am - 8 pm; Saturday 8 am - 12 pm  
Weekend Hours Available: No  
Notes: Evenings available; must be available for clinical meetings on Wednesdays at 2 pm

Stratford Community Services  
468 Birdseye Street, Stratford, CT 06615  
Phone: 203-385-4095  
Website: www.townofstratford.com  
Fax: 203-381-2064  
E-Mail: kvenison@townofstratford.com  
Supervisor: S. Kate Venison, LMFT  
Contact Person: S. Kate Venison, LMFT  
AAMFT Approved Supervisor? Yes  
Facility Director: Kate Venison, LMFT  
Number of Interns Accepted: TBD  
Number of Practicum Students Accepted: 0  
School-Based: No  
Types of Clients Served: Multicultural community of 50,000, agency serves community with high level of collaboration with school and other town agencies. Anxiety, depression, trauma, poverty, high conflict families  
Treatment Modalities Offered by the Agency: Individual, family, group, couple  
Clinical Experiences Available to Students: Case management, co-therapy, Intakes, staffings, group therapy, psychoeducation, exposure to DSM-5, provide case conference format for case review and clinical intake team to assess appropriateness of each intake.  
Languages Spoken at Agency (by clientele): English, Spanish  
Weekend Hours Available: No

The Academy at Mount St. John  
135 Kirtland Street, Deep River, CT 06417  
Phone: 860-343-1332  
Website: http://cttransitionacademy.org/  
Fax: 860-239-0753  
E-Mail: geerm@cttransitionacademy.org  
Contact Person: Meagan Geer  
AAMFT Approved Supervisor? No  
Facility Director: Dr. Pamela Potemri  
Number of Interns Accepted: 0  
Number of Practicum Students Accepted: 1 to 2  
School-Based: Yes  
Types of Clients Served: All males ages 11 - 21 receiving special education services. Presenting issues: ADHD, autism, ODD, learning disabilities, trauma, non-traditional learners with a mix of behavioral and mental health issues.  
Treatment Modalities Offered by the Agency: Individual and group therapy, therapeutic milieu setting, strength-based, solution focused, therapy and working with the families.  
Clinical Experiences Available to Students: Case management, co-therapy, Intakes, group therapy, setting IEP goals and objectives, participation in PPT's, treatment team and multidisciplinary meetings, consultation with a psychiatrist monthly.  
Languages Spoken at Agency (by clientele): English, some Spanish  
Weekend Hours Available: No

The Bridge Family Center Inc.  
1038 Farmington Avenue, West Hartford, CT 06117  
Phone: 860-313-1119 x 1302  
Website: www.bridgefamilycenter.org  
Fax: 860-313-1449  
E-Mail: msmith@bridgefamilycenter.org  
Supervisor: Martin Smith LMFT  
Contact Person: Martin Smith  
AAMFT Approved Supervisor? No  
Facility Director: Shannon Tighe  
Number of Interns Accepted: 4  
Number of Practicum Students Accepted: 0  
School-Based: No  
Types of Clients Served: Children, families, adolescents and adults with a wide range of issues-trauma and loss, family discord, school problems, mood disorders, anxiety and depression, adjustment to life changes. Appropriate for out patient clinical care  
Treatment Modalities Offered by the Agency: Wide range based on client
Clinical Experiences Available to Students: Financial aid assistance, case and individual supervision.

Languages Spoken at Agency (by clientele): English, Spanish, Polish - Adults

Types of Clients Served: Clinicians at the Village serve families from several backrounds, including, but not limited too West Indian, Hispanic, Latino, African American and Caucasian families with several presenting challenges. Provide further support and structure in the community as well.

Treatment Modalities Offered by the Agency: Individual, family, group.

Clinical Experiences Available to Students: Individual, family, group. Wide range of programs.

Languages Spoken at Agency (by clientele): English, Spanish, Polish

Weekend Hours Available: No

Town of East Hampton, Department of Youth and Family Services
20 East High Street, East Hampton, CT 06424
Phone: 860-267-7300
Website: www.easthampton.gov
Fax: 860-267-6453
E-Mail: jbrazal@easthamptonct.gov
Supervisor: Jodi Brazal
Contact Person: Jodi Brazal
Facility Director: Mike Maniscalo
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2
School-Based: Yes
Types of Clients Served: Variety of presenting problems from gender identity to divorce. Individual, relational and family therapy for all ages. Vast majority of clients are caucasian.

Treatment Modalities Offered by the Agency: Various

Clinical Experiences Available to Students: Case management, co-therapy, intakes and group therapy

Languages Spoken at Agency (by clientele): English

Weekend Hours Available: Yes

Town of Granby Youth Service Bureau
15C North Granby Road, Granby, CT 06035
Phone: 860-844-5351
Website: www.grandbyyouthservicebureau.com
Fax: 860-844-8848
E-Mail: sue@egtownhall.com
Supervisor: Sue Lawshe
Contact Person: Sue Lawshe
AAMFT Approved Supervisor? Yes
Facility Director: Sandra Yost
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Divorce, depression, anxiety, family and parenting issues - Youth & families with children ages 3-18
Treatments Modalities Offered by the Agency: Play, IFS and systemic therapies. Each therapist brings their own specialties and education to their work with clients. No single methodology is required by this site.

Clinical Experiences Available to Students: Case-management, intakes, groups, co-therapy, Positive Youth Development groups of various kinds

Languages Spoken at Agency (by clientele): English

Hours of Operation: Monday - Friday 8 am - 4 pm, evenings by appointment

Weekend Hours Available: No

Tri-Town Youth Services Bureau, Inc.
56 High Street, Deep River, CT 06417
Phone: 860-526-3971
Website: www.tritownys.org
Fax: 860-526-3600
E-Mail: melanie@itysb.org

Supervisor: Melanie Myers, MFT
Contact Person: Melanie Myers, MFT
AAMFT Approved Supervisor? No
Facility Director: Allison Abramson
Number of Interns Accepted: 0
Number of Practicum Students Accepted: 1

School-Based: No

Types of Clients Served: Parental Support, Anxiety, Social, General Trauma, Depression

Treatment Modalities Offered by the Agency: Solution-focused, Structural, Intergenerational, Systemic, CBT.

Clinical Experiences Available to Students: Case-management, co-therapy, exposure to DSM, Psych-education, Learning therapy notes, staff training.

Languages Spoken at Agency (by clientele): English

Hours of Operation: Monday – Thursday 9:00-3:00 pm Friday 9:00-12:00 pm

Fuller Access and Outreach Services

United Community & Family Services (Offices in Plainfield, Griswold, Colchester, New London, Norwich)
212 Upton #C, Colchester, CT 06415
Phone: 860-537-7676 x1628
Website: uafs.org
Fax: 860-537-7676
E-Mail: amaffuid@uafs.org

Supervisor: Ann Marie Maffuid, LMFT
Contact Person: Ann Marie Maffuid, LMFT
AAMFT Approved Supervisor? Yes
Facility Director: Ann Marie Maffuid
Number of Interns Accepted: TBD
Number of Practicum Students Accepted: TBD

School-Based: Yes

Types of Clients Served: UCFS provides treatment across all ages, cultures and ethnic backgrounds to those with a wide range of DX.

Treatment Modalities Offered by the Agency: All modalities

Clinical Experiences Available to Students: Co-therapy, case management, intakes, group therapy, team meetings, psychoeducation, school collaboration, in-school therapy, collaboration with social services, trainings DSM-5, Staff Training, psychiatry, CEU qualified trainings, MAT, Autism, Integrated Care

Languages Spoken at Agency (by clientele): Many different, have a language line

Hours of Operation: Monday - Friday 8 am to 8 pm

Weekend Hours Available: Yes

Notes: Must attend an orientation and have flu shot

Veterans Health Administration
555 Willard Avenue, Newington, CT 06111
Phone: 860-666-6951
Website: www.connecticut.va.gov
E-Mail: judith.adel@va.gov

Supervisor: Judith Adel
Contact Person: Judy Adel
AAMFT Approved Supervisor? Yes
Facility Director: Judith Adel
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 0
School-Based: No

Types of Clients Served: Veteran couples, individuals and their families.

Treatment Modalities Offered by the Agency: Outpatient ambulatory medical facility with various outpatient services.

Clinical Experiences Available to Students: Case management, individual, couple and family therapy, group therapy participation on a behavioral health team.

Languages Spoken at Agency (by clientele): English

Hours of Operation: Monday - Friday, 8 am to 4:30 pm

Weekend Hours Available: No

Notes: Extensive background checks and physical exam required. 2 Interns accepted at Newington and 2 at the West Haven Campus

Waterbury Hospital (Adult Addictions)
88 Grandview Avenue, Waterbury, CT 06708
Phone: 203-573-7121
Website: www.waterburyhospital.org
Fax: 203-573-7303
E-Mail: smassoud@wbyhosp.org

Supervisor: Samaria Massoud, LMFT
Contact Person: Samaria Massoud
AAMFT Approved Supervisor? No
Facility Director: Samaria Massoud
Number of Interns Accepted: 2
Number of Practicum Students Accepted: 2

School-Based: No

Types of Clients Served: Ages 18 and up, substance abuse/addiction primary issue, multi cultural diverse clientele, primary English speaking, co-occurring Treatment Modalities Offered by the Agency: Primarily group therapy, IOP, DBT, CBT. Solution focused and structural family therapy

Clinical Experiences Available to Students: Family therapy, group therapy, co-therapy, intake/assessment, group therapies, DSM-5 exposure, staff meetings, family therapy

Languages Spoken at Agency (by clientele): English, Spanish

Hours of Operation: Monday - Friday 7 am - 8 pm

Weekend Hours Available: No

Notes: Attend electronic health records training we provide. Potential for tuition reimbursement after hire and signing of contract, Physical, background check, drug testing
Wellmore Behavioral Health
402 E. Main Street, Waterbury, CT 06710
Phone: 203-755-1143 x 4350
Website: wellmore.org
E-Mail: mlizarazo@wellmore.org
Contact Person: Melissa Lizarazo
Facility Director: Christie Hunnicutt
Number of Practicum Students Accepted: 2
Number of Interns Accepted: 2
Types of Clients Served: Co-occurring addictions, male and female adult populations. Individual, group, family treatment
Treatment Modalities Offered by the Agency: Use evidence based practice models and curriculum (CBT, PBT Skills, psychoeducation)
Clinical Experiences Available to Students: Therapy, psychoeducation, intakes, DSM5 and clinical assessment and practice
Languages Spoken at Agency (by clientele): English, Spanish
Hours of Operation: Mon-Thurs 8:00-8:00 pm, Residential 24/7
Weekend Hours Available: No

West Hartford Therapy Center, LLC
10 North Main Street, Suite 214, West Hartford, CT 06107
Phone: 860-231-8459 ext 101
Website: westhartfordtherapycenter.com
Fax: 860-231-8459
E-Mail: elliottstricklmft@gmail.com
Supervisor: Elliott Strick, MA LMFT
Contact Person: Elliott Strick
AAMFT Approved Supervisor? No
Number of Interns Accepted: 1
Number of Practicum Students Accepted: 0
School-Based: No
Types of Clients Served: Presenting problems: anxiety, depression, relationship conflict, family difficulties, infidelity, PTSD, anger, addiction, eating disorder, ADHD, parenting. Cultural groups: Hispanic, Caucasian, Asian Population: Adults and Children
Treatment Modalities Offered by the Agency: Primarily IFS. Some solution focused, psychodynamic, structural and contextual
Clinical Experiences Available to Students: Individual, couple and family therapy
Languages Spoken at Agency (by clientele): English
Hours of Operation: 9:00 am-8:00 pm 7 days a week
Weekend Hours Available: No

Wheeler Clinic
91 Northwest Drive, Plainville, CT 06062
Phone: 860-793-3785
Website: www.wheelerclinic.org
Fax: 860-793-3520
E-Mail: internships@wheelerclinic.org
Contact Person: Dieudonnee Kokoszka, MS
AAMFT Approved Supervisor? No
Facility Director: Elliott Strick
Number of Interns Accepted: Yes
Number of Practicum Students Accepted: 1
School-Based: No
Types of Clients Served: Wheeler Clinic offers services across the life span for Medical, behavioral, substance
Treatment Modalities Offered by the Agency: Individuals, families, and groups; intakes
Clinical Experiences Available to Students: Interns will have their own caseloads of clients. They will be doing family & individual therapy and co-leading at least one weekly group. They will be doing intake assessments using the DSM-5 and will learn Medicaid-compliant documentation.
Languages Spoken at Agency (by clientele): English, Spanish, Portuguese and other languages.
Hours of Operation: 9:00-5:00 pm
Weekend Hours Available: No
## CENTRAL CONNECTICUT STATE UNIVERSITY
### MARRIAGE & FAMILY THERAPY PROGRAM
#### CLINICAL FIELD PLACEMENT LISTING – Sample*

*List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.

### SITE LISTING BY TOWN

<table>
<thead>
<tr>
<th>Site Listing</th>
<th>Town</th>
<th>Address</th>
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<tbody>
<tr>
<td>Life Bridge Community Services</td>
<td>Bridgeport</td>
<td>CT 06605</td>
</tr>
<tr>
<td>Family Services Woodfield</td>
<td>Bridgeport</td>
<td>CT 06605</td>
</tr>
<tr>
<td>Bristol Youth &amp; Family Services</td>
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<td>The Family Therapy Center of Bristol</td>
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<td>CT 06010</td>
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<td>Bristol Prep Academy</td>
<td>Bristol</td>
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<tr>
<td>Cheshire Human Services</td>
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<td>Cromwell Public Schools</td>
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<td>CT 06416</td>
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<td>United Community &amp; Family Services (Plainfield, New London, Norwich, Colchester, Griswold)</td>
<td>Colchester</td>
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<td>Connecticut Junior Republic</td>
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<td>The Academy at Mount St. John</td>
<td>Deep River</td>
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<tr>
<td>Tri-Town Youth Services Bureau, Inc.</td>
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<tr>
<td>CREC: Polaris Outpatient Clinic for Children and Families</td>
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<td>CT 06108</td>
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<tr>
<td>East Hartford High School</td>
<td>East Hartford</td>
<td>CT 06118</td>
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<td>Community Health Resources</td>
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<td>Rushford Behavioral Health Services</td>
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<td>The Institute of Professional Practice, Inc.</td>
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<td>Child Guidance Clinic of Central CT</td>
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<td>Meriden Public Schools</td>
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<td>Community Health Center, Inc.</td>
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<td>Boys &amp; Girls Village Outpatient Clinic</td>
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<td>Milford Youth &amp; Family Services</td>
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<tr>
<td>The Hospital of Central CT - Outpatient Substance Abuse Clinic</td>
<td>New Britain</td>
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<tr>
<td>Prudence Crandall Center</td>
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<tr>
<td>New Britain Youth &amp; Family Services</td>
<td>New Britain</td>
<td>CT 06050</td>
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<tr>
<td>Community Mental Health Affiliates, Children &amp; Family Services</td>
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<tr>
<td>Klingberg/CCSU Family Therapy Institute</td>
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<tr>
<td>CMHA: Child and Family Services</td>
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<td>Hospital of Saint Raphael Adolescent and Outpatient Psychiatric Services</td>
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<td>Sound Community Services, Inc.</td>
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<td>Newtown Youth &amp; Family Services</td>
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<td>Natchaug Hospital Thames Valley IICAPS</td>
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<td>Catholic Charities of Norwich</td>
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<td>Old Saybrook Youth &amp; Family Services</td>
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<td>Wheeler Clinic Child and Adolescent Outpatient Program</td>
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<td>Stafford Family Services</td>
<td>Stafford Springs</td>
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</table>
**CENTRAL CONNECTICUT STATE UNIVERSITY**  
**MARRIAGE & FAMILY THERAPY PROGRAM**  
**CLINICAL FIELD PLACEMENT LISTING – Sample**

*List is updated on an annual basis – information on this listing may be obsolete and is for demonstration only.*

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stratford Community Services</td>
<td>Stratford, CT 06615</td>
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<tr>
<td>Northwest Center for Family Services and Mental Health</td>
<td>Torrington, CT 06790</td>
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<tr>
<td>Charlotte Hungerford Hospital Center for Youth &amp; Families</td>
<td>Torrington, CT 06790</td>
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<tr>
<td>Charlotte Hungerford Hospital - Adult Outpatient Clinic</td>
<td>Torrington, CT 06790</td>
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<tr>
<td>Center for Youth &amp; Families (Bridges Extended Day Treatment Program)</td>
<td>Torrington, CT 06790</td>
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<td>Natchaug Hospital-The Joshua Center – Montville</td>
<td>Uncasville, CT 06382</td>
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<td>Waterbury Hospital (Adult Addictions)</td>
<td>Waterbury, CT 06708</td>
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<tr>
<td>Waterbury Hospital (Child and Adolescent Behavioral Health)</td>
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<td>Cassidy Family Services</td>
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<td>Wellmore Behavioral Health</td>
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<td>Family Intervention Center</td>
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<td>The Bridge Family Center Inc.</td>
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<tr>
<td>CPAS/CHR</td>
<td>Willimantic, CT 06226</td>
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</table>
Appendix V: Clinical Documentation

Clinical and Supervisory Hour Forms
Release of Information Form
### COAMFTE FORM C
MONTHLY CLIENT CONTACT AND SUPERVISION HOURS REPORTING FORM - MFT INTERNSHIP - CCSU

**PLEASE REPORT YOUR CUMULATIVE TOTALS TO DATE ON THIS FORM (ROW C FROM PAGES 2 & 3)**

<table>
<thead>
<tr>
<th>Name: ____________________________________________</th>
<th>Date started internship (mo/yr): __________________________</th>
<th>Date started program (mo/yr) ___________________________</th>
<th>Month of Report: ____________________________</th>
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<tr>
<td><strong>Faculty Supervisor:</strong></td>
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**CLIENT CONTACT HOURS**

<table>
<thead>
<tr>
<th>Site Name &amp; On-Site Supervisor</th>
<th>Modality</th>
<th>Indiv (Col. 1 + 2+3) (p. 2)</th>
<th>Couple (Relational) Col 4+5+6 (p. 2)</th>
<th>Family (Relational) Col. 7+8+9 (p. 2)</th>
<th>Total Relational (add couple &amp; family hours) 250 hours</th>
<th>Total Client Hours 500 hrs</th>
<th>Case Rpt (Col. 1 &amp; 5) (p. 3)</th>
<th>Live (raw data) Col 2 &amp; 6 (p. 3)</th>
<th>Video (raw data) Col. 3 &amp; 7 (p. 3)</th>
<th>Audio (raw data) Col. 4 &amp; 8 (p. 3)</th>
<th>Direct Obs. (add audio, video, &amp; live) 50 hrs</th>
<th>Total Superv. Hours 100 hrs</th>
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</thead>
<tbody>
<tr>
<td>Site #1: (AAMFT-Approved Supervisor only)</td>
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<td>IND</td>
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<td>Site #2: (AAMFT-Approved Supervisor only)</td>
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<td>IND</td>
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<td>Site: CCSU MFT Program (Supervision)</td>
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<tr>
<td>Faculty Supervisor:</td>
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</tbody>
</table>

**CUMULATIVE TOTALS**

| (add hours earned at all sites) | Aa | bb |

**RATIO OF SUPERVISION TO CLIENT CONTACT (1:5) = bb/aa = ___________** (Should equal .20 or greater) - **PLEASE CALCULATE THE RATIO**

**Signatures:**

INTERN: ________________________________ Date: ____________________________

SITE #1 SUPERVISOR: ________________________________ Date: ____________________________

SITE #2 SUPERVISOR: ________________________________ Date: ____________________________

FACULTY SUPERVISOR: ________________________________ Date: ____________________________

PROGRAM DIRECTOR: ________________________________ Date: ____________________________

* Turn all forms in to your faculty supervisor by the second week of the following month.
CCSU MARRIAGE AND FAMILY THERAPY PROGRAM  
INTERNSHIP MONTHLY DOCUMENTATION OF CLINICAL HOURS

INTERN _____________________   MONTH/YEAR _________________________
CLINICAL SITE ______________________   FACULTY SUPERVISOR _______________
ON-SITE SUPERVISOR _________________   CLINICAL CONTACT*

<table>
<thead>
<tr>
<th>CASE CODE**</th>
<th>CASE TYPE (I, C, F), G (group)</th>
<th>PRESENTING PROBLEM</th>
<th>CLINICAL HOURS</th>
<th>CLINICAL HOURS</th>
<th>CLINICAL HOURS</th>
<th>TOTAL CLINICAL AND RELATIONAL HOURS</th>
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<td>FAMILY (MONTH)</td>
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</table>

A. TOTALS FOR MONTH

B. PREVIOUS CUMULATIVE TOTALS
(take from last month’s Cumulative Totals)

C. CUMULATIVE TOTALS
(Add A and B in each column)
*** Transfer totals on this line to the appropriate row on FORM C (page 1) for this month

* Use a separate sheet for each internship site, if you are placed at more than one site.
** Please use a code name or number to disguise the identity of the case in order to protect confidentiality of your clients.
### CENTRAL CONNECTICUT STATE UNIVERSITY MARRIAGE AND FAMILY THERAPY PROGRAM
### MONTHLY DOCUMENTATION OF CLINICAL & SUPERVISORY HOURS

**INTERN ________________________  MONTH/YEAR__________________________**

#### SUPERVISION HOURS

<table>
<thead>
<tr>
<th>SUPERVISION SITE #1</th>
<th># INDIVIDUAL SUPERVISION HOURS</th>
<th># GROUP SUPERVISION HOURS</th>
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<td>CASE RPT</td>
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- **A.** TOTALS THIS MONTH (add hours earned at this site)
- **B.** PREVIOUS CUMULATIVE TOTALS
- **C.** CUMULATIVE TOTALS (Add A & B)

<table>
<thead>
<tr>
<th>SUPERVISION SITE #2</th>
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<td>On-Site Supervisors (AAMFT Approved only)</td>
<td>1</td>
</tr>
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<td></td>
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<td>CASE RPT</td>
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</table>

- **A.** TOTALS THIS MONTH (add hours earned at this site)
- **B.** PREVIOUS CUMULATIVE TOTALS
- **C.** CUMULATIVE TOTALS (Add A & B)

<table>
<thead>
<tr>
<th>SUPERVISION SITE: CCSU MFT Program</th>
<th># INDIVIDUAL SUPERVISION HOURS</th>
<th># GROUP SUPERVISION HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Supervision</td>
<td>Faculty Supervisor</td>
<td>1</td>
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<td>CASE RPT</td>
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</tbody>
</table>

- **A.** TOTALS THIS MONTH (add hours earned at this site)
- **B.** PREVIOUS CUMULATIVE TOTALS
- **C.** CUMULATIVE TOTALS (Add A & B)

---

**IMPORTANT**

You must be accurate about recording case report, live, video, and audio supervision hours. If your supervisor reviewed your case by observing you or another student in your group directly, via video tape or listening to case material via audiotape, then you are to count the supervisory hour accordingly. In our program, we mostly use audio and videotape. If you review such material with your supervisor and discuss the material using it as a stimulus for supervision, then you are to count the entire hour. If you spend only a half of a supervisory session on "raw data" (as described above) and spend the other half discussing another case without using raw data, then split the time in half-hour increments. It is important that you record the time you spend in supervision reviewing raw data.

TOTAL YOUR SUPERVISORY HOURS AND TRANSFER THE CUMULATIVE TOTALS FOR EACH GRID (ROW C) ONTO FORM C (PAGE 1)
CENTRAL CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND FAMILY THERAPY
MFT 585 - INTERNSHIP - MARRIAGE AND FAMILY THERAPY

RELEASE FOR AUDIO/VIDEO RECORDING OF COUNSELING SESSIONS
FOR SUPERVISORY PURPOSES

Name of Intern: ________________________

Name of Client: ________________________

I/we, the undersigned client(s), understand that the above-named Master's degree intern in Marriage and Family Therapy from Central Connecticut State University is receiving training under supervision by a faculty supervisor.

I/we understand that the sessions may be audio and/or video recorded for training purposes, and that such recordings will only be reviewed by the intern and his/her supervision group. The intern is obligated to keep our sessions confidential with the exception of sharing relevant information with the supervisor and designated trainees working with the intern in his/her supervision sessions and in certain emergency situations (i.e., threats of harm to self or to others). Any information shared with a supervision team that may reveal my/our identity (such as my/our last name(s), etc.) will be disguised to protect my/our privacy. Any recordings of our sessions will be erased or disposed of properly when no longer needed for training purposes.

I/we agree to participate and to allow my/our minor child(ren) to participate in counseling sessions with our therapist, with the above understood and agreed to.

SIGNATURES:

____________________________________   ___________  .
Client                                      Date

____________________________________   ___________  .
Client                                      Date

____________________________________   ___________  .
Client                                      Date

____________________________________   ___________  .
Client                                      Date

____________________________________   ___________  .
Client                                      Date

____________________________________   ___________  .
Intern                                     Date
Appendix VI: Student File Verification Form
### MFT Program Advisement/Student File Verification Form

**Student Name:** ____________________________  **Advisor:** ____________________________

### I. Pre-Candidacy
- Application form
- Transcript(s)
- Acceptance letter from Dean of Graduate Studies
- Other Admissions correspondence (optional) ___________________________________

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<tr>
<td>Advisor Signature</td>
<td>Date:</td>
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### II. Degree Candidacy
- Recommendation Letters ()
- Attitudes and Attributes
  - CNSL 501
  - CNSL 541
- Planned Program of Study
- Syllabi and Transcripts for courses transferred/waived (optional)
- Application for Degree Candidacy
- AAMFT Student Membership Verification
- Other (optional) ______________________________________________________

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<tr>
<td>Advisor Signature</td>
<td>Date:</td>
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### III. Internship Approval (Done at completion of practicum)
- Practicum documents
  - Letter of Agreement  Site: ______________________________
  - Professional Liability Insurance Face Sheet
  - FALL Evaluations
    - Site Supervisor
    - Student Self-Evaluation
  - SPRING Evaluations
    - Site Supervisor
    - Student Self-Evaluation

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<th>Student Signature</th>
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<tr>
<td>Advisor Signature</td>
<td>Date:</td>
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### IV. Pre-Graduation Review
- Internship documents
  - Letter(s) of Agreement  Site 1: ______________________________
  - Professional Liability Insurance Face Sheet
  - FALL Evaluations
    - Site Supervisor
    - Faculty Supervisor
    - Student Self-Evaluation
  - SPRING Evaluations
    - Site Supervisor
    - Faculty Supervisor
    - Student Self-Evaluation
  - Clinical Record Keeping (CRK – Monthly & Supervision Hours)
  - CRK Final Audit
  - Capstone
    - Copy of capstone
    - Faculty Scoring sheets
    - Disposition Letter
  - Copy of Application for Graduation
  - Transcript/Curriculum Audit sheet (Review of Planned Program)

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<th>Student Signature</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Advisor Signature</td>
<td>Date:</td>
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Appendix VII: Capstone Requirements - The Clinical Case Conference
CCSU MARRIAGE & FAMILY THERAPY PROGRAM CAPSTONE:
WRITTEN CASE ANALYSIS OUTLINE AND GUIDELINES

INSTRUCTIONS: Write a comprehensive analysis of one of your Internship cases, using the following outline. The outline describes the grading elements, based on the Capstone Rubric, which is used to judge your work product. You may follow the headings in writing your paper. The Capstone Paper should follow APA writing guidelines.

I. INTRODUCTION

Your introductory section should provide the reader with a brief overview of what they will be encountering as he or she enters the “world” of your paper, as in an expository paper. What is the purpose of the paper? Write this with an eye on your concluding remarks at the end.

II. CONCEPTUAL/PERCEPTUAL (theoretical orientation and observations based on conceptual framework)

A. Systemic Orientation – Introduction of the case in relational terms; you must be able to describe how the “symptom” (i.e., the “presenting problem”) is part of a relational system that homeostatically maintains behaviors, meanings and feelings in recursive patterns or sequences and to describe how the symptom or problem is maintained in the system (i.e., the function of the symptom in the system). This section would also include the background of the case – reason for their coming, referral source, clients’ view of the problem, history of the problem, previous attempted solutions, etc.

B. Assessment data (bio-psycho-social) regarding estimated resources (strengths) and constraints (blockages) regarding the following three elements:
   (a) Individuals (including any relevant DSM dx)
   (b) Family/Relational System Dynamics
   (c) Extra-familial Systems, if relevant

C. Genogram – provide a minimum 3-generation diagram will relevant information, relationship mapping symbols, etc. Be sure to include: Names, ages, gender, occupation or life situation (e.g., “barber”; “unemployed”; “homemaker”, etc.) and relevant dates of S3 events.

D. DSM Diagnosis (5 -Axis + GARF) of “Indentified Patient” or “IP”

E. Analysis of the case through the lenses of the 6 Metaframeworks (MFW) domains: identification of strengths and constraints in the system based on this analysis. This would be the same as the Case Summary or “Intake” assignment in the practicum.

II. EXECUTIVE (processes, assessments, and interventions)

A. Individualized systemic treatment summary and plan:
   (a) Should be based on proficiency and application of the Metaframeworks analysis (I-D) in choosing your approach to the case, using appropriate therapy models and techniques to address identified constraints and to engage resources.
   (b) Show a clear and plausible rationale for choices made regarding models and interventions based on identification of constraints.

B. Use of literature in the field to justify choices of models and interventions – Provide support from either the texts or articles, when relevant and appropriate. You should include the references in a bibliography at the end of the paper.

C. Systemic treatment planning via “Blueprint” for Therapy:
   (a)Hypothesizing
   (b)Planning
   (c)Conversing
   (d)Reading Feedback
   (e)JARRS/“Bowtie”
D. Execution of Interventions:
   (a) Timing and pacing of Interventions
   (b) Accurate application of techniques
   (c) Demonstrated responsiveness to feedback from family regarding interventions’ effectiveness and ability to calibrate/adjust hypotheses on the basis of such feedback

E. Case management:
   (a) Administrative procedures followed (i.e., describe how intake record was produced, progress notes, summaries, consultations, referrals made and other collaborations, releases signed, protection of confidentiality, etc.)
   (b) Clinical/referral context of treatment (including larger systems)
      i. Constraints
      ii. Resources/opportunities

F. Description and handling of Termination phase of therapy (type of termination; if no termination, then addresses how the therapist is preparing family for ending treatment)

G. Identification and description of any potential ethical issues and how they were addressed

III. THERAPIST FACTORS

A. Therapist Stance:
   (a) Self-disclosure of therapist
   (b) Hierarchical stance of therapist
   (c) Awareness of and attitude toward differences between therapist and family (due to: gender, ethnicity/race, class, religion, and life-cycle

B. Ability to demonstrate qualities of Self Leadership (8 Cs, 5 Ps) and articulate how he/she maintains Self Leadership in the case

Desirable Therapist Qualities (see attached definitions):
   (a) **8 Cs**: Calm, Confidence, Compassion, Clarity, Courage, Curiosity, Connectedness, Creativity
   (b) **5 Ps**: Persistence, Patience, Perspective, Presence, Playfulness

C. Demonstrated cultural competence in relating to the family and larger system involved in the case, as evidenced by: (a) non-judging stance, (b) presentation as curious, and (c) open to family’s ways of being based on their cultural traditions and routines.

D. Description of any personal challenges or areas of growth that the intern experienced as a result of working with this case (from actual therapy work, supervisory feedback, working with larger systems, etc.)

E. Description of intern’s utilization of supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case

IV. CLOSING STATEMENT

Write a brief closing statement that summarizes your experience with the case as it relates to your development as a systemically-oriented therapist. This should tie up the paper from your Introduction, like a “purse string”.

V. BIBLIOGRAPHY

List any references you used in your paper.
CAPSTONE ORAL PRESENTATION GUIDELINES

The Oral Capstone Presentation addresses the integration of the two central themes of the MFT Program: (a) application of the Metaframeworks approach in clinical practice and (b) the growth of the self of the therapist. While your Capstone Case Narrative Paper is about the case (your theoretical perspective and your assessment of it), your Oral Presentation is about you (your clinical skills and your personal/professional growth). The main purpose of the oral presentation is to demonstrate your use of self and strength of presence.

1. Your Oral Presentation is a demonstration of professionalism with respect to both your delivery and the content of your presentation. Prepare to be organized, clear in your expression and thoughtful about how you would like to be viewed.

2. Your case should be about a couple or family you worked with – do not present an individual case. Your video clips should include multiple members of the family or therapeutic system (e.g. DCF guardian or foster parent).

3. The complete presentation takes 30 minutes (one half hour). The 30 minutes should be sequenced as follows:
   - 5-7 minutes: concise introduction to the case and the primary Metaframeworks domains demonstrated; statement of purpose in showing the particular video clips (this statement reflects the meaning-making that underpins your narrative*)
   - 5-10 minutes: video clips (2-4 clips)
   - 5 minutes: summary of how you grew/changes and/or what you learned.
   - The above 3 segments should total no more than 20 minutes
   - 10 minutes: questions from the faculty and your answers.

If your presentation extends beyond the time allocated, you will be interrupted. Remember that there are many presentations. One person’s extended presentation can affect the attention and time provided to others.

4. The video clips should support the telling of a coherent story or narrative* about your work with the case. Here are three possible narratives:
   - The narrative of how you facilitated clinical change in the family over time. (This story emphasizes: carrying out theory-guided intervention(s); improved skills in intervening; or, showed persistence in achieving change).
   - The narrative of how you improved your clinical effectiveness over time. (This story features: how you overcame a personal barrier; or, took a more productive approach to the case [i.e., “shifted gears”]).
   - The narrative of how you utilized changes outside of the therapy relationship to accomplish therapeutic goals (This option addresses how you modified your therapy in response to changed circumstances occurring while you worked with the family. It could include focus on any Metaframeworks variables).

5. Select and edit your clips to develop your story, i.e., to demonstrate your theme and meaningful changes. In most cases, you will need to provide verbal links between clips to guide the story or clarify what each clip will show as part of the introduction. While you are free to enhance the video presentation of your clips with technical features, the words on screen are to be limited to titles, as we wish students to demonstrate personally their understanding of the case throughout their oral presentation, rather than rely on prepared material to accomplish this.

6. Check and re-check your clips and equipment prior to the presentation to prevent technical glitches during your presentation.

7. Faculty evaluators will ask three (3) questions. Please ask for clarification if you are unsure that you understand any question.

* As derived from narrative therapy, the concept “narrative” means the particular way you make meaning of your developmental experience as a budding MFT. “Narrative” or “story” captures the view that there is no Ultimate Truth. There are always multiple descriptions that can be gleaned from experience. The Capstone provides an opportunity to reflect on the events and experiences that link together for you into a meaningful sequence. Core to the concept of “narrative” is that you are the meaning-maker of your journey.

8. Bring the following for distribution:
   - Case Summary Form with basic info regarding the case with Genogram
   - Typed transcript of the videos.

Reviewed & Revised 4/20/15
Recommended Structure for Capstone Oral Presentation  
CCSU MFT Program

Overview

I. Overview
- Treatment Context
- Presenting Problem/brief history
- Family Composition
- Rationale for choice of therapy models used, based on assessment/hypotheses (i.e., Metaframeworks analysis)

II. Theme/Thesis
- Setup for video, stemming from statement of hypotheses and chosen treatment model(s)
- Video – Should illustrate some aspect of the theme, demonstrating how you intervened (e.g., progression of clips demonstrating reinstating parents in the hierarchy)

III. Conclusion
- Re-statement of the Theme
- Summary statement of video progression
- Implications and outcomes
- Description of your growth process as a therapist as a result of the case

A. Questions

GRADING CRITERIA:
19. Presentation of a concise summary of clinical case
20. Demonstration of a systemic orientation through the description of the case
21. Presentation of a coherent theme
22. Demonstration of fit between theme via video clips
23. Demonstration of proficiency in implementing family therapy interventions based on clearly identified model of therapy
24. Chosing if interventions and models utilized were based on identification of areas of constraint in the system via Metaframeworks
25. Provision of evidence of recognizing and supporting family competence
26. Demonstration of evidence of cultural competence in working with the family
27. Demonstration of understanding of any ethical issues pertinent to the case
28. Articulation of meaningful areas of growth and development for therapist
29. Responses to Faculty questions
## CCSU MFT PROGRAM CAPSTONE:
### CLINICAL CASE CONFERENCE GRADING RUBRIC

<table>
<thead>
<tr>
<th>SLO</th>
<th>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Very Good</th>
<th>5 Outstanding</th>
<th>Score</th>
</tr>
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</table>

### WRITTEN CASE ANALYSIS: CONCEPTUAL/PERCEPTUAL (THEORETICAL ORIENTATION AND OBSERVATIONS BASED ON CONCEPTUAL FRAMEWORK)

1. **Writing quality & Style (APA Format)**
   - **4 Major problems with written communication; did not use APA format**
   - **3 Unclear organization because point is unclear; significant problems in mechanics with run-on sentences, spelling and punctuation errors; poor understanding of APA format**
   - **2 Organization and transition sufficient for reader to get meaning from writing; however, wanders or shows disconnections between ideas. Evidence of some difficulties with mechanics of writing and/or APA format.**
   - **1 Generally clear organization and transitions with a couple of unclear usages; generally strong sentence structure, grammar, punctuation and spelling with some minor errors; appropriate use of APA format**
   - **0 Well organized with effective transitions. Errorless use of sentence structure, grammar, punctuation and spelling. Excellent use of APA Format**

2. **Systemic Orientation**
   - **2-a Failed to demonstrate a systemic view of case**
   - **1-b Showed some understanding of family-as-system but did not demonstrate fully a systemic approach to case**
   - **3 Clear articulation of a systemic view of the case; able to describe the function of the symptom in the system**
   - **1 Outstanding articulation of systemic perspective of case; draws from theoretical literature to justify view of case**

3. **Assessment data (bio-psycho-social) regarding resources (strengths) and constraints (blockages) regarding the following:**
   - **a. Individuals (including any relevant DSM dx)**
   - **b. Family/Relational System Dynamics**
   - **c. Extrafamilial Systems, if relevant**
   - **1-b Failure to describe the 3 elements of assessment data or inaccurate descriptions**
   - **2 Adequate description of only one of the three elements of assessment data**
   - **3 Adequate description of only two of the three elements of assessment data**
   - **4 Adequate description of all three of the three elements of assessment data**
   - **5 Clear, accurate and thorough data gathering; plausible identification of strengths and constraints; identifies levels of constraints in system as related to presenting problem.**
# CCSU MFT PROGRAM CAPSTONE: CLINICAL CASE CONFERENCE GRADING RUBRIC

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<th>SLO</th>
<th>1 Poor</th>
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<th>3 Good</th>
<th>4 Very Good</th>
<th>5 Outstanding</th>
<th>Score</th>
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<tbody>
<tr>
<td>Genogram – Accurate and detailed genogram, with at least 3 generations</td>
<td>None or minimal, poorly-drawn genogram with no relevant information</td>
<td>Genogram has at least 3 generations depicted, but missing significant information (e.g., ages, names, occupations, significant dates of changes in family status, etc.); messy</td>
<td>Genogram has at least 3 generations depicted, has most relevant information present; genogram drawn neatly or by electronic program</td>
<td>Genogram has all relevant information, is easy to read and decipher, includes relational symbols that are mostly accurate or meaningful; gives written explanations when appropriate</td>
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<tr>
<td>Diagnosis (5-Axis + GARF)</td>
<td>None or implausible diagnoses</td>
<td>Missing more than one Axis or GARF</td>
<td>Missing one Axis or GARF</td>
<td>All Dx given, but missing or incorrect coding</td>
<td>Convincing, full and appropriate 5-Axis and GARF</td>
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<tr>
<td>Descriptions of the 6 Metaframeworks (MFW) domains; identification of strengths and constraints in the system based on this analysis</td>
<td>Did not accurately describe the 6 core MFW domains</td>
<td>Adequate descriptions of the 6 MFW domains, but insufficient identification of strengths and constraints in the system</td>
<td>Accurate descriptions of the 6 MFW domains; partially identified strengths and constraints in the system, BUT insufficient linking of these to this analysis</td>
<td>Accurate descriptions of the 6 MFW domains, only partially identifying strengths and constraints in the system based on this analysis</td>
<td>Gave accurate descriptions of the 6 MFW domains, fully identifying strengths and constraints in the system based on this analysis</td>
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<tr>
<td>Individualized systemic treatment plan:</td>
<td>Failed to link treatment plan to MFW; AND did not offer an adequate rationale for choices made regarding models and interventions based on identification of constraints.</td>
<td>Unclear linkage of treatment plan to MFW AND/OR insufficient rationale for choices made regarding models and interventions based on identification of constraints.</td>
<td>Unclear linkage of treatment plan to MFW; clear and plausible rationale given for choices made regarding models and interventions.</td>
<td>Developed and articulated an individualized treatment plan based on proficiency and application of the Metaframeworks analysis in choosing models and techniques to address constraints and to engage resources.</td>
<td>Developed and articulated an individualized treatment plan based on proficiency and application of the Metaframeworks analysis in choosing models and techniques to address constraints and to engage resources. AND Gave clear and plausible rationale for choices made regarding models and interventions based on identification of constraints.</td>
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## WRITTEN CASE ANALYSIS: EXECUTIVE (PROCESSES, ASSESSMENTS, AND INTERVENTIONS)

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<th>2 Fair</th>
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<td>Individualized systemic treatment plan:</td>
<td>Failed to link treatment plan to MFW; AND did not offer an adequate rationale for choices made regarding models and interventions based on identification of constraints.</td>
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<td>(c) based on proficiency and application of the Metaframeworks analysis in choosing models and techniques to address constraints and to engage resources.</td>
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<td>(d) Gave clear and plausible rationale for choices made regarding models and interventions based on identification of constraints.</td>
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<td><strong>8. Use of literature in the field to justify choices of models and interventions</strong></td>
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<td>Good</td>
<td>Very Good</td>
<td>Outstanding</td>
<td>Score</td>
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<td>1-c</td>
<td>No citation or use of literature in the field to justify choices of models and interventions</td>
<td>Insufficient citation/ AND unconvinving use of literature in the field to justify choices of models and interventions</td>
<td>EITHER Insufficient citation/ OR unconvinving use of literature in the field to justify choices of models and interventions</td>
<td>Limited drawing from/citation of literature in the field to justify choices of models and interventions</td>
<td>Draws from and appropriately cites literature in the field to justify choices of models and interventions</td>
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<td><strong>9. Systemic treatment planning via “Blueprint” for Therapy:</strong></td>
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<td>(d) Reading Feedback</td>
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<td>(e) JARRS/“Bowtie”</td>
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<td>1-b</td>
<td>Failed to demonstrate Systemic treatment planning via “Blueprint for Therapy”</td>
<td>Marginally demonstrated Systemic treatment planning, utilizing only 1 or 2 of the 5 elements of the “Blueprint for Therapy”</td>
<td>Marginally demonstrated Systemic treatment planning, utilizing 3 of the 5 elements of the “Blueprint for Therapy”</td>
<td>Demonstrated Systemic treatment planning, utilizing 4 of the 5 elements of the “Blueprint for Therapy”</td>
<td>Demonstrated Systemic treatment planning, fully utilizing all 5 elements of the “Blueprint for Therapy”</td>
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<td><strong>10. Execution of Interventions:</strong></td>
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<td>Timing and pacing of Interventions</td>
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<td>Accurate application of techniques</td>
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<td>Demonstrated responsiveness to feedback from family regarding interventions’ effectiveness and ability to calibrate/adjust hypotheses on the basis of such feedback</td>
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<td>1-b</td>
<td>Failed to demonstrate competence on any of the 3 criteria</td>
<td>Demonstrated marginal competence in satisfactory execution of Interventions on only one out of 3 criteria</td>
<td>Demonstrated partial competence in satisfactory execution of Interventions on only one out of 3 criteria</td>
<td>Demonstrated adequate competence in satisfactory execution of Interventions on 2 out of 3 criteria</td>
<td>Demonstrated full competence in satisfactory execution of Interventions on all 3 criteria</td>
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<td><strong>11. Case management:</strong></td>
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<td>a) Administrative procedures followed (i.e., describe how intake record was produced, progress notes, summaries, consultations, referrals made and other collaborations, releases signed, protection of confidentiality, etc.)</td>
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<td>i. Constraints</td>
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<td>ii. Resources/opportunities</td>
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<tr>
<td>1-b</td>
<td>Omitted/Failed to address major case management issues or procedures</td>
<td>Marginal Description of administrative procedures and/or omission of Clinical/referral context of treatment</td>
<td>Adequate Description of administrative procedures; Satisfactory description of Clinical/referral context of treatment</td>
<td>Minor gaps in addressing all aspects of case management [(a), (b)-i &amp; (b)-ii], demonstrating sufficient thoroughness and competency</td>
<td>Fully addressed all aspects of case management [(a), (b)-i &amp; (b)-ii], demonstrating both thoroughness and competency</td>
<td></td>
</tr>
</tbody>
</table>

Score
## CCSU MFT PROGRAM CAPSTONE: CLINICAL CASE CONFERENCE GRADING RUBRIC

### WRITTEN CASE ANALYSIS: THERAPIST FACTORS

<table>
<thead>
<tr>
<th>SLO</th>
<th>1: Poor</th>
<th>2: Fair</th>
<th>3: Good</th>
<th>4: Very Good</th>
<th>5: Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Description and handling of Termination phase of therapy (type of termination; if no termination, then addresses how the therapist is preparing family for ending treatment)</td>
<td>1-b Did not address the Termination phase of therapy</td>
<td>Acknowledged the Termination phase of therapy without addressing its handling in the case</td>
<td>Gave a sketchy/partial description of the handling of the Termination phase of therapy</td>
<td>Gave an adequate description of the handling of the Termination phase of therapy</td>
<td>Gave a satisfactory description of the handling of the Termination phase of therapy</td>
<td>*</td>
</tr>
<tr>
<td>13. Identification and description of any potential ethical issues and how they were addressed <em>(NOTE: score only if ethical issues encountered)</em></td>
<td>1-d Ethical issues noted, but inadequate/incompetent handling of these</td>
<td>Inadequate description; insufficient or questionable demonstration of competent handling</td>
<td>Adequate description, but insufficient demonstration of competent handling</td>
<td>partial description, demonstrating competent handling of ethical issues</td>
<td>Full description, demonstrating competent handling of ethical issues</td>
<td>*If none, omit from average</td>
</tr>
</tbody>
</table>

### WRITTEN CASE ANALYSIS: THERAPIST FACTORS

<table>
<thead>
<tr>
<th>SLO</th>
<th>1: Poor</th>
<th>2: Fair</th>
<th>3: Good</th>
<th>4: Very Good</th>
<th>5: Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Therapist Stance: (a) Self-disclosure of therapist (b) Hierarchical stance of therapist (c) Awareness of and attitude toward differences between therapist and family (due to: gender, ethnicity/race, class, religion, and life-cycle)</td>
<td>1-e Inadequate presentation, displaying insufficient competence and awareness of all three criteria</td>
<td>Marginal presentation, displaying sufficient competence and awareness of one out of three criteria</td>
<td>Acceptable presentation, displaying sufficient competence and awareness of two out of three criteria</td>
<td>Capable presentation, displaying satisfactory competence and awareness of (a), (b), AND (c)</td>
<td>Convincing presentation, displaying both full competence and awareness of (a), (b), AND (c)</td>
<td>*</td>
</tr>
<tr>
<td>15. Ability to demonstrate qualities of Self Leadership (8 Cs, 5 Ps) and articulate how he/she maintains Self Leadership in the case Desirable Therapist Qualities: (a) 8 Cs: Calm, Confidence, Compassion, Clarity, Courage, Curiosity, Connectedness, Creativity (b) 5 Ps: Persistence, Patience, Perspective, Presence, Playfulness</td>
<td>1-e Inadequate demonstration of qualities of Self-Leadership (fewer than 3 out of 8 Cs AND 2 out of 5Ps)</td>
<td>Marginal demonstration of qualities of Self-Leadership (at least 3 out of 8 Cs AND 2 out of 5Ps)</td>
<td>Adequate demonstration of qualities of Self-Leadership (at least 4 out of 8 Cs AND 2 out of 5Ps)</td>
<td>Satisfactory demonstration of qualities of Self-Leadership (at least 6 out of 8 Cs AND 3 out of 5Ps)</td>
<td>Convincing demonstration of qualities of Self-Leadership (at least 7 out of 8 Cs AND 4 out of 5Ps)</td>
<td>*</td>
</tr>
<tr>
<td>SLO</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
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<tr>
<td>16. Demonstrated <strong>cultural competence</strong> in relating to the family and larger system involved in the case, as evidenced by: (a) non-judging stance, (b) presentation as curious, and (c) open to family’s ways of being based on their cultural traditions and routines.</td>
<td>3-a</td>
<td>Inadequate cultural competence in relating to the family and larger system involved in the case.</td>
<td>Demonstration of marginal cultural competence in relating to the family and larger system involved in the case, as evidenced by at least 1 out of 3 partial criteria</td>
<td>Demonstration of adequate cultural competence in relating to the family and larger system involved in the case, as evidenced by at least 1 out of 3 criteria</td>
<td>Demonstration of satisfactory cultural competence in relating to the family and larger system involved in the case, as evidenced by at least 2 out of 3 criteria</td>
<td>Full demonstration of cultural competence in relating to the family and larger system involved in the case, as evidenced by all 3 criteria</td>
</tr>
<tr>
<td>17. Description of any <strong>personal challenges or areas of growth</strong> that the intern experienced as a result of working with this case (from actual therapy work, supervisory feedback, working with larger systems, etc.)</td>
<td>1-e</td>
<td>Did not offer instances of any personal challenges or areas of growth that the intern experienced as a result of working with this case.</td>
<td>Marginal description of personal challenges or areas of growth that the intern experienced as a result of working with this case.</td>
<td>Adequate description of personal challenges or areas of growth that the intern experienced as a result of working with this case.</td>
<td>Satisfactory description of personal challenges or areas of growth that the intern experienced as a result of working with this case.</td>
<td>Insightful description of personal challenges or areas of growth that the intern experienced as a result of working with this case.</td>
</tr>
<tr>
<td>18. Description of intern’s <strong>utilization of supervision/consultation or pursued extra training or research</strong> to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
<td>4-a</td>
<td>No description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
<td>Marginal/sketchy description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
<td>Adequate description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
<td>Satisfactory description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
<td>Detailed and convincing description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case</td>
</tr>
</tbody>
</table>
### CCSU MFT PROGRAM CAPSTONE:
#### CLINICAL CASE CONFERENCE GRADING RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>SLO</th>
<th>1 - Poor</th>
<th>2 - Fair</th>
<th>3 - Good</th>
<th>4 - Very Good</th>
<th>5 - Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Systemic orientation</td>
<td>1-b</td>
<td>Failed to demonstrate a systemic orientation throughout the case description.</td>
<td>Marginally/inconsistently demonstrated a systemic orientation throughout the case description.</td>
<td>Adequately demonstrated a systemic orientation throughout the case description.</td>
<td>Satisfactorily demonstrated a systemic orientation throughout the case description.</td>
<td>Convincingly demonstrated a systemic orientation throughout the case description.</td>
<td></td>
</tr>
<tr>
<td>21. Coherent theme</td>
<td></td>
<td>Failed to present a coherent and consistent theme</td>
<td>Presented a partially coherent and/or consistent theme</td>
<td>Adequately presented a coherent and consistent theme</td>
<td>Satisfactorily presented a coherent and consistent theme</td>
<td>Presented a convincing, coherent and consistent theme</td>
<td></td>
</tr>
<tr>
<td>22. Fit between video clips and theme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Demonstrated clinical proficiency</td>
<td>1-a</td>
<td>Failed to demonstrate sufficient proficiency in implementing family therapy interventions, which were based on insufficiently identified model(s) of therapy</td>
<td>Demonstrated marginal proficiency in implementing family therapy interventions, which were based on insufficiently identified model(s) of therapy</td>
<td>Demonstrated adequate proficiency in implementing family therapy interventions based on identified model(s) of therapy</td>
<td>Demonstrated satisfactory proficiency in implementing family therapy interventions based on clearly identified model of therapy</td>
<td>Demonstrated impressive proficiency in implementing family therapy interventions based on clearly identified model of therapy</td>
<td></td>
</tr>
<tr>
<td>24. Fit of Interventions and models with MFW constraints</td>
<td>2-a</td>
<td>Chosen Interventions and models utilized were NOT based on identified areas of constraint in the system via Metaframeworks</td>
<td>Chosen Interventions and models utilized were only loosely based on identified areas of constraint in the system via Metaframeworks</td>
<td>Chosen Interventions and models utilized were adequately based on identification of areas of constraint in the system via Metaframeworks</td>
<td>Chosen Interventions and models utilized were satisfactorily based on identification of areas of constraint in the system via Metaframeworks</td>
<td>Chosen Interventions and models utilized were clearly based on identification of areas of constraint in the system via Metaframeworks</td>
<td></td>
</tr>
<tr>
<td>25. Support of family competence</td>
<td>1-b</td>
<td>Provided NO evidence of recognizing and supporting family competence</td>
<td>Provided scant evidence of recognizing and supporting family competence</td>
<td>Provided partial evidence of recognizing and supporting family competence</td>
<td>Provided sufficient evidence of recognizing and supporting family competence</td>
<td>Provided ample evidence of recognizing and supporting family competence</td>
<td></td>
</tr>
<tr>
<td>26. Cultural competence</td>
<td>3-a</td>
<td>Demonstrated NO evidence of cultural</td>
<td>Demonstrated scant evidence of cultural</td>
<td>Demonstrated partial evidence of cultural</td>
<td>Demonstrated sufficient evidence of cultural</td>
<td>Demonstrated ample evidence of cultural</td>
<td></td>
</tr>
</tbody>
</table>

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**ORAL PRESENTATION**

- **19. Summary of clinical case**
  - 1-b: No/poorly constructed summary of clinical case
  - 2: Marginally useful summary of clinical case
  - 3: Adequate summary of clinical case
  - 4: Satisfactory summary of clinical case
  - 5: Concise, coherent summary of clinical case

- **20. Systemic orientation**
  - 1-b: Failed to demonstrate a systemic orientation throughout the case description.
  - 2: Marginally/inconsistently demonstrated a systemic orientation throughout the case description.
  - 3: Adequately demonstrated a systemic orientation throughout the case description.
  - 4: Satisfactorily demonstrated a systemic orientation throughout the case description.
  - 5: Convincingly demonstrated a systemic orientation throughout the case description.

- **21. Coherent theme**
  - Failed to present a coherent and consistent theme
  - Presented a partially coherent and/or consistent theme
  - Adequately presented a coherent and consistent theme
  - Satisfactorily presented a coherent and consistent theme
  - Presented a convincing, coherent and consistent theme

- **22. Fit between video clips and theme**
  - Theme not at all demonstrated via video clips
  - Theme not well-demonstrated via video clips
  - Theme fairly well-demonstrated via video clips
  - Theme satisfactorily demonstrated via video clips
  - Theme very well-demonstrated via video clips

- **23. Demonstrated clinical proficiency**
  - Failed to demonstrate sufficient proficiency in implementing family therapy interventions, which were based on insufficiently identified model(s) of therapy
  - Demonstrated marginal proficiency in implementing family therapy interventions, which were based on insufficiently identified model(s) of therapy
  - Demonstrated adequate proficiency in implementing family therapy interventions based on identified model(s) of therapy
  - Demonstrated satisfactory proficiency in implementing family therapy interventions based on clearly identified model of therapy
  - Demonstrated impressive proficiency in implementing family therapy interventions based on clearly identified model of therapy

- **24. Fit of Interventions and models with MFW constraints**
  - Chosen Interventions and models utilized were NOT based on identified areas of constraint in the system via Metaframeworks
  - Chosen Interventions and models utilized were only loosely based on identified areas of constraint in the system via Metaframeworks
  - Chosen Interventions and models utilized were adequately based on identification of areas of constraint in the system via Metaframeworks
  - Chosen Interventions and models utilized were satisfactorily based on identification of areas of constraint in the system via Metaframeworks
  - Chosen Interventions and models utilized were clearly based on identification of areas of constraint in the system via Metaframeworks

- **25. Support of family competence**
  - Provided NO evidence of recognizing and supporting family competence
  - Provided scant evidence of recognizing and supporting family competence
  - Provided partial evidence of recognizing and supporting family competence
  - Provided sufficient evidence of recognizing and supporting family competence
  - Provided ample evidence of recognizing and supporting family competence

- **26. Cultural competence**
  - Demonstrated NO evidence of cultural
  - Demonstrated scant evidence of cultural
  - Demonstrated partial evidence of cultural
  - Demonstrated sufficient evidence of cultural
  - Demonstrated ample evidence of cultural
<table>
<thead>
<tr>
<th>SLO</th>
<th>1 Poor</th>
<th>2 Fair</th>
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<th>4 Very Good</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Ethical issues</td>
<td>Failed to demonstrate sufficient understanding of any ethical issues pertinent to the case</td>
<td>Demonstrated partial understanding of any ethical issues pertinent to the case</td>
<td>Demonstrated adequate understanding of any ethical issues pertinent to the case</td>
<td>Demonstrated satisfactory understanding of any ethical issues pertinent to the case</td>
<td>Demonstrated thorough understanding of any ethical issues pertinent to the case</td>
<td></td>
</tr>
<tr>
<td>28. Articulation of meaningful areas of growth and development for therapist</td>
<td>Offered no opinion or insights regarding areas of growth and development for the therapist.</td>
<td>Very superficial response that did not adequately address his or her growth and development; responses not self-reflective</td>
<td>Adequate description of how the intern grew as a result of the internship training experience</td>
<td>Well-articulated discussion of intern’s experience; able to describe particular areas of growth with examples</td>
<td>Very insightful, specific and nuanced description of growth and development; able to generalize to other aspects of intern’s personal growth</td>
<td></td>
</tr>
<tr>
<td>29. Handling of Faculty questions that were: (a) responsive; (b) concise; (c) delivered with poise</td>
<td>Failed to meet any of the 3 criteria.</td>
<td>Partially met at least one criterion.</td>
<td>Fully met at least one criterion and partially met at least 1 of the other 2.</td>
<td>Fully met 2 out of 3 criteria, partially met one other.</td>
<td>Fully met all 3 criteria.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

Grade (Total Score/29) __________________ *(if Q. 11 answered; otherwise, Total Score/28) 

Benchmark:  Passing = B

Key: 
KEY: THERAPIST SELF-LED QUALITIES (THE 5 P’S)

PATIENCE
• Slowing down. Being comfortable with silence
• Detecting and asking your own impatient parts to step back
• Respecting the client’s pacing. Matching your rhythm to theirs.
• Helping clients to be patient with resistant parts of themselves, redefining those parts
• Helping clients appreciate their protector parts
• When clients get discouraged, reminding them of how far they have come.

PERSPECTIVE
• Being the eagle who sees the bigger picture
• When client feels hopeless, becoming the relentless hope merchant
• Self led boundaries with time, money, ethics, and personal boundary issues
• Staying in Self when the client points out one of your parts
• Providing Self-led solutions to misunderstandings, ruptures in the relationship
• When old patterns reappear, normalize, as part of the journey toward healing
• Helping the client view his/her trailheads without judgment
• Helping clients know and appreciate their protector parts

PERSISTENCE
• Spending as much time as it takes with protector parts
• Inviting parts to step back no matter how many there are, or how long it takes
• Keeping track of the session-to-session continuity; picking up where you left off
• Maintaining affectionate detachment and compassion through the long haul
• Reminding clients of any parts that are still unburdened
• Re-directing attention to the body to reconnect with key parts
• Honing a state of the art parts detector, helping your clients know their parts detectors
• Predicting potential firefighter action, manager backlash; after finding key exiles

PRESENCE
• Staying in Self. Being aware
• Doing your own work, so you have a deeper knowledge of your triggers
• Letting the energy of Self flow into the room
• Being Self for the client
• Hooking up with larger Self, surrendering to it. Being comfortable with silence
• Allowing the client space to find his/ her own solutions, insights

PLAYFULNESS
• Be playful with parts when applicable. Doing Direct Access, follow your natural impulse to be affectionate and playful. This helps client’s parts see you as an ally and a friend.

KEY: THE 8 “C”S OF SELF LEADERSHIP

CALMNESS - Being able to maintain a physical calmness in the midst of stressful situations; to have a calming presence with other people.

CURIOSITY - Instead of becoming upset over what other people do or say, being genuinely curious about why other people are behaving the way they are or feeling the way they do.

COMPASSION - Automatically seeing behind others' angry “parts” (or aspects of their personalities) to see the fear or pain behind them.

CONFIDENCE - Trusting that even if other people are upset with you, you still see yourself as a good, worthwhile person. You are able to be self-assured.

COURAGE - Courage to speak for your own extreme "parts" when they are activated and also to apologize to others for the behavior of your parts. Also, the ability to stand up to injustice.

CLARITY - Maintaining a clear, undistorted view of situations.

CONNECTEDNESS - Maintaining connections with all parts and with other people.

CREATIVITY - Being free to realize creative potential and to enjoy exploring novelty; to encourage one’s parts to express themselves, unencumbered by burdens of fear, worthlessness, or shame.
<table>
<thead>
<tr>
<th>Written Case Analysis:</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual/Perceptual (Theoretical Orientation and Observations Based on Conceptual Framework)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Writing Quality and Style (including format, APA style, inclusion of references, etc.)</td>
<td></td>
</tr>
<tr>
<td>2. Systemic Orientation</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Assessment data (bio-psycho-social) regarding estimated resources (strengths) and constraints (blockages) in:  
  a. Individuals (including any relevant DSM dx);  
  b. Family/Relational System Dynamics;  
  c. Extrafamilial Systems, if relevant. |       |
| **4. Genogram — Accurate and detailed genogram, with at least 3 generations**         |       |
| **5. Diagnosis (5 -Axis + GARF)**                                                   |       |
| 6. Accurate descriptions of the 6 Metaframeworks domains, identifying strengths and constraints in the system based on this analysis |       |
| **Executive (Processes, assessments, and interventions)**                            |       |
| 7. Developed and articulated an individualized, systemic treatment plan based on proficiency and application of the Metaframeworks analysis in choosing models and techniques to address constraints and to engage resources. Gave clear and plausible rationale for choices made regarding models and interventions based on identification of constraints. |       |
| 8. Draws from and cites literature in the field to justify choices of models and interventions |       |
| 10. Execution of Interventions: Timing and pacing of interventions; Accurate application of techniques; Demonstrated responsiveness to feedback from family regarding interventions’ effectiveness and ability to calibrate/adjust hypotheses on the basis of such feedback |       |
| 11. Case management: a) Administrative procedures followed (i.e., describe how intake record was produced, progress notes, summaries, consultations, referrals made and other collaborations, releases signed, protection of confidentiality, etc.); b) Clinical/referral context of treatment (including larger systems); i. Constraints; ii. Resources/opportunities |       |
| 12. Description and handling of Termination phase of therapy (type of termination; if no termination, then how is the therapist preparing family for ending treatment) |       |
| 13. Identification and description of any potential ethical issues and how they were addressed |       |
| **Therapist Factors**                                                                 |       |
| 14. Therapist Stance: Self-determination of therapist; Hierarchical stance of therapist; Awareness of and attitude toward differences between therapist and family (due to: gender, ethnicity/race, class, religion, and life-cycle) |       |
| 15. Ability to demonstrate qualities of Self Leadership (8 Cs, 5 Ps) and articulate how he/she maintains Self Leadership in the case |       |
| 16. Demonstrated cultural competence in relating to the family and larger system involved in the case, as evidenced by non-judging stance, presentation as curious, open to family’s ways of being based on their cultural traditions and routines. |       |
| 17. Description of any personal challenges or areas of growth that the intern experienced as a result of working with this case (from actual therapy work, supervisory feedback, working with larger systems, etc.) |       |
| 18. Description of how the intern utilized supervision/consultation or pursued extra training or research to strengthen his or her sense of clarity in developing and using a systemic approach to the case |       |

**Subtotal – Written Portion (Score = Subtotal score/18)**

<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>19. Presented a concise summary of clinical case</td>
<td></td>
</tr>
<tr>
<td>20. Demonstrated a systemic orientation through the description of the case</td>
<td></td>
</tr>
<tr>
<td>21. Presented a coherent theme</td>
<td></td>
</tr>
<tr>
<td>22. Demonstrated fit between theme via video clips</td>
<td></td>
</tr>
<tr>
<td>23. Demonstrated proficiency in implementing family therapy interventions based on clearly identified model of therapy</td>
<td></td>
</tr>
<tr>
<td>24. Chosen Interventions and models utilized were based on identification of areas of constraint in the system via Metaframeworks</td>
<td></td>
</tr>
<tr>
<td>25. Provided evidence of recognizing and supporting family competence</td>
<td></td>
</tr>
<tr>
<td>26. Demonstrated evidence of cultural competence in working with the family</td>
<td></td>
</tr>
<tr>
<td>27. Demonstrated understanding of any ethical issues pertinent to the case</td>
<td></td>
</tr>
<tr>
<td>28. Articulated meaningful areas of growth and development for therapist</td>
<td></td>
</tr>
<tr>
<td>29. Faculty questions</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal – Oral Portion (Score = Subtotal score/11)**

<table>
<thead>
<tr>
<th>TOTAL SCORE (Sum of Combined Sections)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade (Total Score/29)</td>
<td></td>
</tr>
<tr>
<td>Letter grade:</td>
<td></td>
</tr>
<tr>
<td>Benchmark: Passing score = B</td>
<td></td>
</tr>
</tbody>
</table>

Key: 4.76 – 5.0 – A+ 4.26 – 4.75 – A 4.0 – 4.25 – A- 3.50 – 3.99 – B+ 3.00 – 3.49 – B 2.75 – 2.99 – B- Below 2.75 – F
Appendix VIII: Department Writing Guidelines
Departmental Writing Guide

All required papers will be graded according to certain standards which include content, quality of research, clarity of presentation, use of standard, academic language skills, organization and bibliographical technique. The Department uses APA format for all papers. All papers must be typed unless otherwise instructed. In the event you believe you need assistance in writing, please take a rough draft of your paper to the Writing Center, located in Willard Hall, Room 305. Appointments for one-to-one assistance may be made by calling 832-2765.

Outlining & Rewriting

1. Prepare a detailed outline of your paper before you write it. Decide on your thesis or argument, your main points in support of the argument and your anticipated conclusion. Your conclusion may change as you write -- but you need a preliminary sense of it before you begin so you can know where you are going. **Follow the outline as you write.**

2. Assume that you will have to rewrite your paper at least once before you submit it.

3. Do not turn in a paper that you composed between 2:00 A.M. and 3:00 A.M. of the day on which the paper is due. Read and revise it at least once before you turn in the paper.

4. You should not expect someone else to read your material if it shows no evidence that you have first read it yourself and corrected errors in typing, spelling, punctuation, and the like. Remember to use the spell check on your computer.

Style

5. Every paper should have at least one introductory paragraph and one concluding paragraph.

6. A paper usually calls for expository writing. Your job is to explain things. Write enough to make your explanation clear to the reader.

7. Effective exposition often explains a point more than once: first, in a general, comprehensive way; later, in detail, point by point.

8. When you make assertions that something is true or is an accurate description of a situation, you must support your assertions. You may describe the reasoning you used in developing this assertion or data from empirical research, which supports your statement. You may also use personal experience as supporting data, but you must label it as your experience and not claim that something is generally true or true in all cases just because it happened to you or to someone you know. You cannot make credible statements without some sort of support either from reason or data.

9. Use Standard English vocabulary, sentence structure, spelling and punctuation. Write in an active voice. Depending on the assignment, it may be appropriate to write in the first person, (check with the faculty member if in question) e.g., “When I am faced with that situation, I…!”

10. Short, simple sentences are more comprehensible to the reader than long, complex sentences.
11. Prefer short, familiar words to long ones. Avoid jargon whenever possible.

12. Use simple and direct statements and avoid verbal ornaments.

13. Complete your paper one or more days before it is due. Then read it over. Is it clear? Would someone else be able to get every point with difficulty?

**Introductory Section**

14. Start your paper by stating your problem or purpose in the very first sentence.

15. Follow that sentence by other sentences that amplify or clarify the statement of the problem. Show your reader at once what your paper is about.

16. You might find it appropriate to include in the first section some material or discussion to justify or establish the context for your paper.

17. Finish the first section with a statement as to the plan of the rest of the paper, i.e., as to its topical organization.

**Summaries**

18. The last section should be a summary of the entire paper. The purpose is to provide a comprehensive statement that can be read entirely apart from the earlier sections.

19. A summary should summarize. It is not enough to list topics that have been treated. Abstract -- i.e., put into very brief form -- the main things said about each topic.

20. Do not add new material in the summary.

**Plagiarism**

21. Plagiarism is the use in one's written work of the writing of another person as if it were one's own. Since most students have to prepare papers based to some degree upon books and/or articles, mastery of the proper forms of citation is essential.

22. The deliberate copying of the work of someone else, without credit, is a serious offense and will result, at a minimum, in a failing grade on the assignment. It could result in dismissal from the program! Readers of student papers do not look with favor on passages that they recognize as lifted from a book or article. Moreover, few students can write in the style of the authors they quote; fancy phrases and elegant sentences are not likely to be accepted.

23. Simple, direct statements free from flourishes are more likely to appear when you write about your own experiences or ideas than when you write with a book open in front of you. Read the book or article, close it or put it aside, then write. If you quote, do so because the quotation is needed, not just for show.

24. In any case, give credit for assistance when credit is due. The rule to follow is: When in doubt, cite the reference. See APA manual for reference and citation format.
Form for Submitting Papers

25. Covers for term papers impress students more than they do faculty members. Expensive covers are often bulky, make it hard to turn pages, and are not worth their cost unless the faculty member requests their use. Some faculty members prefer a paper that has one wire staple at the upper left corner, and no cover at all. Find out the faculty's preference and be guided by this.

26. Cover page of every assignment should include: name of the college/university, course number and name, name of faculty, title of the paper/assignment, your name and the date.

Evaluation Criteria for Written Work

Written work will be graded on:

A. Substance

B. Organization & Style

C. Correctness

Please check with each faculty member about assignment specific criteria.

Writing Center

The Writing Center, located in Willard Hall, offers its services to all students free of charge. Appointments for one-to-one assistance may be made by calling 860-832-2765.
Appendix IX: Graduate School Policies and Procedures

Sample Planned Programs
Degree Candidacy form
Change of Planned Program form
Change of Program/Advisor form
Graduate School Summary Sheet
Central Connecticut State University

Planned Program of Graduate Study MFT Program – Evening Track

The graduate planned program of study (GPPS) is an important document representing an official agreement between the student and the university, with the academic advisor and Dean acting on its behalf. The GPPS lists the courses and other requirements that must be completed prior to program completion or graduation. The GPPS is not official until your academic advisor and Dean or designee sign and approve it; it must be submitted before the completion of 16 course credits. (An earlier submission is recommended.) Approved copies are sent from the graduate school to the student and the academic advisor. A signed original is retained in the student’s university permanent file. The GPPS must be revised for submission if changes are made and approved by the advisor.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
<td>Degree:</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Major: Marriage and Family Therapy Evening Track</td>
</tr>
<tr>
<td>Country:</td>
<td>Academic Advisor: Faculty</td>
</tr>
</tbody>
</table>

**Planned Program Type:** Initial [ ] Revision [ ] Degree Audit [ ]

**Pre-Requisite Courses:**
- CNSL 500 – The Dynamics of Group Behavior **OR** Equivalent (3 credits) **DONE** [ ]
- CNSL 501 – Theories and Techniques in Counseling **OR** Equivalent (6 credits) **DONE** [ ]
- MFT 505 – CNSL/Human Development **OR** PSY 512- Seminar in Developmental Psychology **OR** Equivalent (3 credits) **DONE** [ ]

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Transfer Course/Univ. Where Taken</th>
<th>Credit Value</th>
<th>Semester Taken</th>
<th>Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 541 – Intro to Theories of Family Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 542 – Professional, Ethical &amp; Legal Issues in MFT</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 551 – Structural/Strategic &amp; Behavioral Family Therapies</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 552 - Experiential</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 554 – Couples Therapy</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 598 – Research Methods in MFT</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 557 – Action Methods in Marital and Family Therapy</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 583 – Marriage &amp; Family Therapy Practicum I</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 555 - Dysfunctional Family Processes</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 556 – Systemic Perspectives on Mental Disorders</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 584 - Marriage &amp; Family Therapy Practicum II</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 543 – The Family Life Cycle</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 544 – Families in Context</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>Elective or CNSL 599 – Thesis Option</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 585 – Marriage &amp; Family Therapy Internship</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 585 – Marriage &amp; Family Therapy Internship</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
<tr>
<td>MFT 585 - Marriage &amp; Family Therapy Internship/Capstone Plan E</td>
<td></td>
<td>3</td>
<td>Term</td>
<td>Year</td>
<td>Grade</td>
</tr>
</tbody>
</table>

**Required Credit Total:** 51-63

**Degree Candidacy:** Approved [ ] Not Approved [ ]

Notes from academic advisor on pre-requisites, course additions, time extensions, or other.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student E-Mail:</td>
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</tr>
<tr>
<td>Advisor Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Advisor’s Email:</td>
<td>Campus Phone:</td>
</tr>
<tr>
<td>Dean (or designee):</td>
<td>Date:</td>
</tr>
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</table>
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<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
<td>Degree:</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Major: Marriage and Family Therapy  Weekend Cohort</td>
</tr>
<tr>
<td>Country:</td>
<td>Academic Advisor: Faculty</td>
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</table>

### Planned Program Type: Initial  Revision  Degree Audit

<table>
<thead>
<tr>
<th>CCSU Courses (Required Sequence)</th>
<th>Transfer Course/ Univ. Where Taken</th>
<th>Credit Value</th>
<th>Semester Taken</th>
<th>Year Taken</th>
<th>Grade Received</th>
</tr>
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<tbody>
<tr>
<td><strong>Pre-Requisite:</strong> CNSL 500 – Dynamics of Group Behavior</td>
<td>3</td>
<td>Summer</td>
<td>Year</td>
<td>Grade</td>
<td></td>
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<tr>
<td><strong>Pre-Requisite:</strong> CNSL 501 – Theories and Techniques</td>
<td>6</td>
<td>Year</td>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Requisite:</strong> MFT 505 - CNSL/Human Development or PSY 512 - Seminar in Developmental Psychology</td>
<td>3</td>
<td>Fall</td>
<td>Year</td>
<td>Grade</td>
<td></td>
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<tr>
<td>MFT 541 – Intro to Theories of Family Systems</td>
<td>3</td>
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<td>Year</td>
<td>Grade</td>
<td></td>
<td></td>
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<tr>
<td>MFT 552 – Experiential, Intergenerational &amp; Psychodynamic Family Therapies</td>
<td>3</td>
<td>Year</td>
<td>Grade</td>
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<td>3</td>
<td>Year</td>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT 585 - Marriage &amp; Family Therapy Internship /Capstone Plan E</td>
<td>3</td>
<td>Spring</td>
<td>Year</td>
<td>Grade</td>
<td></td>
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**Required Credit Total**: 51 - 63

**Degree Candidacy**: Approved  Not Approved

Notes from academic advisor on pre-requisites, course additions, time extensions, or other.

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<tr>
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<tr>
<td>Student E-Mail:</td>
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<td>Campus Phone:</td>
</tr>
<tr>
<td>Dean (or designee):</td>
<td>Date:</td>
</tr>
</tbody>
</table>

104
Application for Graduation

Graduate School—Central Connecticut State University, PO Box 4010, New Britain CT 06050-4010
Application for Master’s Degree Candidacy, Non-Capstone Qualifying Examination, or Non-Course Program Requirements

Name: ____________________________  CCSU ID: ____________________________
Street: ____________________________  Phone: (H) ( )
City/St/Zip: ________________________  (W) ( )
Country: ____________________________  Email: ____________________________

Major: ____________________________  Advisor: ____________________________  Date: ____________________________
Program: Use of this form is for certain master’s programs only. Check the graduate catalog or with an advisor for applicable programs.

Degree Candidacy Approval
Some graduate programs require students to be accepted as degree candidates following completion of nine (9) semester hours of courses included within the planned program of study. Six (6) semester hours of the nine required must be from the major area (such as Art, Reading, Counseling, etc.). Acceptance as a degree candidate indicates that department faculty have reviewed your academic performance and approve your status as a degree candidate. Degree candidates must have a minimum graduate cumulative average of 3.00 and must meet requirements for candidacy established by the academic department.

Non-Capstone Qualifying Examinations
Some graduate programs require students to take and pass non-capstone qualifying examinations as part of their degree experience. Students must meet academic course and preparation requirements established by the academic department prior to taking a qualifying examination. This information is verified below.

Non-Course Program Requirements
Some graduate programs require students to complete non-course activities. Students should consult the program chair/coordination to discuss how to meet these requirements and appropriate notification procedures.

Master’s Program Requirements Completed for Degree Candidacy, Qualifying Examination Preparation, or Non-Course Requirements:

<table>
<thead>
<tr>
<th>Course Title and Number (CNSL 500, MATH 523)</th>
<th>Abbreviated Course Name (Contemp Ed Issues)</th>
<th>Instructor’s Name</th>
<th>Grade Received and Credit Value</th>
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<tbody>
<tr>
<td>*1.</td>
<td></td>
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<td>3 SH</td>
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<tr>
<td>*2.</td>
<td></td>
<td></td>
<td>3 SH</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>3 SH</td>
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</tbody>
</table>

*Denotes major course completed

Degree Candidacy:
Recommended: [ ] Yes  [ ] No  Advisor’s Signature ____________________________ Date ________________
Approved: [ ] Yes  [ ] No  Graduate Dean’s Signature ____________________________ Date ________________

Non-Capstone Qualifying Examination (To Be Completed by Academic Department):
Eligible for examination: [ ] Yes  [ ] No. When not eligible, department must inform applicant and return copy to the Graduate School.

After results of the qualifying examination are available, complete the section below and return to the Graduate School.

[ ] PASS  [ ] WITHDRAWN  [ ] NO SHOW
[ ] fail. If failed, recommend: RETAKE ENTIRE EXAM  [ ] NO RETAKE  [ ] RETAKE PART(S): ____________________________ Date ________________

Signature of Department Representative: ____________________________ Date ________________

[ ] ACADEMIC DEPARTMENT HAS INFORMED STUDENT OF EXAMINATION RESULTS.

Non-Course Program Requirements:
[ ] MET  [ ] NOT MET. Including: [ ] CONFERENCES  [ ] WORKSHOPS  [ ] NATIONAL ORGANIZATIONS  [ ] OTHER

Signature of Department Representative: ____________________________ Date ________________
<table>
<thead>
<tr>
<th>Name:</th>
<th>CCSU ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
<td>Phone: (H): ( )</td>
</tr>
<tr>
<td>City/St/Zip:</td>
<td>(W) ( )</td>
</tr>
<tr>
<td>Country:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**To change your current graduate program or advisor:** Please check the section or sections below that relate to the change you are making and specify the adjustment desired. If you are changing your degree/program or major/specialization, consult the graduate website (www.ccsu.edu/grad) to determine if additional materials are required by the academic department. Submit your completed request to the Graduate School Office, Barnard Hall, Room 102.

This form does not apply when you conclude a program/major and wish to be admitted for another one. Seeking admission to a new graduate program after graduation or completion of course requirements requires application through the Graduate Admissions Office.

- [ ] Change of Graduate Degree/Program (check box and fill in new appropriate information below)
  - From: [ ] Ed.D [ ] MA [ ] MAT [ ] MBA [ ] MS [ ] OCP [ ] Post Master's [ ] Sixth Year [ ] Teacher Certification
  - To: [ ] Ed.D [ ] MA [ ] MAT [ ] MBA [ ] MS [ ] OCP [ ] Post Master's [ ] Sixth Year [ ] Teacher Certification

- [ ] Change of Graduate Major/Specialization (check box and fill in new appropriate information below)
  - From: 
  - To: 

- [ ] Change of Academic Advisor (check box and fill in new appropriate information below)
  - From: 
  - To: 

**TO THE STUDENT:** Declaring a new graduate degree or program, a new major or specialization, or requesting a new advisor is NOT automatic. Your request for these record changes requires the Chair’s approval within the major department.

Chair’s Signature: ___________________________ Date: ___________________________

Approved [ ]

Approved With Conditions [ ] Please describe the conditions applicable to this request: ___________________________

Not Approved [ ]

Upon receipt, the Graduate School Office will copy the student’s file, attach this form, and send the material to the academic department for signature. The academic department retains the copy of the student’s file provided by the Graduate School Office, signs this form, and returns the signed form to the Graduate Studies Office, Barnard Hall 102, for the Dean’s approval. Copies of the signed form are made for new and former departments as well as for the student, the original goes to the student’s University file.

- [ ] Approved [ ] Not approved. Date: ___________________________

Dean, School of Graduate Studies: ___________________________

- [ ] Processed by Graduate Office [ ] Date Processed: ___________________________

Distribution: Original student file CC’s present advisor, new advisor (if applicable), student
Graduate School Summary Sheet
GUIDELINES FOR GRADUATE STUDENTS: A QUICK REFERENCE SHEET

This sheet briefly describes some of the check-points in a graduate student's career at Central Connecticut State University. It is not intended to replace the Graduate Catalog included with your admission packet, but is provided to summarize some useful policy information you will need to know as you pursue your graduate program.

Development of the planned program according to every graduate student's particular needs is essential. When a graduate student is formally admitted to the University, an academic advisor is assigned and a study plan form is provided for the major area selected. Students are encouraged to meet with advisor as soon as possible to discuss their scheduling plans and to complete the program form. The signed study plan is then submitted to the Graduate School for the Dean's approval, appropriate distribution, and retention in the student's official file.

The approved Program of Study represents a formal agreement between the University and the student regarding specific courses to be undertaken and completed within the degree or certification program. Any course changes which occur within an approved study plan must be submitted and signed by the academic advisor and the Graduate Dean. Course substitution forms are available in the Graduate School office.

An approved Planned Program of study must be on file for all accepted graduate students. Whether you are enrolled for a master's degree, sixth-year certificate, initial teacher or professional certification, or a post-master's program designed to meet school district/contractual obligations, the Planned Program of study is an official document which lists courses that you must finish prior to graduation, certification receipt, or official verification of program completion.

Changes in Planned Programs
Whenever you need to modify the requirements of your Planned Program (i.e., to substitute different courses for those previously agreed upon with your advisor), you must obtain and initiate a "Request for Course Changes in Planned Program of Study." This form is available in the Graduate School Office. All such changes must be approved by the academic advisor and the Dean of Graduate Studies and Research.

Transfer of Graduate Credit from another regionally accredited institution of higher education is possible for students enrolled in Central Connecticut State University's graduate degree and certification programs. If you are interested in exercising this option, consult the Graduate Catalog for detailed guidelines regarding credit transfer.

Capstone Academic Requirements:
All MASTER'S DEGREE PROGRAMS at Central Connecticut State University include as a capstone requirement: either a thesis, a comprehensive examination, or a special project appropriate to the major.

Plan A (Thesis) The thesis represents a report of original scholarship completed under the supervision of a faculty thesis advisor. Depending on department policy, students receive either three or six semester hours of credit for completing the thesis requirement.

Plan B (Comprehensive Examination) The comprehensive examination is a written examination covering the coursework in the student's Planned Program. At the option of the department, the comprehensive examination may include an oral examination and/or an oral defense of the written examination.

Plan C (Special Project) In general, the special project will require the student to complete a body of work appropriate to the degree specialization. The faculty advisor or another department faculty member will supervise the project. The student's work will be evaluated by the advisor and by other member of the department as appropriate.

Six Year Time Limit.
All coursework for master's degree programs, sixth-year certificate programs, and post-master planned programs of study must be completed during the six years which precede program conclusion. 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 finish all applicable requirements.

The above does not necessarily apply to students in teacher and in non-degree professional certification programs. Please consult your academic advisor for this information.

Application for Graduation (required of all Master's Degree and Sixth-Year Certificate candidates only)
The Graduate Commencement is an annual event held each May. In order for you to receive a diploma, if you are eligible to do so and your program requirements have been met. And in order for your academic record to indicate that you have completed your program either prior to or at the time of Graduate Commencement, you must file an Application for Graduation in the Graduate School office. Applications for Graduation may be submitted three (3) times each year in advance of official grade reporting periods for purposes of record completion and diploma award: on or before September 15 of any year for DECEMBER completion and on or before March 1 of any year for May or AUGUST completion. At the University's annual Graduate Commencement, degrees are officially conferred upon students who have completed their academic requirements and applied for their diplomas.
Appendix X: CCSU Resources – Websites and Contact Information
Ralph S. Cohen, Ph.D. is a Professor in the Department of Counseling and Family Therapy at Central Connecticut State University and is director of the Master's program in Marriage and Family Therapy. Dr. Cohen is active in the professional community in promoting the field of Marriage and Family Therapy; having served as president of the Family Study Center of Connecticut, on the Board of Directors of the Connecticut Association for Marriage and Family Therapy (CTAMFT), and as Chair of the Advocacy Committee of the CTAMFT. His professional affiliations include: Clinical Membership and Approved Supervisor designation in the American Association for Marriage and Family Therapy (AAMFT), membership in the American Family Therapy Academy (AFTA), and membership in the American Psychological Association. A Licensed MFT and Licensed Psychologist, Dr. Cohen has a private practice in West Hartford, Connecticut, in which he works with individuals, couples, and families. He coordinates and is a Lead Trainer in the Internal Family Systems Therapy training program at CCSU.

Dr. Tatiana Melendez-Rhodes, Associate Professor
TatianaM@ccsu.edu
860-832-2256

Tatiana Melendez-Rhodes, Ph.D. is an Assistant Professor at CCSU, a Licensed MFT in Connecticut, a Clinical Fellow of the American Association for Marriage and Family Therapy, an AAMFT Approved Supervisor, and a Fulbright Scholar. She received her Masters and Doctoral degrees in Marriage and Family Therapy from the University of Connecticut. She is also a licensed clinical Psychologist from Peru. Dr. Melendez-Rhodes has taught in the United States and in Peru. Her research interests focus on family violence, immigration issues, gender, interpersonal acceptance-rejection, medical family therapy, and clinical practice and outcomes. She has presented her research in national and international conferences.

Dr. Mary Nedela, Assistant Professor
mnedela@ccsu.edu
860-832-2120

Mary Nedela, Ph.D. is an Assistant Professor in the Marriage and Family Therapy Program at CCSU, a licensed marriage and family therapist in Michigan, a Clinical Fellow of the American Association for Marriage and Family Therapy (AAMFT), and AAMFT Approved Supervisor. She received her master’s degree in child development and family studies with a specialization in marriage and family therapy from Purdue Calumet (now Purdue Northwest). She received her doctoral degree in human development with a specialization in marriage and family therapy from Virginia Tech. Dr. Nedela has taught several undergraduate and graduate courses in marriage and
family therapy, human development, and psychology. Additionally, she has comprehensive clinical experience working in various clinical settings, including in-home programs, in-patient style settings, and outpatient settings. She is particularly passionate about LGTBQ+ individuals and their relationships with family, friends, and partners. Additionally, she is driven to increase the quantity and quality of clinical services available to LGTBQ+ communities. Her specific research area of interest includes relational well-being among bisexual individuals and their partners.

Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>William M. Boylin, Ph.D., LMFT*</td>
<td></td>
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<tr>
<td>Joan Calvert, Ph.D., LMFT (Emerita)*</td>
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<td>Noel Casiano, PsyD, LMFT*</td>
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<td>Daniel J. Wiener, PhD (Emeritus)*</td>
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* AAMFT Approved Supervisor