

School of Education and Professional Studies

Student Handbook

MARRIAGE AND FAMILY THERAPY 2022-2023

DEPARTMENT OF COUNSELOR
EDUCATION AND FAMILY
THERAPY

CENTRAL CONNECTICUT STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT



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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 Counselor Education and 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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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.

DEPARTMENT MOTTO: "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 Counselor Education & Family Therapy. The mission of our department derives from the mission of the counseling and family therapy professions (i.e., to promote the dignity and welfare of all human beings and to help individuals and families to lead healthy, happy, meaningful, and self-sufficient lives). By fostering healthy human beings, we are, by extension, making for a better human society, with stronger families, stronger schools, and stronger communities.

While all citizens bear responsibility for building a better world, counselors and family therapists willingly assume a larger share of this responsibility because they have chosen helping others as their life's work. As such, they are people of goodwill and compassion who have great respect for human dignity and diversity, are committed to promoting universal human rights and freedoms, and for working for a sustainable human community that provides for the wellbeing of all its citizens.

As your faculty and academic advisors, our greatest desire is to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally centered persons. 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 mental health professional 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 guide 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 Interim Dean of the School of Education and Professional Studies is Dr. James Mulrooney.

The Department

The Department of Counselor Education & Family Therapy prepares students for professional career in Clinical 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 perceiver. Historically, injustices have resulted from two broad types of acts: (1) those that result from unfounded judgments of specific persons or groups from the perceiver and (2) those that establish policies which result in favor or disfavor to persons or groups from any one or more category or dimensions.

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.” 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 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.

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.



Program Goal 1: Knowledge and Research	Student Learning Outcomes
<p>Students will develop competence in the delivery of MFT services, including proficiency in:</p> <p>(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.</p>	<p>SLO #1: Students will become knowledgeable in the major schools of marriage and family therapy;</p> <p>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.</p> <p>SLO #3: Students will become knowledgeable consumers of research and evidence-based clinical practice.</p> <p>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.</p>
Program Goal 2: Systemic/Integrative Practice	
<p>Students will develop competency in utilizing the integrative Metaframeworks¹ paradigm in assessment, treatment planning and application of systemic models of marital and family therapy.</p>	<p>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.</p>
Program Goal 3: Ethics	
<p>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.</p>	<p>SLO #6: Students will demonstrate the ability to recognize ethical dilemmas in professional practice, apply relevant AAMFT Code of Ethics and models of ethical decision making when ethical issues emerge.</p>
Program Goal 4: Diversity	
<p>Students will develop cultural competence in Marital and Family Therapy practice.</p>	<p>SLO #7: Students will demonstrate an awareness of and respect for cultural differences among clients and their contexts as defined in the program's Metaframeworks Multicultural domain.</p>

Program Format

The program offers one track option 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. Some courses are available for summer registration. Admission is limited to approximately 20 students each Fall semester. When students enter the program, they must complete the following courses: CNSL 500, CNSL 501, MFT 505 (or PSY 512), and MFT 541 with a minimum grade of “B.” During the second and third year, students participate in field placement experiences (i.e., a 12-hour-per-week practicum in the 2nd year and a 20 hour-per-week internship in the 3rd year). The Evening Track is designed to be completed in three years. Students may take up to six years to complete the program, or a maximum of nine years with permission from the advisor and Dean of Graduate Studies. More detailed information regarding the 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. 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 an official transcript, a form signed by an LMFT supervisor attesting that he/she/they will be providing post-graduate supervision for the purposes of licensure, and a completed application with photograph attached.

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 28**.

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, and Prerequisites.

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. Other steps include submitting 2 letters of recommendation from professionals outside the program who can attest to the candidate's ability and readiness for graduate study in the field, a current resume, and a written essay as part of the determination of acceptance into the MFT program. After reviewing application for materials, qualified applicants will be invited to interview with the Marriage and Family Therapy Faculty.

All students 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. The Planned Program of Study form will be completed and submitted to the Dean of Graduate Studies for final approval. During the first year, students take three (3) prerequisite courses (CNSL 500, CNSL 501, and MFT 505) and MFT 541. Also, students will take MFT 542 and MFT 556 before they start their practicum.

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 II**). 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.

Each student in the MFT program will be assigned an academic advisor. 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 by appointment. Your advisor also provides you with structure and guidance to navigate the paperwork and procedures associated with your graduate studies and review your academic progress and professional development in the program. The program has a protocol for meeting with students to carry out specific tasks at set points in the program (see **Appendix IV**).

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 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 400 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 **October 1st** 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 400 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. Please see Clinical Handbook for more information.

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 [The Master's thesis: A handbook and writer's guide for graduate students](#)

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.

Prerequisites and the Core Counseling Sequence.

During their first year, 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. 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: 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). Also, students must take MFT 542 (Ethical, Legal, and Professional Issues in MFT) and MFT 556 (Systemic Perspectives on Mental Disorders) before they start their practicum.

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 workplace 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 first year. 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 various Professional Marriage and Family Therapy Principles (PMFTPs), including the AAMFT Marriage & Family Therapy Core Competencies, American Marriage and Family Therapy Regulatory Board (AMFTRB) domains, the AAMFT Code of Ethics, the State of Connecticut Department of Public Health (DPH) licensing regulations, and the program's curriculum on teaching the Metaframeworks paradigm for systemic clinical assessment and treatment planning. Our Assessment Plan is based on the measurement of aggregated scores on high value assignments, clinical performance evaluations and the comprehensive Capstone project.

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 Comprehensive Exam (Required for students who start the program in the Fall of 2022)

*** 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 sequence can be found on page 23.

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 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, MFT 542, and MFT 556. 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, or MFT 594. 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 400 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, developmental, 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.

CNSL 580 -EMOTIONALLY FOCUSED COUPLE THERAPY- This course will examine the principles of adult attachment theory, understand the dynamic and role of emotions and their relevance to the work with couples. Describe EFT stages, learn EFT skills and techniques, and the application of EFT in couple therapy. This course will be focused on the theory and practice of EFT.

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 – Prereq.: MFT 551, MFT 542, and MFT 556. 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), the first MFT therapy course (MFT 551), the diagnosis course (MFT 556), and the ethics course (MFT 542), 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 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 400 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.

Please see **Clinical Handbook** for more information in clinical training.

MFT Comprehensive Exam

All MFT graduate students (who started the program in the Fall 2022) must take an MFT Comprehensive Exam while enrolled in the Marriage and Family Therapy Internship course (MFT 585/Summer). Successfully passing the exam serves as a completion of the exam for the MFT program.

Course Sequencing: 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. Their program of study is arranged with their 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:

Central Connecticut State University prides itself on its diversity and its emphasis on the "non-traditional" student. 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 full-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, students are expected to follow the sequence of: (1) Prerequisites (MFT 505 or PSY 512, CNSL500, and CNSL 501); (2) MFT 541, MFT 542, and MFT 556; (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.

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.

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 Program Coordinator.

Below is a sample program for full-time students in the Evening Track:

Marriage and Family Therapy Plan of Study by Semester (Full Time).

(Sample Full Time Schedule)

PHASE 1 –

Prerequisites: May be taken during Fall, Spring, or Summer semesters during the first year.

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

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
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. Join AAMFT (www.aamft.org)	PHASE 2 – 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	NOTE: Some MFT courses that are scheduled for the Fall and Spring semesters (except sequenced courses – <u>in BOLD</u>) 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 [*]). Courses taught every Summer are designated with [**]).

YEAR 2

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
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)	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)	PHASE 4 – INTERNSHIP MFT 585 - Marriage & Family Therapy Internship (3) 3 semesters (12 months) requiring 400 clinical contact hours (200 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

<u>Fall Semester</u>	<u>Spring Semester</u>
MFT 554 - Couples Therapy (3) MFT 585 - Marriage & Family Therapy Internship (3) Elective*	MFT 585 - Marriage & Family Therapy Internship (3) Capstone Project: Case Presentation Note: Students will take the Comprehensive Exam during the Internship year. 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 542, MFT 551, MFT 556, MFT 552, MFT 583, MFT 584, and MFT 585 during the specified semesters. MFT 551, MFT 542, and MFT 556 are prerequisites for MFT 583/MFT 593. **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 Program Summer Courses (Evening Track).

Some of the program courses are offered every summer. MFT 551, MFT 552 and practicum (MFT 583 and MFT 584) are not offered during the summer. The program also offers several elective courses that may not be taught during the academic year (such as MFT 558, MFT 559, CNSL 580 (EFT), to name a few).

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. Also, students will take the MFT Comprehensive Exam during their internship year. 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.

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)
Pink Slip
Telehealth Forms
Experiential Site Waivers
Clinical Handbook Declaration Page
Practicum Evaluations
Intern Evaluations
Clinical Record Keeping (Clinical & Supervisory Hours – Internship)
Policy on Gatekeeping and Professional Behavior and Functioning
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.

For more information, please see Clinical Handbook.

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.** 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 need 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.

MFT Student Representatives

Each year, the MFT Program Coordinator will request two students from the program to serve as student representatives for a full academic year. One student will serve as primary, and the second student will serve as an alternate if unable to attend. Students who are interested in this leadership position and do not hold a current leadership role in another organization (e.g., MFT Society, Delta Kappa, CTAMFT, etc.) are encouraged to apply. The student representatives will be invited to attend all MFT faculty meetings where the first agenda item is student feedback. To facilitate the process of receiving feedback from students in the MFT program, student representatives will hold meetings at least once a month with current students in the MFT program to solicit information and feedback that will help the program meet its goals.

We encourage all students in the MFT program to attend these meetings. This is a good opportunity for you to get involved in the program, to be heard and share your concerns, suggestions, and/or highlight the strengths of the program. It is important to note that these meetings will not prevent you from meeting with the Program Coordinator, Clinical Coordinator, or faculty advisor if needed.

Your representatives will bring the items of discussion to MFT faculty meetings without divulging anyone's identity. There may be times in which the Program Coordinator will ask the student representatives to seek student input on some aspects or issues related to the program.

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 Systemssm (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. Tatiana Melendez-Rhodes, MFT Program Coordinator.

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 Davidson Hall, Room 113. The Ombudsman's role is described in the [CCSU Student Handbook 2021-2022](#). 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.

Individual Remediation Plan

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. For additional information regarding student remediation, please refer to the SEPS "**Temporary Suspension from Program and/or Experiential Learning Policy**" that follows this section.

School of Education and Professional Studies Temporary Suspension from Program and/or Experiential Learning Policy

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program. Experiential Learning includes but is not limited to: Clinical Rotations, Practicums, Student Teaching, and Internships. ***It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.***

Process:

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the Notice of Temporary Suspension form is used. **A copy of this policy should also be included with the notice to student.**
2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical/practicum faculty or supervisor, coordinators, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities such as TEAMS or WebEx should be used. A recording of the meeting should be archived. **Any written documents for/from the meeting should be archived.**
3. During the meeting the following must occur:
 - a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.

- b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).
 - c. Student is allowed the opportunity to share their side of the story. It is recommended that a written narrative is also provided by the student or transcribed during the meeting.
 - d. Student is allowed to present reasons why the proposed potential outcomes should not be taken.
4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student's statements made during Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.
5. Student is informed, in writing, of the outcome with appropriate supporting statements. Student is advised of their opportunity to meet with the appropriate Dean to discuss final outcome.
6. If necessary, documentation is sent to appropriate offices on campus (Dean, registrar, etc.).

Important notes:

- This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student's status or progression in an academic program.
- This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subject to one of those processes.
- Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

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

JOAN CALVERT, Ph.D., LMFT

Professor

Part-time in MFT program

AAMFT Approved Supervisor

NOEL CASIANO, PsyD, LMFT

Part-time Instructor

AAMFT Approved Supervisor

RALPH S. COHEN, Ph.D., LMFT

Professor Emeritus

AAMFT Approved Supervisor

SARAH POWERS, LMFT

Part-time Instructor

AAMFT Approved Supervisor

LAURA LANGSTON, PhD, LMFT

Part-time Instructor

TATIANA MELENDEZ-RHODES, PhD, LMFT

Associate Professor (Full -Time)

Program Coordinator/Director

AAMFT Approved Supervisor

Academic Advisor

HEATHER McNEIL, LMFT

Part-time Instructor

AAMFT Approved Supervisor

MARY NEDELA, PhD, LMFT

Assistant Professor (Full-Time)

Clinical Coordinator

AAMFT Approved Supervisor

Academic Advisor

CHARLOTTE RAMSEUR, LMFT

Part-time Instructor

AAMFT Approved Supervisor

NATALE TEODORO, LMFT

Part-time Instructor

AAMFT Approved Supervisor

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

AAMFT Approved Supervisor

Appendices

Appendices

Appendix I: Admissions Policy

Appendix II: Counselor Competencies Checklist

Appendix III: Clinical Field Placement List

Appendix IV: Department Writing Guidelines

Appendix V: 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

Appendix VI: CCSU Resources – Websites and Contact Information

Appendix I: Admissions

Admission Requirements for the Marriage and Family Therapy Program

Admission to the MFT program is made on a competitive basis one time per year. All applications must be completed with all required materials and received by **February 1** for fall only admission. Applicants must hold a bachelor's degree from a regionally accredited institution of higher education.

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

- 1. Grade Point Average (GPA):** Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00-point scale where A is 4.00
- 2. Two recommendations** from individuals who know your academic competence, character, or professional work.
Note: Personal references from family members, friends, neighbors, or personal therapist will not be accepted.
- 3. Personal essay** regarding your motivation and readiness to pursue a degree in Marriage and Family Therapy. Please include the following (three pages maximum, double-spaced, 12-point Times New Roman font):
 - 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 educational success in the CCSU Marriage and Family Therapy program as well as your success as a Marriage and Family Therapist after graduation.
 - c. Comment on your definition of family.
 - d. Comment on any personal and/or professional experiences you have had with people from diverse cultural backgrounds.
- 4. Resume:** Submit a current resume
- 5. Interview:** After reviewing application materials, qualified applicants will be invited to interview with the Marriage and Family Therapy Faculty.

The online graduate application, application fee, and official transcripts from each institution attended except Central Connecticut State University are to be submitted directly to Graduate Recruitment and Admissions Office.

Instructions for uploading the personal essay and resume and for submitting the recommendation letters will be found within the online application.

Appendix II: Counselor Competencies Checklist

Central Connecticut State University
Department of Counselor Education and Family Therapy

POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES

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

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

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

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



COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST

Department of Counselor Education and Family Therapy



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

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

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

SECTION 1: FOUNDATIONAL COUNSELING SKILLS (to be completed by instructors of CNSL 501 and CNSL 503 or MFT 583/593)						
SKILL	DESCRIPTION	4	3	2	1	0
Nonverbal Attending	Exhibits contextually and culturally appropriate body posture, spatial distance, eye contact, facial expression, and gestures; demonstrates effective application of silence; presents in professional attire					
Minimal Encouragers	Nonverbal minimal encouragers, including head nods and other gestures indicating interest and attention to client; restating client's salient words and other verbal minimal encouragers (e.g., "Umm-hmm", "Okay", "Tell me more"); uses appropriate rate, rhythm, volume, and tone of speech					
Therapeutic Relationship	Demonstrates respect, compassion, empathy, and support; communicates acceptance, genuine interest, and a sense of care and concern; nonjudgmentally acknowledges client's experiences; recognizes client's strengths; provides a trustworthy, collaborative, and safe environment; appropriate use of self-disclosure; non-defensively responds to client concerns					
Basic Questioning	Primarily relies on open-ended questions to promote client disclosure, but appropriately asks closed-ended questions when specific information and clarification is needed; does not ask leading or double questions; avoids bombarding or interrogating the client					
Interactive/Facilitative	Allows clients to tell their story by using active listening skills; accurately paraphrases the client's verbal and non-verbal content to demonstrate understanding; accurately and succinctly reflects client's emotional state as well as values and beliefs; summarizes content/meaning, feelings, behaviors, patterns/themes; maintains immediacy ("here and now" focus)					

Deepening Behaviors	Helps clients to hear their own voice to gain a better understanding of stuck points, faulty thinking, or self-defeating behaviors; appropriately confronts incongruities and discrepancies; challenges the client in a supportive and empathic manner; maintains focus throughout the session; moves dialogue toward greater specificity; offers valuable feedback and accurate interpretations; checks perceptions and assumptions; addresses resistance and defenses					
Problem Solving	Works collaboratively with client to establish realistic and manageable goals and objectives; helps to develop a plan of action to address client's problems and promote health/wellness; encourages learning and application of learning; avoids overuse of giving direct advice					
Closing and Termination	Maintains sense of time throughout the session; provides advance notification and begins process of summarizing (does not end abruptly); therapeutically concludes services					

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

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

Instructor's Name (please print)

Instructor's Signature

Date

☐

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

Student's Name (please print)

Student's Signature

Date

Appendix III: Clinical Field Placement Listing

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

Bristol Prep Academy	Bristol, CT 06010
The Family Therapy Center of Bristol	Bristol, CT 06010
Cheshire Human Services	Cheshire, CT 06410
Tri-Town Youth Services Bureau, Inc.	Deep River, CT 06417
Town of East Hampton, Department of Youth and Family Services	East Hampton, CT 06424
East Hartford High School	East Hartford, CT 06118
Community Health Resources	Enfield, CT 06082
Care Plus Day Treatment - Natchaug Hospital	Groton, CT 06340
Children's Center of Hamden	Hamden, CT 06517
Catholic Family Services of Hartford	Hartford, CT 06105
Haddam-Killingworth Youth & Family Services	Higganum, CT 06441
Manchester High School - Student Support Center	Manchester, CT 06040
The Institute of Professional Practice, Inc.	Meriden, CT 06050
Franciscan Life Center	Meriden, CT 06451
Community Health Center, Inc.	Middletown, CT 06457
Riverview Hospital-DCF	Middletown, CT 06457
Prudence Crandall Center	New Britain, CT 06050
New Britain Youth & Family Services	New Britain, CT 06051
Klingberg/CCSU Family Therapy Institute	New Britain, CT 06052
Connections Counseling and Wellness Center	New London, CT 06320
Veterans Health Administration	Newington, CT 06111
Newtown Youth & Family Services	Newtown, CT 06470
Wheeler Clinic Extended Day Program	Plainville, CT 06062
Huntington Counseling Center	Shelton, CT 06484
Stratford Community Services	Stratford, CT 06615
Charlotte Hungerford Hospital Center for Youth & Families	Torrington, CT 06790
Northwest Center for Family Services and Mental Health	Torrington, CT 06790
McCall Center for Behavioral Health	Torrington, CT 06790
Natchaug Hospital-The Joshua Center - Montville	Uncasville, CT 06382
Waterbury Hospital (Child and Adolescent Behavioral Health)	Waterbury, CT 06708
Community Mental Health Affiliates	Waterbury, CT 06704
Family Intervention Center	Waterbury, CT 06708
Dual Language & Arts Magnet Middle School	Waterford, CT 06385
Westbrook Youth & Family Services Agency	Westbrook, CT 06498

Appendix IV: 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) _____

Student Signature	Date:
Advisor Signature	Date:

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) _____

Student Signature	Date:
Advisor Signature	Date:

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

Student Signature	Date:
Advisor Signature	Date:

IV. Pre-Graduation Review

Internship documents

- Letter(s) of Agreement Site 1: _____
(if applicable) Site 2: _____
- 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 - Copy of Application for Graduation
- Capstone _Faculty Scoring sheets _Transcript/Curriculum Audit sheet (Review of Planned Program)
- Copy of capstone _ Disposition Letter

Student Signature	Date:
Advisor Signature	Date:

Appendix IV: Department Writing Guidelines

CENTRAL CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND FAMILY THERAPY

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 V: Graduate School Policies and Procedures

Sample Planned Program
Application for graduation
Change of Planned Program form
Change of Program/Advisor form
Degree Candidacy form
Graduate School Summary Sheet

Name:	Student ID#:
Street:	Degree:
City/State/Zip:	Major: Marriage and Family Therapy Evening Track
Country:	Academic Advisor: Faculty
Planned Program Type: Initial <input type="checkbox"/> Revision <input type="checkbox"/> Degree Audit <input type="checkbox"/>	
Pre-Requisite Courses : CNSL 500 – The Dynamics of Group Behavior OR Equivalent (3 credits) DONE <input type="checkbox"/> CNSL 501 – Theories and Techniques in Counseling OR Equivalent (6 credits) DONE <input type="checkbox"/> MFT 505 – CNSL/Human Development OR PSY 512- Seminar in Developmental Psychology OR Equivalent (3 credits) DONE <input type="checkbox"/>	

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FORM 5**APPLICATION FOR GRADUATION**

Candidates for: Doctoral, Master's Degrees and Sixth Year Certificate

Name:	CCSU ID #:
Street Address:	Email Address:
City/State/Zip:	Phone:
Country:	Advisor:
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	Date:

Anticipated Month and Year of Degree Completion: May ☐ August ☐ December ☐ of _____ (year)

CCSU awards degrees three (3) times per academic year to graduate students who complete their program requirements: fall (December), spring (May), and summer (August). The annual graduate commencement ceremony is held each May for students who meet degree requirements in fall or spring and have 9 credits or fewer to complete in summer. Commencement information is sent to all eligible students who then inform the University about attendance.

Degree Expected: Ed.D. ☐ MA ☐ MAT ☐ MS ☐ Sixth Year ☐ Major: _____

Enrollment Status: ☐ I am not currently enrolled in courses
☐ I am taking the Comprehensive Examination
☐ I am finishing my Thesis
☐ I am finishing my Special Project
☐ I must complete the requirements below as a **full-time** ☐ or **part-time** ☐ student.

Program Requirements	Semester expected to be completed

Please print your full name below as you wish it to appear on your diploma:

_____	_____	_____
First Name(s)	Middle Name(s)	Last Name(s)

Please print the mailing address where you wish to receive your diploma:

Street Address	_____	_____	_____
City/State/Zip	_____	_____	Country

This form must be used by graduate students intending to receive a degree from CCSU for the month and year specified above. Not submitting an Application for Graduation in a timely manner may result in failure to receive the appropriate degree. This application must be completed and returned to the Graduate School no later than: **September 15** for December completion, **March 1** for May completion or **March 15** for August completion of the year in which you expect to graduate. Please notify Graduate Studies if your intention to graduate changes to a later semester or year.

Since it will be necessary to mail information to you from time to time, please notify the Registrar's Office immediately if you change your address. Diplomas are mailed to all graduates as soon as the University receives them. Your diploma will be sent to you, whether or not you attend the annual commencement ceremony.

DO NOT USE THIS FORM FOR THE FOLLOWING PROGRAMS:**Teacher Certification** students contact their advisor to discuss the exit process; **Post-Master's and OCP** students complete the **Application for Completion** form.

Rev. 9/2014



Graduate School—Central Connecticut State University, New Britain CT 06050-4010
Change of Graduate Degree/Program, Major/Specialization, or Advisor

Name:	CCSU ID:
Street:	Phone:(H): ()
City/St/Zip:	(W) ()
Country:	Date:

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:	<input type="checkbox"/> Ed.D <input type="checkbox"/> MA <input type="checkbox"/> MAT <input type="checkbox"/> MBA <input type="checkbox"/> MS <input type="checkbox"/> OCP <input type="checkbox"/> Post Master's <input type="checkbox"/> Sixth Year <input type="checkbox"/> Teacher Certification
To:	<input type="checkbox"/> Ed.D <input type="checkbox"/> MA <input type="checkbox"/> MAT <input type="checkbox"/> MBA <input type="checkbox"/> MS <input type="checkbox"/> OCP <input type="checkbox"/> Post Master's <input type="checkbox"/> Sixth Year <input type="checkbox"/> 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

SCHOOL OF GRADUATE STUDIES

DEGREE CANDIDACY & NON-COURSE REQUIREMENT

Name:	CCSU ID:
Student Email: _____@my.ccsu.edu	Phone: _____
Academic Advisor:	
Major:	Degree (select one): _____

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 Counseling.). 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-Course Program Requirements

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

Master's Program Requirements Completed for Degree Candidacy, or Non-Course Requirements:

Course Title and Number	Course Name	Instructor's Name	Grade Received and Credit Value
1.			
2.			
3.			

Degree Candidacy:

Recommended: ☐ Yes ☐ No Advisor's Signature _____ Date _____

Approved: ☐ Yes ☐ No Graduate Dean's Signature _____ Date _____

Non-Course Program Requirements:

☐ MET ☐ NOT MET. Including: ☐ CONFERENCES ☐ WORKSHOPS ☐ NATIONAL ORGANIZATIONS ☐ OTHER

Signature of Department

Representative: _____ Date: _____

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 Planned 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 VI: CCSU Resources – Websites and Contact Information

Resources

CCSU Home Page

www2.ccsu.edu

Graduate Studies

www.ccsu.edu/grad

MFT Program Website <http://www.ccsu.edu/mft>

MFT Student Handbook

https://www.ccsu.edu/mft/files/MFT_HANDBOOK--EveningWeekendTracksrev12-2018.pdf

Financial Aid

<https://www.ccsu.edu/financialaid/>

Graduate Catalog

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

Tuition and Fees

<https://www.ccsu.edu/bursar/>

Graduate Assistantships

<https://www.ccsu.edu/grad/assistantships.html>

Graduate Student Association

<https://www.ccsu.edu/gsa/>

MFT Academic Advisors:

Dr. Tatiana Melendez-Rhodes, Associate Professor

tatianam@ccsu.edu

860-832-2256

Tatiana Melendez-Rhodes, Ph.D. is an Associate Professor at CCSU and is coordinator/director of the Master's program in Marriage and Family Therapy. Dr. Melendez-Rhodes is a Licensed marriage and family therapist 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 clinical Psychologist from Peru.

Dr. Melendez-Rhodes has taught several graduate courses of marriage, family therapy, and supervision in the United States and has taught undergraduate courses in the Department of Psychology in universities in Peru. She is passionate about teaching, mentoring, and interacting with her students. Dr. Melendez-Rhodes has worked in public hospitals, inpatient psychiatric hospitals, private practice and outpatient mental health organizations in Connecticut, Oregon, Washington, and Peru. Her research interests focus on family violence, immigration issues, gender, interpersonal acceptance-rejection, medical family therapy, and clinical practice and outcomes. She has published in peer-reviewed journals and 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 and Clinical Coordinator 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 LGBTQ+ individuals and their relationships with family, friends, and partners. Additionally, she is driven to increase the quantity and quality of clinical services available to LGBTQ+ communities. Her specific research area of interest includes relational well-being among bisexual individuals and their partners.

Declaration Page

My signature below indicates that I have fully read and understood the MFT Student Handbook, and I agree to comply with all the stipulations, policies and procedures. Should I fail to comply with any policy or procedure, I understand that I may be subject to disciplinary action, including remediation plans, probation, and/or dismissal from the MFT program.

Instructions: Please print this page and sign it. Obtain you advisor's signature and leave this form with them to be placed in your file. Keep a copy for your records.

Student Printed Name

Student Signature

Date

Advisor Printed Name

Advisor Signature

Date