PREFACE

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

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

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.
AAMFT STUDENT MEMBERSHIP

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

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

To join, go to www.aamft.org, click “Not a member yet?” in the light blue box in the upper-right of the home page, and follow the links.
Admissions to the Master’s program in Marriage and Family Therapy are made on a competitive basis two times per year (Fall and Spring). All applications must be received and contain all required materials by May 1 for Fall admission of the following academic year and by December 1 with a priority date of November 1 for admission the following Spring semester. Approximately twenty (20) students are accepted per academic semester (Fall and Spring). Successful candidates will be notified of their acceptance in writing by the Dean of Graduate Studies.

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

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

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

APPLICATION PROCESS

Submission to the Graduate Recruitment and Admissions Office:

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

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

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

*MFT PRE-CANDIDACY AND DEGREE CANDIDACY

All students who are accepted into the department are initially granted pre-candidacy status and are assigned an academic advisor. The advisor will orient the student regarding prerequisites, course scheduling, potential course transfers and substitutions, and the planned program of study. Pre-candidacy status allows the student to begin taking classes and gives both the program and the student the opportunity to determine if the program is a good “fit” prior to making a full 3-year commitment.
To qualify for Degree Candidacy, students must complete the prerequisite courses (CNSL 500, CNSL 501, and PSY 512) and MFT 541, achieving a grade of B or better in each course and receive favorable ratings on the "Attitudes and Attributes" scale by instructors for CNSL 501 and MFT 541. On fulfillment of these requirements, students meet with their advisors to complete their Planned Programs of Study and the Application for Degree Candidacy. These documents are submitted to the Dean of the School of Graduate Studies for final approval and acceptance into the program as Degree Candidates. Any Student who does not meet the criteria for degree candidacy (as specified above) is not permitted to continue in the program and will receive a dismissal letter.

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

For additional information and departmental application materials, please see the MFT program website:

www.ccsu.edu/mft
ADVISING AND STUDENT SERVICES

ACADEMIC ADVISING

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

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

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

MFT ACADEMIC ADVISING

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

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

GRADUATE STUDENT ASSOCIATION

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

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

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

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

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

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

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

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

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

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

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

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

Counseling and Wellness Center. The mission of the Counseling and Wellness Center (Marcus White Hall, Room 205) is to support the health and well being of all members of the CCSU community. The Center offers free and confidential services, including individual, group, and relationship counseling, to full- and part-time students. The services include clinical assessment, short-term counseling, and referral assistance when appropriate. The Center also provides consultation services to all members of the campus community. The Center is committed to providing students with a welcoming and comfortable environment to discuss their concerns with seasoned professionals. Some of the programs sponsored by this department
include the Natural Helpers Program, AlcoholEDU (online), prevention education programs on a range of behavioral health issues, and training for student leaders, staff, and faculty. Student internships and Graduate Assistant positions may be possible.

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

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

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

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

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

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

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

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

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

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

In addition, this Office is responsible for the development and coordination of a variety of special activities designed to educate students, faculty, and staff concerning the student conduct system. It is also responsible for developing ways to
effectively respond to incidents or issues which threaten to disrupt the learning environment. The Director of Student Judicial Programs is available to all students, faculty, and staff who may have questions or concerns regarding the University Judicial System. The Office is located in Barrows Hall, Room 109 (832-1667).

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

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

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

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

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

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

AGENCY SITE REQUIREMENTS

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

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

The Supervisor/Owner must provide:

1. Clear, written policies and procedures for office management, including clear guidelines for fee collection.

2. Standardized paperwork for each client.

3. Clear expectations for intern’s participation in written agreement form:
   - # of hours to be available
   - # of clients hours to be achieved (estimated)
   - timing of supervision and staff meetings

4. Available office space and administrative space, separate from the supervisor/owner’s own clinical workspace.

5. A safe, clean location.

6. Clear delineation of which clients the interns can see (e.g., Husky, self-pay, etc.)

7. A minimum of 1 hour per week individual administrative and/or clinical supervision per week.

8. The supervisor/owner must be able to provide “relational” (i.e., family and/or couples) clinical hours to internship students to ensure that they can meet their program requirements.

9. The supervisor/owner must provide proof to the CCSU MFT Program of up-to-date malpractice and office liability insurance.

Safety and Training Policies:

1. Practicum and/or internship students may not be at the practice location without the supervisor/owner present.

2. The supervisor/owner must be available in person to the practicum and/or internship student for consultation during the hours that the student is scheduled to be at the practice.

3. There must be policies and procedures for handling clinical emergencies in place, including dealing with belligerent clients, need for emergent police intervention, hospitalization, etc.

4. Some co-therapy is acceptable; however, internship students are expected to be able to have primary clinical control of the majority of their cases (under supervision).

5. The supervisor/owner must be agreeable to the terms of training specified in the MFT program’s Letter of Agreement for Practicum and Internship students, as well as the “Information Packet” provided with the

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

6. Any disciplinary issues will be addressed with the student’s faculty supervisor and/or MFT Program Director before actions are implemented (e.g., remediation plans, termination of contract, etc.)

7. For solo practices (i.e., a sole proprietor with no employees) or solo-staffed agencies (e.g., town Youth & Family Services office with a single clinical employee), interns must have a primary internship site at a private/public non-profit agency; the private practice placement must be a secondary placement to supplement their primary internship; group practices or sole proprietors who hire other contractors the practice and have adequate administrative support may serve as primary sites, pursuant to the terms of this policy.
The MFT Program Director is responsible for collecting information regarding students, demonstrated achievements of graduates, and other pertinent measures of successful outcome. Each year, the Program Director sends out an Alumni Survey to update contact information and to track various indices of achievement, including employment, licensing, membership in AAMFT and other organizations, exam “pass rates”, and other professional milestones that the graduates choose to share. This survey also asks for evaluation regarding their experience in the program. The forms are collected and placed in a binder for easy access for qualitative and quantitative analysis. Each year, the Program Director verifies licensure of students who have graduated the MFT program by going to the State of Connecticut MFT Licensure website and extracting names of newly-licensed graduates (http://www.dir.ct.gov/dph/Scripts/hlthprof.asp). Data on graduates since the previous self study (2002) are recorded on a master spreadsheet, organized by “cohorts” of when students began the program (as per COAMFTE reporting guidelines). Alumni who graduated prior to the previous site visit are sent annual surveys, as well.

Data to be collected and updated via Graduate Survey:

Name
Date of Survey
Date of Graduation
Address
Phone Numbers
E-mail Address
Employment History and Current Employment
Permission Checkbox to Contact Employers for Employee Satisfaction
Licensure Status:
  ☐ Licensed: Yes or No
  ☐ Intention to Become Licensed
  ☐ Number of Times Taking Exam
AAMFT Membership Status
Approved Supervisor Status
Other Professional Memberships
Special Honors or Awards as MFT
Needs Assessment for Continuing Education and Support for Professional Growth
Program Evaluation:
  ☐ Overall Satisfaction with Program
  ☐ Satisfaction with Choice of MFT as Profession
  ☐ Specific Areas of Satisfaction with Program
Academic grading reflects careful and deliberate judgment by a faculty member instructing a course. Academic evaluation of student performance requires expert consideration of cumulative information. Such decision-making, by its nature, is judgmental and evaluative. The evaluative process is not and should not be likened to the adversarial process involved in disciplinary matters, for academic grade determination is not adaptable to the methods of judicial or administrative decision-making. The education process, moreover, is not by nature adversarial, but rather centers upon a continuing relationship between faculty and student. Administrative interposition, except in the most extreme instances, is to be avoided. The University recognizes that in rare instances there may be errors, or "palpable injustice(s)" in determination of a final grade. A student alleging such error or palpable injustice, i.e. a clear showing of arbitrary or capricious action, may appeal as provided below:

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

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

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

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

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

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

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

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

      * An inventory list of materials provided or Table of Contents;
      * A completed Appeal for Grade Change form;
      * A course syllabus (preferably the one provided to the student at the beginning of the course);
      * A detailed statement explaining why the student believes his/her grade should be changed; the statement must include, at a minimum:
         * a list of the student’s grades in the course;
         * a list of changes that should be made to those grades, with explanations;
      * an explanation of why those changes would necessitate a change in the course grade;
all documents that are necessary to support the student’s position (graded homework assignments, graded examinations, medical documentation, statements from other students or faculty, etc.); if some of the student’s work has not been returned to the student by the instructor, the student should include a list of documents that have not been returned to him/her.

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

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

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

c) The department chairperson must provide the student and instructor with a written recommendation within two weeks of receiving an appeal. A grade change shall be made only with the written consent of the instructor and the department chairperson, except as noted above in the case of an instructor who has died or has left university employment and cannot be contacted.

d) If the department chairperson finds that the appeal has merit, but the instructor disagrees, then the chairperson shall automatically forward the appeal (including all supporting documentation and a copy of the chairperson’s recommendation) to the dean, within three business days.

3) Third step: appeal to the Dean.

a) If the department chairperson upholds the instructor’s grade, and the student wishes to further pursue the appeal, the student must inform the department chairperson of his/her intention to pursue the appeal within one week of receiving the chairperson’s written recommendation. In that case, the chairperson shall forward the written appeal (including all supporting documentation and a copy of the chairperson’s recommendation) to the dean, within three business days.

b) The dean should provide the student, instructor, and chairperson with a written recommendation within two weeks of receiving an appeal. A grade change shall be made only with the written consent of the instructor and the department chairperson, except as noted above in the case of death of an instructor who has died or has left university employment and cannot be contacted.

c) If the dean finds that the appeal has merit, but the instructor or department chairperson disagrees, then the dean shall automatically forward five copies of the appeal (including all supporting documentation and a copy of the chairperson’s and dean’s recommendations) to the Chair of the Grade Appeals Review Board, within three business days.

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

a) If the dean upholds the instructor’s grade, and the student wishes to further pursue the appeal, the student must inform the dean of his/her intention to pursue the appeal within two weeks of receiving the dean’s written recommendation.

b) If the student chooses to pursue the appeal, the dean shall forward five copies of the written appeal, (including all supporting documentation and a copy of the chairperson’s and dean’s recommendations) to the Chair of the Grade Appeals Review Board, within three business days.

5) Final step: consideration of the appeal by the Grade Appeals Review Board
a) Any appeal after the completion of the steps above shall be made to the Grade Appeals Review Board, which functions under the aegis of the Academic Standards Committee. After receiving an appeal, the Grade Appeals Review Board may engage in a number of actions.

b) Following an investigation, the Grade Appeals Review Board may deny the appeal, in which case the matter shall be closed.

c) If the Grade Appeals Review Board makes a finding that the grading involved a palpable injustice, the case shall be remanded to the instructor and the dean of the instructor's school for reconsideration. The instructor may make the appropriate change in the grade with the written agreement of the dean. The dean will notify the Grade Appeals Review Board of the response taken. If the instructor disagrees or if the instructor's whereabouts are unknown, the Grade Appeals Review Board may recommend a grade change to the Provost. The Provost may make the appropriate grade change or issue a "W" (withdrawal). The instructor, the department chairperson, and the dean shall be notified in writing of the Grade Appeals Review Board’s recommendation and of the Provost’s decision.

d) The Grade Appeals Review Board will endeavor to resolve all cases within the semester in which they are filed. When this is not possible, the chairperson of the Grade Appeals Review Board shall provide the Provost, as well as the student, with written notification.

e) In no case shall a grade be lowered as a result of the appeal to the Grade Appeals Review Board.

6) Student Rights and Responsibilities:

a) Students shall receive timely notification during all steps of the appeals process.

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

7) Faculty and Administration's Rights and Responsibilities:

a) The Grade Appeals Review Board shall notify faculty, chairpersons, and deans in writing of any Review Board actions and requests.

b) (i) Faculty shall retain all graded student work that has not been returned to the student, until the end of the following regular academic semester. In no case shall faculty discard the graded work of a student who has filed an appeal.

   (ii) Faculty shall provide the chairperson, dean and/or Grade Appeals Review Board with graded student work, a syllabus, or any other documents that may be needed to evaluate the merits of the appeal.

   (iii) Faculty should endeavor to meet with a student who has questions about his/her grade as early as possible in the next semester; preferably, before the add/drop deadline.

c) Chairpersons and deans must endeavor to meet required deadlines as outlined in the Appeals for Grade Change Policy.

d) Deans will notify the Grade Appeals Review Board when a recommended grade change has taken place or has been rejected by the instructor.

8) Members of The Grade Appeals Review Board:

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

9) The Grade Appeals Review Board Policies:
a) The Grade Appeals Review Board will not accept evidence provided in person to the Grade Appeals Review Board and so does not allow students, non-Board faculty, administrators, or any other people to attend Review Board meetings.

b) At the conclusion of a grade appeals case, copies of materials provided to Grade Appeals Review Board members will be destroyed by the chair of the Grade Appeals Review Board. Original case documents will be turned over to the vice president of academic affairs to be stored until such time as the state code determines the documents may be destroyed under state guidelines. Students appealing cases are advised to keep copies of all documentation provided in the appeal as the originals provided will be held by the University following the decision of the Grade Appeals Review Board.

c) The Grade Appeals Review Board reserves the right to request grade and attendance information from the instructor, a copy of the course syllabus, a clear grading policy or written explanation of how the course grade was calculated (if a clear grading policy is not in the syllabus), and any other related materials from the instructor and/or the appellant when the Grade Appeals Review Board believes that it cannot make a fair decision without such information.

d) The Grade Appeals Review Board reserves the right to request from the student any document that it needs to make a decision on a case. The student shall have two weeks to provide the document to the dean, who shall immediately forward five copies of the document to the Grade Appeals Review Board. If the student fails to provide (within two weeks) a document that the Grade Appeals Review Board believes is essential, the Grade Appeals Review Board reserves the right to deny the appeal as “incomplete”.

e) Students should also understand that the Grade Appeals Review Board does not have any predisposition to support either the instructor or the student, but seeks as fair a resolution to the appeal as it can determine.

f) The Grade Appeals Review Board reserves the right to extend deadlines when extraordinary circumstances exist. Under no condition does extending a deadline in one case set precedent, as each case is a unique situation.

g) Should the appeal case suggest to the Grade Appeals Review Board that other students in the course likely had their grades impacted as well as the grades of the appellant, the Grade Appeals Review Board shall contact in writing the department chair and dean of the school where the original appeal originated and suggest a review of the course in question.

h) The Grade Appeals Review Board will follow the appeals process as detailed above. If the appeal is forwarded to the Grade Appeals Review Board between May graduation and June 15, the chair will attempt to contact Grade Appeals Review Board members during the summer, however, there is no obligation for the Grade Appeals Review Board to meet, given various offsemester commitments of the Grade Appeals Review Board members.

i) Anyone other than the appellant and related faculty and University administration who approaches the chair or other Grade Appeals Review Board members will be directed to the University Counsel to the President without any discussion whatsoever of a case.

j) A decision of the Grade Appeals Review Board to recommend a grade change is only a recommendation and does not guarantee that the action recommended will be followed.

k) The Grade Appeal Review Board will state its reasons for its recommendations in writing to the instructor, department chair, and dean in the case of recommending a grade change and to all parties in the case of an appeal denial.

l) The Grade Appeals Review Board will expect any appeals submitted in the fall semester to arrive no later than the last week in October and in the spring semester, no later than the last week in March. Appeals received after those dates may be held until the next semester. Appeals received before those dates will be expedited.
m) A grade appeal cannot be filed for cases that include an ongoing investigation on academic misconduct under the Academic Misconduct Policy. A grade appeal cannot be filed to overturn a finding of academic misconduct under the Academic Misconduct Policy.

*Originally Adopted by the Faculty Senate April 16, 1979. Revised by the Faculty Senate May 14, 2007 and April 11, 2011.*
ASSESSMENT POLICY FOR STUDENT LEARNING OUTCOMES, FACULTY OUTCOMES, AND PROGRAM OUTCOMES

The MFT Program Director is responsible for collecting information regarding student achievement of Student Learning Outcomes, faculty qualifications to successfully deliver competent teaching and supervision based on the Student Learning Outcomes, and program outcomes in regard to graduates’ professional success based on their educational experience in the CCSU MFT Program.

In the service of assessing these outcomes, the Program Director will call upon Communities of Interest (i.e., students, faculty members, graduates, university administrators, field placement supervisors and agency administrators, and other constituents to provide pertinent data to adequately assess the program’s performance in achieving its benchmarks. Such data include: Aggregated grades and scores on assignments keyed to relevant Student Learning Outcomes, performance evaluations, satisfaction surveys, etc. A set of procedures have been developed to measure each of the three domains listed above.

The Student Learning Outcomes, Faculty Outcomes and Program Outcomes are based on four (4) program Educational Outcomes, or overarching goals and values:

1. To develop competent entry-level Marriage and Family Therapists at point of graduation
2. To advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy
3. To promote cultural competence in systemic mental health practice
4. To promote leadership in the MFT field among our students, faculty, and graduates

These serve as the basis for developing Student Learning Outcomes, Faculty Outcomes, and Program Outcomes.

For each set of outcomes, there will be an evolving set of operations for collecting, analyzing, and utilizing the data for program improvement. The Program Director will share data with Communities of Interest and solicit feedback to be used to improve the quality of the program. This will be done through periodic meetings with faculty, students, and field placement supervisors and administrators, surveys, collection of grading rubrics from faculty, evaluation reports from field placement supervisors, and satisfaction surveys completed by students, faculty, and placement personnel.

The procedures for measuring, analyzing and utilizing data on Student Learning Outcomes, Faculty Outcomes, and Program Outcomes are detailed below.
CCSU PROGRAM OUTCOME MAP

Educational Outcomes:
1) To produce competent MFTs
2) To infuse the Metaframeworks perspective into clinical practice
3) To produce culturally-competent MFTs
4) To promote leadership in the field among our students, faculty, and graduates

Student Learning Outcomes
(8 Learning Outcomes):
* Assessing Curriculum to ensure alignment with EO’s
* Measuring accomplishment of 8 learning objectives via direct & indirect measurement (Tests, papers, assignments, faculty observations, supervisor evaluations, self-report)

Program Outcomes
(Graduates fulfilling Educational Outcomes of Program)
* Use of MF, IFS, RIG
* Assessing graduates’ activities/growth/competence in reflecting achievement of EO’s
* Employer surveys re: MFTs
* Graduate self-report (surveys): Employment, licensing, AAMFT and other professional memberships, leadership roles, use of unique aspects of CCSU training program (i.e., MFT, IFS, RIG), cultural competence

Faculty Outcomes
(Assessment of faculty involvement/competence to achieve Educational Outcomes)
* Student Evaluations of Faculty
* Classroom observation
  * Faculty CV’s:
    * Community engagement/involvement
    * Continuing education
* Scholarly activities (i.e., articles, professional presentations/papers)
* AAMFT Approved Supervisor designation
* MFT licensing
CCSU MFT Program Educational Outcomes

**Educational Outcome #1:** To develop competent entry-level Marriage and Family Therapists at point of graduation.

**Definition:** Graduating students will: 1) possess knowledge of systems theory, major models of family therapy, procedures for assessing and intervening in human problems from a family systems perspective, as specified in the program Student Learning Outcomes and 2) Demonstrate competence at the entry level in the implementation of individual, couple, and family assessment and interventions from a family systems perspective as defined in the Student Learning Outcomes.

A. **Measurement of Student Learning (Student Learning Outcomes):**

The MFT program curriculum is designed to impart knowledge and skills in the 8 Student Learning Outcomes* (“LO” - see below).

- Specific outcomes are identified in each of the courses
  - (e.g., SLO #1d – “Internalize the standards of ethical professional conduct” is specifically addressed in MFT 542 – Ethical, Professional, and Legal Issues in MFT; other courses also address such issues and identify their coverage in their syllabi).
  - The faculty is currently reviewing their courses to identify which of the SSLOs are covered in their courses and are developing specific achievement benchmarks in the course.
  - For practicum and internship, field supervisor, faculty supervisor, and student self evaluations will be used, as well.

- Development of a standardized scoring system both within and across courses to determine each student’s accomplishment of all SLOs and to develop an aggregate program score by which the faculty can assess the degree of success in accomplishing the SLOs.
  - The scoring rubric will assign a 5-point Likert-type scale to each relevant SLO for each course, resulting in a total score on each SLO. For each course, specific assignments or observations will be designated as measurements of proficiency for a given SLO, which will be reviewed by a faculty curriculum committee on a regular basis.
  - Average SLO scores will be calculated across all eight SLOs for each student, which will be used to evaluate a student’s ongoing progress and to determine any deficiencies in learning.
  - Specific criteria based on these scores will be used to determine readiness to advance at particular points in the program. Such determination points will include:
    - Advancement to Degree Candidacy;
    - Advancement to Practicum;
    - Advancement to Internship;
    - Advancement to Capstone (and hence, readiness for graduation)
    - Faculty composite score on the Capstone Case Presentation project
    - Completion of internship requirements (including internship evaluation scores).
  - Average aggregate scores on each of the SLOs for all students identified in a given class year will be calculated to provide the program faculty with feedback as to the success of the program in imparting knowledge and skills at various points in the program.
B. Measurement of Program Outcomes

Program Outcomes for this Educational Outcome refer to how successful graduates of the program are in utilizing their knowledge and skills as MFTs in the work force. Measurement of this outcome includes:

- How employable our students are (as measured by employment rates of graduates within the first few months of graduation)
- Employer perceptions of the competency of our graduates (employer survey)
- Success in passing the MFT National Board Exam and subsequently obtaining licenses (State listing of licensed MFTs)
- Self-report of alumni regarding utilization of their MFT knowledge and skills

C. Measurement of Faculty Outcomes

In order for the program to be successful in producing competent entry-level MFTs upon graduation, the faculty must be knowledgeable in the content areas specified in the eight Student Learning Outcomes of their assigned courses, must be competent instructors, and must have a strong clinical background from which to draw upon in their teaching.

Measurements of competency in these areas include:

- Possession of the LMFT license (demonstrating at minimum a comprehensive understanding of the field);
- Experience in teaching the assigned material (or supervision of their teaching for new courses by mentoring faculty who possess such knowledge);
- Positive evaluation scores by both students and the Department Evaluation Committee; and
- Engagement in ongoing clinical practice.

Faculty supervising internship students must hold the AAMFT Approved Supervisor designation.

A scoring rubric, again based on a 5-point Likert-type scale, will enable the program to quantify each individual faculty member's outcomes on these measures as well as an aggregated Faculty Outcome score for the program on this Educational Outcome.

Educational Outcome #2: To advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy

Definition: The Metaframeworks paradigm, as a fundamental model for teaching systems theory and therapy in the CCSU MFT Program, is a unique defining feature of the program. Students will demonstrate proficiency in: 1) understanding the principles of the Metaframeworks paradigm; 2) assessing how presenting problems and symptoms can be tied to systemic constraints based on core conceptual domains of the Metaframeworks paradigm; 3) identifying MFT models of intervention that correspond to combinations of Metaframeworks domains to be used in removing systemic constraints in a given case; and 4) developing treatment plans and implementing constraint-removing interventions in systems, informed by the Metaframeworks paradigm.

Faculty alignment with the paradigm will be demonstrated through the overall program curriculum and course curricula. Graduates of the MFT program will retain skill and knowledge of the Metaframeworks paradigm and use it in their practices.
A. Measurement of Student Learning

Measurement of student learning on this outcome includes:

- In-class assignments, examinations, and demonstrations;
- Evaluation of usage of the Metaframeworks rubric in clinical assessment and treatment planning during the practicum and internship.
- Capstone
  - All courses address aspects of the Metaframeworks rubric; some as a whole (i.e., MFT 541, MFT 551, MFT 552) and some as a focus on specific domains (i.e., the Gender and Multicultural domains in MFT 554; the Development domain in MFT 553). Specific measurement of expected proficiency within each course will be included in the Scoring Rubric for each course, and items specifically addressing this Educational Outcome will be partialled out for separate evaluation.

B. Measurement of Program Outcomes

The measurement of Program Outcomes based on this Educational Objective involves the continued use of the Metaframeworks paradigm following graduation of the program. Given the diverse nature of employment settings and models used by agencies in various treatment contexts as well as the unique “language” taught in our program, it is difficult to accurately measure this outcome and we must rely on indirect measures such as self-report.

- Items on the Alumni Survey regarding the use of this paradigm in their work and thinking will provide us with the degree to which this knowledge is retained and the extent to which it is being used after students graduate.

C. Measurement of Faculty Outcomes

Faculty outcomes in respect to this Educational Outcome are measured by the degree to which the paradigm is being expressly taught in the classroom and is being promoted through readings and assignments. Measurement of this includes:

- Inclusion of relevant material addressing the concepts, principles, and applications of the Metaframeworks paradigm in syllabi (curriculum committee review);
- Student evaluations verifying that the instructor included an emphasis on Metaframeworks in the course;
- Peer/mentor class observations of teaching samples.

Educational Outcome #3: To promote cultural competence in systemic mental health practice

Definition: Students will demonstrate: 1) awareness of the importance of understanding similarities and differences among people of various ethnic, racial, and cultural groups; 2) knowledge of core issues impacting members of both the dominant and minority cultures in our society, including burdens of privilege, discrimination, assimilation/accommodation, immigration, poverty, educational disadvantage, language barriers, etc.; 3) self-awareness of their own cultural burdens, belief systems, and biases; and 4) respect, openness and curiosity regarding similarities and differences between themselves and their clients.

A. Measurement of Student Learning

For this Educational Objective, there are two proprietary courses covering issues of cultural competency:

- MFT 542 (Ethical, Legal, and Professional Issues in MFT) and
- MFT 544 (Families in Context: Gender and Cultural Dimensions).
• Specific knowledge and skill sets are being identified and measurement rubrics are being developed to provide data for the Scoring Rubric.
• Content and skill development in this area are covered to some extent in all MFT courses offered; in particular, the practicum and internship training components of the program. Practicum and Internship evaluation forms are being revised to align with the eight Student Learning Objectives (SLOs), including “cultural competence”.

B. Measurement of Program Outcomes

Appropriate indicators that our graduates have successfully developed “cultural competence” include:
• Percentage of graduates who are employed in agencies that cater to broad ethnic populations (such as inner-city), assessment of attitudes and intentions to work with diverse populations (alumni survey),
• Assessment of employer views of CCSU MFT grads as “culturally competent” (Employer Survey)

C. Measurement of Faculty Outcomes

Measurement of “cultural competence” of faculty includes:
• Degree of inclusion of coverage of issues of diversity in the course curricula (Curriculum Committee review);
• Student course evaluations;
• Peer/DEC classroom observation;
• Faculty participation in continuing education activities reflecting issues of “diversity” and “cultural competence”.

Educational Outcome #4: To promote leadership in the MFT field among our students, faculty, and graduates

Definition: Leadership is defined as engagement of students, faculty, and graduates in activities to advance the knowledge and practice of marriage and family therapy in the larger mental health field. Such activities include: 1) Participating in the national and local AAMFT/CTAMFT organizations; 2) participating in AAMFT/CTAMFT activities (e.g., networking events, continuing education, committee and board participation, etc.); 3) holding a primary professional identification as an MFT; 4) obtaining licensing as a LMFT after graduation; 5) Pursuing the AAMFT Approved Supervisor designation; 6) Teaching; 7) conducting and disseminating research on MFT topics; and 8) promoting awareness in the community of the unique contributions of MFT.

A. Measurement of Student Learning

• All students are required by the program to become student members of AAMFT in order to qualify for Professional Liability Insurance for their practicum and internship years. Thus, we expect 100% compliance with membership at the point of the start of the 2nd-year practicum and through the internship.
• A second measure of socialization on this Educational Outcome for students is their awareness and understanding of the professional aspects of the field and of their options to participate as professionals in the MFT field. This is covered explicitly in MFT 542 (Ethical, Legal, and Professional Issues in MFT) and is one of the measurement items for the course in the Scoring Rubric.
• Specific assignments will be used to rate the student on awareness and understanding of various aspects of professional practice and leadership roles of MFTs. Other courses will provide measurement of this dimension of our students’ involvement in leadership activities, as well.
• Students are also offered the opportunity to do an optional Master’s thesis. Most students do not pursue this option due to time and financial constraints, but are encouraged to do so. One area of growth for the program is to evaluate how to increase the number of voluntary theses done by students.

B. Measurement of Program Outcomes

Measurement of our graduates’ engagement in leadership and on-going professional activities is done via our Alumni Survey and monitoring of public information such as

• AAMFT membership
• State licensing website listing
• Participation in various post-degree offerings developed through the program.

Such offerings include: Post-graduate clinical supervision toward licensing; sponsoring a licensing exam preparatory course several time a year on our campus; offering the 30-hour Supervision Fundamentals course through our Continuing Education program; 4) providing opportunities for supervision mentoring and supervision-of-supervision; and 5) providing teaching opportunities in the program. There has also been discussion between the Program Director and the university administration regarding the possibility of opening a PhD program in MFT. Although a small percentage of graduates take advantage of these opportunities, it is worthy to note that the program values supporting our graduates in these ways and is active in providing such support.

C. Measurement of Faculty Outcomes

• Faculty members report on their licensing status
• AAMFT Approved Supervisor status
• Participation in conferences, presentations
• Published intellectual products
• Participation in organization governance and committee work
• Clinical practice

D. Measurement of Program Director Outcomes

Specific areas of assessment of the leadership outcomes for program director include:

• Providing leadership in developing competence in students to perform as effective MFTs
• Supporting the infusion of the Metaframeworks perspective into the clinical practice of students and graduates
• Providing leadership in developing cultural competence among students, faculty, and graduates
• Promoting leadership among students, faculty and graduates
• Successfully carrying out administrative functions to accomplish the above educational outcomes.
• Written evaluations from members of the Communities of Interest:
  • Student evaluation of program (including program director)
  • Faculty evaluation of program (including program director)
  • On-Site Supervisor/Agency Director evaluation of program (including program director)
  • Graduate evaluation of program (including program director) – Alumni Survey

As part of the Scoring Rubric being developed, there will be criteria and scoring benchmarks defined to provide the program with data (regarding individual faculty members and for the program as a whole) on Leadership Activities. Note that as many of the faculty members of the MFT program are part-time faculty members, they are not contractually obligated with the university to engage in scholarly, professional, or service activities as a condition of their employment as adjuncts, and thus, formally
setting specific benchmarks in these areas beyond reasonable teaching outcomes would place the program in violation of the AAUP contract.

* Student Learning Outcomes

1. To develop competence as entry-level Marriage and Family Therapists at point of graduation.

   **SLO 1-a**: Become knowledgeable in the major schools of marriage and family therapy;
   **SLO 1-b**: Develop proficiency in practices of systemically oriented therapy approaches to human problems in a variety of clinical settings;
   **SLO 1-c**: Become knowledgeable consumers of research and ongoing professional enrichment through the valuing of continued self-study and skill development;
   **SLO 1-d**: Internalize the standards of ethical professional conduct;
   **SLO 1-e**: Develop a strong and clear sense of self as an intervener in human problems.

2. To advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy

   **SLO 2-a**: Develop articulated personal models of therapy upon which they base their interventions (based on proficiency and application of the Metaframeworks paradigm);

3. To develop cultural competence in systemic mental health practice

   **SLO 3-a**: Become culturally competent as marriage and family therapists;

4. To establish leadership in the MFT field

   **SLO 4-a**: Develop professional identities as marriage and family therapists through the participation in extracurricular activities that facilitate the process of socialization, such as membership in professional organizations and attendance at professional workshops
Examples of Measurement of Student Learning Outcomes

SLO 1-a: Become knowledgeable in the major schools of MFT:
   a. Review via lecture, reading: SFT & Str.fam. thx. (other models reviewed: experiential, functional FT, intergenerational, IFS)
   b. Reaction papers to mock sessions, reading and small group exercises
   c. Integration of concepts/skills through discussion, practice mock session and intervention planning and written assignments

SLO 1-b: Develop proficiency in practices of systemically oriented therapy approaches....... 
   b. Reaction paper – comfort/discomfort with systemic models and interventions
   c. Practice joining skills
   d. Mock sessions

SLO 1-c: Become knowledgeable consumers of research and ongoing professional enrichment thru the valuing of continued self study and skill development 
   a. Required reading of current text and journals, written assignments, small group process.
   b. Class discussion of foundational concepts and new trends in the field of MFT

SLO 1-d: Internalize the standards of ethical professional conduct 
   a. Class discussion of ethical binds

SLO 1-e: Develop a strong and clear sense of self as intervener in human problems 
   a. Class discussion/reaction paper of the role of the systemic therapist
   b. Focus/practice on process –vs- content
   c. Reading /discussion of IFS
   d. Practice was to create/maintain self presence in the therapy room

SLO 2-a: Develop articulated personal model of therapy upon which they base their interventions. 
   a. Class discussion
   b. Reaction paper – choice of systemic model, why chosen, interventions defined

SLO 3-a: Become culturally competent as MFT 
   a. Exploration of FOO 
   b. Class discussion/readings 
   c. Participation in experiential exercise on power and privilege 
   d. Reaction paper

SLO 4-a: Develop professional identities as MFT thru participation in extracurricular activities that facilitate the process of socialization 
   a. Encouraged to attend/join
I. **Student Learning Outcomes**

*Assessing Curriculum to ensure alignment with EO's*
*Measuring accomplishment of Student Learning Outcomes via direct & indirect measurement*

- Courses
  - Tests
  - Papers
  - Assignments
  - Faculty observations (Group projects, experiential exercises)
  - Supervisor evaluations (Practicum, Internship)
  - Self-report (Self-ratings on course learning objectives)
- Competency Rating on each student learning outcome (each student)
- Aggregate Competency Score for each Student Learning Outcome

II. **Program Outcomes** (Graduates fulfilling Educational Outcomes of Program)

*Use of MFW, IFS, RfG (Survey data)*
*Assessing graduates' activities/growth/competence in reflecting achievement of EOs*
*Employer surveys re: MFTs*
*Graduate self-report (surveys):*
  - Employment
  - Licensing
  - AAMFT and other professional memberships
  - Leadership roles
  - Use of unique aspects of CCSU training program (i.e., MFT, IFS, RfG), cultural competence

III. **Faculty and Program Director Outcomes** (Assessment of Director’s and faculty involvement/competence to achieve Educational Outcomes)

*Student Evaluations of Faculty*
*Classroom observation*
*Faculty CVs:*
  - Community engagement/involvement
  - Continuing education
  - Scholarly activities (i.e., articles, professional presentations/papers)
  - AAMFT Approved Supervisor Designation
  - MFT licensing
<table>
<thead>
<tr>
<th>Student Learning Outcomes*</th>
<th>Standard 11 Key Element</th>
<th>Assessment Measures</th>
<th>Data Gathering/Measures</th>
<th>Data Analysis</th>
<th>Benchmarks</th>
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<tr>
<td>SLO #1: To develop competence as entry-level Marriage and Family Therapists at point of graduation</td>
<td>&quot;Competence&quot; is defined through SLO 1-a, 1-b, 1-c, 1-d, and 1-e, below</td>
<td></td>
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<td>Benchmarks to be developed, based on baseline measurements and averaging of scores on measures</td>
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<tr>
<td>SLO 1-a: Become knowledgeable in the major schools of marriage and family therapy</td>
<td>III-E IV-A</td>
<td>1. Academic performance in courses covering relevant content areas (MFT 541, MFT 551, MFT 552, MFT 554)</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Scores on proficiency scales on evaluation forms</td>
<td>Data Analysis: 1. Course assignment based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark scores Aggregation of scores to reflect achievement of benchmarks</td>
<td>Aggregated score of 4.0 or better (based on rubrics) on TaskStream for SLO 1-a</td>
</tr>
<tr>
<td>SLO 1-b: Develop proficiency in practices of systemically oriented therapy approaches to human problems in a variety of clinical settings</td>
<td>III-E IV-A</td>
<td>1. Performance measures in MFT 583/MFT 584 (Practicum) and MFT 585 (Internship) 2. Performance on Capstone measures (written/video portions)</td>
<td>Data Gathering: 1. Scores on proficiency scales on evaluation forms for Practicum (MFT 583/584) and Internship (MFT 585) 2. Collection of faculty panelist scoring rubrics (written and oral/video portion)</td>
<td>Data Analysis - 1. Aggregated averages of scores on proficiency scales on evaluations (completed by faculty and site supervisors) 2. Averaging of faculty panel scores on scoring rubric for Capstone (written and oral/video) to reflect</td>
<td>Aggregated score of 4.0 for Capstone rubrics for each of written and oral portions Aggregated score of 4.0 on course rubric items designated as reflecting SLO 1-b</td>
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<tr>
<td>SLO 1-c: Become knowledgeable consumers of research and ongoing professional enrichment through the valuing of continued self-study and skill development</td>
<td>III-E IV-A</td>
<td>1. Academic performance in courses covering relevant content (MFT 598) 2. Application of MFT research findings clinical practice as measured by performance measures in practicum and internship 3. Participation in extracurricular enrichment activities</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Scores on proficiency scales on evaluation forms for Practicum (MFT 583/584) and Internship (MFT 585) 3. Annual Student Activity Report (to be developed)</td>
<td>Data Analysis: 1) Course assignment based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark score Aggregated averages of scores on proficiency scales on evaluations (completed by faculty and site supervisors) 2) Aggregated scores on Student Activity Report on benchmarks for participation in enrichment activities (to be</td>
<td>Aggregated score of 4.0 on course rubric items designated as reflecting SLO 1-c Aggregated score of 4.0 on course rubric items in the MFT 598 course that are designated as reflecting SLO 1-c</td>
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<td>Student Learning Outcomes*</td>
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<td>SLO 1-d: Internalize the standards of ethical professional conduct</td>
<td>III-E IV-A</td>
<td>1. Academic performance in courses covering relevant content areas (MFT 542) and demonstration of knowledge/understanding/adherence across courses 2. Application of AAMFT Code of Ethics and relevant laws in clinical practice as measured by performance measures in practicum and internship</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Scores on proficiency scales on evaluation forms for Practicum (MFT 583/584) and Internship (MFT 585)</td>
<td>Data Analysis: 1. Course assignment based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark scores Aggregated averages of scores on proficiency scales on evaluations (completed by faculty and site supervisors)</td>
<td>Aggregated score of 4.0 on course rubric items designated as reflecting SLO 1-d Aggregated score of 4.0 on course rubric items in the MFT 542 course that are designated as reflecting SLO 1-c Aggregated score of 4.0 on practicum and internship evaluations items designated as reflecting SLO 1-d</td>
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<td>SLO 1-e: Develop a strong and clear sense of self as an intervener in human problems</td>
<td>III-E IV-A</td>
<td>1. Ability to articulate areas of personal development in key self-evaluative assignments (MFT 551, MFT 584, MFT 585) 2. Practicum and Internship faculty and site supervisor evaluation and written feedback on development of &quot;self of the therapist&quot; (including working on personal triggers and &quot;counter-transference&quot;)</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Scores on proficiency scales on evaluation forms for Practicum (MFT 583/584) and Internship (MFT 585) 3. Scores on Capstone items reflecting SLO 1-e</td>
<td>Data Analysis: 1. Course assignment scores based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark scores Aggregated averages of scores on proficiency scales on evaluations (completed by faculty and site supervisors) 2. Averaging of faculty panel scoring rubric for Capstone (written and oral/video) to reflect</td>
<td>Aggregated score of 4.0 on practicum and internship evaluations items designated as reflecting SLO 1-e Aggregated score of 4.0 for Capstone rubrics for each of written and oral portions for items designated as reflecting SLO 1-e</td>
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<td>SLO 2: To advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy: Develop articulated personal models of therapy upon</td>
<td>III-E IV-A</td>
<td>1. Assignments in all courses (esp. MFT 541, MFT 551, MFT 552); 2. Evaluation of usage of the Metaframeworks rubric in clinical assessment and treatment planning during the practicum and internship; 3. Capstone Rubric</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Supervisor and self-report on practicum and internship semester evaluations Faculty scoring of written portion of Capstone Examination to</td>
<td>Data Analysis: 1) Course assignment scores based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark scores Analysis of supervisor ratings of appropriate items on Practicum and Internship Fall and Spring evaluations. Scores</td>
<td>Aggregated score of 4.0 on course rubric items designated as reflecting SLO 2-a Aggregated score of 4.0 on practicum and internship evaluations items designated as reflecting SLO 2-a Aggregated score of 4.0 for Capstone rubrics for each of written and oral portions for items designated as</td>
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<td>which they base their interventions (based on proficiency and application of the Metaframework paradigm);</td>
<td>I-B III-E IV-A</td>
<td>1. Course assignments in MFT 544 - Families in Context: Gender and Cultural Dimensions; 2. Identification and evaluation of biases and cultural “blind spots” in clinical practice during practicum and internship (Evaluation forms) 3. Capstone rubric;</td>
<td>Data Gathering: 1. Aggregated data reported by instructors on performance on designated graded assignments (in progress) 2. Supervisor and self-report on practicum and internship semester evaluations 3. Scores on Capstone rubric for specific items pertaining to “cultural competence”</td>
<td>Data Analysis: 1. Course assignment scores based on grading rubrics to be aggregated based on specific PMFTPs and SLOs to reflect benchmark scores 2. Analysis of supervisor ratings of appropriate items on Practicum and Internship Fall and Spring evaluations. 3. Examination of ratings for “cultural competence” ratings on capstone rubric (written portion)</td>
<td>Aggregated score of 4.0 on course rubric items designated as reflecting SLO 2-a</td>
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<td>SLO 3: To develop cultural competence in systemic mental health practice</td>
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<td>SLO 4: To establish leadership in the MFT field Develop professional identities as marriage and family therapists through the participation in extracurricular activities that facilitate the process of socialization, such as membership in professional organizations and attendance at professional workshops</td>
<td>IV-A III-E</td>
<td>1. Student membership in AAMFT; 2. Student participation in leadership activities (e.g., GSA, CTAMFT committees, participation in conferences &amp; workshops; paper/poster presentations, etc.) 3. Capstone Rubric</td>
<td>Data Gathering: 1. Collection of AAMFT Membership Verification letters at point of enrollment in Practicum (Resource Room) 2. Student Self Report on activities (in progress) 3. Personal Statements regarding growth and self-development in written and oral portions of capstone scoring rubric</td>
<td>Data Analysis: 1. Tally/percentage of students enrolled as AAMFT Student Members at time of practicum (benchmark = 100%) – Resource Room 2. Examination of leadership categories and percentage of students participating in various categories by Second Year in program/Faculty scoring of pertinent item of “leadership” based on written and oral statements in Capstone presentation (to be revised and developed)</td>
<td>AAMFT Membership score of 5 on Student Outcome Portfolio Survey  Score of 4 on Student Outcome Portfolio on indices of attendance at conferences, participation on committees (school and professional), extracurricular/volunteer experiences Aggregated score of 4.0 for Capstone rubrics for each of written and oral portions for items designated as reflecting SLO 4-a</td>
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| FO #1: To be qualified to promote competence in students to become entry-level Marriage and Family Therapists at point of graduation | IV-D | 1. Possession of the LMFT license (demonstrating at minimum a comprehensive understanding of the field); 
2. Experience in teaching the assigned material (or supervision of their teaching for new courses by mentoring faculty who possess such knowledge); 
3. Positive evaluation scores by both students and the Department Evaluation Committee; 
4. Engagement in ongoing clinical practice; 
5. Faculty supervising internship students must hold the AAMFT Approved Supervisor designation or engaged as Supervisor Candidates. 
6. Participation in relevant continuing education activities. | Data Gathering: 
1. Collection of documents verifying license (must pass National Board Exam for license) 
2. Documentation of teaching experience in particular content areas (in progress) 
3. Course evaluation scores on relevant survey items (in progress) 
4. Curriculum vita 
5. Documentation of AS designation 
6. Documentation of CE activities (in progress) | Data Analysis: 
1. Percentage of faculty meeting requirement (100% achievement) 
2. Meets benchmarks on relevant items (in progress) 
3. Meets benchmarks on relevant items (100% achievement) 
4. Percentage of faculty meeting requirement (100% achievement) 
5. All AS and SiTs document credentials 
6. Meets benchmarks on CE attendance (in progress) | Benchmark score of 4.5 on possession of license 
Benchmark score of 4.5 on attendance at conferences and trainings in subject area 
Aggregated score of 4 on course evaluations (relevant items) 
Supervisor Benchmark of 5 on Approved Supervisor status |
| FO #2: To advance and disseminate the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy | IV-D | 1. Inclusion of relevant material addressing the concepts, principles, and applications of the Metaframeworks paradigm in syllabi (curriculum committee review); 
2. Student evaluations verifying that the instructor included an emphasis on Metaframeworks in the course; 
3. Peer/mentor class observations of teaching samples. | Data Gathering: 
1. Review of course syllabi (in progress) 
2. Course Evaluation items 
3. Observation of teaching by senior faculty | Data Analysis: 
1. Clear identification of relevant aspects of Metaframeworks in teaching materials (in progress) 
2. Meets benchmarks on relevant items in student course evaluations (in progress) 
3. Ratings on observation rubric (in progress) | Aggregate score of 4 on inclusion of Metaframeworks in course syllabi 
Aggregate score of 4.5 on student satisfaction survey in regard to inclusion of Metaframeworks in course content. |
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<td><strong>FO #3:</strong> To promote cultural competence in systemic mental health practice</td>
<td>I-B IV-D</td>
<td>1. Degree of inclusion of coverage of issues of diversity in the course curricula (Curriculum Committee review); 2. Student course evaluations; 3. Peer/DEC classroom observation; 4. Faculty participation in continuing education activities reflecting issues of “diversity” and “cultural competence”.</td>
<td>Data Gathering: 1. Syllabus/assignment review (in progress) 2. Student ratings on degree of inclusion of material/coverage of multicultural and diversity (in progress) 3. Observation of teaching by senior faculty 4. Documentation of CE and other activities reinforcing knowledge/experience in areas of cultural competence</td>
<td>Data Analysis: 1. Evidence of coverage in course content (see curriculum map – pages 85 – 95) 2. Meets benchmarks on relevant items in student course evaluations (in progress) 3. Evidence of inclusion in lecture/classroom activities, as relevant (in progress) 4. Meets benchmarks for CE/professional activities covering “cultural competence” and diversity</td>
<td>Aggregate benchmark score of 4.5 on student satisfaction survey in regard to inclusion of Cultural Competence in course content. Aggregate benchmark score of 4.5 on attendance at conferences and trainings on diversity/cultural competence</td>
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<td><strong>FO #4:</strong> To promote leadership in the MFT field among our students, faculty, and graduates</td>
<td>IV-D</td>
<td>1. Faculty members report on their licensing status 2. AAMFT Approved Supervisor status 3. Participation in conferences, presentations 4. Published intellectual products 5. Participation in organization governance and committee work 6. Clinical practice</td>
<td>Data Gathering: 1. Copies of current licenses 2. Copies of current AS certificates 3. Evidence of attendance and/or presentations (CV, Faculty Activities Sheet) 4. Evidence of publication of intellectual products (CV, Faculty Activities Sheet) 5. Evidence of participation in professional activities (CV) Evidence of clinical practice (CV, Faculty Activities Sheet)</td>
<td>Data Analysis: 1 &amp; 2 – Evidence of compliance with requirement 3 &amp; 6 – Meets benchmarks for achievement and participation (in progress)</td>
<td>Aggregate benchmark score of 4 on professional activities related to licensing status Supervisor Benchmark of 5 on Approved Supervisor status Benchmark score of 4.5 on presenting at conferences and trainings in subject area Benchmark of 4 in participation in service to the profession Benchmark of 4 for participation in service o the university/program</td>
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<td><strong>PO #1:</strong> To be competent as entry-level Marriage and Family Therapists at point of graduation</td>
<td>IV-B</td>
<td>1. Employability of our graduates (as measured by employment rates of graduates within the first few months of graduation); 2. Employer perceptions of the competency of our graduates (employer survey); 3. Success in passing the MFT National Board Exam; 4. Obtaining licenses (State listing of licensed MFTs); 5. Self-report of alumni regarding utilization of their MFT knowledge and skills</td>
<td><strong>Data Gathering:</strong> 1. Exit Interview form (completed prior to graduation) 2. Alumni Survey (Annual) 3. Employer survey (to be developed) 4. Licensure Listing for State of CT – see website 5. Alumni Survey (Annual)</td>
<td><strong>Data Analysis:</strong> 1. Percentage of graduates employed in the field by cohort (reported in Annual Reports) 2. Aggregated survey ratings by cohort 3. Tracking of alumni actually licensed (by cohort) (reported in Annual Reports) 4. See (3) above; Aggregated alumni responses to survey items</td>
<td>Aggregate score of 4 on employer satisfaction of CCSU MFTs Aggregate score of 4 on measure of employment after graduation Aggregate of 4 on obtaining license within 3 years of graduation Aggregate score of 4 on Alumni Survey reflecting self-report of preparedness for employment</td>
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<td><strong>PO #2:</strong> To utilize the Metaframeworks paradigm as a valued systemic basis for teaching and practicing marriage and family therapy</td>
<td>IV-B</td>
<td>1. Self-report of utilization of Metaframeworks in practice on alumni survey</td>
<td><strong>Data Gathering:</strong> 1. Alumni Survey (Annual)</td>
<td><strong>Data Analysis:</strong> 1. Aggregation of alumni responses of adherence to Metaframeworks as a guiding model</td>
<td>Aggregate score of 4 on Alumni Survey reflecting self-report of utilization of Metaframeworks in clinical practice</td>
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<td><strong>PO #3:</strong> To embody cultural competence in systemic mental health practice</td>
<td>IV-B</td>
<td>1. Percentage of graduates who are employed in agencies that cater to broad ethnic populations (such as inner-city), assessment of attitudes and intentions to work with diverse populations (alumni survey), 2. Assessment of employer views of CCSU MFT grads as “culturally competent”</td>
<td><strong>Data Gathering:</strong> 1. Alumni Survey 2. Employer survey (to be implemented)</td>
<td><strong>Data Analysis:</strong> 1. Aggregation of alumni responses on items related to self-reported employment experiences (in progress) 2. Employer rating of employee (to be implemented)</td>
<td>Aggregate score of 4.5 on Employer Satisfaction rating of cultural competence of MFTs Aggregate score of 4.5 on self-report measure of “cultural competence” on Alumni Survey</td>
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<td>Program Outcomes</td>
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<td><strong>PO #4: To embody leadership in the MFT field as Marriage and Family Therapists</strong></td>
<td>IV-B</td>
<td>Alumni Survey and monitoring of public information such as 1. AAMFT membership 2. State licensing rate 3. AAMFT Approved Supervisor Status 4. Participation in various post-degree offerings developed through the program.</td>
<td><strong>Data Gathering:</strong> 1. Tracking of AAMFT membership of alumni-AAMFT website (Resource Room) 2. Tracking of licensure of alumni-State Licensing website (Resource Room) 3. Tracking of AS designation of alumni from AAMFT website (Resource Room) 4. Enrollment rates in IFS, RfG &amp; AS training programs; school-certification rates (Dept of Ed website)</td>
<td><strong>Data Analysis:</strong> 1. Percentage of alumni maintaining AAMFT membership (reported in Annual Reports) 2. Percentage of alumni becoming licensed by cohort (reported in Annual Reports) 3. Percentage of alumni pursuing the AAMFT 4. Approved Supervisor designation</td>
<td>Aggregate score of 3 on measure of AAMFT membership on Alumni Survey Aggregate score of 4 on obtaining license within 3 years of graduation Aggregate score of 4 on measure of professional leadership activities (including Approved Supervisor status, leadership positions in employment settings, holding office for professional organizations, etc.)</td>
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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.
The "Capstone Project" - The Case Presentation

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

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

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

The Thesis Option

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

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.
DISCLOSURE OF PERSONAL INFORMATION

Information regarding students’ status in the program, personal information regarding performance, disciplinary actions, and evaluations, and other such information is considered to be confidential and is kept in the student’s departmental file. Faculty members who are involved in the student’s education and training may have access to information regarding the student’s academic and clinical performance at the discretion of the Program Director and/or Department Chair. Students have a right to review their files, and may do so by arrangement with the Department Chair.
Graduation is the first major milestone in launching a student's career as a professional, and marks the beginning of an ongoing process of credentialing, continuing education, and ongoing personal growth. The faculty must recommend that the student is ready to take on the challenges of professional life. In preparing for graduation, the student must have been accepted as a Degree Candidate; must have completed all of the items listed on his or her Planned Program, including all of the prerequisite courses, core counseling courses, specialization courses, practicum and internship (including 500 clinical contact hours and a minimum of 100 supervision hours by an AAMFT Approved Supervisor), and capstone project; and must complete the thesis, if this option was chosen. At various points, faculty members have opportunities to provide each student with feedback as to progress toward graduation and professional development. Once all requirements have been satisfactorily met, an "Application for Graduation" form must be filed with the School of Graduate Studies by March 1 of the year the student wishes to graduate for May and August graduations, and by September 15 for December conferral of the Master's degree. **It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline.** The Graduate School will then check to ensure that you have completed all of the courses listed on your Planned Program. Students will graduate with a Master of Science in Marriage and Family Therapy (M.S.M.F.T.).
GRIEVANCE POLICY

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

The university also has an Ombudsman, who is located in Davidson Hall, and can be reached at 832-3020. The Ombudsman’s role is described in the University Student Handbook, HELP. The Ombudsman serves as an impartial and confidential mediator of disputes among members of the University community. He is an excellent source of information and assistance in addressing concerns with faculty and other students.
CCSU Master’s Program in Marriage and Family Therapy
Policies and Procedures

NON-DISCRIMINATION POLICY

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

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

Training as an MFT is neither psychotherapy nor 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.
PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

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

The Practicum Sequence

The Internship Sequence

“Raw Data” Requirement

The Liaison System

Finding a Placement

Documentation of Clinical and Supervisory Hours

Professional and Ethical Considerations

Confidentiality

Dual Supervision

Malpractice/Liability Insurance

Paid Practica and Internships

Extension of the Internship Beyond 12 Months

Summary of Requirements of the Internship

The Practicum Sequence.

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

The Internship Sequence.

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

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

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

“Raw Data” Requirement.

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

The Liaison System.

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

Finding a Placement.

A system has been developed to assist you in finding an appropriate placement that matches your interests and geographical requirements. The process for selecting an internship or practicum begins in January prior to the summer you wish to begin the internship or fall semester you wish to begin the practicum. In January, the program holds a Placement Fair - an assembly of internship supervisors and prospective interns/practicum students takes place to share information and to have preliminary "informal" interviews. In February, the Liaison coordinates interviews at the various sites. By October prior to this mid-Winter assembly, persons anticipating starting their internships the next summer, or practica the next Fall, should notify the Liaison of their intent. Practica begin during the fall semester and are two semesters in total. Students may begin their internship after completing the two semesters of practicum and with their advisor's permission. Internships begin during the summer and must
be a minimum of **12 consecutive months** in duration.

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

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

**Documentation of Clinical and Supervisory Hours.**

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

**Professional and Ethical Considerations.**

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

**Confidentiality.**

Maintaining confidentiality at all times protects everyone. Do not discuss cases with persons who are not involved with the case or involved in supervisory activities around the case, including your significant others. Do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Insure that you have privacy when discussing cases on the phone. It is required by law that signed releases are obtained from the clients before any discussion regarding a case can occur with parties not associated with the agency; there are instances in which releases are necessary for intra-agency discussions. Check with the agency regarding policies on releases. Also, clinical documentation should be protected at all times, never being taken outside of the facility and always kept in locked files in a secured room. For written materials used for university-based supervision, make notes on clinical record-keeping forms provided by your supervisor and use codes to disguise any identifying information in the case.
For audio and videotaping, you should also have obtained signed releases prior to proceeding with recording sessions (see Appendix V). Tapes or other imaging media should be secured at all times and you should never allow unauthorized persons to review a recording of clinical material without written permission of the client or clients. Recorded material must be kept in your physical possession whenever transporting recorded media to or from supervisory sessions and you must prevent any unauthorized persons from having access to the recordings. Whenever recordings on tape or digital memory media are away from the agency and not in your immediate possession (e.g., at home) they are to be kept in secured and locked receptacles. Any tapes or digital files of sessions must be erased or disposed of properly when no longer needed for training purposes.

**Dual Supervision.**

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

**Malpractice/Liability Insurance.**

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

**Paid Practica and Internships.**

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

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

1) The agency or other funding source provides **training stipends** for students, which are not directly tied to an employment contract;

2) A student works for internship hours at times that do not correspond to regular employment hours, and are clearly designated as "internship hours". The student must have an agency-assigned supervisor (different from
the supervisor who evaluates the student as an "employee") who meets with the student for a minimum of one hour per week for administrative supervision. Further, there must be a Letter of Agreement signed between the agency and the MFT Program delineating responsibilities of the student for the "internship" portion of the time spent at the agency. **Job performance and intern performance must be clearly separated.**

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

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

**Summary of Requirements of the Internship.**

1. **You will receive an hour of individual supervision and 2 academic hours of group supervision weekly.** Each student will present a case in the group on a rotating basis (e.g., every third week). A schedule will be generated during the first meeting. Individual supervision will consist of pairs of interns, utilizing audio and videotape. You will receive in-depth, focused supervision on your cases in this format. Since the academic hour is 50 minutes (and we will be working on the basis of clock hours), group supervision will be counted as 2 hours, although the actual time allotment is 90 minutes. Individual supervision will go for a full 60 minutes.

2. **You should come to class prepared to present case material** on clients being seen at your internship placement.

3. **You are required to present raw clinical data in the form of audio or video.** Proper release forms need to be obtained from the client to allow you to present such material in supervision. The format for such releases will be discussed during the first class. Videos should be cued to specific sections for playback in the group.

4. **You will need to purchase a portable video recorder/camera,** such as a camcorder or a “flip video”. Prices have dropped and they are now affordable – the price of two textbooks ($100 - $200 range for a decent video camera). You can purchase these on-line or at Best Buy, Staples, Office Depot, or other retailers. The new digital cameras have a USB port that allow playback on computers and come with software that allows for easy editing.

5. **If you are using audio or video media that you purchased to record therapy sessions, the media belong to you, but the material on the media is to be considered confidential clinical material that should be stored properly at the agency.** All possible precautions must be taken to protect confidential material, including keeping recorded material in your physical possession whenever transporting recordings of sessions to or from supervisory sessions and preventing any unauthorized persons from having access to the material. Whenever such material are away from the agency and not in your immediate possession (e.g., at home) they are to be kept in secured and locked receptacles. Any tapes, memory cards, or other recordings of sessions must be erased or disposed of properly when no longer needed for training purposes. Clients are to sign consent forms authorizing video recording prior to your recording of sessions.

6. **You are responsible for keeping track of your clinical and supervisory hours. A "Monthly Documentation" form will be provided for you by the instructor to facilitate this.** The form should be updated at the end of each month and turned in no later than the second supervisory session of the following month. Both the on-site supervisor and faculty supervisor need to sign off on your hours on this form. Make a copy for your own records before handing them in to your faculty supervisor.
7. **You should carry a minimum of 12 - 15 cases at your internship site.** Each case should be rotated into supervision periodically. **You will need to accumulate 500 clinical contact hours by the end of your internship over 12 calendar months. 250 hours of your clinical contact must be with couples and families. You will need 100 supervision hours minimum, including individual and group supervision. Fifty hours of supervision must consist of review of taped material. Only supervision from AAMFT Approved Supervisors or Supervisor Candidates may be counted.**

8. The faculty supervisor will want to contact your external site supervisor for coordination of your supervision. **Dual clinical supervision on clinical cases should be avoided;** however, the on-site supervisor should be providing you with administrative supervision on your cases. It is your responsibility to insure that you are not receiving contradictory messages from different supervisors, as this leads to poor clinical outcomes!

9. You will be expected to do a **self-evaluation** on your development as a marriage and family therapist at the end of the semester on a form provided to you. Bring this with you to your evaluation session.

10. You will be expected to provide a completed **Supervision Report Form** (provided by the supervisor) for every case that you present for supervision.

11. **Weekly Case Documentation forms** are to be filled out, summarizing all cases on your caseload, which were seen. A second page documents cases not seen during the week, along with the reason why the case was not seen. This form is important because it provides the supervisor with a means of tracking your caseload.

12. **You will be provided with an electronic file via e-mail of all the forms.** It is your responsibility to make duplicate copies for ongoing use.

13. You will be expected to be familiar with the **AAMFT Code of Ethics** and to adhere to them in a professional manner. This includes, among other things, respect for confidentiality of clients, avoidance of dual relationships, being aware of limitations and making appropriate referrals, and understanding when confidentiality is to be broken (i.e., the Tarasoff decision, report of abuse). Also, if you are a student member of AAMFT, you may not represent yourself officially as a "member of AAMFT" - it is misleading and unethical.

14. Regular attendance is important for both group process and for you to have adequate supervision on your cases. **You are expected to come regularly, prepared for presenting your work.**

15. You will be responsible for carrying **professional liability insurance.** You must carry a minimum $1,000,000/$3,000,000 Professional Liability Insurance, obtainable as a Student Member of AAMFT (go to [www.aamft.org](http://www.aamft.org) for information on how to join and obtain insurance). **INSURANCE IS FREE AS A STUDENT MEMBER BENEFIT.** A copy of your insurance face sheet must be filed with the MFT Program Director.

16. At the completion of 300 or more clinical hours, interns are required to complete the University’s **Capstone requirement.** For our program, the capstone consists of a comprehensive written summary of a case seen at their internship site and an oral presentation with a videotape demonstration of their work with the family. The format of the Clinical Case Presentation capstone project is included in Summer syllabus for MFT 585.

17. In the Spring semester, the **Capstone Clinical Case Conferences** will be held during regular group supervision days in April. This will provide a forum for all supervision sections to interact, for the supervisors to work together in presenting their own styles, and for interns to present their Capstone Projects to a clinical audience. The format of the Clinical Case Presentation capstone project will be handed out in supervision during the Fall semester. A sample Capstone presentation done by Dr. Wiener is on reserve in the library.
Please note: On the day of your capstone, plan on being present for the entire session to support your peers and to provide feedback. You will **not** be required to attend on the day that you are not presenting (but are certainly welcome to attend). You may count your attendance as “Group Supervision – Video” on your monthly documentation.

18. **Who can come to your capstone?** The Capstone oral presentation is done in the presence of CCSU faculty members/supervisors and other MFT students in the program. Interns who are presenting may invite their on-site supervisor(s) to be present during their presentations. ONLY THOSE LISTED ABOVE MAY BE PRESENT DURING THE CAPSTONE PRESENTATION. To protect confidentiality, students’ family members or other guests are not allowed to participate in the audience. Also, interns are asked to disguise the family’s identity to the extent possible.

19. **The capstone presentations may be video recorded for the purpose of faculty review and evaluation.** However, video portions of the presentation are not videotaped, and videos of the presentations are archived in a secure storage area. Any written materials distributed to the audience are collected by the intern following his/her presentation and are disposed of.

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

PLACEMENT AT PRIVATE PRACTICE SITES

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

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

**The Supervisor/Owner must provide:**

1. Clear, written policies and procedures for office management, including clear guidelines for fee collection.

2. Standardized paperwork for each client.

3. Clear expectations for intern’s participation in written agreement form:
   - # of hours to be available
   - # of clients hours to be achieved (estimated)
   - timing of supervision and staff meetings

4. Available office space and administrative space, separate from the supervisor/owner’s own clinical workspace.

5. A safe, clean location.

6. Clear delineation of which clients the interns can see (e.g., Husky, self-pay, etc.)

7. MFT supervision at a minimum. Approved Supervisor supervision a plus.

8. The supervisor/owner must provide proof to the CCSU MFT Program of up-to-date malpractice and office liability insurance, and supervisor/owner’s proof of license as a Marital and Family Therapist by the Connecticut State Department of Public Health (LMFT)

**Safety and Training Policies:**

1. For solo practices (i.e., a sole proprietor with no employees), interns must have a primary internship site at a private/public non-profit agency; the private practice placement must be a secondary placement to supplement their primary internship; group practices or sole proprietors who hire other contractors the practice and have adequate administrative support may serve as primary sites, pursuant to the terms of this policy.

2. Practicum and/or internship students may not be at the practice location without the supervisor/owner present.

3. The supervisor/owner must be available in person to the practicum and/or internship student for consultation during the hours that the student is scheduled to be at the practice.
4. There must be policies and procedures for handling clinical emergencies in place, including dealing with belligerent clients, need for emergent police intervention, hospitalization, etc.

5. The supervisor/owner must be able to provide “relational” (i.e., family and/or couples) clinical hours to internship students to ensure that they can meet their program requirements.

6. Some co-therapy is acceptable; however, internship students are expected to be able to have primary clinical control of the majority of their cases (under supervision).

7. The supervisor/owner must be agreeable to the terms of training specified in the MFT program’s Letter of Agreement for Practicum and Internship students, as well as the “Information Packet” provided with the Agreement (including the use of video material for review by the university faculty supervisor on campus, according to our policies about handling Personal Medical Information in compliance with HIPAA).
PROBATIONARY PROCESS FOR THE MARRIAGE & FAMILY THERAPY PROGRAM

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

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

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

For student recruitment, the program takes the following steps:

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

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

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

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

Retention, Student Conduct, Probation, and Dismissal

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

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

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

Sources of university policies pertaining to these areas include:

CCSU Student Handbook:
http://web.ccsu.edu/studentaffairs/orientation/studenthandbook.asp?redirected

CCSU Graduate School Handbook:

CCSU 2015-2016 Undergraduate/Graduate Catalog:
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog

Poor Academic Performance

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


Probations/Dismissals

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

Re-enrollment of students who have been dismissed - Students who are dismissed from graduate study may request reenrollment upon attainment of a 3.00 (B) cumulative grade point average on the Central Connecticut
University graduate record. Forms for requesting reenrollment are available in the Graduate Admissions Office, the School of Graduate Studies Office and at www.ccsu.edu/grad. Along with the reenrollment form to Graduate Admissions, the student must submit any additional materials that are required by the department for the department’s review of the file. A department may also consider prior performance in the program when reviewing a student’s file who has been formally dismissed by the School of Graduate Studies.

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

Breaches of Academic Integrity (i.e., Cheating And Plagiarism): The following set of university policies address academic integrity – see:


Academic Misconduct Policy

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

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

Exams

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

• Knowingly allowing another person to copy from one's paper during an examination.

Improper Behavior

• Use of another person as a substitute in any form of academic evaluation or acting as a substitute for another person in any form of academic evaluation; e.g., a student cannot have another person take an examination for him/her;

• Acquisition or distribution of improperly acquired examinations; e.g., stealing examinations before the test period or taking a copy of an examination from a testing room without the permission of the instructor. (Examinations which have been distributed by an instructor are legitimate study tools.);

• Submission of another's material as one's own for academic evaluation;

• Preparation of work for another student to submit for academic evaluation;

• Unauthorized collaboration in the preparation of materials to be submitted for academic evaluation; e.g., working with another student on an assignment when the instructor has not authorized working together;

• Submission of the same work, or substantially similar work, in more than one course without prior consent of the evaluating instructor(s);

• Disruption in classroom, lab, or research and study areas; any conduct or actions that grossly or persistently interferes with the academic process. (See Rights and Responsibilities, "Prohibited Conduct," Student Handbook.)

Falsification or Misuse of Academic Information

• Falsification or misrepresentation of one's own academic record or that of anyone else; e.g., altering a transcript for admission, hacking into the University's computer system and changing a grade, having another student take an examination in one's place, signing someone else's name to an attendance sheet.

• Unauthorized use of information in University computer records or the computer files of other students (see Computer Use Policy);

• Using unauthorized materials or fabricated data in an academic exercise; e.g., falsifying data in a research paper or laboratory activity; conducting research on human or animal subjects without review by the appropriate panel or supervisor.

Plagiarism

• Copying sentences, phrases, paragraphs, tables, figures, or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source.

• Copying information from Internet Web sites and submitting it as one's own work;

• Buying papers for the purpose of turning them in as one's own work;

• Selling or lending of papers for the purpose of violating academic honesty policies. (This may also be an academic crime, see Connecticut General Statutes, §53-392a.)

Understanding Plagiarism

Plagiarism is presenting another person's work without acknowledgements, whether in the same or in slightly modified form. In academic practice this is regarded as theft, intended to gain undeserved credit. Like other
forms of academic dishonesty, plagiarism is cheating. To academicians, a well-documented paper is more impressive than one which arouses the suspicion of a reader who is familiar with the student's work and alert to echoes of other writers. The proper use of outside sources does not necessarily mean that a paper is lacking in originality, nor does the presence of quotation marks in the text. In fact, the purpose of research and documentation is to share useful information with the reader. The penalties for plagiarism greatly exceed the unlikely reward of gaining credit by getting away with it.

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

1. by putting quotation marks around short passages borrowed verbatim (word for word); or by setting off from the text, without quotation marks, for longer quotations;

2. by précis: condensing part of a writer's argument; and

3. by paraphrase: interpretation of a writer's ideas.

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

**Consequence of Academic Misconduct**

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

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

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

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

Failure to Complete Program Requirements Within Acceptable Limits

Master’s Degree Requirements (Graduate Handbook – page 25)
Candidates must complete, subject to approval of the faculty and the Dean, the following requirements:

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

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

Failing the Comprehensive Examination (page 26)
Upon failing the comprehensive examination, the student must first complete another application for the comprehensive examination and then, with the permission of the department, may retake the entire examination or any portions that were not passed.

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

If the student receives a failing grade on all or parts of the comprehensive examination for a third time, they will be dismissed from the graduate program by the Dean, School of Graduate Studies, unless they are granted permission to choose another capstone option by the program’s department chair and the Dean, School of Graduate Studies. The student may file an appeal within two weeks of receiving the Dean’s dismissal letter. If denied the student may make a final written appeal to the standing Appeals Committee of the Graduate Studies Committee.
Failure to Take the Comprehensive Examination After Applying (page 26)
The Department will return the comprehensive examination form to the Dean’s office. If prior notification of your absence was given to the department, this will be marked as a “no show” and will not count as an attempt. If no prior notification was given, this will count as a failed attempt. The student then must complete another application for the comprehensive examination. The six-year time limit to complete all degree requirements still applies to students.

Six-Year Time Limit (page 26)
All course work and capstone requirements (i.e. dissertations, theses, special projects and comprehensive exams) for the degree must be completed during the six years, which precede degree conferral. That is, the student has six years from the earliest course listed on the planned program (including any work transferred from another institution or completed prior to matriculation) to complete ALL degree requirements. If a student, due to extenuating circumstances, anticipates that he/she will be unable to complete all degree requirements within the six year time limit, the student may request an extension of time by writing to the graduate advisor who will forward it with recommendations to the Dean, School of Graduate Studies. When making the request, the student should include the semester and year in which he or she expects to complete the degree and the reason for not meeting the six year time limit. If the Dean, School of Graduate Studies deems the request justified, an extension will be granted. However, for programs of 30-35 credits, a maximum of eight years will be allowed in total to complete the degree; for programs of 36 credits or more, a maximum of nine years will be allowed.

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

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

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

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

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

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

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