

College of Health and Human Sciences

School of Counseling



Marriage and Family Therapy Program

Master's Handbook

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

Revised Spring 2024

TABLE OF CONTENTS

<i>Subject</i>	<i>Page</i>
PART 1: INTRODUCTION	
Introduction.....	4
University Accreditation/Oversight.....	4
Program Accreditation	5
Ohio Licensure & Degree Portability Disclosure.....	5
Mission Statements	6
Program Goals and Student Learning Outcomes	7
PART 2: PROGRAM AND CURRICULUM OVERVIEW	
Program Application Procedures	9
Admission Screening Procedures	10
Graduate School Non-Degree Seeking Admissions.....	11
Transfer of Credits From Another Program	11
Requests to Change Programs After Admission	12
Degree Portability Disclosure Policy	12
Program Curriculum Overview.....	13
Program Course Distribution	14
Graduate School Policies.....	15
Course Registration Information	15
Special Registration for Closed Courses.....	15
Comprehensive Exam	15
Clinical Requirement	18
Supervision Requirement.....	20
Internship Site Supervisor Qualifications.....	22
Pre-Practicum (COUN:673).....	23
Practicum Overview (COUN:675)	23
Practicum Registration Procedures.....	25
Practicum Readiness Meeting.....	26
Internship (COUN:685)	26
Internship Placement Procedures.....	27
Internships Sites	28
Internship Responsibilities.....	29
Procedures for changing internship sites	32
Procedures for adding a secondary internship site	33
Graduation Application Procedures	33
Graduation Requirements.....	33
Graduation Extension.....	34
Potential Job Settings for Graduates.....	34
PART 3: PERFORMANCE AND RETENTION POLICIES	
Student Performance Evaluation	35
Student Retention Criteria.....	35
Student Remediation Procedures	36
PART 4: FACULTY	

Core Program Faculty	40
Program Director.....	40
Clinical Training Director.....	41
Non-Core School of Counseling Faculty/Staff.....	42
Part-time Marriage and Family Therapy Faculty	42
Program Clinical Supervisors	43
Communities of Interest.....	43
PART 5: STUDENT RESOURCES	
Helpful Resources.....	44
Professional Organizations and Student Involvement.....	45
Student Educational Access	46
Technology Requirements_	46
PART 6: POLICIES	
Professionalism and Adherence to Ethical Codes	47
School of Counseling Statement of Expectations.....	47
Student Academic Dishonesty	47
Title IX Statement.....	48
College of Health and Human Sciences Drug Policy.....	49
School of Counseling Anti-Discrimination Policy.....	49
Marriage and Family Therapy Program Anti-Discrimination Policy.....	49
Program Diversity Inclusion/Recruitment Standards	50
Student Concern Procedures Regarding the Program	51
Student Concern Procedures Regarding a Site	51
Student Grievance Procedures	52
Policy Exception Form Explained.....	52
Student Handbook Updates.....	52
Appendix A – Program Course Distribution.....	54
Appendix B – Course Offerings By Term & Percentage Online	56
Appendix C – Course Offerings By Day & Time.....	57
Appendix E – MFT Master’s Student Full Time Program Outline	58
Appendix F – Practicum Readiness Form	59
Appendix G – Student Performance Evaluation	60
Appendix H – Professional Development Action Plan Form	61
Appendix I – Internship Site List	62
Appendix J – Systemic Supervisor Equivalence Application	64
Appendix K – Principles of Marriage and Family Therapy Practices Curriculum Map	67
Appendix L – COAMFTE Accreditation Standards V.12 Alignment	71
Appendix M – Mission Goals & Outcomes	72
Appendix M – Degree Portability Disclosure & Acknowledgement Form	73
Appendix N – Policy Exception Form.....	74
Appendix O – Receipt of Confirmation of the Program’s Student Handbook Form	75

PART 1: INTRODUCTION

Marriage and Family Therapist “are trained in systemic, or relational, therapy and believe that throughout life we exist in a number of relationships that directly and indirectly impact our well-being. Our relationships with family, friends, co-workers and neighbors influence and create our individual experience. Research and theory have shown that mental illness and family problems are best treated in the context of relationships.” ([American Association for Marriage and Family Therapy](#), 2015, para 1).

This student handbook governs the Marriage and Family Therapy (MFT) Master’s Degree Program. The MFT Master’s program is housed within the School of Counseling and the College of Health and Human Sciences. The School of Counseling houses 2 additional Master’s degree programs, School Counseling and Clinical Mental Health Counseling. For more information about the other Master’s programs, please visit the School of Counseling website at <http://www.uakron.edu/soc/>.

This handbook is intended to provide MFT students with program information and guidelines that will be useful for successful completion of the master’s degree, as well as to meet applicable accreditation standards (COAMFTE, 2017, V. 12, www.coamfte.org). Although every effort has been made to provide accurate information throughout this handbook, the enclosed materials are minimal guidelines toward a comprehensive and integrated educational program. Therefore, students may receive educational and training materials while enrolled in the program beyond those covered in this handbook. It is important that students work closely with, as well as, direct personal and educational questions to their Faculty Advisor and/or the MFT Program Director, MFT Clinical Training Director, and/or School Director.

A Faculty Advisor’s role is primarily focused on academic and professional consultation aimed toward helping students learn about and acquire skills/training necessary for success in both the program and as a future licensed marriage and family therapist.

A Program Director and/or Clinical Training Director can assist in situations when the Faculty Advisor is not available, or there are difficulties that: (a) cannot be resolved with the faculty advisor, or, (b) issues, such schedule conflicts, course offerings.

A School Director oversees the operations of the whole School of Counseling can assist with more broad ranging issues, and serves as a resource, when an MFT student has tried to resolve an issue first with the Faculty advisor, than the Program/Clinical Coordinator and was unable to reach a resolution.

IMPORTANT: Completion of all graduation requirements, while an ongoing concern of the MFT program faculty, is ultimately the responsibility of each MFT student.

UNIVERSITY ACCREDITATION/OVERSIGHT

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

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

PROGRAM ACCREDITATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), a specialized accreditation with the American Association for Marriage and Family Therapy (AAMFT) and recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), has conferred Marriage and Family Therapy accreditation to the MFT Master's program until May 1st, 2028.

The MFT Master's Program mission statement, policies, core coursework, as well as the program goals and educational outcomes are derived to be consistent with the mission statements of The University of Akron, the College of Health and Human Sciences, and the School of Counseling, as well as the to be consistent with the tenets of the COAMFTE Accreditation Standards and the Professional Marriage and Family Therapy Principles (PMFTPs). Any updates to any of the content within the handbook is intended to be in line with these professional standards.

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

OHIO LICENSURE & DEGREE PORTABILITY DISCLOSURE

Marriage and Family Therapy (MFT) is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as an MFT in that state. A listing of state licensure requirements and resources for comparison is available at:

- <https://amftrb.org/resources/state-licensure-comparison/>,
- [https://aamft.org/AAMFT/ADVANCE the Profession/License Portability/Advocacy/MFT%20License%20Portability.aspx?hkey=1faeeaeab-a780-4add-ba09-9b41a144692f](https://aamft.org/AAMFT/ADVANCE%20the%20Profession/License%20Portability/Advocacy/MFT%20License%20Portability.aspx?hkey=1faeeaeab-a780-4add-ba09-9b41a144692f)

The MFT Master's Program at The University of Akron is a [Commission On Accreditation Of Marriage And Family Therapy Education](#) accredited program (V.12). This accreditation allows graduates from MFT Master's Program at The University of Akron to be eligible for the entry level MFT license in the state of Ohio after completion of all required curriculum, including supervised clinical experiences, and successful passage of the MFT National Examination (www.amftrb.org). For information regarding the educational, clinical, and supervisory requirements for licensure within the state of Ohio, please see <https://codes.ohio.gov/ohio-administrative-code/rule-4757-25-01>.

A degree from the MFT Master's Program at The University of Akron will facilitate licensure in other states; however, applicants must review the state requirements for licensure in a state where they are interested in becoming licensed as those requirements may be different from Ohio. Students may be required to complete additional coursework or supervised clinical experiences prior to obtaining licensure in other states. Additionally, the Program Director may

be required to complete additional paperwork on behalf of the student verifying their program attendance/graduation. For students who are interested in the portability of their degree and a comparison of degree requirements across states, please see: <https://amftrb.org/mft-exam/request-for-score-transfer/>.

The steps for applying for licensure in Ohio:

1. Email the Program Director (Dr.K) for a letter confirming your program enrollment and readiness to apply for the exams.
 - Schedule for the last semester of internship
2. Apply for the MFT license: https://elicense.ohio.gov/OH_HomePage
 - **\$83.50** license application
 - <https://cswmft.ohio.gov/wps/portal/gov/cswmft/get-licensed/mfts/mft-application-instructions>
3. Ohio CSWMFT Board will send registration information
 - ~ **\$355**
 - can take 4 weeks
4. Obtain fingerprints again!
 - You need to have both FBI (national) & BCI (state)
 - The School of Counseling offers background checks for \$70
<https://www.uakron.edu/soc/check>
 - To find alternative location: <https://www.ohioattorneygeneral.gov/business/services-for-business/webcheck/webcheck-community-listing>
5. Watch laws/rules video
6. Send transcripts to the Ohio CSWMFT Board <https://www.uakron.edu/registrar/transcripts/>

For study materials for the AMFTRB National Licensing Exam, please see:

1. AMFTRB
2. AATBS
3. Family Solutions Institute

MISSION STATEMENTS

The University of Akron: “(1) The university of Akron maintains a commitment to: (a) Provide learning opportunities for the full spectrum of students; (b) Create and discover knowledge through basic and applied research and creative activity; (c) Create a learning environment with emphasis on a full collegiate experience for each student, leading to opportunities for cognitive, social, and personal development; (d) Provide a forum for the examination of ideas and concepts and the generation of scholarly dialogue within the established principles of academic freedom; (e) Encourage opportunities for interdisciplinary study and research; (f) Strive for continued improvement of the teaching and learning environment; (g) Prepare career oriented people for professional leadership roles in regional, national, and international organizations and institutions; and (h) Offer appropriate educational and professional services to its various constituencies within available resources and established continuing education and outreach philosophies. (2) In addition, the location of the university of Akron in the northeastern Ohio region mandates a concern for the unique higher educational, economic, and cultural needs of this area. (3) The University of Akron, a publicly

assisted metropolitan institution, strives to develop enlightened members of society.”

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

School of Counseling: The faculty has as its mission the goal of training students from Northeastern Ohio and the global community who display a respect for human dignity, exhibit a commitment to fulfillment of their individual potential, show an understanding of educational and counseling processes with knowledge in their specific field of endeavor, apply ethical and competent behavior in the use of counseling skills, acquire and use knowledge of the roles and functions of others working in related fields, possess and display maturity in self-development, and who understand issues and trends in a multicultural and diverse society.

Marriage and Family Therapy Master’s Program: The mission of the COAMFTE accredited MFT Master’s Program is to train multiculturally-informed, clinically competent practitioners, who operate from a relation/systemic perspective. Our students will be critical consumers of research and value the importance of providing service to the community within the context of interprofessional collaboration.

PROGRAM GOALS and STUDENT LEARNING OUTCOMES

In compliance with the COAMFTE accreditation standards, the MFT Master’s program has established program goals (PGs) and student learning outcomes (SLOs) in 5 central focus areas: ethics, relational/systemic perspective, multiculturally informed, research, and interprofessional collaboration/service. On an annual basis, the data for each of these PGs and SLOs will be reviewed by the program faculty and shared with the Advisory Board, who are representatives from our communities of interest, for feedback and program improvement. The results of this review and any changes to the program will be emailed to the list serves representing the various communities of interest.

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

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

Measure: The Comprehensive Examination.

- Target: 75% of students will attain at least a 60% on the ethics section of the Comprehensive Examination.

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

Measure: The Internship Clinical Evaluation.

- Target: 75% of students will receive a score greater than or equal to 3 on the Maintaining Ethical, Legal, and Professional Standards section of the final semester Internship Clinical Evaluation.

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

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

Measure: The Comprehensive Examination.

- Target: 75% of students will attain a score of at least 60% on the Comprehensive Examination.

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

Measure: The Internship Clinical Evaluation.

- Target: 75% of students will receive a score greater than or equal to 3 on the Practice of Systemic Therapy, Assessing Hypothesizing and Diagnosing, Designing and Conducting Treatment, and Evaluating Ongoing Process and Terminating Treatment section of the final semester Internship evaluation.

Measure: Obtain the MFT license. This data will be gathered via the program's exit survey conducted upon graduation and the program's annual alumni survey, as well as cross-referenced with the AMFTRB results provided by the Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSWMFT) Licensure Board.

- Target: 75% of alumni will obtain the MFT license.

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

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

Measure: The Comprehensive Exam.

- Target: 75% of students will attain at least a 60% on the multicultural section of the Comprehensive Exam.

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

Measure: The Internship Clinical Evaluation.

- Target: 75% of students will receive a score greater than or equal to on the Diversity Competencies section of the final semester Internship Clinical Evaluation.

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

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

Measure: The Bibliography Summary assignment for the Assessment and Treatment Methods in MFT course.

- Target: 75% of students will attain at least a grade of B- on the Bibliography Summary assignment for the Assessment and Treatment Methods in MFT course.

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

Measure: The Internship Clinical Evaluation.

- Target: 75% of students will receive a score greater than or equal to 3 on the clinical research questions on the final semester Internship Clinical Evaluation.

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

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

Measure: The Professional Identity Paper from the MFT Ethics and Professional Identity course.

- Target: 75% of students will attain at least a grade of B- on the Professional Identity Paper from the MFT Ethics and Professional Identity course

Measure: The Experiential Learning Project in the Systems Theory Course.

- Target: 75% of students will attain at least a grade of B- on the Reflection Paper applied to the Experiential Learning Project in the Systems Theory Course

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

Measure: The Internship Clinical Evaluation.

- Target: 75% of students will receive a score greater than or equal to 3 on the Interprofessional Collaboration Competencies section of the final semester Internship Clinical Evaluation.

PART 2: PROGRAM AND CURRICULUM OVERVIEW

PROGRAM APPLICATION PROCEDURES

All Marriage and Family Therapy Program application materials, procedures, and forms are available on the following website: <http://www.uakron.edu/soc/masters/how-to-apply.dot>.

Persons interested in applying for admission to this program are encouraged to read all directions thoroughly before submitting materials.

An applicant may only apply to one master's degree program per semester. Before beginning a master's degree program, the student must have earned a bachelor's degree from a regionally accredited institution. Applicants are required to have at least a 2.75 cumulative grade point average (GPA) for all undergraduate coursework OR at least a 3.00 cumulative GPA for the last 64 credits of undergraduate coursework.

Applicants should visit the Graduate School website for more detailed information about the minimum University of Akron Graduate School application requirements:

<http://www.uakron.edu/admissions/graduate/>.

International applicants are also encouraged to visit the Office of International Programs website in order to gain more information about university resources and international application procedures: <http://www.uakron.edu/oip/>.

The following materials must be included in application packets, regardless of which program the student is applying for:

1. Complete online Graduate School Application (<https://uakron.edu/gradsch/apply-online/>)
2. Send official undergraduate transcripts
3. School of Counseling application supplement form (https://uakron.edu/soc/documents/SOC+MA+Supplemental+FormRev.pdf?language_id=1)
4. Three letters of recommendation (<https://www.uakron.edu/dotAsset/1228609.pdf>)
5. International applicants must also submit (5) evidence of meeting minimum English proficiency standards, as outlined by the University, with application materials. International applications should also see <https://www.uakron.edu/dotAsset/677965.pdf> for

specific guidelines and evidence-related options.

Felony and Other Criminal History Policy: Applicants are required to disclose any current or past criminal charges or convictions, or pending charges that might result in a conviction, when applying for admission to a School of Counseling Program. Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. It is the prerogative of the School of Counseling faculty and administration to request additional information about the criminal history, and based on the information provided, to deny admission (and/or for School of Counseling students, to be dismissed), as students in all School programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.

Admissions may be delimited to those applicants who answer “no” on all items of The Statement of Good Moral Character (see Appendix A). If an applicant answers “yes” on any item, he/she must provide a written rationale to the Marriage and Family Therapy Program faculty; additional documentation, such as an FBI or BCI check, may also be required.

ADMISSION SCREENING PROCEDURES

Applications are reviewed in an ongoing basis for admission in Summer, Fall, and Spring. Based on application materials meeting minimum requirements for admission, applicants are invited for an interview by representatives of the MFT faculty.

Based on the number of applicants, interviews will be scheduled until the number of incoming MFT master’s students has been filled. Every attempt is made to create a similar interviewing experience. Program admission decisions will be made based on the initial application material and the additional information gathered during the interview. These decisions are made by one or more of the core MFT Master’s Program faculty after applications are reviewed considering the criteria above. Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum/Internship placement sites.

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

Once admittance decisions are made, program faculty forward the decisions to The University

of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant via email. Should a student wish to defer (or delay) their enrollment in the program, they can request a deferral of admission for up to 1 year (12 months). Students wishing to defer should inform the Programs Director, as well as complete this form to notify the Graduate School:

https://akron.qualtrics.com/jfe/form/SV_0MSGqeZqVZ7tPEh. For questions related to the admission processes, please contact the Program Director, Dr. Heather Katafiasz, hkatafiasz@uakron.edu.

GRADUATE SCHOOL NON-DEGREE SEEKING ADMISSIONS

The Graduate School admits students for general graduate coursework on a non-degree basis under certain circumstances. This option is usually available for students who already hold a bachelors or graduate degree. Students admitted under this classification must complete non-degree coursework within a specified time frame. Applications for non-degree status are approved under the jurisdiction of the Graduate School (not the School of Counseling). Applicants are encouraged to visit the Graduate School website to learn more about non-degree seeking admissions: <http://www.uakron.edu/gradsch/prospective-students/>.

IMPORTANT: Students admitted by the Graduate School for general coursework on a non-degree basis should note that this does not guarantee future admission to the MFT Master's Program. In addition, students admitted under non-degree status will have second priority (after fully admitted students) for registration of School of Counseling courses with limited enrollments.

In order to obtain admission into the MFT Master's program, non-degree seeking students must complete the entire program application process (see Program Application Procedures above). Should a non-degree seeking student ultimately be admitted to the program, classes successfully completed as a non-degree student may potentially be applied to the MFT master's degree if all transfer credit criteria have been satisfied (see Program Course Distribution Form section below).

TRANSFER OF CREDITS FROM ANOTHER PROGRAM

After receiving full admission into the Marriage and Family Therapy Program and after completion of at least 12 semester credits of required coursework, students may transfer up to 1/3 or their required credits (up to 21 semester credits) from another program/institution if all of the following minimum criteria are met. However, transfer of credits is at the discretion of the MFT Master's Program Faculty. Therefore, students wishing to transfer credits from another program/institution should meet with their Faculty Advisor and/or the Program Director as soon as possible after formal admission into the program (preferably before signing and submitting an official PCD):

- The course must directly substitute for a required course that is part of the MFT Master's Program curriculum.
- The course must have been at the graduate level (i.e., not an undergraduate course)
- The course must be a graded course (i.e., not pass/fail)
- The student must have received a grade of 'B' or better in the course

- The course must have been completed within the past six years (unless from a conferred masters degree)
- The course must be transferred in from a regionally accredited program

IMPORTANT: Quarter hour courses need to be converted to credit hour courses. Students should be aware that transfer of credits will reduce the six-year time limit required for graduation. This time limit will be decreased proportionately according to when the transferred course was completed – for example, if a transferred course was completed three years prior to admission into the MFT Master’s Program, the student would only have three years remaining to complete all requirements for their degree.

REQUESTS TO CHANGE PROGRAMS AFTER ADMISSION

Fully admitted students who wish to change master’s degree programs (e.g., changing from the MFT Master’s Program to the Clinical Mental Health Counseling Master’s Program or School Counseling Master’s Program) must follow the steps below:

- (1) Schedule a meeting with one’s Faculty Advisor to discuss this issue and reach consensus;
- (2) Following Faculty Advisor approval, petition in written format to MFT Master’s Program Director. Include the rationale for desiring to switching programs. The petition will be presented to the MFT Master’s Program faculty for consideration. MFT Master’s Program faculty reserve the right to approve or deny the request;
- (3) If the request for changing programs is approved by the MFT Program faculty, petition in written format to the new (i.e., Clinical Mental Health Counseling or School Counseling) Master’s Program Director.
- (4) If the request for changing programs is approved by the new Master’s Program Director, a new Faculty Advisor (affiliated with the new master’s Program) will be assigned by the new Master’s Program, a new Program Course Distribution (PCD) will be completed with the new Faculty Advisor, and the new Master’s Program faculty will notify the Graduate School of the degree and Faculty Advisor changes.

IMPORTANT: Students will only be considered for change after they have taken at least one of the foundational MFT program courses (COUN 655, COUN 669). Additionally, in order to minimize disruption to course programs, professional identity, and licensure possibilities, any student who is enrolled in or who has completed Practicum during any master’s degree program will not be permitted to change programs.

DEGREE PORTABILITY DISCLOSURE POLICY

After an applicant accepts admission into the MFT Masters Program, the Program Director will email important information to the student regarding next steps for enrollment and welcoming them to the program. In this email, the student will receive the Degree Portability Disclosure and Acknowledgement Form, detailing degree portability information and acknowledging the student understands the limitations of the degree portability and its’ impact on potential licensure in other areas. This form is required to be signed and returned to the Program Director prior to the start of the first semester in the MFT Masters Program.

PROGRAM CURRICULUM OVERVIEW

The MFT Program is a 60 credit hour program, which aligns with the state of Ohio minimum credit hour requirements for a master's program for licensure. Students may accrue more than 60 semester hours if they schedule electives or need to take more than two terms of internship. Courses typically follow a set schedule that is followed year-to-year; however, course times and days are subject to change or cancellation if there is low enrollment. Always check the online course schedule at my.uakron.edu to verify course offerings. Students will meet with their advisors during their first semester to plan a semester-to-semester schedule (Program Course Distribution).

Students are encouraged to attend the University on a full-time basis in order to complete their studies in the most expeditious manner. A full course load is normally 9 to 12 credit hours. The program takes a minimum of eight (8) full time semesters to complete, but can be completed in seven (7) semesters on an expedited route. Students can also take more of a part time route, only taking one (1) or two (2) courses per semester. However, the Graduate School allows a maximum of 6 years to complete the MFT Master's degree. This 6 year timeframe begins the semester a student first enrolls in classes. This timeframe will be reduced if transfer credits are substituted for any required coursework and begins on the date when the first course transferred was completed. Students need to give careful thought to the timing and sequencing of courses in consultation with their faculty advisory, taking note of course prerequisites, and the semesters when courses are traditionally offered.

Most courses occur once a week and generally during the evening (4:15-6:45 and 7:00-9:30, typically), except in summer. In summer, the majority of courses are held during the afternoon and evening, although during an abbreviated 5 week semester. Some courses are offered in an online or hybrid format. See the Appendix for a chart identifying the semester courses are typically taught, as well as the percentage of the course that is offered online. Note that occasionally courses may be taught in additional semesters other than marked in this chart—students should always consult with their faculty advisor prior to scheduling.

Students must complete 60 credits hours within the following course distribution. Please see the graduate bulletin for the official program requirements:

<https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/marriage-family-therapy-ma/#requirementstext>

Area I: Marriage and Family Therapy Foundations - 18 credits

- COUN:655 Marriage and Family Therapy: Theories and Techniques (3 credits)
- COUN:669 Systems Theory in Family Therapy (3 credits)
- COUN:667 Marital Therapy (3 credits)
- COUN:652 Techniques of MFT (3 credits)
- COUN:623 MFT Ethics and Professional Identity (3 credits)
- COUN:656 Assessment Methods and Treatment Issues in MFT (3 credits)

Area II: Clinical Foundations - 26 credits

- COUN:646 Multicultural Counseling (3 credits)
- COUN:653 Group Counseling (4 credits)

- COUN:664 Advanced Diagnosing (3 credits)
- COUN:648 Individual and Family Development Across the Lifespan (3 credits)
- COUN:620 Issues in Sexuality for Counselors (3 credits)
- COUN:662 DSM (3 credits)
- COUN:601 Research and Program Evaluation (3 credits)
- COUN:734 Addiction Counseling II: Treatment Planning and Intervention Strategies (3 credits)
- COUN:619 Traumatology (1 credit)

Area III: Electives - 3 credits

- COUN: 622 Introduction to Play Therapy (3 credits)

· or

- COUN 650 Filial Therapy (3 credits)

Area IV: Clinical Experience Requirements - 13 credits

*While taking the required clinical experience coursework, students must obtain 300 direct clinical contact hours (200 must be relational) and 100 supervision hours with program clinical supervisors (50% must be “observable data”) to graduate.

- COUN:673 Pre-practicum in MFT (1 credit, repeated twice for a total of 2 credits)
- COUN:675 Practicum in Counseling (register for MFT section) (5 credits)
- COUN:685 Internship (3 credits, repeated twice for a total of 6 credits)

In addition to the required coursework and direct clinical contact hours, students must pass a comprehensive exam.

In addition to utilizing the guidelines in the COAMFTE Accreditation standards, V. 12, the core curriculum for the MFT Master’s program is based on the Professional Marriage and Family Therapy Principles (PMFTPs) and knowledge is evaluated based of the content in the following documents, which include:

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

For more information about the Program curriculum, or descriptions of each course in the curriculum, please review the Graduate Bulletin at <https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/marriage-family-counseling-therapy/>.

PROGRAM COURSE DISTRIBUTION

Before their first semester of enrollment, students will be instructed by the Program Director on which courses they should enroll in. During the first semester of enrollment, students must schedule a meeting with their faculty advisor to plan for their program coursework and complete and sign a Program Course Distribution (PCD) form. The PCD outlines the student’s program coursework and indicates the sequence of courses to be taken. The PCD does ensure that each student understands the requirements of the program and the sequence and prerequisites for coursework. The completion of a PCD, the signatures of advisor and advisee, and dating the PCD when completed, verifies the program requirements the student is expected to complete for graduation. Once a student has completed the PCD, and both the advisor and student have signed it, then it is **IMPERATIVE** that each student contacts the Program Director to request placement on the Practicum List. Please review the PCD on the

following pages to learn program requirements. [See appendix for official PCD.](#)

GRADUATE SCHOOL POLICIES

All graduate students at The University of Akron must comply with policies outlined by the Graduate School. Some of the policies that are most impactful for students include: the program must be completed within 6 years of admission, no more than 6 credits of courses that have a grade of “C” can be applied to the graduation requirements, and only 20 credits can be transferred into the program from another university, For more information about specific Graduate School policies, please see

<https://www.uakron.edu/cba/docs/graduate/policyguide.pdf>

COURSE REGISTRATION INFORMATION

Course registration at The University of Akron is performed on MyAkron:

<http://www.uakron.edu/ssc/myakron-guide/>. Before course registration can occur, students must first obtain a UA Net ID and Password from the UA computer center (Bierce Library, basement level). Students may also receive a private UA email address at this time. Next, students can check the School of Counseling’s schedule of classes and register each semester through MyAkron.

Throughout one’s graduate career, important forms, dates, and graduate information can be found at the Graduate School website: <http://www.uakron.edu/gradsch/>. Students are also encouraged to obtain a UA ZIP Card from ZIP service center (Student Union, ground floor) as soon as possible after formal admission into the program. The Zip Card allows students to check out books from the library, make photocopies, order food on campus, etc.

SPECIAL REGISTRATION FOR CLOSED COURSES

Certain clinical courses, including Pre-practicum, Practicum, and Internship, and Independent Studies have a closed registration policy for which School of Counseling permission must be obtained. The School of Counseling Administrative Assistant should be contacted in order to register for closed courses or all other courses where ‘departmental consent’ is indicated. Permission from one’s Faculty Advisor may be necessary before registration for closed courses is approved. In these cases, please use the following link to complete a registration request form: https://akron.qualtrics.com/jfe/form/SV_aUW4uuYO53Xmrul

COMPREHENSIVE EXAMINATION

All MFT Master’s Program students are required to pass the Comprehensive Examination toward the end of the program in order to graduate with the master’s degree. The MFT Master’s Program uses the Association for Advanced Training in the Behavioral Sciences (AATBS) Online Campus TestMaster Test Bank to select from for the comprehensive exam questions. For more information regarding this system, please see <https://www.aatbs.com/Partnership/Comprehensive-Exam-Delivery-Program>. This system was

chosen because AATBS specializes in licensure examination preparation services and these test questions will be analogous to the licensure exam test questions created by the AAMFTRB. The comprehensive examination helps students solidify didactic knowledge, and it helps prepare students for the licensure examinations.

The examination will be offered to all MFT Master's Program students once each semester at The University of Akron main campus in the computer testing center. Students will receive, via email, instructions regarding how to register for the Comprehensive Exam in the semester prior to taking the examination. The first opportunity students will have to take the Comprehensive Exam is during the PRACTICUM SEMESTER.

Comprehensive Examination Test Composition

- The MFT Master's Program Comprehensive Examination is structured based on the structure of the American Marriage and Family Regulatory Board (AMFTRB) National Licensing Exam (for more information on this exam see <https://ptcny.com/pdf/AMFTRB.pdf>). This is the exam that students will take to obtain their Marriage and Family Therapy license in Ohio (and all states except California; for more information regarding licensure portability see the section on [Ohio Licensure](#)).
- The MFT Master's Program Comprehensive Examination is comprised of 200 questions within 6 domains, with the percentage of questions identified in each section aligning with the AMFTRB question structure.
 - Domain 1–The Practice of Systemic Therapy: Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system (24% of questions)
 - Domain 2–Assessing, Hypothesizing, and Diagnosing: Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities. (15.5% of questions)
 - Domain 3–Designing and Conducting Treatment: Tasks related to developing and implementing interventions with the client system. (24.5% of questions)
 - Domain 4–Evaluating Ongoing Process and Terminating Treatment: Tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination. (12% of questions)
 - Domain 5–Managing Crisis Situations: Tasks related to assessing and managing emergency situations, and intervening when clinically indicated and/or legally mandated. (10% of questions)
 - Domain 6–Maintaining Ethical, Legal, and Professional Standards: Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism. (14% of questions)

Examination Registration Procedures:

- a) Students will be informed of the registration deadline prior to the start of the semester they are taking the examination. Failure to complete the registration by this date/time may result in inability to take the MFT Master's Program Comprehensive Examination this semester.
- b) Registration with AATBS Campus TestMaster system
 - Click link or enter <https://legacy.aatbs.com/campustestmaster/registration.asp> into your web browser.

- Enter all contact information accurately and then press the “Register” button.
- Remember the email address you use to register as you will need it to log in on exam day.
- No password is needed to take the exam
- c) Contact AATBS to pay for exam
 - There is an \$80 registration fee assessed for this exam
 - Students need to call Kevin Norton, 805-665-5105, to arrange payment for the exam.
- d) Registration with School of Counseling
 - Please complete the following Qualtrics Form to register
https://akron.qualtrics.com/jfe/form/SV_aUVA8Mmk6K1wbvn

Examination Location, Date and Time:

- e) The exam will be conducted at the Computer Based Assessment and Evaluation Center located at Schrank Hall North 152 Testing Lab
https://www.uakron.edu/it/instructional_services/cbae/student-info.dot
- f) The date/time of the examination will be provided to students with the registration information prior to the start of the semester they are taking the examination.
 - You **MUST** bring your student ID to get into the exam
 - You **CANNOT** bring food or drink into the exam
 - You **CAN** take breaks due to the length of the exam.

Log-in to Examination on Exam Day:

- g) Click link or enter: <https://legacy.aatbs.com/campustestmaster/Login.asp>
- h) The Instructor will provide you with an “Exam ID #”, so you can log in and start your exam.
- i) Enter the email address you used during the registration process in the space provided.
 - Enter “Exam ID #” the instructor has given to you verbally and press the “Submit” button. You will **NOT** need a Password.

Examination Taking Procedures:

- j) Click “Begin Exam” button.
- k) Answer each question by clicking on the letter you believe to be the correct answer.
- l) After you answer each question, you will automatically be taken to the next question.
- m) Once you have answered every question, a box will appear that says, “Exam Completed.” You can review the exam or exit the program.
- n) If you believe you have answered all the questions, but do not see the above statement, enter “NA” into the number box and press return. This will take you to any unanswered question(s).
- o) You can review/change your answers by using the “Previous Question” or “Next Question” buttons.
- p) If you have no changes and you see the phrase “All Questions Have Been Answered” at the bottom of the page, simply click the “Logout” button to exit the exam program. Your exam has been submitted.

Examination Grading Policy

- The passing score for the MFT Masters Program Comprehensive Examination is determined in a similar fashion to the AMFTRB National Licensing Exam (for more information, please see <https://ptcny.com/pdf/AMFTRB.pdf>). The Angoff method is utilized to identify the

passing score, which is calculated by averaging the difficulty score for each individual question utilized on the examination.

- Students who fail the written comprehensive examination the first time will be permitted to re-take the complete written examination one time the following semester. Students will complete the examination in the same format during the second attempt (multiple choice). Students are strongly encouraged to meet with the Program Director in order to review their test results and strengths/weaknesses, as well as with their Faculty Advisor, to complete a remediation plan, before re-taking the examination.
- Students who fail the multiple choice examination two times will be given an oral examination, scheduled the following semester by the MFT Master's Program Faculty and the student.
- Students who fail the examination three times, will be recommended for dismissal from the MFT Master's Program by the Graduate School.

Examination Study Materials

AATBS offers a variety of MFT study materials that are applicable to the Comprehensive Exam, as well as the licensing exams. Please see <https://www.aatbs.com/National-MFT-Exam/Materials-Package> for more information regarding their study materials. Additionally, copies of those study materials are on reserve at Bierce Library.

CLINICAL REQUIREMENT

Students must acquire a total of 500 hours during this program. Of those 500 hours, “Students must acquire a minimum of 300 direct clinical contact hours with individuals, couples, families, or other systems ... that occur over a minimum of twelve months of clinical practice.” (COAMFTE, 2020, p.26). At least 200 of those Direct Clinical Contact Hours must be direct relational hours (couples, families, relational group therapy). The remaining 200 hours will be comprised of additional Direct Clinical Contact Hours or Alternative Hours. See definitions below.

Definitions:

Direct Clinical Contact Hours “are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus.” (COAMFTE, 2020, p. 37). The clinical contact hour is understood as the "50-minute hour" common to professional practice. This structure assumes two details: (1) a minimum of 50 minutes of face-to-face client-therapist interaction represents an hour of clinical service, and (2) up to 10 minutes in any clinical service of one hour or more is reasonable for therapist record keeping and/or transition between sessions (COAMFTE, personal communication, 2/6/2018). “A 45-minute therapy session must be counted as 45 minutes, not one hour or as a contact hour” (COAMFTE, 2014, p.32), and “indicates that face-to-face interaction less than 50 minutes must be counted by minutes, with five minute increments acceptable”. (COAMFTE, personal communication, 2/6/2018). Whether the direct clinical contact hour is defined as individual, couple, or family is determined by how

many people are in the room and their relationship to each other (see **relational hours**).

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

$$\text{Time spent with client} / 50 = \text{Direct Clinical Contact Hour}$$

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

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

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

- **Individual Hours:** When the therapist works from a relational perspective, with one person and the therapist in the room. This counts as an individual hour.
- **Co-therapy:** All co-therapy needs to be preapproved by the practicum supervisor(s). Co-therapists assume at least 50% (or larger) of responsibility for all aspects of the therapy case, including case planning and paperwork. Exceptions to the 50% responsibility rule may be made during internship experiences, in which a lead therapist is an employee of the internship site. When students are providing co-therapy, they must make time outside of supervision/therapy to discuss the case, complete paperwork, and plan for the next therapy sessions. Co-therapy cases are presumed to be relational (couples, families, or relational groups). Co-therapy should only be conducted with individuals in rare circumstances in which a clinical justification warrants having an additional clinician in the room.
- **Relational Hours** “is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself.” (COAMFTE, 2020, p.42).
 - **Couples** are defined as two partners who request treatment for their intimate and/or family relationships. (COAMFTE, 2020, p.37).
 - **Families** are a social unit of two or more individuals, related by blood or non-blood, characterized by emotional engagement and/or commitment, and self-defined as family. (COAMFTE, 2020, p. 38).
 - **Relational group therapy** “Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.” (COAMFTE, 2020, p.42).

- **Teletherapy** “is the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.” (COAMFTE, 2020, p.43)

Alternative Hours consist of non-direct contact hours and teaming hours. These hours cannot be accrued toward the 300 Direct Clinical Contact Hours. They are supportive to the development of new clinical skills or the Direct Clinical Contact Hours that are accrued.

- **Non-Direct Contact Hours** are generally supportive to the Direct Clinical Contact Hours that are accrued, consisting of time spent completing clinical paperwork, reviewing session recordings, collaboration with other professionals involved in the client’s services and clinical preparation for sessions. Non-Direct Contact Hours may also be supportive to the development of new clinical skills, consisting of time spent in additional clinical trainings required by clinical placement sites.
- **Teaming hours** consist of observation hours or shadowing hours. Teaming hours are designed to be supportive to the development of new clinical skills through the observation of more experienced clinicians working directly with clients.
 - An **observation hour** occurs when a clinical trainee observes therapy with a particular case on an ongoing basis, the clinical trainee(s) behind the mirror forms a “team” with the therapist(s) in the room. The clinical trainee(s) behind the mirror observes each session and may help the therapist(s) in the room with assessment, case conceptualization, and intervention in the case. The majority of observation hours should be accrued with relational clients. Not more than 5 observation hours of an individual client may be counted per semester.
 - **Shadowing hours** is defined as observing another, more experienced therapist without interacting in the session. This is different from observation hours, as the clinical trainee is in the same room as the therapist performing the session. This is different from co-therapy, in which the clinical trainee is providing the therapeutic services alongside the therapist. These hours can only be accrued at the student’s internship site. These ideally should be relational hours and part of training closer to the beginning of your internship experience.

SUPERVISION REQUIREMENT

“Students must receive at least 100 hours of MFT relational/systemic supervision from a **program clinical supervisor** on a regular and consistent basis while seeing clients. When the supervision schedule is interrupted for any reason, the program must have a plan to assure student access to supervisory support. MFT relational/systemic supervision can be **individual MFT relational/systemic supervision** (one supervisor with one or two supervisees) or **group MFT relational/systemic supervision** (one supervisor and eight or fewer students) and must include a minimum of 50 hours of MFT relational/systemic supervision utilizing **observable data.**” (COAMFTE, 2020, p.26).

Please note, all COAMFTE related supervision hours (100 total with at least 50 observable data) must be accrued from a university clinical course instructor (Pre-practicum, Practicum,

and Internship). These hours are noted on the hours log in the COAMFTE supervision section. All other supervision, including internship site supervision and external MFT supervision are reported in the Additional section of the hours log.

Definitions:

MFT Relational/Systemic Supervision is the practice of developing the clinical competencies and professional growth of the student as a supervisee, consistent with the MFT relational/systemic philosophy, ethics, and practices of the marriage and family therapy profession. Supervision is distinguishable from psychotherapy or teaching. MFT Relational/Systemic Supervision may be provided through virtual supervision.” (COAMFTE, 2020, p. 40).

- **Group MFT relational/systemic supervision** consists of one supervisor and eight or fewer students. Regardless of the number of program clinical supervisors present, a group cannot exceed eight students to qualify for group relational/systemic supervision. For example, ten students and two program clinical supervisors are not appropriate because the number of students exceeds eight. (COAMFTE, 2020, p.39).
- **Individual MFT relational/systemic supervision** is defined as one supervisor with one or two supervisees. (COAMFTE, 2020, p. 39).
- **“Virtual Supervision** is the process of delivering synchronous MFT relational/systemic supervision using a secure video platform. The online supervisory interaction is compliant with relevant state, federal, and provincial regulations for the location in which the clinical student therapist and supervisor are physically located.” (COAMFTE, 2020, p.43)
- **Case Report** (consultation) supervision – Supervision that occurs in the context of discussing a prior session, preparing for a future session, or exploring self-of-the-therapist topics as related to a case. Case report supervision does not involve the usage of observable data.
- **Observable data supervision** “includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.)” (COAMFTE, 2020, p.40).
 - Live supervision - The time that the supervisee is doing therapy in front of the mirror, with the supervisor observing behind the mirror. In addition, the time spent discussing the live observation with the supervisor counts as live supervision. For example, if a supervisor watched an hour session and then discussed the session with the supervisee for 30 minutes afterward, that would be 1.5 hours of live supervision. This live supervision time can also be counted as a clinical hour. For the trainee in front of the mirror, it is a direct clinical hour and for the trainees behind the mirror, it is an observation hour.
 - Video/audio - The time viewing a video/listening to the audio of a pre-recorded therapy session, as well as a subsequent discussion about the video/audio is all counted as raw data supervision.

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

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

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

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

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

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

Program Clinical Supervisors provide MFT relational/systemic supervision within a COAMFTE accredited program. Program Clinical Supervisor qualifications include the following:

- a) demonstration of professional identity as a marriage and family therapist, and
 - **Professional Identity as a Marriage and Family Therapist** is demonstrated by publicly displayed and accessible indicators of commitment to the marriage and family therapy profession such as a graduate degree from a COAMFTE accredited program, marriage and family therapist licensure/registration, membership in a relationally-focused professional association dedicated to promoting the marriage and family therapy profession, advanced credentials in a practice area specific to the marriage and family therapy profession, or contributions specific to the marriage and family therapy profession such as leadership, training, or scholarly activities.
- b) demonstration of training in MFT relational/systemic supervision by one of the following:
 - A graduate course in MFT relational/systemic supervision equivalent to three semester-credit hours
 - Postgraduate professional education in MFT relational/systemic supervision of at least 30 clock hours
 - A state established MFT supervisor designation that includes relational/systemic supervision training
 - Designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate (COAMFTE, 2020, p.41)

INTERNSHIP SITE SUPERVISOR QUALIFICATIONS

MFT relational/systemic supervision provided while students are in internship must fulfill ONE of the following qualifications:

- IMFT-S.
- OR
- AAMFT Approved Supervisor or Supervisor in Training
- OR
- Meet the [Supervisor Equivalency](#) qualifications

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

PRE-PRACTICUM (COUN:673)

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

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

PRACTICUM OVERVIEW (COUN: 675)

Practicum is the first direct client contact clinical experience. Before students can begin practicum they must meet the following criteria:

- 1) complete all course prerequisites to practicum (see PCD);
- 2) register for practicum with the Program Director via email the semester prior to practicum entrance (see Practicum Registration Procedures below).
- 3) Complete the Practicum Readiness Form and submit relevant materials
- 4) Attend the Practicum Readiness Meeting;
- 5) Go through the Clinic for Individual and Family Counseling Practicum Orientation (Brightspace and in person);
- 6) Obtain FBI and BCI background checks (fingerprints)
 - You need to have both FBI (national) & BCI (state)
 - The School of Counseling offers background checks for \$70
<https://www.uakron.edu/soc/check>
 - Can take ~4-6 weeks
 - Send to:
 - Ohio CSWMFT board:

time/group supervision is scheduled on a specific day/time per the University course schedule.

- 1 hour/week individual (dyadic) supervision with the faculty instructor – individual supervision day/time shall be negotiated with the faculty instructor, but usually occurs the same day as the class time/group supervision.
- 2-3 hours/week clinical documentation – time used for completion of documentation is usually flexible, however documentation for a particular session must usually be completed within 48 business hours of the session.
- 1 hour/week supervision with the group counseling supervisor – group counseling supervision day/time shall be negotiated with the group counseling supervisor. (when applicable)
- 1 hour/week supervision with a doctoral student supervisor – doctoral student supervision day/time, when it occurs, shall be negotiated with the doctoral student. Master’s students may or may not have a doctoral student supervisor, depending on the semester. (when applicable)

PRACTICUM REGISTRATION PROCEDURES

Practicum is a closed course. Students cannot register on their own and must be pre-approved by the MFT Clinical Training Director (i.e., self-registration is not possible). See “[special registration for closed course](#)”.

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

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

- Opening the first day of the semester prior to enrolling in practicum, students **must** email the Program Coordinator/Director (Dr.K) to identify their desire to enter practicum. For example:
- o Summer 2018 practicum registration opens Jan 16th 2018
 - o Fall 2018 practicum registration opens May 21st 2018
 - o Etc.

The following content must be identified in this email:

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

Failure to follow this protocol may result in a delay in entrance into practicum. Students will be notified of their approval to enter into practicum after successful completion of the practicum readiness interview, which is conducted with the Program Coordinator/Director.

PRACTICUM READINESS MEETING

Upon confirmation of a student's Practicum Registration (see above procedures), the MFT Clinical Training Director will send the student the Practicum Readiness Paperwork and the deadline for submission of that paperwork (generally halfway through the semester prior to practicum). Each student is required to submit the required Practicum Readiness Paperwork to the MFT Master's Clinical Training Director by the deadline specified. The MFT Master's Clinical Training Director will then schedule a group meeting with the cohort of students entering practicum the following semester. This meeting is a clinical advising session and will cover practicum and internship procedures, as well as provide information regarding licensure applications and graduation requirements. The form that needs to be completed is in the Appendix.

INTERNSHIP (COUN:685)

Internship is the culmination of the clinical experience. It is designed to prepare students for a full-time MFT work experience. Internship requires clinical placement at a mental health agency in the state of Ohio. Internship must be completed during at least two semesters (3 credits of COUN:685 each semester). How many of those 500 direct client contact hours each student is required to obtain during internship depends on how many were obtained during their two semesters of Pre-practicum and one semester of Practicum. Students who do not fulfill their 500 direct client contact hour requirements after registering for six semester credits must enroll for an additional 3 credit hours of Internship (COUN:685) each semester until the requirement is completed.

The objective of Internship is to provide an intensive on-the-job supervised experience beyond Practicum for the integration and application of knowledge and skills that the student has gained in didactic coursework. The Internship is a post-Practicum, on-the-job experience conducted in a setting as similar as possible to that in which a student may subsequently seek employment.

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

All Internship experiences must be in the state of Ohio (no out-of-state internships are allowed). Students must register with the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as a Marriage and Family Therapist Trainee (MFTT) License for Internship, unless a waiver of this requirement has been preapproved by the MFT Clinical Director prior to the start of Internship under special circumstances. Visit <http://cswmft.ohio.gov/FormsC.stm> to find steps toward completing the application process.

Completion of Internship requires a long-term commitment of time and effort. Students who work (whether on-campus or off-campus), or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet Internship clinical/supervisory/academic requirements.

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

- 1st semester internship students are permitted a maximum of 15 client contact hours per week and 2nd semester internship students are permitted a maximum of 18 client contact hours per week. This usually requires “overscheduling” to ensure students are able to obtain close to this amount. Exactly how many contact hours are able to be scheduled and how many clients on an individual student’s caseload is site dependent.
- 3 hours biweekly class time with the faculty instructor (i.e., group supervision) – class time/group supervision is scheduled on a specific day/time per the University course schedule.
- 1 hour per week individual (dyadic) supervision with the site-supervisor – supervision day/time shall be negotiated with the supervisor.
- Please note: COAMFTE accreditation standards require at least 1 hour of MFT supervision per week. Therefore, students who have to seek MFT supervision external to their site, must receive MFT supervision on weeks in which student does not attend internship class.

INTERNSHIP PLACEMENT PROCEDURES

Internship is a closed course. Students cannot register on their own and must be pre-approved by the MFT Master’s Clinical Training Director (i.e., self-registration is not possible). See “[special registration for closed course](#)”.

Internship may occur at more than one site; however, only under certain circumstances and with prior approval by the MFT Master’s Clinical Training Director.

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

1. Obtain currently approved Internship site placement information from the MFT Master’s Clinical Training Director.
 - At the Practicum Readiness Meeting, the MFT Clinical Training Director provides students with a “master” list of all approved internship sites.
 - After the Practicum Readiness Meeting, each student needs to email the MFT Master Clinical Training Director identifying the internship site they would like to apply to. The MFT Masters Clinical Training Director will then provide that student with the contact information to apply to that site.
 - Please note: Internship sites not previously used can be added to possible Internship sites. Student may choose to seek out sites on their own; however the MFT Master’s Clinical Training Director must vet and subsequently approve the site to determine it will meet the

- state, program and accreditation guidelines.
2. Apply for Internship Site(s)
 - Using the Cover Letter Draft and Resume material submitted for the Practicum Readiness Meeting, each student should email/apply to their selected internship site.
 - Do not contact potential Internship sites until given approval by the MFT Master's Clinical Director.
 - Only apply for 1 internship site at a time.
 - Treat the Internship search similarly to a professional job search. Review websites and other materials for information about the agency and its services before contacting potential sites.
 3. Secure a site
 - Because Internship placements are increasingly competitive, students are strongly encouraged to begin the Internship selection/placement process early and in close collaboration with the MFT Master's Clinical Training Director.
 4. Secure a MFT supervisor (if not available on site)
 - Students are required to be supervised by an appropriately educated/trained Systemic supervisor. Not all sites have such a supervisor on-site. See the section on [Supervisor Qualifications](#) for additional information.
 - The MFT Clinical Training Director has a list of approved MFT supervisors and can be consulted for contact information.
 5. Submit Internship approval letter to MFT Clinical Training Director
 - Rationale = Once an Internship site/supervisor are secured, students will request from the site an E-mail or letter verifying that a letter of offer has been made to the student. The letter is sent to the MFT Clinical Training Director. Failure to submit this letter will risk the student being unenrolled from the internship course.
 6. Register for internship class
 - As the internship course is a closed course, the MFT Clinical Training Director will facilitate each student's enrollment in the internship course with the School of Counseling Administrative Assistant.
 7. Update the MFT Trainee License Information at the end of Practicum
 - As the student will be moving to a new site for internship, the MFT Trainee License information will need to be updated with the licensure board (<https://cswmft.ohio.gov/MFTs/MFT-Trainee>).

INTERNSHIPS SITES

MFT internship students should be placed at the internship site for therapy experiences with individuals, couples and families. This initial placement is a way to assess the student's readiness to work more and more independently. Typical internship sites include community agencies and hospitals. The internship experience generally involves the MFT internship student first shadowing, then engaging in co-therapy and over time, solo therapy. This transition occurs because it is important for internship sites to assure that before having an MFT internship student function as a solo therapist, that the site supervisor has evaluated the MFT internship student competency level and skill development as adequate.

Community based Internships: MFT internship student often engage in community based internship, requiring MFT internship student to conduct therapy in a client's home or in other community settings. While engaging in community based internship, MFT internship student should have immediate access to their supervisors. If a supervisor or other appropriately licensed person is not in attendance with the intern, the MFT internship student must be knowledgeable about the crisis procedures to ensure that they understand who to contact and how to contact that person when a crisis occurs. MFT internship student should feel safe while engaging in community based internship experiences. If the MFT internship student feels uncomfortable during a community based session, the MFT internship student should first consult with their site supervisor and agency's policy on ensuring clinician safety. If the MFT internship student does not believe the safety issue is being addressed appropriately by the site supervisor, the MFT internship student should consult with their university supervisor, and then the Clinical Training Director if additional consultation is needed.

Private Practice Based Internships: There are inherent challenges related to engaging in private practice based internship. Specifically including, lack of oversight and infrastructure to enable the MFT internship student to appropriately learn and grow as a clinician. Additionally, many private practice based internships are not able to provide sufficient clients required for MFT internship students to graduate within the two semester timeframe outlined on the PCD; therefore, students requesting to complete an internship experience at a private practice should expect to complete three semesters of internship.

INTERNSHIP RESPONSIBILITIES

The Marriage and Family Therapy Program Shall be Responsible for the Following:

1. Oversight and evaluation of academic requirements related to the course listed above, as described on the course syllabus.
2. Monitoring of the student's duties and fulfillment of course requirements during the clinical experience, and verifying that direct service duties are either within student's scope of practice or are being developed under supervision.
3. Assigning a course grade (with consultation from the off-site host/supervisor) based on clinical course requirements.
4. Consultation with off-site host/supervisor as needed regarding trainee's work-related performance in order to evaluate academic progress through the course and/or program.
5. Contacting the site host face-to-face or by phone at least once during each semester. Arranging a site visit during the first semester of internship when possible, and scheduling meetings with off-site host/supervisor, intern, and the Clinical Training Director when needed.
6. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the Site.
7. Providing weekly group supervision to the intern by the program clinical supervisor who is an AAMFT Approved Supervisor or Supervisor in Training, while conducting the weekly class session.
8. Complete the clinical evaluation of the intern the end of each semester of internship.
9. Adhering to supervision being a process/parallel process to therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.

The Site Shall be Responsible for the Following:

1. Interviewing potential student trainee and making determination about fit between Intern and Site.
2. Providing the intern with an overall orientation to the Site's specific services necessary for the implementation of the internship experience.
3. Designating a qualified appropriate licensed professional as the Site Supervisor, who meets the systemic supervisor qualifications when possible.
4. Providing the intern with adequate workspace, electronic devices, office supplies, and staff support to conduct professional activities.
5. Providing the intern with the rules and guidelines for their professional conduct at the site.

The Site Supervisor Shall be Responsible for the Following:

1. Participating in the development of and approval of the Internship plan. Sign and date are required internship paperwork (memorandum of agreement and internship plan).
2. Participating in the development of a supervision contract, which must be on file at the university.
3. Meeting at a consistent schedule with the intern for at least 1 hour of face-to-face individual supervision per week. Individual supervision is that which occurs in groups of two or fewer interns. Individual supervision may be conducted via HIPPA compliant videoconferencing.
4. Providing a consistent caseload of clients such that the responsibility to advertise and market their direct clinical services does not fall on the intern.
5. Having a HIPPA compliant clinical documentation system that includes a HIPPA compliant policy/protocol in place for how documentation is reviewed and signed by the supervisor and stored after it is signed.
6. Addressing issues of professional identity development, including encouraging engagement of the intern in attending professional meetings, training sessions, and workshops.
7. With the approval of the administration of the Site, providing opportunities for the intern to engage in a variety of therapy activities (program appropriate) under supervision.
8. Completing the clinical evaluation of the intern the end of each semester of internship.
9. Notifying the Internship Instructor and/or Clinical Training Director immediately of any areas of clinical concern such that a Professional Development Action Plan can be completed to remediate the intern, prior to considering termination of the internship placement.
10. Ensuring the Intern does not have more than 15 direct client contact hours per week in the first semester of internship and 18 direct client contact hours per week in subsequent semesters of internship, unless agreed upon by all applicable supervisors.
11. Ensuring that there is a policy/protocol responsible for handling direct service-related questions/emergencies to ensure adequate client care.
12. Ensuring that vicarious responsibility for those being served by the trainee is taken by the organization and site supervisor; verifying that direct service duties are within trainee's scope of practice or are being developed under supervision.
13. Addressing issues such as diagnosis, treatment planning, goals and help the intern identify their systemic theory that they operate from, in addition to monitoring session-to-session progress and following ethical codes and state statutes.
14. Adhering to supervision being a process/parallel process to therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.

15. Focusing on the observable data from the intern's current clinical work, which is made directly available to the supervisor through such means as written clinical materials, direct observations, and video and audiotapes. This may include live supervision by the supervisor while the intern is providing direct services to the client or engaging in co-therapy between a supervisor and the intern. Supervision that relies solely on written clinical materials or verbal reports does not meet adequate standards.

The Intern Shall be Responsible for the Following:

1. Follow all internship course syllabi policies, procedures, and adhere to all internship course requirements, including but not limited to attending class, completing all paperwork, and completing graded assignments. Participating in the development of and approval of the internship plan Sign and date the Memorandum of Agreement, Internship Plan, and Supervision Contract.
2. Participating in the development of a supervision contract with all applicable supervisors, which must be on file at the university.
3. Attesting to having read and understood the American Association for Marriage and Family Therapy ethical standards. Interns will practice therapy in accordance with these standards. Any breach of these ethics or any unethical behavior will result in removal from internship, a failing grade, and documentation of such behavior will become part of the permanent academic record of the student.
4. Agreeing to adhere to the administrative policies, rules, standards, and practices of the internship site.
5. Agreeing to inform immediately, both the Site and the University Supervisor regarding concerns or issues as related to the internship experience or clinical work.
6. Performing the internship functions agreed to in the internship plan, as well as other functions as directed by the Site Supervisor.
7. Continuously work to improve his/her performance in response to feedback made by the Site Supervisor
8. Meeting at least one hour per week with the site supervisor for critique of work, including direct (e.g., individual, couple family and group, etc.) and indirect (e.g. progress notes, treatment plan, etc.) service.
9. Maintaining appropriate liability insurance and appropriate trainee license.
10. Being consistent with the requirements of the Site and University in regard to grooming, punctuality, etc.
11. Providing direct service to consumers either within one's scope of practice or while being developed under supervision per AAMFT ethical codes.
12. Participating openly and fully in supervision sessions with site host/supervisor and attempting to adhere to all Supervisor's training recommendations.
13. Disclosing to Site Supervisor any unusual incidents regarding his/her clientele/training experience.
14. Obtain written consent for all clients before treatment begins. Obtain written parent/guardian consent for all clients under the age of 18.
15. Obtain written consent for audio and/or videotape recordings of therapy sessions prior to recording, and inform clients that the audio and/or videotapes: (a) are not released to clients and/or third parties, (b) will be stored at the Site, (c) are used for the purpose of clinical supervision with his/her Site and/or university supervisor, and (d) will be erased after the supervision has occurred, to maintain client confidentiality.

The External Systemic Supervisor (if applicable) Shall be Responsible for the Following:

1. Participating in the development of and approval of the Internship plan. Sign and date are required internship paperwork (memorandum of agreement and internship plan).
2. Participating in the development of a supervision contract, which must be on file at the university.
3. Meeting at a consistent schedule with the intern for at least 1 hour of face-to-face individual supervision per week. Individual supervision is that which occurs in groups of two or fewer interns. Individual supervision may be conducted via HIPPA compliant videoconferencing.
4. Being well grounded in the theory of marriage and family therapy, to use a systemic/relational perspective when providing individual couple family and group therapy.
5. Addressing issues of professional identity development, including encouraging engagement of the intern in attending professional meetings, training sessions, and workshops.
6. Completing the supervisor evaluation of the intern at the end of each semester.
7. Addressing issues such as diagnosis, treatment planning, goals and help the Intern identify their systems theory that they operate from, in addition to monitoring session-to-session progress and following ethical codes and state statutes.
8. Adhering to supervision being a process/parallel process to therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.

PROCEDURES FOR CHANGING INTERNSHIP SITES

Upon obtaining an internship site, students are committing to at least two consecutive semesters at a given internship site. It is recognized that there may be circumstances in which a student will request to change an internship site, including, but not limited to:

- Student “fit” issues with the internship site based on client population, location of services, or self-of-therapist issues within the student.
- Inability to obtain sufficient relational hours.

Students who desire to change internship sites must complete the following procedures:

- Discuss with the university supervisor the issues with the particular site.
- The university supervisor will schedule a site visit meeting between the student, the site supervisor, and the university supervisor.
- During this meeting, the identified issues will be discussed and an informal plan will be developed to determine if the issues can be resolved within a specified timeframe. The student must adhere to intern role and wait the identified timeframe before proceeding with the next steps.
- If the issue has not been resolved within the timeframe identified and with the steps identified in informal plan, the student will inform the university supervisor and clinical training director of the desire to change internship sites. The student will identify in conjunction with the university supervisor and site supervisor a plan to exit the internship site in accordance with applicable ethical standards.
- The internship student will then follow the procedures in the above section “Internship Placement Procedures”.

Requests to change internship sites will not be granted until the culmination of the first semester of internship and may result in the internship student needing to take at least one semester off from internship to find a new internship site.

PROCEDURES FOR ADDING A SECONDARY INTERNSHIP SITE

Upon obtaining an internship site, students are committing to at least two semesters at a given internship site. It is recognized that there may be circumstances in which a student will request to add a secondary internship site, including, but not limited to:

- Inability to obtain sufficient relational hours at the primary internship site.
- A unique clinical opportunity that cannot be fulfilled at the primary internship site.

Students who desire to change internship sites must complete the following procedures:

- Discuss with the university supervisor the rationale for adding a secondary internship site; the university supervisor must endorse the request.
- Discuss with the site supervisor at the primary internship site the rationale for adding a secondary internship site; the site supervisor must endorse the request. The primary site must still be considered primary; therefore, the addition of a secondary site should not interfere with the duties assigned at the primary internship site.
- Discuss with the program director the rationale for adding a secondary internship site; the program director must endorse the request.
- Apply to the secondary internship site, following the procedures in the above section “Internship Placement Procedures”.

Requests to add a secondary internship site will not be granted until the culmination of the first semester of internship. Hours accrued at the both the primary and secondary internship sites combined must not exceed the maximum client contact hours allotted per week per the guidelines in the “Internship (COUN:685)” section.

GRADUATION APPLICATION PROCEDURES

All students must complete a Graduation Application before graduation is possible. This form must be submitted to the Graduate School prior to the due date, which is dependent upon the semester a student intends to graduate. Students are responsible for awareness of Graduation Application due dates, and online submission of the application. See the Graduate School website for more information regarding graduation dates and procedures:

<https://www.uakron.edu/gradsch/current-students/GraduationInfo.dot>. Students are responsible for registering with the Graduation Office and paying a graduation fee at the time of submission of the online Graduation Application form.

GRADUATION REQUIREMENTS

In order to graduate with a master’s degree in MFT, the following minimal requirements must be satisfied:

1. Complete all program requirements within 6 years of admission.
2. All courses have must have grades (no incompletes).
3. No more than 6 of the 60 program credits can be a “C”
4. Must maintain at least a 3.0 average
5. Clinical & Supervision Hours Requirements
 - 500 total clinical hours (300 direct with 200 relational)
 - 100 supervision hours by program clinical supervisor (50 observable data hours)

6. Submit verification of hours to Program Director (Dr.K) to clear DPR
7. Pass the Comprehensive Exam
8. Meet minimum developmental competency requirement
9. Adherence to the School of Counseling Statement of Expectations throughout the Program.

GRADUATION EXTENSION

Students admitted to the MFT Master's Program at The University of Akron are permitted 6 academic years to complete their degree from the time of admission. If a student should need an extension on that timeframe, that student should consult with their advisor and the MFT Master's Program Director. For consideration of a time extension, the student will need to complete the "time extension for completion of a graduate degree" form, which can be found at <https://www.uakron.edu/gradsch/docs/ExtRequest.pdf>. This extension needs to be approved by the multiple levels of administration and submitted to the Graduate School.

POTENTIAL JOB SETTINGS FOR GRADUATES

The MFT Master's Program involves a course of study that can lead to entry-level employment in a wide variety of human service settings, including community mental health centers, employee assistance programs, addiction-recovery programs, and outreach programs geared to specific issues and/or populations:

- College programs for non-traditional students
- State mental institutions
- College admissions offices
- Government law enforcement programs
- Joint vocational school
- Programs for minority, ethnic, or women's groups
- Adult education
- Hospitals
- Career education programs
- Job placement programs
- College financial aid offices
- Juvenile court systems
- College residency hall programs
- Public employment job placement programs
- Special juvenile programs
- Juvenile corrections agencies
- Public and private rehabilitation agencies
- Community mental health centers
- Business and industry personnel/counseling offices
- Adult corrections institutions
- Community family counseling agencies
- Religious counseling agencies
- Private practice
- Drug and alcohol abuse/rehabilitation programs

- Senior citizens agencies
- Human relations training programs in business
- Nursing homes
- College student personnel programs

PART 3: PERFORMANCE AND RETENTION POLICIES

STUDENT PERFORMANCE EVALUATION

All students will be evaluated on their performance in the program at the end of the semester in foundational MFT courses. These courses specifically include: MFT: Theory and Techniques, MFT Professional Ethics and Identity, Systems Theory, MFT Assessment Methods and Treatment Issues, Marital Therapy, and Techniques in MFT. If a student receives a 1 or 2 on their Student Performance Evaluation, the Student Remediation Procedures will be triggered.

STUDENT RETENTION CRITERIA

The following minimum criteria must be met for student retention:

1. Evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
2. An overall GPA of at least 3.0 (on a 5-point standard grading scale) or higher throughout the program.
3. Not more than six (6) semester credits of “C,” “C+,” and “C-”.
4. Demonstration of clinical readiness and recommendation of instructor.
5. Demonstration of being on track developmentally based on the Clinical Evaluation for Practicum and Internship, and recommendation of instructor.
6. A passing score on the comprehensive examination.
7. Demonstration that the [School of Counseling Statement of Expectations](#), which is printed on all School of Counseling syllabi, has been followed throughout the program.

STUDENT REMEDIATION PROCEDURES

Within the MFT program, remediation is a collaborative process that involves creating an action plan to address an area of concern that has been identified by faculty or supervisors. The goal of a remediation plan is to remove the area of concern and facilitate student success in the program. MFT master’s students who present with areas of concern. There are two levels of remediation, informal and formal. Informal remediation (or level 1) involves a meeting and discussion about the area of concern. Informal remediation will be documented via meeting notes and emailed to all parties involved. Formal remediation (or level 2) involves the collaborative creation of a Professional Development Action Plan. The completed Professional Development Action Plan form will be signed by all parties involved, placed in the student’s file, and followed-up on until completion of all action steps.

The following policy will be in place regarding the number of professional development action plans that will be developed for a student:

- First professional development action plan – The student will be closely monitored.

- Second professional development action plan – The student will be placed on academic probation.
- Third professional development action plan – The student will be subject to recommendation for dismissal from Program.

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

- Lack of evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
 - Faculty Advisor will discuss timeline with student, options for Program completion, and options for Graduate School extension. It is the student's right to request for time extension per the University Rules. Program faculty will recommend an extension if the student is able to provide sufficient evidence that there were 1) extenuating circumstances that prohibited the student from moving through the program in a timely manner, 2) the student is not on a remediation plan related to other academic, intrapersonal or interpersonal concerns, and 3) the student can provide evidence that they will be able to complete the remaining program requirements within the 1 year extension timeframe permitted by the Graduate School.
- Overall GPA of less than 3.0 throughout the program (on a 5-point standard grading scale; A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D+=1.5, D=1.0, F=Below 1.0).
 - First semester - Faculty Advisor will communicate GPA to student. Faculty Advisor and student will discuss academic and other issues impacting GPA. Student will be placed on academic probation for one semester.
 - Second semester - Student will remain on academic probation for second semester. Student must meet with Program faculty to discuss academic issues and generate a professional development action plan.
 - Third semester – The student will be subject to recommendation for dismissal from Program.
- Individual grade of less than B- on one or more required Program course outlined on the Program Course Distribution (PCD) form.
 - First course - Faculty Advisor will meet with student to discuss academic and other issues impacting course grade.
 - Second course - Student must meet with Program faculty to discuss academic and other issues impacting course grade. Student will be placed on academic probation. Student will be reviewed for possible dismissal from Program. NOTE: No more than six semester credits of “C,” “C+,” and “C-” may be counted toward the 60 credits required for the program. No grades below “C-” may be counted toward a degree.
 - Third course – The student will be subject to recommendation for dismissal from Program.
- Non-passing score on the comprehensive examination.
 - Level 1: First non-passing score – Student will meet with program director to discuss scores. Student will meet with advisor to discuss study strategies to encourage success. Student must re-take the complete written examination one time the following semester. The same examination taken

- the first time must be re-taken during the second attempt.
- Level 2: Second non-passing score – Student will meet with program director to discuss scores. Student will meet with advisor to discuss study strategies to encourage success. Student will be given an oral comprehensive examination by the MFT faculty.
 - Third non-passing score (including the alternate format) - The student will be subject to recommendation for dismissal from Program.
 - Receiving a score of 1 or 2 on the Student Performance Evaluation.
 - First time occurring – Advisor will meet with the student to discuss the reasons for the score of 1 or 2.
 - Second time occurring - Student must meet with MFT Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for clinical courses, including Practicum or Internship. A professional development action plan will be created.
 - Third time occurring or lack of successful completion of previous professional development action plan – The student will be subject to recommendation for dismissal from Program.
 - Clinical concerns noted by supervisor during pre-practicum or practicum
 - First concern: Supervisor will meet with student to discuss competency issues impacting clinical work. Supervisor will develop an informal plan to address clinical concerns.
 - Second concern: Supervisor and Clinical Training Director (or other program faculty representative if the Clinical Training Director is the supervisor) will meet with student to discuss competency issues impacting clinical work. A professional development action plan will be developed.
 - Lack of successful completion of professional development action plan - Student must meet with MFT Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until professional development action plan is achieved.
 - Third concern or Lack of successful completion of the previous professional development action plan – The student will be subject to recommendation for dismissal from Program.

*Throughout the process, the supervisors should use the clinical evaluation areas, Ohio CSWMFT Laws and Rules, Ohio CSWMFT Ethical Codes, and AAMFT Code of Ethics as a guide for areas of concern and when creating action steps in any remediation process.

**If the concern is significant enough, the supervisor may choose to go directly to the second concern level.
 - Clinical concerns noted by supervisor during internship:
 - Concerns first identified. Informal Remediation.
 - Notify the university supervisor.
 - Discuss concerns directly with the parties involved (e.g. student and site supervisor); action steps and timeline are identified.
 - Results of discussion are emailed to the university supervisor to keep them informed (student cc'd on the email).
 - Concerns continue to be identified (after approximately 2 weeks). Formal

Remediation.

- Schedule a meeting between the university supervisor, the site supervisor, and the intern to complete a written remediation plan with specified timeline and action steps for university supervisor, site supervisor, and student. Remediation plan signed and agreed to by all parties and all have copies of.
 - Remediation plan follow-up (after approximately 2-4 weeks).
 - Schedule a follow-up meeting between the university supervisor, the site supervisor, and the intern to check on the status of the written remediation plan.
 - If sufficient progress is made consider renewing, revising, or discontinuing the remediation plan.
 - If insufficient progress is made, consider ending the relationship between the site / supervisor, and the student.
- *Throughout the process, the supervisors should use the clinical evaluation areas, Ohio CSWMFT Laws and Rules, Ohio CSWMFT Ethical Codes, and AAMFT Code of Ethics as a guide for areas of concern and when creating action steps in any remediation process.
- **If the concern is significant enough, level 1 may be skipped and the site may choose to go directly to level 2.
- ***This process should be completed PRIOR to considerations of termination of the intern from the site, unless the concern is of an egregious nature.
- Request to change internship sites, regardless of the reasons.
 - First site change request. Student, university supervisor, and site supervisor will follow the procedures outlined in the handbook regarding changing internship sites.
 - Second site change request - University supervisor, Clinical Training Director, and student will meet discuss issues triggering the student's request to change internship sites again. A professional development action plan with the student to address issues triggering the student's request and ensure the student can be successful at the current site or at the next site.
 - Third site change request or Lack of successful completion of the previous professional development action plan – The student will be subject to recommendation for dismissal from Program.
 - Issues noted on the School of Counseling Student Concern Form
 - First time occurring – Advisor will meet with the student to discuss the concerns noted on the School of Counseling Concern Form.
 - Second time occurring - Student must meet with MFT Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for clinical courses, including Practicum or Internship. A professional development action plan will be created.
 - Third time occurring or Lack of successful completion of the previous professional development action plan – The student will be subject to recommendation for dismissal from Program.
 - Demonstration of a “1” in one or more area of the Clinical evaluation.
 - Clinical Instructor will meet with student to discuss competency issues

impacting clinical work. Clinical Instructor and student will draft formal professional development action plan. Clinical Instructor will consult with Faculty Advisor to discuss recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and professional development action plan.

- Lack of successful completion of professional development action plan - Student must meet with MFT Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until professional development action plan is achieved. Student will be reviewed for possible dismissal from Program.
- Lack of successful completion of professional development action plan – The student will be subject to recommendation for dismissal from Program.
- Dismissal from internship site. Dismissal from an internship site is serious and results in negative consequences, including a failing grade for the internship course that semester, forfeiting clinical hours accrued during that semester, and requiring the student to reenroll in internship the following semester at their own financial expense. *If the reason for dismissal is significant enough, the program may recommend dismissal from the program.
 - The university supervisor and Clinical Training Director will meet with student to discuss issues resulting in the dismissal from the internship site. The university supervisor, student, and Clinical Training Director will draft a professional development action plan, identifying steps to attempt to alleviate the issues triggering the dismissal.
 - Lack of successful completion of professional development action plan - Student must meet with MFT Master's Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for subsequent semesters of internship. A revised professional development action plan will be created.
 - Dismissal from a second internship site or Lack of successful completion of previous professional development action plan – The student will be subject to recommendation for dismissal from Program.
- Students reported to the Ohio CSWMFT board for ethical or legal infraction and / or student reported to the AAMFT ethics board for ethical infraction. *If the infraction reported is significant enough, the program may recommend dismissal from the program.
 - The Advisor and Clinical Training Director will meet with the student. The Advisor, Clinical Training Director, and student will draft formal professional development action plan, identifying steps to attempt to alleviate the issues that resulted in the board report.
 - Lack of successful completion of professional development action plan - Student must meet with MFT Master's Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for clinical courses, including Practicum or Internship. A revised professional development action plan will be created.
 - Sanction by the Ohio CSWMFT board or AAMFT ethics board or Lack of successful completion of previous professional development action plan – The

student will be subject to recommendation for dismissal from Program.

PART 4: FACULTY

CORE PROGRAM FACULTY

The following are the core faculty associated with the MFT Master's Program. The MFT Master's Program defines core faculty as full time faculty who have been hired to specifically teach in the MFT Programs. Core faculty also serve as Faculty Advisors for students in the program. Names are listed alphabetically by last name:

Dr. Heather Katafiasz, Associate Professor, MFT Master's Program Director and Clinical Training Director; MFT Doctoral Program Director and Clinical Training Director

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

Dr. David Tefteller, Professor of Instruction

- Degree: Ph.D. in Counselor Education and Supervision with specialization in Marriage and Family Counseling/ Therapy (COAMFTE and CACREP dually accredited; The University of Akron)
- Professional Credentials: IMFT-S, PCC, AAMFT Approved Supervisor
- Office Phone: 330-972-6743
- Email Address: dht4@uakron.edu

PROGRAM DIRECTOR

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

1. Oversight of the program's mission and objectives
2. Provision of clinical and didactic program-related course instructor recommendations to School Director, including outreach to facilitate additional instructors when requested
3. Oversight of program-related Program Course Development (PCD) and curricula management, including program-specific course syllabi, accreditation, and professional standards compliance and updates
4. Service as originator on curriculum proposals when appropriate
5. Revisions to and program-wide dissemination of student handbook
6. Coordination of the student interview and admission process
7. Service as liaison to prospective students
8. Oversight and management of program's organizational policies and procedures
9. Management of accuracy and updates to program websites
10. Leadership and facilitation regarding program marketing and related materials
11. Oversight of and compliance with national accreditation guidelines including program-related written reports/self-studies

12. Oversight of and compliance with state licensure procedures/laws and professional standards
13. Service as liaison to university non-program faculty, staff, administration
14. Service as program representative to community academic/clinical placements/professionals.
15. Organize program meetings with program faculty regularly
16. Organize an annual student review with program faculty and students (when applicable)

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

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

The following core faculty member serves as the MFT Master's Program Director:

Dr. Heather Katafiasz, Associate Professor,

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

CLINICAL TRAINING DIRECTOR

The Clinical Training Director's defined duties include:

- (1) oversight of the program's practicum and internship student application and approval process,
- (2) revisions to the structure and requirements for completion of clinical courses,
- (3) approval of supervisor qualifications
- (4) dissemination of relevant clinical course information (e.g., practicum and internship syllabi),
- (5) approval of clinical placements
- (6) representation of the program to clinical placements/professionals.

The following core faculty member serves as the MFT Master's Clinical Training Director:

Dr. Heather Katafiasz, Associate Professor,

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

NON-CORE SCHOOL OF COUNSELING FACULTY/STAFF

The following are full-time School of Counseling tenure track and non-tenure track faculty as well as support staff.

Veronica Carano (Administrative Assistant)

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

Dr. Yue Dang (Clinical Mental Health Counseling Program Faculty)

- Office Phone: 330-972-7118
- Email: yd13@uakron.edu

Dr. Delila Owens (School Counseling Program Coordinator)

- Office Phone: 330-972-8635
- Email: dowens1@uakron.edu

Dr. Robert Schwartz (Clinical Mental Health Counseling Program Coordinator; College of Health and Human Sciences Associate Dean)

- Office Phone: 330-972-8155
- Email: rsc@uakron.edu

Dr. Faii Sangganjanavanich (Clinical Mental Health Counseling Program Faculty; Counselor Education and Supervision Program Coordinator; School of Counseling School Director)

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

Dr. Melanie Kautzman (Clinical Mental Health Counseling Program Faculty)

- Email: mkautzma@uakron.edu

PART TIME MARRIAGE AND FAMILY THERAPY FACULTY

Dr. Mindy Armbrust Beach

- Email: maa192@uakron.edu
- Typical courses taught: COUN 620 Issues in Sexuality for Counselors; COUN 673 Pre-practicum

Dr. Cheryl Thomas

- Email: cthomas1@uakron.edu
- Typical courses taught: COUN 734 Addiction Counseling II

Mr. Sean Dawson

- Email: sad31@uakron.edu
- Typical courses taught: COUN 656 Assessment Methods and Treatment Issues in MFT

Mr. Gregory Southard

- Email: gvs5@uakron.edu
- Typical courses taught: COUN 667 Marital Therapy

PROGRAM CLINICAL SUPERVISORS

The following core and part-time faculty meet the requirements to be considered Program Clinical Supervisors through demonstrating a Professional Identity as a Marriage and Family Therapist and demonstration of training in MFT relational/systemic supervision. These supervisors serve in the role of course instructor for all clinical courses within the program (pre-practicum, practicum, and internship) and meet the requirements for the 100 hours of COAMFTE supervision. Additional supervision may be required by site supervisors or external supervisors during practicum internship, but those hours do not count toward the COAMFTE supervision.

Dr. Heather Katafiasz

- Professional identity as a marriage and family therapist
 - Degree: Ph.D. in Human Development & Family Science, Couple and Family Therapy (COAMFTE accredited; the Ohio State University)
 - Professional membership: AAMFT
 - Professional Licenses: IMFT-S
- MFT relational/systemic supervision training:
 - AAMFT Approved Supervisor

Dr. David Tefteller

- Professional identity as a marriage and family therapist
 - Degree: Ph.D. in Counselor Education and Supervision with specialization in Marriage and Family Counseling/ Therapy (COAMFTE and CACREP dually accredited; The University of Akron)
 - Professional membership: AAMFT
 - Professional Licenses: IMFT-S, PCC
- MFT relational/systemic supervision training:
 - AAMFT Approved Supervisor

Dr. Mindy Armbrust Beach

- Professional identity as a marriage and family therapist
 - Degree: Ph.D. in Counselor Education and Supervision with specialization in Marriage and Family Counseling/ Therapy (COAMFTE accredited; The University of Akron)
 - Professional membership: AAMFT
 - Professional Licenses: IMFT-S, PCC-S
- MFT relational/systemic supervision training:
 - AAMFT Approved Supervisor

COMMUNITIES OF INTEREST

The MFT Master's Program defines its Communities of Interest as including:

- The University of Akron
 - Full Faculty
 - Non-Clinical Faculty
 - Students
 - Administrators
 - Supervisors
 - Alumni
- Internship Sites
- Regulatory Boards
- Professional Associations

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

PART 5: STUDENT RESOURCES

HELPFUL RESOURCES

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

- *Microsoft 365*
<https://www.uakron.edu/it/services/it-services?programId=3a1752e4-5348-4dc5-b111-034ecc9c6122&internaltext=M&Submit=paging>
- *Laptop rental*
<https://www.uakron.edu/libraries/services/services-detail.dot?inode=358934&title=Laptop%20Checkout>
- *Helpful tutorials on registration and student account information*
<https://www.uakron.edu/training/StudentV9.dot>
- *Academic Calendar = Registrar*
<https://www.uakron.edu/registrar/dates/acadcal.dot>
- *Zip Card Office*
(<https://www.uakron.edu/zipcard/>)
- *Graduation procedures/forms/requirements = Graduate School website*
<http://www.uakron.edu/gradsch/>
- *University Grading Policies*
<https://www.uakron.edu/ogc/UniversityRules/pdf/20-05.1.pdf>
- *Parking Permit*
<http://www.uakron.edu/aux/parking/permits.php>.
- *Course schedule = MyAkron* (see <https://id.uakron.edu/idp/Authn/UserPassword>), the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary source
- *Course registration problems = School Administrative Assistant* (see https://akron.qualtrics.com/jfe/form/SV_aUW4uuYO53Xmrul) or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource

- *Computer problems* = Computer help desk
330-972-6888
supportdesk@uakron.edu
- *Brightspace problems* = Brightspace website
http://www.uakron.edu/it/instructional_services/dds/brightspace/brightspace-help-student
- Financial Aid
Graduate School's <http://www.uakron.edu/gradsch/financial-assistance/>
Office of Financial <http://www.uakron.edu/finaid/>, finaid@uakron.edu or 330-972-7032.
- Graduate Housing
<https://www.uakron.edu/psychology/academics/industrial-organizational-psychology/io-graduate-students/places-to-live.dot>
- Resources for students over 25 years old
Adult Focus <https://www.uakron.edu/uaaf/>
- Tuition = Office of Student Accounts
https://www.uakron.edu/student-accounts/costs/graduate_tuition.dot
- Resources for online learners
<https://www.uakron.edu/keep-learning/resources>
- Scholarship Opportunities
Adult Focus <https://www.uakron.edu/uaaf/scholarship.dot>
AAMFTRF Minority Fellowship Program – offers additional training and stipend to MFT students
https://www.aamftfoundation.org/Foundation/What_We_Do/MFP/Application_Information/NITT_MFP-Y_Application_Information.aspx
AAMFTRF Diversity Scholarship for Emerging Leaders
https://www.aamftfoundation.org/Foundation/What_We_Do/Diversity_Scholarship_for_Emerging_Leaders/Foundation/What_We_Do/Diversity_Scholarship_for_Emerging_Leaders.aspx?hkey=994a29d4-f5f8-42d3-a0da-9f896ff9f439
Disability Specific Scholarships: <https://affordablecolleges.com/resources/scholarships-students-with-disabilities>
Additional Scholarships: <https://www.affordablecolleges.com/resources/scholarships/>
College of Health and Human Sciences scholarship resource page:
<https://www.uakron.edu/health/ssc/scholarships.dot>
Loan forgiveness options for therapists
<http://aamft.informz.net/admin31/content/template.asp?ps=65002&sid=64814&ptid=2745&brandid=4918&uid=1106028000&mi=8683103&ps=64814>

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

The MFT Program strongly encourages students to learn about and become involved in marriage and family therapy and counseling-related professional organizations. The program will email students opportunities related to memberships, voluntary service, workshops, conferences, and other opportunities for involvement. Program faculty will share personal experiences and encourage student involvement in classes. The Delta Kappa Lambda (International Marriage and Family Therapy honors society) will encourage involvement through meetings and mentoring activities.

Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the marriage and family therapy profession and in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the marriage and family therapy profession and the counseling profession

The MFT Program encourages membership and active participation in both umbrella and specialty organizations. In particular, the MFT Program encourages student membership and involvement in the following three professional organizations:

- American Association for Marriage and Family Therapy (AAMFT)
<http://www.aamft.org/>

STUDENT EDUCATIONAL ACCESS

Students who need an accommodation based on the impact of a disability should contact the Office of Accessibility at (330) 972-7928 or www.uakron.edu/access. The office is located in the Student and Administrative Services, Building, Room 125.

Students may not request accommodations for class and/or examinations without being registered with the Accessibility Office. Students will need to either provide documentation of a disability or can request testing to be done on campus.

Identified disabilities are treated confidentially, and based on the disability, the Accessibility Office will require accommodation for class, tests and/or the comprehensive examination.

TECHNOLOGY REQUIREMENTS

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

Students entering practicum will utilize Titanium as the software for client documentation and Intelligent Video Systems as the software for viewing recorded client sessions. Training for this software is provided during the practicum orientation process.

For more information regarding training for Titanium, please see

- Titanium <http://www.titaniumschedule.com/Main/Videos/Users/Menu.html>

Students entering internship will receive additional training specific to the client documentation

software utilized by their specific internship site.

PART 6: POLICIES

PROFESSIONALISM AND ADHERENCE TO ETHICAL CODES

As a MFT in training, you are a representative of this profession and are expected to act in accordance with the professional standards outlined in the codes of ethics for the AAMFT as well as all laws governing the therapy/counseling profession, and any laws and rules dictated by the Ohio CSWMFT Board. This applies to not only your interactions with clients, but also interactions with peers, supervisors, and other professionals with whom you may interact in your professional capacity as a therapist in training. Violations or failure to adhere to the AAMFT codes of ethics, or the Ohio CSWMFT Board (the Ohio Revised and Administrative Codes) are taken very serious and can result in serious consequences, based on MFT faculty professional judgement, in consultation with the Ohio Board, General Council, etc. as appropriate. Additionally, dismissal from an off-site practicum placement is taken very serious and will result in serious consequences, including dismissal from the program or a failing grade for the practicum course that semester, forfeiting all clinical hours for that semester, and requiring the student to repeat practicum the following semester at their own expense.

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

SCHOOL OF COUNSELING STATEMENT OF EXPECTATIONS

The School of Counseling has as its mission the goal of training culturally competent future mental health professionals who display a respect for diversity and human dignity, show understanding of clinical knowledge in their specific field of endeavor, apply ethical and competent interventions, acquire and use knowledge of the roles and functions of others working in related fields and possess personal maturity/and a commitment to self-development. For further information about The University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/> (Student Code of Conduct). Any student who feels that he/she may need accommodations due to the impact of a disability, please consult <http://www.uakron.edu/access/> or the Office of Accessibility at 330-972-7928.

STUDENT ACADEMIC DISHONESTY

Students at The University of Akron are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

The University community is governed by policies and regulations contained within the Student Code of Conduct available at www.uakron.edu/sia in Student Union 216, or by contacting Student Judicial Affairs at 330-972-6380. For further information about the University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/code-of-conduct.dot>.

Faculty have access to **Turnitin** (<https://www.turnitin.com/>) software in order to prevent student academic dishonesty. Turnitin is an electronic plagiarism detection system which checks submitted documents against a database and related web sources with the aim of identifying plagiarism, but it can also be used for formative student learning to avoid future plagiarism and improve writing skills.

TITLE IX STATEMENT

The University of Akron is committed to providing an environment free of all forms of discrimination, including sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment. If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – uakron.edu/healthservices 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police. You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need.

Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

COLLEGE OF HEALTH AND HUMAN SCIENCES DRUG POLICY

The College of Health and Human Sciences (CHHS) is dedicated to the safety and wellness of all students and the protection of those they serve. Therefore, the following drug and alcohol policy will be enforced for all CHHS students.

Unauthorized consumption, distribution, possession, use, or being under the influence of drugs or alcohol is strictly prohibited on campus, during remote/distance-learning activities, and during a student or trainee role off-campus for CHHS students and may result in discipline, including the inability to complete a program of study. Additionally, all students must understand and follow all program and school-related policies (e.g., student handbook procedures, web based guidelines, etc) and non-university organizational policies while training off-campus.

Students alleged to have violated this policy will be referred to the Department of Student Conduct and Community Standards for discipline as outlined in the Code of Student Conduct. Students found responsible for a violation of this policy may be issued sanctions including but are not limited to, attendance at workshops, educational sanctions, disciplinary probation, suspension, dismissal, and other consequences appropriate to the violation.

For more information about the Code of Student Conduct, see University Rules 3359-41-01, available at <http://www.uakron.edu/dotAsset/1344508.pdf>.

SCHOOL OF COUNSELING ANTI-DISCRIMINATION POLICY

The School of Counseling programs emphasize a climate of safety, respect, and appreciation for all backgrounds and communities. Therefore, all programs strictly adhere to the non-discrimination policy of The University of Akron (<https://www.uakron.edu/ogc/legal-policies-and-procedures/nondiscrimination-policy.dot>), as well as the AAMFT Diversity and Inclusion Statement (https://www.aamft.org/About_AAMFT/DI_Statement.aspx?WebsiteKey=8e8c9bd6-0b71-4cd1-a5ab-013b5f855b01) and ACA Code of Ethics Nondiscrimination Standard (<https://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>).

MARRIAGE AND FAMILY THERAPY PROGRAM ANTI-DISCRIMINATION POLICY

The University of Akron is an equal education and employment institution which operates under (<https://www.uakron.edu/ogc/legal-policies-and-procedures/nondiscrimination-policy.dot>):

- nondiscrimination provisions of Titles VI, VII, of the Civil Rights Act of 1964 as amended and IX of the Educational Amendments of 1972 as amended.

- Executive Order 11246, Vocational Rehabilitation Act Section 504, Vietnam Era Veterans' Readjustment Act, and Americans with Disabilities Act of 1990 as related to admissions, treatment of students, and employment practices.

It is the policy of The University of Akron that there shall be no discrimination against any individual because of personal characteristics such as, but not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, handicap/disability, health status, religion and spiritual beliefs and/or affiliation, /or national origin, or status as a veteran. This nondiscrimination policy applies to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

The MFT Master's Program emphasizes a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities; therefore, the MFT Master's Program strictly adheres to Non-discrimination policy of The University of Akron, as well as endorses the AAMFT Diversity and Inclusion Statement, which identifies:

“Diversity is a reality of life reflected in the broadest spectrum of the many different ways that individuals identify and exist in the world. Inclusion is acknowledging and appreciating the reality and value of our diversity, intentionally enlisting and engaging the spectrum of different identities and experiences, and respecting what each person brings to the organization. We acknowledge that societal power structures, tensions, and complexities related to diversity contribute to disparities in power, control, influence, status, privilege, and opportunities among individuals and groups. Therefore, our commitment to inclusion involves the continuous identification and effective elimination of barriers to access to association roles, resources, and relationships, and to creation of systems of excellence that promote equity for all. It is a core value in AAMFT to support, promote, and protect diversity, to value all individuals and groups as free from prejudice and oppression as possible, and to foster a climate where equity and mutual respect are intrinsic. By appreciating the importance of inclusion, we acknowledge that the collective and individual talents, skills, and perspectives of members, constituent groups, and partners foster a culture of belonging, collaborative practice, innovation, and mutual respect. Diversity of thought and inclusion of new ideas and perspectives can help us increase creativity, generate new ideas, enhance problem solving, and increase flexibility, productivity, and effectiveness.” [AAMFT Diversity & Inclusion Statement Link](#)

PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS

The MFT Master's Program takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students. In order to promote the acceptance, facilitation, inclusion and retention of diverse students and faculty, the Marriage and Family Therapy Program engages in the following activities:

- (1) The student handbook highlights a comprehensive [anti-discrimination policy](#) which applies to all students (and applicants), faculty, staff, and employees.
- (2) The program faculty openly endorse the recruitment and development of diverse therapists as a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.

- (3) The program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance (including accommodations due to the impact of a disability per the University Office of Accessibility).
- (4) The program maintains internal diversity statistics for our students and faculty.
- (5) Program faculty complete peer-reviewed publications, as well as attend presentation on or present on diversity-related topics and advocacy.
- (6) The program conducts classes in the evenings and in hybridized format so that nontraditional students and working adults have educational access.
- (7) The program conducts virtual open houses to ensure access to students who cannot attend on campus events.
- (8) The program personalizes the interview process by conducting a face to face (either virtually or in person) interview with each candidate.
- (9) The program provides publicly accessible information for on-campus resources for the unique needs of underrepresented groups, such as resources for multicultural or adult students, as well as resources for students who need accommodations.
- (10) The program personalizes the recruitment process by having faculty attend (either in person or virtually) key classroom on campus, as well as at key surrounding universities.
- (11) The program has access to the Office of Inclusion and Equity, which helps attract/retain students of diverse backgrounds <https://www.uakron.edu/ie/>
- (12) The program has access to the university Chief Diversity Officer whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.
- (13) The program actively recruits diverse students in specifically Minority Serving Institutions in (e.g. Central State University and Wilberforce University)
- (14) The School of Counseling actively recruits diverse faculty applicants for open faculty positions not only in the standard academic outlets (e.g., Chronicle of Higher Education) but also Black Issues in Higher Education, Diverse Issues, and Hispanic Outlook.

STUDENT CONCERN PROCEDURES REGARDING THE PROGRAM

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

STUDENT CONCERN PROCEDURES REGARDING A SITE

If an issue arises at a clinical placement site in which the student has concerns about policies and procedures regarding a site or a supervisor, the following procedures will be utilized to address the issue.

Level 1: Concerns first identified.

- Notify the university supervisor.
- Schedule a meeting between the university supervisor, the site supervisor or representative, and the student. Identify action steps to remedy the concern with specified timeline. The plan should be agreed to by all parties.

Level 2: Concerns continue (after approximately 2-4 weeks).

- Schedule a follow-up meeting between the university supervisor, the site supervisor, and the intern to check on the status of action plan.
- If sufficient progress is made consider the issue resolved.
- If insufficient progress is made, consider ending the relationship between the site / supervisor, and the student.

*This process should be completed PRIOR to considerations of a student requesting to change sites, unless the concern is of an egregious nature.

STUDENT GRIEVANCE PROCEDURES

The MFT Master's Program complies with grievance procedures approved by the College of Health and Human Sciences, Graduate School, and University. MFT Master's students have certain rights and responsibilities as stated in The University of Akron Bylaws (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. If a student believes that he or she has valid grounds for appealing a faculty/Program/School decision, or has an academic-related issue/complaint, the student must first attempt to resolve the issue at the lowest level possible.

Student must follow the procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved; then
2. Speak with one's Faculty Advisor; then
3. Speak with the MFT Program Director or Clinical Training Director; then
4. Contact the School of Counseling Director - the student should appeal, in writing, to the School of Counseling Director for resolution of an academic issue; then
5. Contact the College of Health and Human Sciences Dean's Office - the student must appeal, in writing, to the Dean for resolution

For more detailed information about student appeals or complaint procedures, please contact the College of Health and Human Science, or read the 'Grievance Procedures for Graduate Students' <https://www.uakron.edu/dotAsset/1344346.pdf>.

POLICY EXCEPTIONS REQUEST FORM

The purpose of this form is for students to request exemptions to policies outlined in the Marriage and Family Therapy Masters Program Handbook or course syllabi. *Please note that exceptions are generally rare and only granted in extreme situations.* Completion of this form does not guarantee that a policy exception request will be granted to students.

STUDENT HANDBOOK UPDATES

Note that the MFT Master's Program undergoes periodic reviews by program faculty (described later in this handbook). These reviews are primarily focused on program improvements related to coursework, policies, and contemporary educational standards and often is based on student and alumni feedback, as well as site supervisor feedback. In addition,

as a comprehensive master's degree program, policy or procedural changes are sometimes required to conform to national accreditation standards, state licensure guidelines, college or university policies, or advances in the broader counseling profession.

Before implementation, programmatic changes will be thoroughly reviewed by core program faculty members (and School of Counseling or university administration and community professionals as needed). Any program-related changes will therefore represent collective and informed judgment.

Some programmatic changes may apply only to newly admitted MFT Master's students starting the program during the semester admitted (i.e., with the new student handbook active that semester). However, when deemed necessary for program integrity and student success, some programmatic changes may apply to all current/active MFT Master's students regardless of admission date. If programmatic changes are implemented after a student has already been admitted into the program, program faculty will attempt to inform all students of programmatic changes applicable to them by sending an E-mail to all active MFT Master's students in the MFT Master's program, as well as holding in person town hall meetings. *It is important that all MFT students check their University of Akron E-mail regularly.* When possible, MFT Master's Program faculty will also make a reasonable attempt to provide the option of following new MFT Master's Program requirements or prior requirements.

If an academic/programmatic issue arises that is not addressed in this manual, or an extraordinary change in policy is needed immediately (i.e., before a new student handbook is disseminated) to help ensure a student's academic success, core Program faculty shall deliberate about the issue on a case-by-case basis.

The MFT Master's Program faculty encourage all students to fully participate in the program's academic and training process. The program's success is predicated upon students and faculty working together for students' success, clients' mental health, programmatic improvements, and societal advancement. Student contributions are therefore expected, welcomed, and appreciated throughout the program via active student surveys, completer/exit surveys, and alumni survey.

Marriage and Family Therapy (MFT) Master's Program Course Distribution (PCD)
effective Fall 2020

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

Advising Checklist

- Plan courses to be taken semester-by-semester. (*To be completed during first semester of course work*)
 Apply to have any transfer credits transferred. (*After the completion of 12 credits*)
 Sign up for Master's Comprehensive Exam.
 Advancement to Candidacy & Apply to Graduate (*After completion of 15 credit hours; before the final*)
 Deadline for Conferral of Degree: _____

I HAVE READ THE ABOVE ADVISING CHECK-LIST AND UNDERSTAND THAT IT IS MY RESPONSIBILITY TO MEET THE STATED DEADLINES. I UNDERSTAND THAT FAILURE TO MEET THE DEADLINES MAY DELAY MY GRADUATION.

Signature of the student: _____ Date: _____

Signature of the advisor: _____ Date: _____

COURSE WORK MEETS COAMFTE ACCREDITATION STANDARDS

AREA I: Marriage and Family Therapy Foundations (18)		Term
<input type="checkbox"/> COUN:655 (3)	Marriage and Family Therapy: Theories and Techniques	
<input type="checkbox"/> COUN:669 (3)	Systems Theory in Family Therapy	
<input type="checkbox"/> COUN:667 (3)	Marital Therapy	
<input type="checkbox"/> COUN: 652 (3)	Techniques of MFT (prerequisites 655, 667, and 669)	
<input type="checkbox"/> COUN:623 (3)	MFT Ethics and Professional Identity	
<input type="checkbox"/> COUN:656 (3)	Assessment Methods & Treatment Issues in MFT	
AREA II: Clinical Foundations (26)		
<input type="checkbox"/> COUN:646 (3)	Multicultural Counseling	
<input type="checkbox"/> COUN:653 (4)	Group Counseling (Prerequisite 652)	
<input type="checkbox"/> COUN:664 (3)	Advanced Diagnosing (Prerequisite 662)	
<input type="checkbox"/> COUN:648 (3)	Individual & Family Development Across the Lifespan (Ed. Foundations)	
<input type="checkbox"/> COUN:620 (3)	Issues in Sexuality for Counselors	
<input type="checkbox"/> COUN:662 (3)	DSM	
<input type="checkbox"/> COUN: 601 (3)	Research & Program Evaluation	
<input type="checkbox"/> COUN:734 (3)	Addictions Counseling II: Treatment Planning and Intervention Strategies	
<input type="checkbox"/> COUN:619 (1)	Traumatology	
AREA III: Electives (3)		
<input type="checkbox"/> COUN 622 (3)	Play Therapy	
OR	OR	
<input type="checkbox"/> COUN 650 (3)	Filial Therapy	
AREA IV: CLINICAL EXPERIENCE REQUIREMENTS (13) Total of 500 direct client contact hours.		
<input type="checkbox"/> COUN 673 (2)	MFT Pre-Practicum (1 credit; repeat twice)	
<input type="checkbox"/> COUN:675 (5)	Practicum (register for MFT section) *Prerequisites Areas I-III (except COUN 664) and COUN 673 (repeated twice)	
<input type="checkbox"/> COUN:685 (6)	Internship (register for MFT section) (3 credits; repeat twice)	
TOTAL SEMESTER HOURS REQUIRED TO GRADUATE: 60		

*** Prerequisites for Practicum and Comprehensive Exam Areas I-III (except COUN 664) and COUN 673 (repeated twice)**

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

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

Signature: _____ Date: _____

Course Offerings By Term and Percentage Offered Online

Number	Course	Fall	Spring	Summer	% online
COUN 601	Research & Program Evaluation	X	X	X	100% Online
COUN:619	Traumatology		X		70% online
COUN:620	Issues in Sexuality for Counselors	X			50% online
COUN:	Play Therapy	X		X	30% online
COUN:623	MFT Ethics and Prof. Identity	X			30% online
COUN:646	Multicultural Counseling	X	X	X	30% online
COUN:648	Individual and Family Development Across the Lifespan	X	X	X	100% online
COUN:652	Techniques of MFT		X		30% online
COUN:653	Group Counseling	X	X	X	30% online
COUN:655	Marriage and Family T &T	X			50% online
COUN:662	Personality and Abnormal Behavior	X	X		50% online
COUN:664	DSM	X	X	X	0% online
COUN:667	Marital Therapy		X		50% online
COUN:669	Systems Theory		X		30% online
COUN:656	Assessment & Treatment Issues		X		50% online
COUN 662	Introduction to play therapy			X	50% online
COUN:673	MFT Pre-Practicum	X	X	X	0% online
5660:734	Addiction Counseling II	X			50% online
COUN:675	MFT Practicum	X	X	X	0% online
COUN:685	MFT Internship	X	X	X	0% online

Course Offerings by Day & Time

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

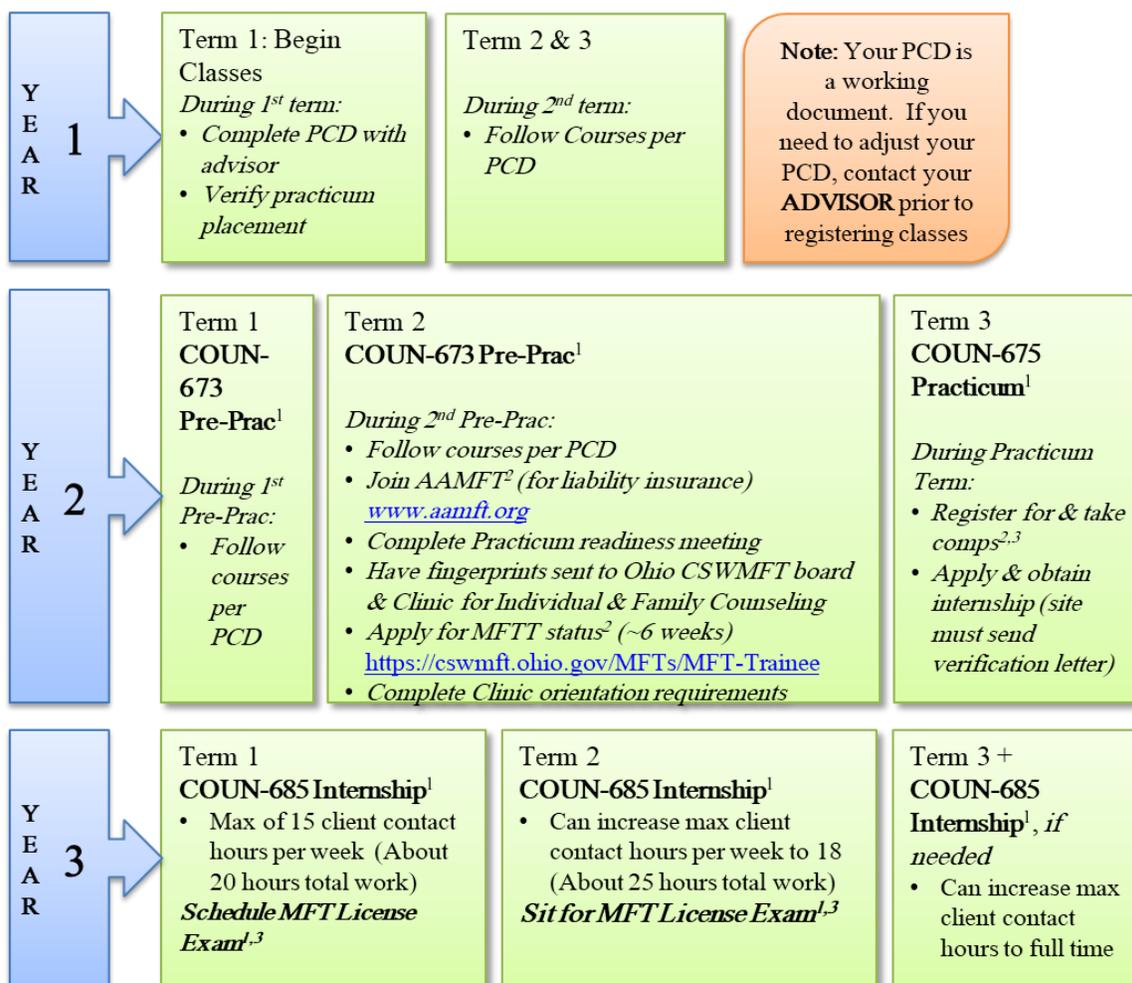
School of Counseling Annual Course Schedule Spreadsheet				
Fall Semester				
Time	Day	Day	Day	Day
	Monday	Tuesday	Wednesday	Thursday
4:45-7:15pm		664 Advanced DSM 662 DSM 646 Multicultural Counseling	655 MFT Theory & Techniques	623 MFT Ethics 622 Play Therapy
4:40-8:00pm			653 Group Counseling	
7:30-10:00pm		734 Addiction Counseling 2	620 Issues in Sexuality	673 Prepracticum (MFT)
Spring Semester				
Time	Day	Day	Day	Day
	Monday	Tuesday	Wednesday	Thursday
4:45-7:15pm	652 Techniques of MFT (2nd 8 weeks) 669 Systems Theory (1st 8 weeks)	667 MFT Marital Therapy 662 DSM 664 Advanced DSM	652 Techniques of MFT (2nd 8 weeks) 669 Systems Theory (1st 8 weeks)	656 MFT Assessment Methods/Tx
4:40-8:00pm				653 Group Counseling
7:30-10:00pm	646 Multicultural Counseling			
7:30-8:20pm				673 Prepracticum (MFT)

*ONLINE COURSES - 601 Research & Program Evaluation; 648 Individual and Family Development; 619 (only spring) Traumatology

MFT MASTERS STUDENT FULL TIME PROGRAM OUTLINE



MFT Master's Student Full Time Program Outline

*Information about courses*

¹Clinical Training Director will register you for clinical courses.

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

³access Accessibility Services for accommodations as needed

Information about exams

- Comprehensive exam – you must register for the exam with Program Director; you have 3 opportunities to pass; it is a graduation requirement
- To register for the MFT licensure exam, you must apply for the MFT license. <https://cswmft.ohio.gov/MFTs/Marriage-Family-Therapist/Exam-Info> You will a letter from the Program Director verifying your status in the program to register for the MFT licensure exam. The MFT exam can only be taken your last semester of internship. The licensure exam is not a graduation requirement.
- Must maintain a 3.0 GPA for the University of Akron & cannot use more than 6 credits of “C” grades toward your required 60 credits

PRACTICUM READINESS FORM
(Advancement to Clinical Practice)

Student's Name: _____ Date: _____

Instructions:

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

Coursework

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

Internship Application Materials

- 1) Clinical Resume
- 2) Internship Site Cover letter draft

STUDENT PERFORMANCE EVALUATION

Student Name: _____ Final Course Grade: _____

Instructor Name: _____

Course:

MFT Theory & Techniques MFT Ethics & Professional Identity

MFT Assessment Methods and Treatment Issues Systems Theory

MFT Techniques in Counseling Marital Therapy Pre-practicum

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

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

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

Comments: _____

Signature of Instructor: _____ Date: _____

**MFT Master’s Program
PROFESSIONAL DEVELOPMENT ACTION PLAN**

Date/Term of Incident:

Student Name:

ID:

Email:

Faculty Name:

Email:

Description of the Issue:

- Academic
- Collaborative Disposition
- Inclusive Disposition
- Professional Disposition
- Fairness Disposition
- Other

- History of the issue:
- Faculty description of the current issues:
- Student description of the issue:

Description of the Action Plan:

- Faculty identified action steps:
- Student identified action steps:

Timeframe Action Plan should be completed:

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

By signing below, I agree to all of the following:

- I accept the description of the incident written above;**
- I accept the description of the action plan written above;**
- I accept the description of the time frame written above;**
- I accept the description of the consequences should the action plan not be completed in the timeframe written above.**

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Program Director signature: _____ Date: _____

Plan was successfully completed by timeframe identified above.

Plan was NOT successfully completed by timeframe identified above.

Faculty Signature: _____ Date: _____

Program Director signature: _____ Date: _____

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

INTERNSHIP SITE LIST

Note: MUA determined via <https://data.hrsa.gov/tools/shortage-area/by-address>

	Locations	Address	MUA/P?	MFT supervisor on site	Office or community or mixed	paid	Population served	Unique elements?
Ohio Guidestone	Canton, Fairlawn, Lorain, Cleveland, Painesville, Columbus; Lancaster	3094 W Market St #105, Fairlawn, OH 44333 434 Eastland Rd, Berea, OH 44017 5706 Turney Rd #200, Garfield Heights, OH 44256 195 N Grant Ave Ste. 250, Columbus, OH 43215	No No No Yes	Yes; most locations	community	No	Low income children and families	
Child Guidance	Akron, Barberton, Cuyahoga Falls	18 N Forge St, Akron, OH 44304	Yes	No - soon	mixed	No	Children and families	
Bellefaire - IHBT	East Cleveland, Medina, Akron, Lorain	22001 Fairmount Blvd, Cleveland, OH 44118 1221 E Waterloo Rd, Akron, OH 44306	No Yes	Yes	community	No	Severe children /adolescents and families	
Bellefaire – Monarch Boarding Academies				Yes	Office	No	Individual, family, group	Autism; residential
Bellefaire – MH residential				Yes	Office	No	Individual, family, group	Residential
Catholic Charities	Parma & Summit County	7911 Detroit Ave, Cleveland, OH 44102	Yes	Yes	Mixed	No	Children and families; some couples	
Catalyst	Mansfield	741 Scholl Rd, Mansfield, OH 44907	No	Yes	office	No	Children and families; Dual diagnosis adults	
Ravenwood	Cleveland / Chardon	12557 Ravenwood Dr, Chardon, OH 44024	No	Possibly	Mixed	no	Children and families; Dual diagnosis	Amish populations
Phoenix Rising	Canton	624 Market Ave N, Canton, OH 44702	No (but designated in In a Primary Care HPSA)	Yes	Office	No	Children and families; severe adults	

Greenleaf	Akron	580 Grant St, Akron, OH 44311	Yes	No	office based	No	Children and families	
Belmont Pines	Youngtown	615 Churchill Hubbard Road, Youngstown, OH 44505	No (but in Dental HSPA)	Yes	Office based	No	Adolescents and families	Adolescent; hospital
Crossroads	Mentor / willoughby	8445 Munson Rd, Mentor, OH 44060	No	Yes (soon)	Mixed (mostly office)	No	Adults (Beacon Health) and children; relational groups	
Commquest	All over (19 sites)	625 Cleveland Ave NW, Canton, OH 44702	No, but in Primary Care and Dental HSPA	Yes	Mixed (mostly office)	No	All types of clients	Addiction; IHBT; residential; recently incarcerated population

*Last updated summer 2021. Information subject to change.

*This list only covers internship sites in the Akron-Cleveland area. Additional internship sites across Ohio are available upon student request.

*This list is purely for informational purposes. Students must follow all procedures in the handbook when applying for internship placements, including obtaining permission from the Clinical Training Director during 2nd semester of COUN 673 Pre-practicum prior to contacting any internship sites.

SYSTEMIC SUPERVISOR EQUIVALENCE APPLICATION
Marriage and Family Therapy/Counseling Program
School of Counseling
University of Akron

GENERAL INFORMATION

Name: _____ Date: _____

Agency Name: _____

Agency Address: _____

Highest Degree: [] MA/MS
[] PhD
[] Other _____

Ohio License: [] Independent Marriage and Family Therapist (IMFT)
[] Independent Marriage and Family Therapist with supervisor designation (IMFT-S)
[] Professional Clinical Counselor (PCC)
[] Professional Clinical Counselor with supervisor designation (PCC-S)
[] Independent Social Worker (LISW)
[] Independent Social Worker with supervisor designation (LISW-S)
[] Psychologist
[] Psychiatrist
[] Other State License _____

DETERMINATION OF SUPERVISORY STATUS

Category I

- 1. Are you an AAMFT Approved Supervisor? [] YES [] NO
2. Are you an AAMFT Approved Supervisor –in –Training? [] YES [] NO
If you answered with YES, who is the Supervisor-of-Supervision? _____

If you answered YES to either of these supervisory questions and you identified a valid/state or provincial license /registration in a mental health profession, this form is completed. Please sign the last page verifying accuracy of this info. You are granted approved supervisor status for The University of Akron Marriage and Family Therapy Master’s Program in the School of Counseling. You are required to submit a copy of your resume or vita and verification from AAMFT of your supervisory status, to complete this approval process (in accordance with: OH4757, COAMFTE 202.02).

Category II

COAMFTE Key Element III-H. A program may designate a person who is not an AAMFT Approved Supervisor or Supervisor Candidate as equivalent to an AAMFT Approved Supervisor for purpose of supervision, if (1) the program documents the equivalent supervision had demonstrated training and education in marriage and family therapy (2) experience in the practice of marriage and family therapy and (3) education and experience in marriage and family therapy supervision.

- 1. Foundational Education in MFT:
a. Independently Licensed as a Marriage and Family Therapist:

OR
b. Designation as an AAMFT Clinical Fellow:

OR

- c. Graduate from a Marriage and Family Therapy Masters/Doctoral/Post-Masters Program:

OR

- d. At least one course or 45 clock hours of CEU training in each educational content area (please include dates and number of continuing education credits accrued):

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models:

FCA 2: Clinical Treatment with Individuals, Couples and Families:

FCA 3: Diverse, Multicultural and/or Underserved Communities:

FCA 4: Research & Evaluation,

FCA 5: Professional Identity, Law, Ethics & Social Responsibility:

FCA 6: Biopsychosocial Health & Development Across the Life Span:

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment:

- 2. Ongoing education in MFT: Have a minimum of 3 CWSMFT approved (or post-approved) CEUs in systemic theory and techniques accrued over the past 2 years.

- 3. Demonstrated experience in MFT: Have a minimum of five years of clinical experience with couples and/or families. Please list types of clinical experiences, including dates and place of experience.

- 4. Foundational education/experience in systemic/relational supervision.
 - a. 30 hours of coursework or continuing education in MFT supervision:

OR

- b. at least 3 years of experience supervising MFTs:

AND

at least 36 hours of supervised supervision:

- 5. Ongoing education/experience in systemic/relational supervision. At least 3 hours of CSWMFT approved (or post-approved) CEUs in MFT supervision in the past 2 years:

Please return this completed form, a resume or vita, any documentation such as copies of licensure, certificates, transcripts, etc. to The University of Akron, School of Counseling (Marriage and Family Therapy/Counseling program)

Mailing Address:

The University of Akron
 Chima Family Center
 302 Buchtel Common
 Akron, Ohio 44325
 Attn.: MFT/C Program Director

Fax Number:

330-972-5292

Please note that this application, if approved, will be valid for 5 years. At that point, it will be necessary for the supervisor to reapply to become an Approved Systemic Supervisor for the MFT Master’s Program to ensure that the MFT Master’s Program is maintaining compliance with COAMFTE standards.

Applicant Signature: _____ Date _____

For Office Use Only

MFT Program Coordinator(s): please review application form to determine applicant’s qualifications and mark below, as appropriate;

Approved *Denied* *Need more information*

MFT Program Director: _____ *Date:* _____

PRINCIPLES OF MARRIAGE AND FAMILY THERAPY PRACTICES CURRICULUM MAP

Professional Marriage and Family Therapy Principles	COUN:655 MFT Theory & Techniques	COUN:669 Systems Theory in Family Therapy	COUN:667 Marital Therapy	COUN:652 Techniques of MFT	COUN:620 Issues in Sexuality for Counselors	COUN:623 MFT Ethics & Professional Identity	COUN:656 Assessment Methods & Treatment	COUN:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	COUN:673 Pre-practicum	COUN:675 Practicum	COUN:685 Internship
Applicable SLOs:	<u>SLO 3</u>	<u>SLO3</u> <u>SLO9</u>	<u>SLO3</u> <u>SLO5</u>	<u>SLO 1</u> <u>SLO 3</u>	<u>SLO3</u> <u>SLO5</u>	<u>SLO1</u> <u>SLO9</u>	<u>SLO 3</u> <u>SLO 7</u>	<u>SLO3:</u> <u>SLO5:</u> <u>SLO7</u>	<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>
AAMFT Core Competences – not used												
AAMFT Code of Ethics												
Preamble		<u>SLO9</u> (Commitment to Service, Advocacy and Public Participation)	<u>SLO5</u> (Aspirational Core Values #1)			<u>SLO1</u> <u>SLO9</u> (Commitment to Service, Advocacy and Public Participation)		<u>SLO3:</u> <u>SLO5:</u> Preamble (Aspirational Core Values)	<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>
Standard 1: Responsibility to Clients			<u>SLO5</u> (1.1)	<u>SLO 1</u>		<u>SLO1</u>			<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>
Standard 2: Confidentiality						<u>SLO1</u>			<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>
Standard 3: Professional Competence & Integrity						<u>SLO1</u>			<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>
Standard 4: Responsibility to Students &						<u>SLO1</u>			<u>SLO1,3,5,7,</u> <u>9</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>	<u>SLO2,4,6,8,1</u> <u>0</u>

Supervisees												
Standard 5: Research & Publication						<u>SLO1</u>	<u>SLO7</u>		<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Standard 6: Technology- Assisted Professional Services						<u>SLO1</u>			<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Standard 7: Professional Evaluations						<u>SLO1</u>			<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Standard 8: Financial Arrangements						<u>SLO1</u>			<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Standard 9: Advertising						<u>SLO1</u>			<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
	COUN:655 MFT Theory & Techniques	COUN:669 Systems Theory in Family Therapy	COUN:667 Marital Therapy	COUN:652 Techniques of MFT	COUN:620 Issues in Sexuality for Counselors	COUN:623 MFT Ethics & Professional Identity	COUN:656 Assessment Methods & Treatment	COUN:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	COUN:673 Pre-practicum	COUN: 675 Practicum	COUN: 685 Internship
AMFTRB Domains												
Domain 1– The Practice of Systemic Therapy	<u>SLO3</u>	<u>SLO3</u>	<u>SLO3</u> <u>SLO5</u> (01.04)						<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Domain 2– Assessing, Hypothesizing, and Diagnosing			<u>SLO5</u> (02.06,02.08)	<u>SLO3</u>			<u>SLO3</u>		<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>
Domain 3– Designing			<u>SLO5</u> (03.11,	<u>SLO3</u>					<u>SLO1,3,5,7,9</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>	<u>SLO2,4,6,8,10</u>

and Conducting Treatment			03.23)									
Domain 4– Evaluating Ongoing Process and Terminating Treatment			<u>SLO5</u> (04.01)	<u>SLO</u> 3			<u>SLO</u> 3		<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
Domain 5– Managing Crisis Situations			<u>SLO5</u> (05.09)	<u>SLO</u> 1		<u>SLO1</u>			<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
Domain 6– Maintaining Ethical, Legal, and Professional Standards					<u>SLO5</u> (06.04)	<u>SLO1</u>			<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
	COUN:655 MFT Theory & Techniques	COUN:669 Systems Theory in Family Therapy	COUN:667 Marital Therapy	COUN:652 Techniques of MFT	COUN:620 Issues in Sexuality for Counselors	COUN:623 MFT Ethics & Professional Identity	COUN:656 Assessment Methods & Treatment	COUN:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	COUN:673 Pre-practicum	COUN: 675 Practicum	COUN: 685 Internship
Ohio CSWMFT Licensure Board Coursework												
Marriage and family studies	<u>SLO</u> 3	<u>SLO3</u>	<u>SLO3</u>	<u>SLO</u> 3					<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
Research							<u>SLO</u> 7		<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
Professional ethics						<u>SLO1</u>			<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0
Individual & family development					<u>SLO5</u>				<u>SLO1,3,5,7,</u> 2	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0	<u>SLO2,4,6,8,1</u> 0

Appraisal of individuals & families				SLO 3			<u>SLO 3</u>		<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Family therapy with diverse, multicultural and/or underserved communities	SLO 3	SLO3		SLO 3					<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Clinical treatment of individuals, couples and families	<u>SLO 3</u>	SLO3		SLO 3					<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Couples therapy			SLO3	SLO 3					<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Family therapy with children, adolescents, or young adults				SLO 3					<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Sexuality and family therapy					SLO3				<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>
Substance abuse and addictive disorders in marriage and family therapy								<u>SLO3: SLO5: SLO7</u>	<u>SLO1,3,5,7, 2</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>	<u>SLO2,4,6,8,1 0</u>

COAMFTE Accreditation Standards V. 12 Alignment

	COUN:655 MFT Theory & Techniques	COUN:669 Systems Theory in Family Therapy	COUN:667 Marital Therapy	COUN0:652 Techniques of MFT	COUN:620 Issues in Sexuality for Counselors	COUN:623 MFC/T Ethics & Professional Identity	COUN:656 Assessment Methods & Treatment	COUN:734 Addiction Counseling II: Treatment Planning and Intervention Strategies
FCA 1: Foundations of Relational/ Systemic Practice, Theories & Models (Minimum of 6 credits)	X	X	X	X				
FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits)	X	X	X	X				
FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits)	X	X	X	x	X	x	X	X
FCA 4: Research & Evaluation (Minimum of 3 Credits)							X	
FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits)	X					X		
FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits)	X		x		X		X	
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits)	X	X	x	x	X		X	X
FCA 8: Contemporary Issues		X	X	x	X	X		X
FCA 9: Community Intersections & Collaboration		X				X		

Mission, Goals and Outcomes

University Mission Statement

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

College Mission Statement

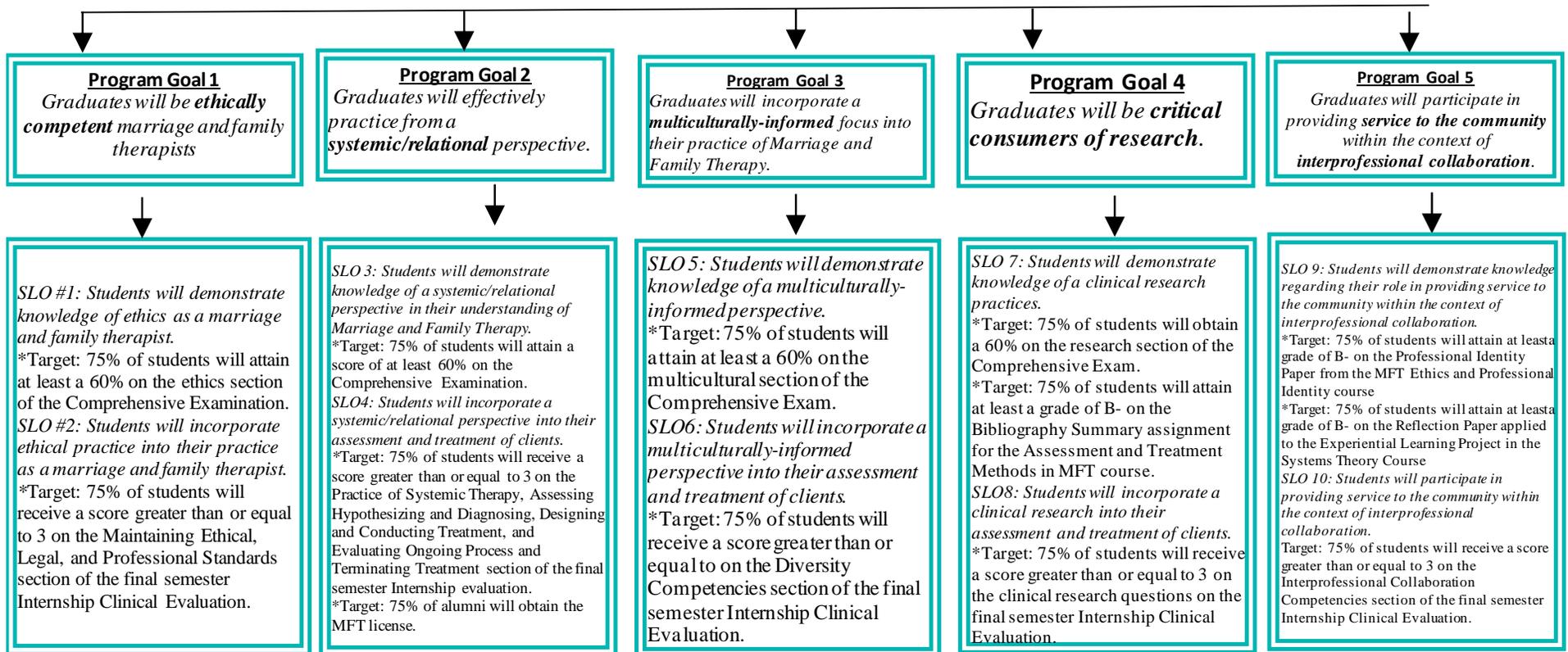
The College of Health Professions improves life for individuals, families and communities by providing health and wellness education with appropriate interventions and solutions that are inter-professional, innovative and influential. The College prepares students to advance human well-being and to thrive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

School Mission Statement

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

Program Mission Statement

The mission of the COAMFTE accredited MFT Master’s Program is to train multicultural-informed, clinically competent practitioners, who operate from a relation/systemic perspective. Our students will be critical consumers of research and value the importance of providing service to the community within the context of interprofessional collaboration.





The University of Akron

College of Health and Human Sciences

School of Counseling

Degree Portability Disclosure and Acknowledgement

Marriage and Family Therapy (MFT) is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as an MFT in that state. A listing of state licensure requirements and resources for comparison is available at:

- <https://amftrb.org/resources/state-licensure-comparison/>,
- https://aamft.org/AAMFT/ADVANCE_the_Profession/License_Portability/Advocacy/MFT%20License%20Portability.aspx?hkey=1faeeaeab-a780-4add-ba09-9b41a144692f

The MFT Master's Program at The University of Akron is a [Commission On Accreditation Of Marriage And Family Therapy Education](#) accredited program (V.12). This accreditation allows graduates from MFT Master's Program at The University of Akron to be eligible for the entry level MFT license in the state of Ohio after completion of all required curriculum, including supervised clinical experiences, and successful passage of the MFT National Examination (www.amftrb.org). For information regarding the educational, clinical, and supervisory requirements for licensure within the state of Ohio, please see <https://codes.ohio.gov/ohio-administrative-code/rule-4757-25-01>.

A degree from the MFT Master's Program at The University of Akron will facilitate licensure in other states; however, applicants must review the state requirements for licensure in a state where they are interested in becoming licensed as those requirements may be different from Ohio. Students may be required to complete additional coursework or supervised clinical experiences prior to obtaining licensure in other states. Additionally, the Program Director may be required to complete additional paperwork on behalf of the student verifying their program attendance/graduation. For students who are interested in the portability of their degree and a comparison of degree requirements across states, please see: <https://amftrb.org/mft-exam/request-for-score-transfer/>.

I acknowledge that the MFT Master's Program provided information that licensing regulations may differ across state and provinces. I also understand that this information was provided prior to my enrollment in any courses. I further acknowledge that prior to my program enrollment, I may ask the Program Director or Core Program Faculty questions about the potential limitations of portability of MFT licensing regulation across states and provinces. I recognize that it is my responsibility to ask questions that enhance my understanding of these limitations.

Student Electronic Signature

Student ID

Note: Please return this completed document to the Program Director, Dr. Heather Katafiasz (hkatafiasz@uakron.edu). This form must be submitted prior to the start of your first semester in the MFT Master's Program.



The University of Akron
College of Health and Human Sciences

School of Counseling
Marriage and Family Therapy Masters Program
Policy Exception Request Form

The purpose of this form is for students to request exemptions to policies outlined in the Marriage and Family Therapy Masters Program Handbook or course syllabi. *Please note that exceptions are generally rare and only granted in extreme situations.* Completion of this form does not guarantee that a policy exception request will be granted to students.

Student's Name: _____
Student's Email: _____

Date: _____
ID#: _____

Request:

Reason for Petition:

Current Policy as outlined in the Program Handbook or course syllabi:

Please outline potential risks/consequences associated with the policy exception, including but not limited to failure to successfully pass the comprehensive exam and failure to graduate within the timeframe outlined on the Program Distribution Form.

Student Signature: _____

Date: _____

Faculty Advisor Signature: _____

Date: _____

Office Use only:

_____ Approved _____ Not Approved

Other: _____

Program Director Signature: _____

Date: _____



The University of Akron

College of Health and Human Sciences

School of Counseling

Receipt of Confirmation of the Program's Student Handbook

Marriage and Family Therapy Master's Program

By signing this form I attest that:

I reviewed the Program Handbook of the Marriage and Family Therapy Masters Program. I have discussed my questions with the program coordinator and/or faculty members.

I understand that I am responsible for the information presented in the handbook. By signing this document, I affirm that I have read and understood the terms outlined in the handbook and that I agree to abide by those terms.

Student Electronic Signature

Student ID

Note: Please return this document to the Program Director, Dr. Heather Katafiasz (hkatafiasz@uakron.edu), within 15 days after beginning the first course applied to the Marriage and Family Therapy Master's degree. This document will be placed in your student file.