

College of Health Professions

School of Counseling



Marriage and Family Therapy Program

Master's Handbook

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

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## **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 Professions. 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](http://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 as well as counselors.

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 April 2021.

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 Professions, and the School of Counseling, as well as the to be consistent with the tenets of the COAMFTE Accreditation Standards V. 12 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](http://www.coamfte.org)

### **OHIO LICENSURE**

The Ohio Counselor, Social Worker, and Marriage and Family Therapy (CSWMFT) Board has approved the Marriage and Family Therapy Program as meeting all course-related and clinical requirements for students' eligibility as Marriage and Family Therapy (MFTs). After completion of required coursework and supervised clinical experiences, students must pass the national licensure examination (Marriage and Family Therapy National Examination; [www.amftrb.org](http://www.amftrb.org)) in order to receive the MFT license. After receiving additional supervised training by an IMFT-S during a clinical residency period, alumni may be eligible for the Independent Marriage and Family Therapy (IMFT) within the state of Ohio.

Students are encouraged to visit the Ohio CSWMFT Board website to learn more about MFT licensure guidelines: <https://cswmft.ohio.gov/wps/portal/gov/cswmft/get-licensed/MFTs>. Additional resources for MFT licensure guidelines include AAMFT: [https://www.aamft.org/Advocacy/State\\_Resources/Ohio.aspx](https://www.aamft.org/Advocacy/State_Resources/Ohio.aspx).

Licensure for marriage and family therapists is regulated at a state level. A listing of state licensure requirements is available at <https://amftrb.org/resources/state-licensure-comparison/>. A degree from the MFT 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. 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 license to other states, please see the American Marriage and Family Therapists Regulatory Board website: <https://amftrb.org/mft-exam/request->

for-score-transfer/.

The steps for applying for licensure:

1. Obtain a letter from the Clinical Training Director confirming your program enrollment and readiness to apply for the exams. (Please note: if you graduate before applying for your licensure exam, you can skip this step).
2. Apply online via [cswmft.ohio.gov](http://cswmft.ohio.gov) for the MFT license
  - a. **\$83.50** per license application
  - b. See the AMFTRB website for more information regarding the exam: <https://amftrb.org/exam-info/>
3. Ohio CSWMFT Board will send registration information (can take 4 weeks)
4. Follow the registration instructions to register for the exam
  - a. Approximate cost: **\$355**
5. Take the Exam. You will be notified via email of the results of the exam in 4-6 weeks.
6. Obtain fingerprints again! ~ **\$56**
7. Watch laws/rules video
8. Send transcripts to the CSWMFT Board after graduation

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 Professions: 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 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, V.12, 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: Students will attain at least a 60% on the ethics section of the MFT Comprehensive Examination.

- Target: 75% of students
- Benchmark: 100% of students

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

Measure: Students will receive a score greater than or equal to 3 (Minimal Competency) on the Maintaining Ethical, Legal, and Professional Standards section of the final semester Internship evaluation.

- Target: 75% of students will receive a score greater than or equal to 3
- Benchmark: 75% of students will receive a score greater than or equal to 4

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: Students will attain a score of at least 60% on the MFT Comprehensive Examination.

- Target: 75% of students
- Benchmark: 100% of students

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

Measure: Students will receive a score greater than or equal to 3 (Minimal Competency) 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.

- Target: 75% of students will receive a score greater than or equal to 3
- Benchmark: 75% of students will receive a score greater than or equal to 4

Measure: Alumni will obtain the MFT license within one year of graduation. 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 students
- Benchmark: 100% of students

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

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

Measure: Students will attain at least a 60% on the multicultural section of the MFT Comprehensive Exam

- Target: 75% of students
- Benchmark: 100% of students

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

Measure: Students will receive a score greater than or equal to 3 (Minimal Competency) on the Diversity Competencies section of the final semester Internship evaluation.

- Target: 75% of students will receive a score greater than or equal to 3
- Benchmark: 75% of students will receive a score greater than or equal to 4

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: Students will obtain a 60% on the research section of the MFT Comprehensive Exam.

- Target: 75% of students
- Benchmark: 100% of students

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

Measure: Students will receive a score greater than or equal to 3 (Minimal Competency) on the clinical research questions on the final semester Internship evaluation.

- Target: 75% of students will receive a score greater than or equal to 3
- Benchmark: 75% of students will receive a score greater than or equal to 4

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: Students will attain at least a grade of B- on the professional identity paper from the



MFT Ethics and Professional Identity course.

- Target: 75% of students
- Benchmark: 100% of students

Measure: Students will attain at least a grade of B- on the reflection paper applied to the Experiential Learning Project in the Systems Theory Course.

- Target: 75% of students
- Benchmark: 100% of students

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

Measure: Students will receive a score greater than or equal to 3 (Minimal Competency) on the Interprofessional Collaboration Competencies section of the final semester Internship evaluation.

- Target: 75% of students will receive a score greater than or equal to 3
- Benchmark: 75% of students will receive a score greater than or equal to 4

## **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](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>)

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.

Once completed, application materials #1, 2, 5 should be sent to:

Graduate School  
The University of Akron  
302 Buchtel Common  
Akron OH 44325-2101

Items #3 and 4 should be sent to:

School of Counseling  
The University of Akron  
27 S. Forge St.  
Akron OH 44325-5007

**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 received by the deadline indicated on the School of Counseling MFT Master’s Program application deadlines (October 1 and March 1), are reviewed and based on application materials, 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. For special circumstances, such as or applicants for whom travel is not feasible, alternative interviews are conducted. Every attempt is made to create a similar interviewing experience for applicants interviewing in an alternative format. 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: [https://akron.qualtrics.com/jfe/form/SV\\_0MSGqeZqVZ7tPEh](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](mailto:hkatafiasz@uakron.edu).

There are three distinct types of admission to the MFT Master's Program: full admission, provisional admission, and deferred admission.

#### Provisional Admissions:

Applicants who do not meet the academic requirements for full admission may be considered for acceptance into the program under a provisional admission. This status may be appropriate if it is believed that the applicant has the potential, as indicated by application materials, to make a unique contribution to the profession. The policy of the School of Counseling established regarding the inclusion of professional and alternative educational experiences is as follows:

The MFT Master's Program faculty may consider admitting students under provisional status if the applicant's undergraduate GPA is 2.5 or above for four years or 2.75 for the last two years. In this case, the applicant's prior professional and educational experiences will be evaluated. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant's contributions to the program. Additional recommendations from previous schools attended or past employers may be required.

If a student is admitted to the program under provisional status, he/she must complete

at least 12 semester credits of selected coursework – registration for additional coursework will not be permitted until the initial/provisional coursework has been successfully completed. Registration for coursework not approved under the provisional status risks dismissal from the program.

Students receiving provisional admission should note that this does not guarantee full admission to the MFT Master's Program at a future date.

To gain full admission into the program, the student must complete the following coursework and obtain a cumulative GPA of at least a 3.00 (having not received a grade of 'C' or lower in any course). Failure to obtain a GPA of at least 3.00 in these courses may result in dismissal from the program. In select cases the student may be permitted to re-take a provisional course. After completion of the re-taken course, the student's GPA will be recalculated. If the student does not obtain a GPA of at least 3.00 after the recalculation, the student will be dismissed from the program:

5600:623 (2) MFT/C Ethics and Professional Identity  
 5600:643 (3) Marriage and Family Therapy: Theory and Techniques  
 5600:646 (3) Multicultural Counseling or 5600:648 (3) Individual & Family Development  
 5600:669 (3) Systems Theory in Family Therapy  
 5600:667 (3) Marital Therapy

#### Deferred Admissions:

Under certain circumstances, applicants who have an undergraduate GPA below 2.5 for four years may be granted deferred admission. Possible criteria may include how much and what type of experience the applicant has had, the uniqueness of these experiences, the strength of professional recommendations, prior professional accomplishments, and any other outstanding qualifications that may enhance the applicant's contributions to the program. Additional recommendations from previous schools attended or past employers may be required. If granted deferred admission status, within one academic year the student must complete 12 hours of post baccalaureate coursework approved by the Marriage and Family Therapy Program faculty. The applicant must obtain a GPA of at least 3.0 on these courses. After a review of the student's transcript, the program faculty will re-consider the student's application materials. *Students receiving deferred admission should note that this does not guarantee full admission to the MFT Program at a future date.*

#### 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.

Students are encouraged to attend The University of Akron on a full-time basis in order to complete their degree in the most expeditious manner. The Graduate School allows up to six years for completion of a master's 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 (5600 655, 5600 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.

### **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](http://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. 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.

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.

Most courses occur once a week and generally during the evening (4:30-7:00 and 7:15-9:45, 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:

Area I: Marriage and Family Therapy Foundations - 18 credits

- 5600:655 Marriage and Family Therapy: Theories and Techniques (3 credits)
- 5600:669 Systems Theory in Family Therapy (3 credits)
- 5600:667 Marital Therapy (3 credits)
- 5600:652 Techniques of MFT (3 credits)
- 5600:623 MFT Ethics and Professional Identity (3 credits)
- 5600:656 Assessment Methods and Treatment Issues in MFT (3 credits)

Area II: Clinical Foundations - 26 credits

- 5600:646 Multicultural Counseling (3 credits)
- 5600:653 Group Counseling (4 credits)
- 5600:664 Advanced Diagnosing (3 credits)
- 5600:648 Individual and Family Development Across the Lifespan (3 credits)
- 5600:620 Issues in Sexuality for Counselors (3 credits)
- 5600:662 DSM (3 credits)
- 5600:601 Research and Program Evaluation (3 credits)
- 5600:734 Addiction Counseling II: Treatment Planning and Intervention Strategies (3 credits)
- 5600:619 Traumatology (1 credit)

Area III: Electives - 3 credits

- 5600: 622 Introduction to Play Therapy (3 credits)
- or
- 5600 650 Filial Therapy (3 credits)

Area IV: Clinical Experience Requirements - 13 credits

\*While taking the required clinical experience coursework, students must obtain 500 direct client contact hours (40% must be relational) and 100 supervision hours (50% must be “raw data”) to graduate.

- 5600:673 Pre-practicum in MFT (1 credit, repeated twice for a total of 2 credits)
- 5600:675 Practicum in Counseling (register for MFT section) (5 credits)
- 5600:685 Internship (3 credits, repeated twice for a total of 6 credits)

In addition to the required coursework, 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

In addition to the coursework and clinical hour requirement, students are required to pass a comprehensive exam.

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.

### **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](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:

- 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.
- 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
- 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.
- Registration with School of Counseling
  - Please complete the following Qualtrics Form to register  
[https://akron.qualtrics.com/jfe/form/SV\\_aUVA8Mmk6K1wbvn](https://akron.qualtrics.com/jfe/form/SV_aUVA8Mmk6K1wbvn)

#### Examination Location, Date and Time:

- 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](https://www.uakron.edu/it/instructional_services/cbae/student-info.dot))
- 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:

- Click link or enter: <https://legacy.aatbs.com/campustestmaster/Login.asp>
- The Instructor will provide you with an “Exam ID #”, so you can log in and start your exam.
- 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:

- Click “Begin Exam” button.
- Answer each question by clicking on the letter you believe to be the correct answer.
- After you answer each question, you will automatically be taken to the next question.

- Once you have answered every question, a box will appear that says, “Exam Completed.” You can review the exam or exit the program.
- 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).
- You can review/change your answers by using the “Previous Question” or “Next Question” buttons.
- 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**

A minimum of 500 direct client contact hours are required to graduate, per COAMFTE guidelines and state licensure requirements over the course of 12 months of clinical practice. Of those 500 direct client contact hours, 40% must be direct relational hours (couples, families, multicouple/multifamily groups). The remaining 60% of direct client contact hours can include: individuals, groups, relational (couples, families, multicouple/multifamily groups), and up to 100 alternative hours.

### **Definitions:**

“**Alternative Hours** is a clinical activity, which demonstrates competency level related to the program’s mission, outcomes, and goals. The Alternative Hour must be evaluated to provide evidence of program effectiveness.” (COAMFTE, 2014, p.30). “The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program’s mission, outcomes, and goals.” (CAOMFTE, 2014, p. 25). These are referred to programmatically as **observation hours**. 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. Observation hours cannot be counted toward the 40% relational hours requirement. 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.

“**Clinical Contact Hours** are defined as therapist and client therapeutic meetings in the same physical location.” (COAMFTE, 2014, p.32). 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 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, Clinical 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:

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

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	

**Direct client contact hours** are defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. “Assessments may be counted if they are face-to-face processes that are more than clerical in nature and focus. Sessions with other systems, groups of individuals who do not define themselves as a couple or family, but come together in a face to face meeting with a therapist for therapy can be counted as clinical hours.” (COAMFTE, 2014, p.32).

**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.

**Non-Direct Contact Hours** include “Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are” considered non-direct client contact hours (COAMFTE, 2014, p. 32).

**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. Failure to follow these guidelines will result in an inability of students to be able to participate in co-therapy for the remainder of the practicum experience.

“**Relational hours** is a category of clinical contact hours which requires that a practitioner deliver therapeutic services with two or more individuals, in the same physical location, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself.” (COAMFTE, 2017, p.18).

**Relational group therapy** refers to a group therapy experience that is relationally-focused and involves family members/significant others that have “ongoing relationship interactions beyond sessions with significant influence on the individuals involved.” (COAMFTE, 2017, p.18). Such groups may be focused on couples, or families in various forms (such as parent-child or parent-adolescent).

**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. Shadowing hours can be accrued toward the 100 alternative hours.

## **SUPERVISION REQUIREMENT**

“The program demonstrates a commitment to relational/systemic-oriented **supervision**. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be **individual** or **group** and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.” (COAMFTE, 2014, p. 25-26)

### Definitions:

“**Supervision** is distinguishable from psychotherapy or teaching, and focuses on the development of competencies and professional growth of the supervisee. Supervision may utilize secured digital technology in which participants are not in the same location. The majority of supervision must be with both participants physically present.” (COAMFTE, 2014, p.38).

**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	

“**Supervisors** are: a) faculty members who also serve as supervisors in programs, or b) individuals who are appropriately credentialed and who partner with the program to clinically supervise students in the program. Supervisors are in regular communication with the program, have input into the program’s outcomes, and are aware of the program’s outcomes that pertain to them.” (COAMFTE, 2014, p. 38).

**“Individual supervision** is defined as one supervisor with one or two supervisees.” (COAMFTE, 2014, p.35)

**“Group supervision** consists of one supervisor and eight or fewer students. Regardless of the number of supervisors present, a group cannot exceed eight students to qualify for group supervision. For example, ten students and two supervisors are not appropriate because the number of students exceeds eight.” (COAMFTE, 2014, p. 35).

**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, 2014, p.35).

1. 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.
2. 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.

**“Supervisor Equivalency** is demonstrated by programs meeting one of the following two criteria” (COAMFTE, 2018, p. 38-39).

- 1) A program may designate a person who is not an AAMFT Approved Supervisor as equivalent to that status, for purposes of supervision if the person is an AAMFT Supervisor Candidate. A person can be an AAMFT Supervisor Candidate for up to 5 years.
- 2) A program may designate a person who is not an AAMFT Approved Supervisor or Supervisor Candidate as equivalent to an AAMFT Approved Supervisor for purposes of supervision, if the program documents that the equivalent supervisor has:
  - a. Demonstrated education and experience in systemic/relational therapy by:
    - i. designation as an AAMFT Clinical Fellow;
    - OR
    - ii. at least one course or 45 clock hours of CEU training in each educational content area (*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*)

AND

iii. demonstrated at least 3 hours of relational/systemic continuing education in the past 2 years

OR

- iv. be independently licensed as a marriage and family therapist;
  - b. A valid/state or provincial license/registration in a mental health profession;
  - c. Demonstrated 5 years of professional work experience in MFT;
  - d. Demonstrated education and experience in systemic/relational supervision.
    - i. Demonstrated at least 3 hours of continuing education in supervision over the past 3 years  
AND either of the following
    - ii. Completing 30 hours of coursework or continuing education in MFT supervision.
- OR
- iii. At least 3 years of experience supervising MFTs AND 36 hours of supervised supervision.

\*A supervisor can apply to become a systemic supervisor equivalent using the [Systemic Supervisor Equivalence Application](#).

## **SUPERVISOR QUALIFICATIONS**

Faculty Instructor – Practicum course instructors must fulfill the following qualifications:

- Have obtained a masters or doctoral degree from a COAMFTE accredited program, hold at least an initial Marriage and Family Therapy License in Ohio, and be either an AAMFT Approved Supervisor or Supervisor in training.

Marriage and Family Therapy Supervisor – MFT supervision provided while students are in internship must fulfill ONE of the following qualifications:

- Hold the AAMFT Approved Supervisor Credential or be an AAMFT Approved Supervisor in Training and clinical license.

OR

- Meet the COAMFTE Supervisor Equivalency qualification (see “definitions”)

*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 (5600:673)**

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 (5600: 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;
- 6) Obtain FBI and BCI background checks (fingerprints) and have them sent to the Ohio CSWMFT Board. <https://cswmft.ohio.gov/BCI-FBI-Background-Checks>
  - Students are responsible for paying the fee (approximately \$56 cash or check using The University of Akron Police Department <https://www.uakron.edu/safety/police/services/finger-printing.dot>).
- 7) Obtain Marriage and Family Therapist Trainee License with Ohio CSWMFT Licensure Board <https://cswmft.ohio.gov/wps/portal/gov/cswmft/get-licensed/MFTs/MFT-trainee-instructions>
- 8) Obtain and submit proof of liability insurance to the Clinic Director. This can be obtained in conjunction with AAMFT student membership and will be in effect for approximately 1 year (approximately \$69, plus \$25 application fee [application fee may be waived]).

During this course, students must accumulate at least 40 direct client contact hours at the Clinic for Individual and Family Counseling and any designated off-site placements. Of those direct client contact hours, 20 hours must be relational, 10 hours must be group, and the remaining 10 hours can be relational, individual, or group. Alternative hours do not count toward the 40 direct client contact hours required in this course.

It is expected that MFT Practicum students demonstrate competence in:

- Ethical/legal knowledge and compliance
- Clinical assessment skills
- Treatment planning skills
- Clinical interventions with individual and group counseling clientele needs
- Client referral/triage skills
- Preparedness for and participation in supervision sessions
- Ability to self-reflect and self-assess strengths/limitations and one's scope of competencies
- Overall professionalism in the workplace (with clients, colleagues, peers, supervisors)

- Clinical documentation skills
- Etc.

When planning to register for Practicum, students should maintain an awareness of required prerequisite courses (see PCD). All prerequisite courses must be completed prior to the start of Practicum.

Completion of Practicum 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 Practicum clinical/supervisory/academic requirements.

Although the academic requirements will vary slightly from semester to semester, Practicum students must usually devote 12-15 hours/week to the experience.

- Minimum of 8 hours/week client appointment times – some flexibility is provided at the Clinic to help accommodate students' requests.
- 4-5 hours/week 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/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 16<sup>th</sup> 2018
- o Fall 2018 practicum registration opens May 21<sup>st</sup> 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 (5600:685)**

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 5600:685 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 Field Experience (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 (5600:685) 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.

- 1<sup>st</sup> semester internship students are permitted a maximum of 15 client contact hours per week and 2<sup>nd</sup> 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 internship instructor, 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 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 Program Coordinator when needed.
6. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules and practices of the Site.

**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.
4. Providing the intern with adequate workspace, telephone, office supplies, and staff support to conduct professional activities.
5. Providing the intern with the rules and guidelines for their professional conduct at the agency/school/university.

**The Site Supervisor Shall be Responsible for the Following:**

1. Participating in the development of and approval of the Internship plan. Sign and date the Memorandum of Agreement, 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.
4. Addressing issues of professional identity development, including encouraging engagement of the intern in attending professional meetings, training sessions, and workshops.
5. With the approval of the administration of the Site, providing opportunities for the intern to engage in a variety of counseling/therapy activities (program appropriate) under supervision.
6. Completing the clinical evaluation of the intern the end of each semester of internship.
7. 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.
8. 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.
9. Ensuring that direct service-related questions/emergencies are handled to ensure adequate client care.
10. 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.
11. Addressing issues such as diagnosis, treatment planning, goals and help the MFT master's student identify his/her systems theory that they operate from, in addition to monitoring session-to-session progress and following ethical codes and state statutes.

12. Adhering to supervision being a process/parallel process to counseling/therapy, which is clearly distinguished from personal psychotherapy or didactic instruction.
13. Focusing on the raw data from the MFT master's student'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 counseling the client. 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 counseling/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. Perform 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. Meet 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. Maintain appropriate liability insurance and appropriate trainee license.
10. Be 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 and ACA 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 the Memorandum of Agreement, Internship Plan,
2. Participating in the development of a supervision contract, which must be on file at the university. .
3. Being well grounded in the theory of marriage and family therapy, to use a systemic/relational perspective when providing individual couple family and group counseling/therapy.
4. Supervising the Intern for at least one hour of individual supervision biweekly. A maximum of two Interns can be supervised at any one time to meet this requirement. **Please note:** External systemic supervision required on weeks in which student does not attend internship class.
5. Addressing issues of professional identity development, including encouraging engagement of the intern in attending professional meetings, training sessions, and workshops.
6. Completing site 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. Adhere to supervision being a process/parallel process to counseling/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 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 internship instructor the issues with the particular site.
- The internship instructor will schedule a site visit meeting between the student, the site supervisor, and the internship instructor.
- During this meeting, the identified issues will be discussed and a professional development action plan will be developed to determine if the issues can be resolved within a specified timeframe. The student must adhere to their role in the professional development action plan 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 the professional development action plan, the student will inform the internship instructor and program director of the desire to change internship sites. The student will identify in conjunction with the internship instructor 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 internship instructor the rationale for adding a secondary internship site; the internship instructor 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 (5600:685)” 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. Completion all required coursework on the officially approved PCD within a six-year timeframe after the first course was completed toward the degree.
2. Attainment of a cumulative 3.0 GPA or better.

3. Successful completion of Practicum and Internship, determined by receiving a grade of “credit”, and acceptable supervisor ratings on standard competency evaluations.
4. Successfully obtaining 500 clinical hours (40% must be relational) and 100 supervision hours (50% must be “raw”).
5. Successful passage of the comprehensive examination
6. 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. 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> and needs to be 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. After each completion, the Student Performance Evaluation will be added to the Students' Academic File. 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. Individual grades of at least B- (3.0) or better on all required Program coursework.  
NOTE: According to State law, the Ohio Counselor, Social Worker and Marriage & Family Therapist Board will not accept any course with a grade lower than "B-" toward PC licensure. If a "C" or lower is received in any course required for licensure purposes, that course must be repeated.
4. Demonstration of clinical readiness, and recommendation of instructor.
5. Demonstration of at least 'competent or better in all Practicum competency areas, and recommendation of instructor.
6. Demonstration of at least 'competent' or better on the overall Internship evaluation AND a recommendation of 'yes' on the Internship evaluation stating the trainee has the knowledge and skills to practice competently as a professional counselor.
7. A passing score on the comprehensive examination.
8. Demonstration that the School of Counseling Statement of Expectations, which is printed on all School of Counseling syllabi, has been followed throughout the program:

“Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional

status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, an MFT-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based upon one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions."

### **STUDENT REMEDIATION PROCEDURES**

MFT master's students who present with difficulties in any of their classes will be 1) spoken to by the instructor (which might also include the MFT faculty advisor), told what the concern is and how to attend to the issue, and a Professional Development Action Plan will be completed by the advisor (or Program Director) and the student collaboratively. The completed form is placed in the student's file, and a copy of the completed form is presented and discussed with the student.

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

1. Lack of evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
  - A. Faculty Advisor will discuss timeline with student, options for Program completion, and option of Graduate School extension related to extenuating circumstances.
  - B. Graduate School will notify student in writing 1-2 semesters before six year timeline shall expire, with options for extension or dismissal.
  
2. 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).
  - A. 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.
  - B. Second semester - Student will remain on academic probation for second semester. Student must meet with Program faculty to discuss academic issues and generate professional development action plan.
  - C. Third semester – Student may be subject to dismissal from Program.
  
3. Individual grade of less than B- (3.0) on one or more required Program course outlined on the Program Course Distribution (PCD) form.
  - A. First course - Faculty Advisor will meet with student to discuss academic and other issues impacting course grade. Student must re-take course and obtain B- or better.
  - B. 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 must re-take course and obtain B- or better. Student will be reviewed for

- possible dismissal from Program.
- C. Third course – Student may be subject to dismissal from Program.
4. Demonstration of a “1” in one or more area of the Practicum Clinical evaluation.
    - A. Practicum Instructor will meet with student to discuss competency issues impacting clinical work. Practicum Instructor and student will draft formal professional development action plan. Practicum 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.
    - B. 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.
    - C. Lack of successful completion of professional development action plan – Student may be subject to dismissal from Program.
  5. Demonstration of “1” in one or more area on the overall Internship evaluation OR the request for the creation of a remediation plan by an Internship site OR the dismissal of an internship student from an internship site regardless of reasons.
    - A. Internship Instructor will meet with site supervisor and student to discuss competency issues impacting clinical work. Internship Instructor and student will draft formal professional development action plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and professional development action plan.
    - B. 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 additional clinical courses until professional development action plan is achieved. Student will be reviewed for possible dismissal from Program.
    - C. Lack of successful completion of professional development action plan – Student may be subject to dismissal from the Program.
    - D. Dismissal from more than one internship site, regardless of the reasons, may result in the student’s dismissal from the Program.
  6. Non-passing score on the comprehensive examination.
    - A. First non-passing score – 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.
    - B. Second non-passing score – Student will be given an oral comprehensive examination by the MFT faculty.
    - C. Third non-passing score (including the alternate format) - Student will be recommended for dismissal from the Program.
  7. Receiving a score of 1 or 2 on the Student Performance Evaluation.
    - A. Course instructor completing the Student Performance Evaluation will meet

- with the student to discuss the reasons for the score of 1 or 2. A professional development action plan will be created to ensure further success.
- B. 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 clinical courses, including Practicum or Internship. A revised professional development action plan will be created.
  - C. Lack of successful completion of professional development action plan – Student may be subject to dismissal from Program.
8. Request to change internship sites, regardless of the reasons.
    - A. Internship Instructor will meet with site supervisor and student to discuss issues triggering the student’s request to change internship sites. Internship Instructor, student, and site supervisor will draft formal professional development action plan, identifying steps to attempt to alleviate the issues triggering the student’s request.
    - B. Lack of successful completion of professional development action plan preventing resolution of issues triggering the request. Student, internship instructor, and site supervisor will discuss a strategies for the student to exit the internship site in an ethically appropriate manner.
    - C. Student will follow Internship Placement Procedures to identify a new internship site.

#### **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, Assistant Professor, MFT Master’s 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 Licenses: IMFT-S, AAMFT Approved Supervisor
- Office Phone: 330-972-6637
- Email Address: [hkatafiasz@uakron.edu](mailto:hkatafiasz@uakron.edu)

**Dr. Rikki Patton, Associate Professor, MFT Doctoral Program Director and Clinical Training Director**

- Degree: Ph.D. in Human Development & Family Science with specialization in Couple and Family Therapy (COAMFTE accredited; The Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Office Phone: 330-972-8158
- Email Address: [rpatton@uakron.edu](mailto:rpatton@uakron.edu)

Dr. David Tefteller, Assistant 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 Licenses: IMFT-S, PCC, AAMFT Approved Supervisor
- Office Phone: 330-972-6743
- Email Address: [dht4@uakron.edu](mailto: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, Assistant Professor,

- Degree: Ph.D. in Human Development & Family Science, Couple and Family Therapy (COAMFTE accredited; the Ohio State University)
- Professional Licenses: IMFT-S, AAMFT Approved Supervisor
- Office Phone: 330-972-6637
- Email Address: [hkatafiasz@uakron.edu](mailto: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 community clinical placements
- (6) representation of the program to community clinical placements/professionals.

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

Dr. Heather Katafiasz, Assistant Professor,

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

Ms. Angela Brown, (Administrative Assistant)

- Office Phone: 330-972-7779
- Email: [athomps@uakron.edu](mailto:athomps@uakron.edu)

Dr. Yue Dang (School Counseling / CE)

- Degree: Ph.D. in Counselor Education & Supervision, 2017
- Professional Licenses: LPC, NCC, NBCC
- Office Phone: 330-972-7118
- Email: [yd13@uakron.edu](mailto:yd13@uakron.edu)

Dr. Delila Owens (School Counseling Program Coordinator)

- Degree: Ph.D. in Counselor Education
- Professional Licenses: LPC, Licensed Professional School Counselor

- Office Phone: 330-972-8635
- Email: [dowens1@uakron.edu](mailto:dowens1@uakron.edu)

Ms. Rose Resler (Clinic for Individual and Family Counseling Coordinator)

- Degree: MA in Child Life Specialist
- Certified Child Life Specialist
- Office Phone: 330-972-8040
- Email: [rresler@uakron.edu](mailto:rresler@uakron.edu)

Dr. Robert Schwartz (Clinical Mental Health Counseling Program Coordinator; Associate Dean)

- Degree: Ph.D. in Counselor Education, 1997
- Professional Licenses: PCC-S
- Office Phone: 330-972-8155
- Email: [rcs@uakron.edu](mailto:rcs@uakron.edu)

Dr. Faii Sangganavanich (Counselor Education and Supervision: Counselor Education Track Program Coordinator; School of Counseling Director)

- Degree: Ph.D. in Counselor Education & Supervision, 2008
- Professional Licenses: PCC-S, NCC, NBCC, RPT
- Office Phone: 330-972-6851
- Email: [vs45@uakron.edu](mailto:vs45@uakron.edu)

### **COMMUNITIES OF INTEREST**

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

- The University of Akron
  - Full Faculty
  - Non-Clinical Faculty
  - Staff
  - 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:

- *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](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](mailto:supportdesk@uakron.edu)
- *Brightspace problems* = Brightspace website  
[http://www.uakron.edu/it/instructional\\_services/dds/brightspace/brightspace-help-student](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](mailto:finaid@uakron.edu) or 330-972-7032.
- *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](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](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 Professions scholarship resource page:  
<https://www.uakron.edu/health/ssc/scholarships.dot>  
Opioid Workforce Expansion Program (OWEP) Professionals Program: Interdisciplinary Training Initiative (ITI) for Children, Adolescents & Families Impacted by Opioid Use Disorder  
School of Counseling specialized training that provides specialized training in substance

use and stipend for 2<sup>nd</sup> year students

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>

- 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](https://www.uakron.edu/student-accounts/costs/graduate_tuition.dot)

### **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:

1. American Association for Marriage and Family Therapy (AAMFT)  
Main website = <http://www.aamft.org/>
2. Ohio Association for Marriage and Family Therapy (OAMFT)  
Main website = <http://www.ohioamft.org/ohana/website/index.cfm?p=95575656270>
3. Delta Kappa Lambda  
Main website: <http://uakron.edu/soc/deltakappalambda.dot>

## **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](http://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 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/counselor 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/C 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**

Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, a MFT-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.

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](http://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](http://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](http://uakron.edu/counseling) 330-972-7082
- University Health Services – [uakron.edu/healthservices](http://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](http://uakron.edu/Title-IX).

### **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](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 publically 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**

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 GRIEVANCE PROCEDURES**

The MFT Master's Program complies with grievance procedures approved by the College of Health Professions, 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 Professions 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 Professions, or read the 'Grievance Procedures for Graduate Students' <https://www.uakron.edu/dotAsset/1344346.pdf>.

## **PROGRAM ENDORSEMENT STATEMENT**

MFT Master's Program faculty, recognizing the uniqueness of each student, seek to identify and extend knowledge, skills, and attitudes required by effective professional counselors. It is hoped that this emphasis will transfer to students and enable them to meet the diverse needs of various clientele. Students are encouraged to visit the Marriage and Family Therapy Program website to learn more about the program's objectives and philosophy:

<http://www.uakron.edu/soc/masters/MFT/>

Student requests for endorsements should be directed to the appropriate individual faculty, as deemed most relevant to each student. Common requests for endorsements for recommendations include:

- Course Instructor – Practicum or Internship placement recommendations
- Faculty Advisor – Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Program/Clinical Coordinator – Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Clinical (Practicum or Internship) supervisor - licensure or employment recommendations

Decisions about the appropriateness of an endorsement for professional licensure and/or employment and/or extracurricular professional activity will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students

will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Program faculty endorsement decisions will primarily take into account information related to the Program's Student Retention Criteria, including but not limited to:

- The student's academic performance thus far in the Program (i.e., individual course grades and cumulative GPA)
- The student's professional fitness related to Student Candidacy Fitness Evaluation, as applicable
- The student's performance evaluations in clinical courses (i.e., Practicum and/or Internship), as applicable
- The student's performance related to the comprehensive examination, as applicable
- School of Counseling faculty feedback related to adherence to the School of Counseling Statement of Expectations

### **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**

<b>AREA I: Marriage and Family Therapy Foundations (18)</b>		
<input type="checkbox"/> 5600:655 (3)	Marriage and Family Therapy: Theories and Techniques	
<input type="checkbox"/> 5600:669 (3)	Systems Theory in Family Therapy	
<input type="checkbox"/> 5600:667 (3)	Marital Therapy(Prerequisites 655 and 669)	
<input type="checkbox"/> 5600: 652 (3)	Techniques of MFT	
<input type="checkbox"/> 5600:623 (3)	MFT Ethics and Professional Identity (1 <sup>st</sup> semester)	
<input type="checkbox"/> 5600:656 (3)	Assessment Methods & Treatment Issues in MFT	
<b>AREA II: Clinical Foundations (26)</b>		
<input type="checkbox"/> 5600:646 (3)	Multicultural Counseling (Ed. Foundations)	
<input type="checkbox"/> 5600:653 (4)	Group Counseling (Prerequisite 651)	
<input type="checkbox"/> 5600:664 (3)	Advanced Diagnosing	
<input type="checkbox"/> 5600:648 (3)	Individual & Family Development Across the Lifespan (Ed. Foundations)	
<input type="checkbox"/> 5600:620 (3)	Issues in Sexuality for Counselors	
<input type="checkbox"/> 5600:662 (3)	DSM	
<input type="checkbox"/> 5600: 601 (3)	Research & Program Evaluation	
<input type="checkbox"/> 5600:734	Addictions Counseling II: Treatment Planning and Intervention Strategies	
<input type="checkbox"/> 5600:619 (1)	Traumatology	
<b>AREA III: Electives (3)</b>		
<input type="checkbox"/> 5600 622 (3)	Play Therapy	
OR	OR	
<input type="checkbox"/> 5600 650 (3)	Filial Therapy	
<b>AREA IV: CLLNICAL EXPERIENCE REQUIREMENTS (13) Total of 500 direct client contact hours.</b>		
<input type="checkbox"/> 5600 673 (2)	MFT Pre-Practicum (1 credit; repeat twice)	
<input type="checkbox"/> 5600:675 (5)	Practicum (register for MFT section) *	
<input type="checkbox"/> 5600:685 (6)	Internship (register for MFT section) (3 credits; repeat twice)	
<b>TOTAL SEMESTER HOURS REQUIRED TO GRADUATE: 60</b>		

**\*Areas I-III must be completed prior to enrolling in Practicum and prior to registering to take the Comprehensive exam.**

- Completion of a mandatory orientation, including in-person and/or online training, is required prior to beginning Practicum at the Clinic for Individual & Family Counseling. Orientation details will be provided to all students approved to work at the Clinic the semester before Practicum begins. Please direct questions to the Clinic Coordinator.
- Criminal background checks are required for all students applying for any level of licensure. This is an Ohio Counselor, Social Worker, and Marriage & Family Therapy Board requirement and an MFT Program requirement. Background checks can be obtained at the University of Akron for a nominal fee. Please check with your advisor before doing this because sending results to the correct address is VERY important.
- Marriage and Family Therapist Trainee (MFTT) status is required of all students entering internship. You should register with the OCSWMFT Board before entering practicum.
- The Marriage and Family Therapy 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 Program requires that you sign this statement for completion of the Program Course Plan:

“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
5600 601	Research & Program Evaluation	X	X	X	100% Online
5600:619	Traumatology		X		70% online
5600:620	Issues in Sexuality for Counselors	X			50% online
5600:623	MFT Ethics and Prof. Identity	X			30% online
5600:646	Multicultural Counseling	X	X	X	30% online
5600:648	Individual and Family Development Across the Lifespan	X	X	X	100% online
5600:652	Techniques of MFT		X		30% online
5600:653	Group Counseling	X	X	X	30% online
5600:655	Marriage and Family T &T	X			50% online
5600:662	Personality and Abnormal Behavior	X	X		50% online
5600:664	DSM	X	X	X	0% online
5600:667	Marital Therapy		X		50% online
5600:669	Systems Theory		X		30% online
5600:656	Assessment & Treatment Issues		X		50% online
5600 662	Introduction to play therapy			X	50% online
5600:673	MFT Pre-Practicum	X	X	X	0% online
5660:734	Addiction Counseling II	X			50% online
5600:675	MFT Practicum	X	X	X	0% online
5600:685	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.

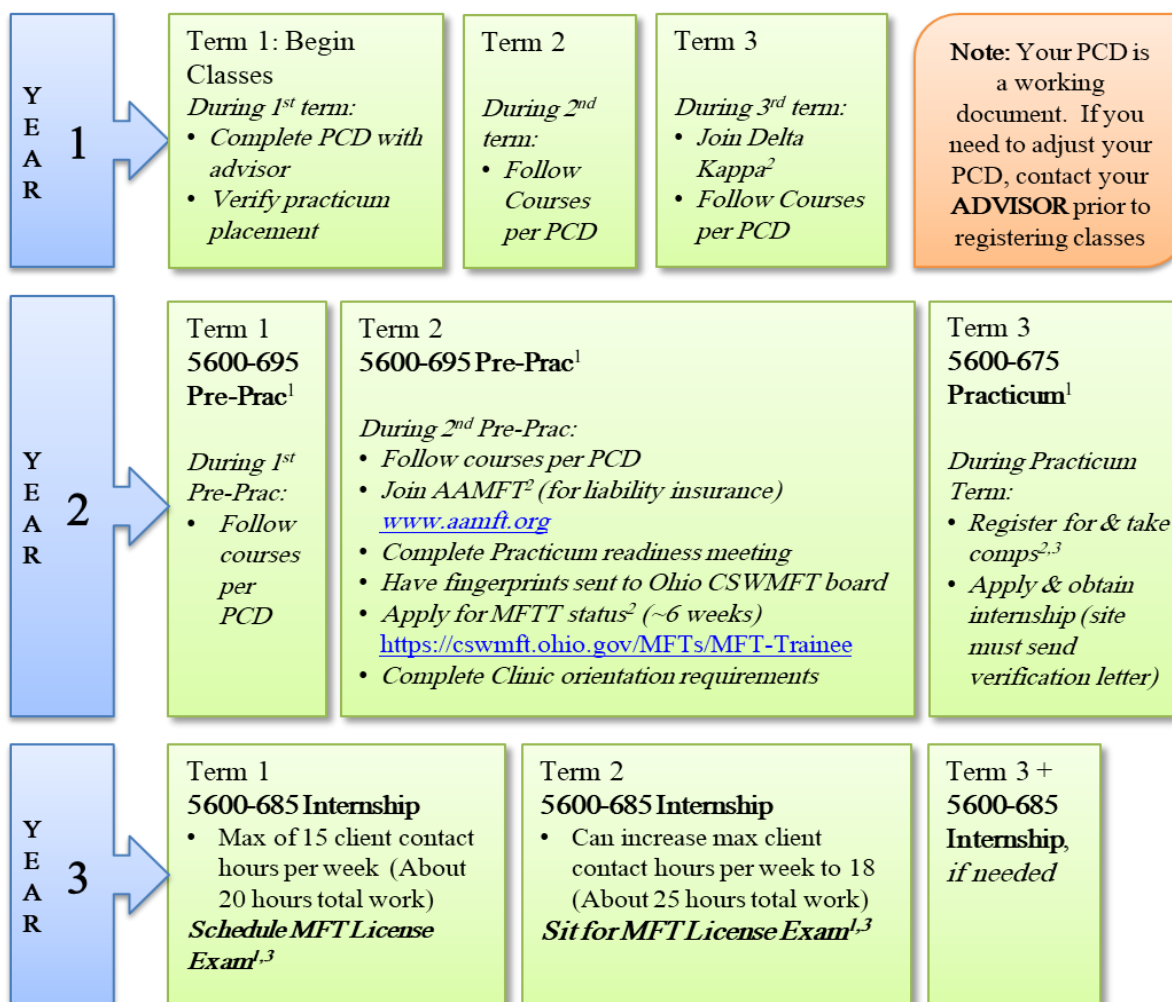
Marriage and Family Therapy Courses Spreadsheet Fall/Spring				
Fall Semester				
Time	Day	Day	Day	Day
	Monday	Tuesday	Wednesday	Thursday
4:30-7:00pm	601 Research & Program Eval	664 Advanced	655 MFT Theory & Techniques 662 DSM	648 Indiv & Family Dev 623 MFT Ethics
4:40-8:00pm			653 Group Counseling	
7:15-9:45pm	646 Multicultural Counseling 640 Counseling Adolescents	732 Addiction Counseling 1 734 Addiction Counseling 2	620 Issues in Sexuality	673 Prepracticum (MFT)
Spring Semester				
Time	Day	Day	Day	Day
	Monday	Tuesday	Wednesday	Thursday
4:30-7:00pm	652 Techniques of MFT (2nd 8 weeks) 669 Systems Theory (1st 8 weeks) 601 Research & Program Eval	664 Advanced 667 MFT Marital Therapy	651 Techniques of MFT (2nd 8 weeks) 669 Systems Theory (1st 8 weeks)	648 Indiv & Family Dev 656 MFT Assessment Methods/Tx
4:40-8:00pm	660 Counseling Children		653 Group Counseling	
7:15-9:45pm	646 Multicultural Counseling	732 Addiction Counseling 1 662 Personality & Abnormal Beh		
7:15-8:05pm		719 Traumatology		673 Prepracticum (MFT)



## MFT MASTERS STUDENT FULL TIME PROGRAM OUTLINE



### MFT Master's Student Full Time Program Outline



#### Information about courses

<sup>1</sup>must register for clinical courses with department administrator.

<sup>2</sup>there are costs associated with these items, please plan accordingly;

<sup>3</sup>access 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

**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

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, confidence, 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, confidence, 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: \_\_\_\_\_ ID: \_\_\_\_\_ Email: \_\_\_\_\_

Description of the Issue:

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of the Action Plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.**

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Student 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	
Bellefaire	East Cleveland, Medina, Akron, Lorain	22001 Fairmount Blvd, Cleveland, OH 44118 1221 E Waterloo Rd, Akron, OH 44306	No Yes	yes	mixed	No	Severe children and families	
Bellefaire – Monarch Boarding Academics				yes	office	No	Individual, couple, family, group	Autism; residential
Applewood —affiliate of Bellefaire on West 25 <sup>th</sup> in Cleveland		3518 W 25th St, Cleveland, OH 44109	Yes					
Catholic Charities	Parma & Summit County	7911 Detroit Ave, Cleveland, OH 44102	Yes	Yes	Mixed	No	Children and families; some couples	
Ohio Mentor Institute for Family Centered Services	Cleveland & Fairlawn	6200 Rockside Woods Blvd N, Independence, OH 44131	No	No	community	yes	Children and families	Evidence based model
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	Amish populations

							diagnosis	
Family and Community Services	Kent & Ravenna	143 Gouglar Ave, Kent, OH 44240	No	No	Community	No	Children and families	
Phoenix Rising	Canton	624 Market Ave N, Canton, OH 44702	No (but designated in In a Primary Care HPSA)	No	Office	No	Children and families; severe adults	
Children's Advantage	Ravenna	520 N Chestnut St, Ravenna, OH 44266	No	No	Community	No	Children and families	
Family Pride	Chardon	695 South St #6, Chardon, OH 44024	No	Unsure	Community	No	Children and families	
Alta Care group formerly known as D & E Counseling Center	Youngstown	711 Belmont Ave, Youngstown, OH 44502	Yes	Not currently, but possibly in future	Community	No	Children and families	
Minority Behavioral Health	Akron	1293 Copley Rd, Akron, OH 44320	No (but in a Dental Health HPSA)	No	community	No	Children and families	
Child Guidance	Akron, Barberton, Cuyahoga Falls	18 N Forge St, Akron, OH 44304	Yes	No	mixed	No	Children and families	
Greenleaf	Akron	580 Grant St, Akron, OH 44311	Yes	No	office based	No	Children and families	
Ohio Department of Youth Services	Cuyahoga Falls; Indian-River; Circleville	2775 Indian River Rd, Massillon, OH 44646	Yes	yes	mixed	No	Children and families	Incarcerated population
Oaks Family Care Center	Brunswick	4196 Center Rd, Brunswick, OH 44212	No	No	Community	No	Children and families	
Zeff Center	Toledo	905 Nebraska Ave, Toledo, OH 43607	Yes	No	Mixed	No	Children and families	
Cornerstone Family	Columbus	1565 Bethel Rd, Columbus, OH 43220	No					
Spirit of Peace	Columbus	1170 Old Henderson Rd #100, Columbus, OH 43220	No	No	office	Yes	Children and families; some couples	Christian based
Child Focus, Inc	Cincinnati	4629 Aicholtz Rd, Cincinnati, OH 45244	No					
Serenity Counseling	Cleveland	??	No	No	office	No		
Belmont Pines	Youngtown	615 Churchill Hubbard	No (but in Dental	yes	mixed	No	Adolescents and	Adolescent; hospital

		Road, Youngstown, OH 44505	HSPA)				families	
CHC Addiction Services	Akron	725 E. Market St, Akron, OH 44305	No (but in Dental HSPA)	Unsure	mixed	No	Couples and families	Addiction treatment
Families First	Akron	333 S Main St, Suite 607, Akron Ohio, 44308- 1202	Yes	No	Mixed (I think)	Possibl e	All types of clients	
Crossroads	Mentor / willoughby	8445 Munson Rd, Mentor, OH 44060	No	Unsur e	mixed	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	Unsur e	Mixed (mostl y office)	No	All types of clients	Addiction; IHBT; residential; recently incarcerated population

\*Last updated fall 2020. Information subject to change.

\*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 2<sup>nd</sup> semester of 5600 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.

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- 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.

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- 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 \_\_\_\_\_

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*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	5600:655 MFT Theory & Techniques	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:652 Techniques of MFT	5600:620 Issues in Sexuality for Counselors	5600:623 MFT Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	5600:673 Pre-practicum	5600:675 Practicum	5600:685 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,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</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,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Standard 1: Responsibility to Clients			<u>SLO5</u> (1.1)	SLO 1		<u>SLO1</u>			<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Standard 2: Confidentiality						<u>SLO1</u>			<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Standard 3: Professional Competence & Integrity						<u>SLO1</u>			<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Standard 4:						<u>SLO1</u>			<u>SLO1,3,5,</u>	<u>SLO2,4,6,8</u>	<u>SLO2,4,6,8</u>	<u>SLO2,4,6,8</u>

Responsibility to Students & Supervisees									<u>7,9</u>	<u>.10</u>	<u>.10</u>	<u>.10</u>
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>
	5600:655 MFT Theory & Techniques	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:652 Techniques of MFT	5600:620 Issues in Sexuality for Counselors	5600:623 MFT Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	5600:673 Pre-practicum	5600: 675 Practicum	5600: 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,			<u>SLO5</u> (02.06,02.	<u>SLO3</u>			<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>

Hypothesizing, and Diagnosing			08)									
Domain 3– Designing and Conducting Treatment			<u>SLO5</u> (03.11, 03.23)	<u>SLO</u> <u>3</u>					<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Domain 4– Evaluating Ongoing Process and Terminating Treatment			<u>SLO5</u> (04.01)	<u>SLO</u> <u>3</u>			<u>SLO</u> <u>3</u>		<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Domain 5– Managing Crisis Situations			<u>SLO5</u> (05.09)	<u>SLO</u> <u>1</u>		<u>SLO1</u>			<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
Domain 6– Maintaining Ethical, Legal, and Professional Standards					<u>SLO5</u> (06.04)	<u>SLO1</u>			<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>
	5600:655 MFT Theory & Techniques	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	5600:652 Techniques of MFT	5600:620 Issues in Sexuality for Counselors	5600:623 MFT Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:734 Addiction Counseling II: Treatment Planning and Intervention Strategies	Comprehensive Exam	5600:673 Pre-practicum	5600: 675 Practicum	5600: 685 Internship
Ohio CSWMFT Licensure Board Coursework												
Marriage and family studies	<u>SLO</u> <u>3</u>	<u>SLO3</u>	<u>SLO3</u>	<u>SLO</u> <u>3</u>					<u>SLO1,3,5,</u> <u>7,9</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>	<u>SLO2,4,6,8</u> <u>.10</u>

Research							<u>SLO 7</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>
Professional ethics						<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>
Individual & family development					<u>SLO5</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>
Appraisal of individuals & families				SLO 3			<u>SLO 3</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>
Family therapy with diverse, multicultural and/or underserved communities	SLO 3	SLO3		SLO 3					<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>
Clinical treatment of individuals, couples and families	<u>SLO 3</u>	SLO3		SLO 3					<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>
Couples therapy			SLO3	SLO 3					<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>
Family therapy with children, adolescents, or young adults				SLO 3					<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>
Sexuality and family therapy					SLO3				<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>
Substance abuse and addictive								<u>SLO3; SLO5; 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>



**COAMFTE Accreditation Standards V. 12 Alignment**

	5600:655 MFT Theory & Techniques	5600:669 Systems Theory in Family Therapy	5600:667 Marital Therapy	56000:652 Techniques of MFT	5600:620 Issues in Sexuality for Counselors	5600:623 MFC/T Ethics & Professional Identity	5600:656 Assessment Methods & Treatment	5600:734 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
FCA 4: Research & Evaluation (Minimum of 3 Credits)							X	
FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits)						X		
FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits)					X		X	
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits)				X	X	X	X	X
FCA 8: Contemporary Issues			X	X	X	X	X	X
FCA 9: Community Intersections & Collaboration		X				X	X	



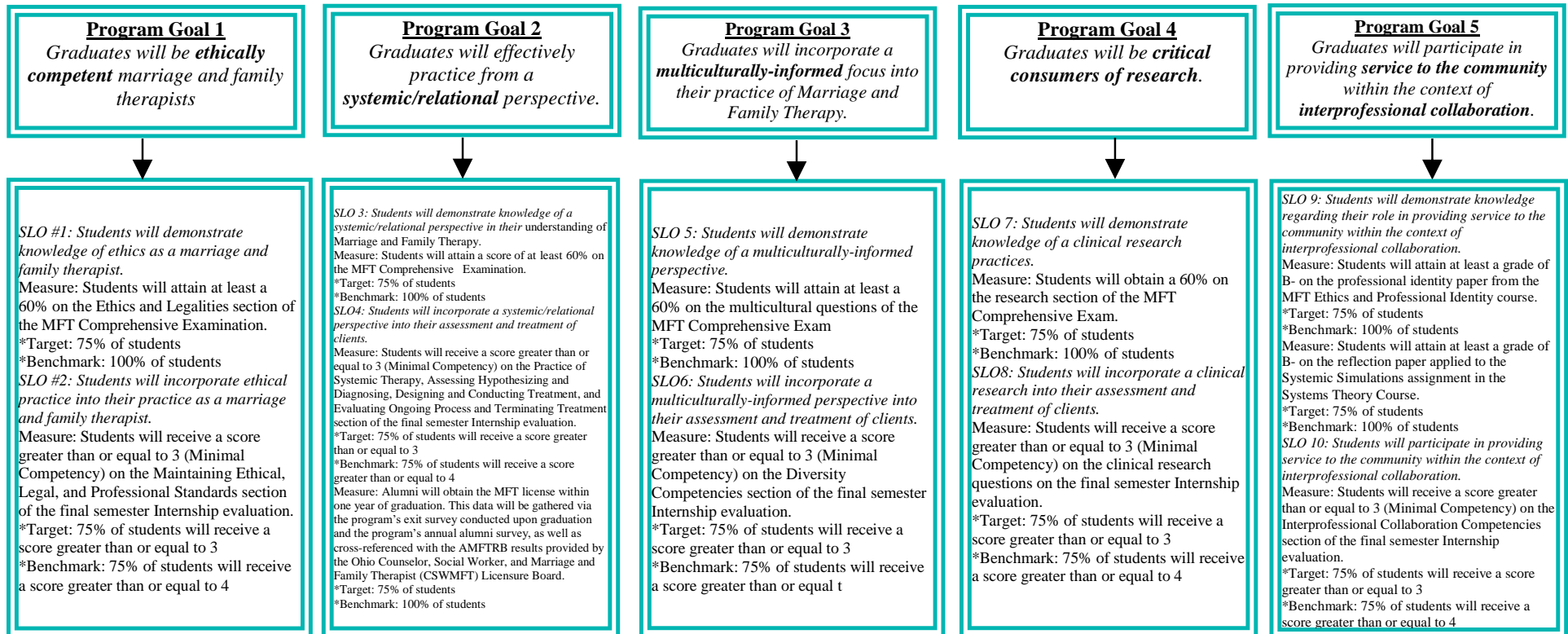
### Mission, Goals and Outcomes

The mission of 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.”

The mission of the College of Health Professions is to improve 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 of Health Professions prepares students to advance human well-being and to thrive in a rapidly evolving global environment. The Program fits well within the College of Health Professions as another members of the health profession community.

The mission of the School of Counseling is to train 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 maturity in self-development, and understand issues and trends of a multicultural and diverse society.

The mission of the Program is to train multiculturally-informed, clinically competent practitioners, who operate from a relation/systemic perspective. The students in the Program will become critical consumers of research and value the importance of providing service to the community within the context of interprofessional collaboration.



## Receipt of Confirmation of the Program's Student Handbook

Marriage and Family Therapy Master's Program

School of Counseling



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  
(type full name here)

\_\_\_\_\_  
Date

\_\_\_\_\_  
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.