

KIRK KERKORIAN  
SCHOOL OF MEDICINE | UNLV  
**COUPLE & FAMILY  
THERAPY PROGRAM**

**STUDENT PROGRAM HANDBOOK**

**UNIVERSITY OF NEVADA, LAS VEGAS**

Kirk Kerkorian School of Medicine  
Department of Psychiatry and Behavioral Health

TWENTY-NINTH  
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## Couple and Family Therapy (CFT) Program Handbook

### Mission Statement

The mission of the Program at UNLV is to provide quality training in the theory and practice of Marriage and Family Therapy. We are committed to helping students become competent couple, marriage and family therapy professionals through developing greater self-awareness, embracing diversity, and learning the importance of becoming critical consumers of research. We model ethical and professional behavior, and develop skilled practitioners who take an active role in leading and serving their communities.

### Purpose

This handbook contains the essential information for students in the Couple and Family Therapy Graduate Program. It is updated annually and is designed to provide students with all the information necessary to successfully enroll in, and complete, a course of study in this program. The handbook is not intended to substitute for, replace, or supersede the UNLV Graduate Catalog, but rather to supplement it. It is imperative that students are familiar with both sources of information.

This handbook is designed to help CFT students become familiar with the program's policies, procedures and expectations that supplement those outlined in the Graduate Catalog and help ease the transition into this new educational experience. The transition from undergraduate to graduate education can be a challenge due to the increased rigors and demands of graduate education. Graduate education relies heavily on the seminar format, with students acquiring knowledge, integrating information, articulating their thoughts/position about the information, and actively participating in discussion. As a result, students have a great responsibility to be prepared for class by doing the readings and, based on their preparation, participate in class discussions. When it comes to the amount of out of class preparation time required with graduate education, as a general rule, across the country, is that for each 1 hour of time spent in the classroom, students will spend at least 3 hours of time outside the classroom each week. For example, a 3-credit hour course typically meets for 3 hours of class each week and therefore, a student can expect to spend at least 9 hours of preparation time outside of class on such things as readings and assignments.

**It is the student's responsibility to know and understand the contents herein and to meet all requirements and deadlines. Students are to sign the Affidavit of Commitment located in Appendix A and return it to the Program Office no later than September 15. By signing the Affidavit of Commitment, the student acknowledges and agrees to abide by this handbook.**

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: [valarie.burke@unlv.edu](mailto:valarie.burke@unlv.edu) or [emily.lin@unlv.edu](mailto:emily.lin@unlv.edu).

## **Program Information**

### **Couple and Family Therapy**

## **Contact Information**

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### *Program Main Office*

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### *Program Director*

Jordan, Sara

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## **Graduate Faculty**

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

## **Program Requirements**

Program requirements regarding [admission, coursework and culminating experience](#) are found in the [graduate catalog](#).

## **Advisory Committee Guidelines**

When completing a capstone, the student will be evaluated by a committee of two – one of which is the student's advisor, and the other of which is appointed to the committee by the advisor. Students who are approved to complete a thesis must select a Graduate Advisory Committee. The committee consists of four members. The faculty advisor will act as Chair of the committee. This faculty advisor must hold and be approved for this graduate faculty status role per Graduate College. The committee will be formed according to the guidelines below. The applicable forms may be obtained from the UNLV Graduate College webpage and through the Grad Rebel Gateway portal. The Chair and at least two other members of the student's committee come from the list of CFT faculty who have Graduate Faculty Status. The fourth member of the committee, from outside the CFT program but from another appropriate and current UNLV graduate program, serves as a representative of the Graduate College. The outside member (Graduate Representative Committee member) must also have Graduate Faculty Status with the Graduate College. The general purpose of the outside member is to see that the oral defense/examination is conducted in an unbiased and professional manner, thus monitoring the performance of the student and the Program. After the Graduate Advisory Committee is formed, no guarantee is made that the student will be successful on the final examination. Students must follow Graduate College schedule deadlines in scheduling defenses and submitting graduation applications.

## **Degree Program Benchmarks**

The Couple and Family Therapy master's degree program provides the essential coursework preparing candidates for licensure as a Marriage and Family Therapist (MFT) in Nevada. MFTs work with individuals, couples, families and groups on mental health, behavioral, personal and/or relational concerns. MFTs are employed in a wide range of settings, including public and private, profit and non-profit agencies, hospitals and social service agencies, and they may practice privately when licensed. Most states have similar licensure requirements. Students, however, are strongly encouraged to become familiar with other states' licensing statutes prior to moving. Students nearing the completion of their degrees may apply to become a licensed Marriage and Family Therapy Intern in the state of Nevada, eligible to practice under the direct supervision of a licensed AAMFT Approved Supervisor or AAMFT Supervisor Candidate. Further information on this process may be obtained by calling the state MFT licensing office. Students should understand that the state's post-master's internship and the program's pre-master's internships are in no way related. The program does not offer or otherwise sanction state internships.

The Couple and Family Therapy program emphasizes putting theory into practice. This includes opportunities for students to work in real situations under supervision, with different client populations, in a variety of settings. Students are required to become competent clinicians and informed consumers of therapy literature and research. Because personal qualities play a vital part in the determination of success as a therapist, opportunities are provided for the development of self-awareness, as well as an understanding of the effect one has upon others in interpersonal interactions and relationships.

The philosophical underpinnings of the CFT program include a systemic world view. This includes a relational view of individuals in their contexts, including individual, couple, family, group and community influences. A core value is respect for diversity and embracing non-discrimination.

Graduate education is directed and conducted by the CFT program in collaboration with the UNLV Graduate College; therefore, all degree-seeking graduate students fall under the auspices of the Graduate College, as well as those of the UNLV Couple and Family Therapy Program.

There are several benchmarks in the degree program. They include progression through practicum, progression through internship, and completion of the culminating experience. In practicum and internship, if a grade of B or better is not received, the student will not progress to the next stage. In the case of practicum, the student will need to repeat practicum. In the case of internship, the student will not be permitted to graduate. In any event where there is evidence that the student is not matriculating successfully in meeting the goals of practicum and internship, the student may be placed on probation and/or separated from the program.

Another benchmark is the culminating experience. The common experience is either the capstone or the thesis by the student. The capstone and thesis have specific guidelines. Be advised that anyone who does not comply with the advertised guidelines and timelines set aside by their advisor is at risk of being recommended for probation and/or separation from the program. See the Graduate Catalog for Probation and Separation information.

One final benchmark is the completion of 500 clinical practice hours (at least 400 direct client contact and 100 supervisory hours). Students who do not complete this by the time they graduate will not be permitted to graduate and have to enroll another semester.

Benchmarks for direct client hours in practicum are; 50 in the Summer, 80 in the Fall, and 80 in the Spring.

## Educational Outcomes

The CFT program at UNLV is designed to achieve several Educational Outcomes. Decisions we make as a faculty about the direction of a program are generally tied to developing better ways to measure the outcomes, achieve the outcomes, and revise the program with consideration to supporting the Educational Outcomes. In short, these outcomes uniquely distinguish UNLV's CFT program from any other. It is important that you acquaint yourself with these outcomes.

The term "Educational Outcomes" is a collective term to describe three different classes of outcomes – program goals, student learning outcomes, and faculty outcomes (see below).

Each of these goals are described below:

## Program Goals

- Diversity: Students will be multiculturally informed and practice inclusivity as part of their professional identity.
- Knowledge, Practice and Ethics: Students will obtain the *knowledge* and skills necessary to *ethically practice* marriage and family therapy.
- Research: Students will be informed consumers of research and utilize evidence-based principles in their clinical practice.

## Faculty Outcomes

- Obtain and maintain a valid Nevada Marriage and Family Therapist license or other mental health license with demonstrated marriage and family training and experience.
- Obtain and maintain the AAMFT Approved Supervisor designation
- Maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.
- Improve pedagogy with the goal of enhancing student learning.
- Augment students' learning by advising and providing mentorship.
- For faculty with a research appointment, develop and progress on a research agenda that contributes to the advancement of the MFT discipline and informs the clinical practice of relational therapy.
- Present scholarship or otherwise participate at professional conferences, such as AAMFT, AASECT, APA, AFTA, and NCFR.
- Disseminate research that reaches or impacts a wide variety of MFT practitioners, scholars, and clients.
- Serve on committees within the CFT program, the Department of Psychiatry and Behavioral Health, UNLV, the MFT profession, and the greater Southern Nevada community that uphold the organizations' missions.
- Remain clinically active so as to enrich course teaching and student supervision with direct experiential knowledge.
- Full time faculty will maintain continuous membership in AAMFT

## Assessment of Educational Outcomes

### Assessment Process:

Program assessment in the UNLV CFT Master's program began in earnest in 2005 with a university-wide emphasis on educational outcomes and assessment. Each graduate program was expected to define the primary educational outcomes (what we call Student Learning Outcomes or SLOs) students are expected to achieve prior to graduation and develop a plan to assess the achievement of students in their respective programs. The university plan for assessment required that graduate programs begin implementing the assessment plans and submit assessment reports twice a year (in March and October). Following the university guidelines, the marriage and family therapy faculty originally developed thirteen student learning outcomes and a plan for assessment, which was implemented in 2005, one year before our self-study and application for accreditation with COAMFTE. The program assessment reports have been submitted to the university Director of Academic Assessment twice each year since this time (however beginning in 2011, assessment reports are only required once a year). These reports summarize the data collected regarding each individual SLOs as well as the overall program educational outcomes. They also include discussion of how well the program is achieving its educational goals as well as how we will use the assessment results to improve the program.

With our application for accreditation by COAMFTE and the initial self-study prepared in 2007, the faculty conducted a comprehensive review of the Student Learning Outcomes and assessment plan. The review resulted in a significant revision and refinement of the SLOs as well as the assessment plan. Fifteen (with one added in the 2020 accreditation process) SLOs were developed that built on, refined, and expanded the original thirteen SLOs. Particular attention was given to the marriage and family therapy principles and educational guidelines in revising the SLOs. Additionally, assessment was expanded to include Faculty Outcomes (FOs) and CFT program Educational Outcomes (EOs). We also developed a more comprehensive assessment plan with more specific data collection procedures, a curriculum/assessment logic model, and timeline/calendar to organize assessment. The assessment plan included an annual assessment retreat at which the faculty would review assessment data and reports to determine strengths of the program as well as areas in need of improvement. All of this was included in the UNLV CFT Program Assessment Manual, which was reviewed during the initial site visit.

Our experience with assessment has led us to understand that it is a process rather than a destination. In accordance with our assessment plan, data collection is ongoing throughout the year. However, the most valuable use of the information that is collected occurs during our annual assessment retreat. During the retreat that we engage as a group in a "closing the loop" process by which we review the existing data collected on SLOs, FOs, EOs, and communities of interest; evaluate the strengths and areas of improvement; and then utilize this information to determine ways in which the program can be improved to best meet the needs of the students and the community. The assessment retreats have resulted in improvements in a number of areas. For example, while the assessment data has generally indicated that the students and the program are progressing well, results have helped direct our attention to some areas in which we fell short of our benchmarks and perhaps are not meeting the educational needs of the students. Incorporating the results of the assessment reports has led to changes or improvements in areas such as course sequencing to better meet the needs of students' preparation for practicum and clinical practice, the standardizing of individual course learning outcomes so that courses will meet the core educational purposes regardless of instructor, decisions around what courses should be taught by specific faculty who have expertise in certain subjects, and an infusion of diversity throughout the curriculum. The assessment retreats also provide an opportunity to evaluate and improve the assessment procedures. The results of our most recent assessment retreats included refining and expanding the SLOs from fifteen to eighteen and the refining of FOs and EOs. Records of the annual assessment retreats and evidence of the periodic review process can be found in our faculty minutes from 12/9/11, 12/16/10, 6/29/09, and 12/17/08. The results of assessment can also be reviewed on the Provost's assessment webpage.

Since our original accreditation as a COAMFTE-Program in 2007, we have outlined ways to assess the program's effectiveness and revised our mechanisms for assessing our effectiveness. At the time we had received accreditation, we were just beginning in our assessment process. Since then, we have learned what worked in our assessment, what did not work, and developed new strategies in order to accurately measure our program, student learning, and faculty outcomes. The data from our assessments were used to improve the assessment procedures as well as to make improvements to the program.

### **Formal Procedures:**

The Couple and Family Therapy Program faculty engage in a periodic review process to determine whether and how the educational objectives are met. First, the faculty participate in an Assessment Retreat annually. During this meeting we review the data collected from our Course Evaluations, Diversity Inventory, Exit Surveys, Alumni Surveys, Community of Interest Surveys, Faculty Outcomes survey, and Practicum Skills scores to determine whether we are meeting our established benchmarks. The faculty review the aggregate data as well as the qualitative comments provided by the assessment coordinator. These data are then reviewed within the context of the CFT program Educational Outcomes, Faculty Outcomes, and with particular attention to the Student Learning Outcomes. The faculty also have the syllabi of the courses on hand at the assessment retreat and compare what is being taught with the data that we have collected so that we can make changes to the syllabi in the moment. This is also the point where we go back to the Educational Objectives and assess whether we need to revise our outcomes. Student Learning Outcomes are listed on course syllabi and connect the assignments and classroom activities to one or more specific outcomes.

In order to evaluate the Program Objectives, we rely on analysis of items from the Faculty Outcome Survey, the Alumni Survey, the Exit Survey, the Community of Interest Survey, the CFT 776 Instructor/Supervisor Evaluation Form Composite Skills and Abilities scale scores, and data from the CICFC such as the number of hours of clinical service provided to community via CICFC, the number of students who obtain internships in addition to the CICFC, and the demographics of the clients at the CICFC.

Evaluation of the Student Learning Outcomes occurs through an analysis of items from the Exit Survey, completion of 500 clinical hours, CFT 773 and CFT 776 Instructor/Supervisor Evaluation Form Composite, and course evaluations.

In order to evaluate the Faculty Outcomes, we use our Course Evaluations, the Program Director Evaluation, key questions on the Practicum and Internship Student Evaluation of Supervisor, and review of course syllabi.

### **Informal Procedures:**

Students may also have ideas about how to improve the program. In addition to the formal mechanism for feedback offered through exit surveys and course evaluations, students are also encouraged to provide feedback through student representatives who attend faculty meetings and/or anonymous Google link. In the case where there are several students with ideas for improvement, the Program Director will hold a meeting at the time convenient for students in order to take the feedback and provide it back to the faculty as assessment data.

### **Policy Regarding Diversity:**

All Couple and Family Therapy faculty, staff and students will maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, gender identity, health/ability, nationality, race, religion, sexual orientation, relationship status, spirituality, and socioeconomic status.

The UNLV Couple and Family Therapy Program promotes didactic and clinical competency among those



training to become professional therapists. These competencies include behaviors, skills, attitudes and practices that promote awareness, acceptance and respect for differences, enhance culturally competent services that meet the needs of diverse populations, and promote resiliency and recovery as defined by those served. The UNLV Couple and Family Therapy Program recognizes cultural competency to be an important criterion for success as a professional therapist. Cultural competency addresses two aspects in working with clients. The first includes cultural literacy, cross-cultural knowledge, and the skill to work with culturally diverse individuals and families in direct practice. The second aspect is recognition of the therapist’s own self-conceptions and preferences, the ability to reflect upon one’s own reactions to client differences, and an understanding of the impact of one’s own cultural limitations and the barriers it may present to successful treatment.

Respect for differences and the ability to interact with culturally-diverse clients and groups is instilled throughout the curriculum- from the selection of texts that approach each topic from a multicultural perspective, to ensuring that courses have assignments that allow students to enrich their cultural competency. Additionally, students are required to assess their own attitudes toward others, develop an approach to clients that understands contextual and systemic dynamics, and evaluate therapy models on their normative assumptions and limitations in working with non-privileged individuals and groups in CFT 725, Diversity in Marriage and Family Therapy.

The program uses three main measures of student diversity achievement. One is the performance of students in the multicultural course (CFT 725). Second, supervisors review how well students perform in their practica and internships in dealing with issues of diversity and multiculturalism. Third, students report upon their own level of increased competency in interacting appropriately with diverse clients in practicum and internship using the same criteria as the supervisors used.

Equal rights and opportunities are valued by the Couple and Family Therapy Program and the University of Nevada, Las Vegas. The Program’s commitment to equal opportunity includes active recruitment of students and faculty with diverse backgrounds. The Program works to recruit and retain students with diverse backgrounds by: (a) targeting contact with groups with diverse backgrounds, organizations and institutions, both on campus and off; (b) using equitable admissions requirements, i.e., using multiple criteria, and (c) facilitating an environment that is conducive to and accepting of diversity.

**Program Demographics**

NOTE: All full-time faculty and full-time instructors serve as supervisors.

**Ethnicity 2023**

	Asian or Pacific Islander	African-American /African /Black	White /non-Hispanic	Hispanic /Latino /Chicano	Multiethnic	American Indian or Alaska Native	Other	Declined to disclose	Total
Faculty	0	0	4	0	0	0	0	0	4
Supervisors	0	2	3	2	0	0	1	0	8
Students	10	9	38	10	11	0	1	0	79

**Gender 2023**

	Male	Female	Nonbinary /Gender-fluid	Transgender	Other	Declined to disclose	Total
Faculty	1	3	0	0	0	0	4
Supervisors	4	3	0	0	0	1	8
Students	11	67	1	0	0	0	79



## **Graduate Achievement Data**

### **Program Inclusion/Diversity Recruitment Standards**

The CFT Program at UNLV considers ethnic and cultural trends in order to provide a satisfying and effective education for its students. To promote the acceptance, facilitation, inclusion and retention of diverse students and faculty, the Couple and Family Therapy Program engages in the following activities:

1. The student handbook highlights an affirmative action policy explaining “All Couple and Family Therapy faculty, staff and students will maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.”
2. The program faculty openly endorse the recruitment and development of culturally diverse counselors 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 Disability Resource Center).
4. The program maintains internal diversity statistics for our students and faculty.
5. Program faculty complete peer-reviewed publications and presentations on diversity-related topics and advocacy.
6. The program has access to the Office of Diversity.
7. The program has access to the university Chief Diversity Officer whose office helps attract/retain diverse students and faculty.
8. The Kirk Kerkorian School of Medicine advertises 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.

### **Program Fees**

The total fees for the program are proposed by the CFT Program and approved by the School of Medicine and the Provost’s Office. In order to determine the fees for the program, we conducted a survey of the cost of similarly-designed programs and offer our program at a lower rate than most using a differential tuition model. The fees include:

- Non-State portion of registration fees – Includes access funds
- All non-state mandatory fees – facility fees, technology fees, student health fees, rebel recycling, study abroad scholarship fee, GSA fee, Student services fee and reg fee II. First semester students are also charged the New Grad Student Fee. Any International students will pay an extra International student fee plus the health insurance fee. Finally, there are also payment plans available.

***All fees are subject to change as approved by the Nevada System of Higher Education Board of Regents. Please consult the [Office of Cashiering and Student Accounts](#) for up-to-date information or the [NSHE Board of Regents Manual](#).***







Research-based activities include, but are not limited to, library (and internet) activity including literature searches, writing abstracts and/or literature reviews; copying and filing; data entry; basic database management; performing statistical analyses; editorial functions; and collaborative writing. Assistants also may be expected to perform additional tasks on a limited basis that remain significant aspects of program functioning.

Students who are awarded assistantships in their first year are given priority in the second year, based on their performance. The CFT program permits students to have a maximum of two years of graduate assistant work, unless funding for additional time is generated. See [Graduate College Graduate Assistantship handbook](#) and website for more information.

### **Participation in AAMFT**

The American Association for Marriage and Family Therapy (AAMFT) is the primary professional association representing the professional interests of more than 23,000 marriage and family therapists throughout the United States, Canada and abroad. Its purpose is to provide continuing education, professional development, and advocacy services for its members. Student membership is available in AAMFT and students are required to join. The membership includes a subscription to the Journal of Marital and Family Therapy and the Family Therapy Magazine. Membership in AAMFT allows students to receive professional liability insurance at a reduced rate.

By joining AAMFT, students automatically become members of the Nevada Association for Couple and Family Therapy (NACFT). This state organization advocates for the interests of marriage and family therapists in the state, sponsoring workshops, newsletters, networking and other opportunities. Further information may be obtained from current student members, from faculty members, and on the web: [AAMFT](#).

### **Advisors**

Upon acceptance into the program, each student will be assigned a faculty Advisor to facilitate the student's enrollment and matriculation through the program. **The Advisor is the first stop for any student who encounters medical issues, personal issues, schedule changes, or other events that might affect their matriculation through the program.** Once a permanent advisor is assigned in the Spring of the student's first year, capstone and thesis will be led by the student's permanent advisor.

Consultation with an Advisor is required for the following steps toward successful completion of the CFT master's degree:

- Complete and file a Plan of Study Form with the Graduate College (submit both Part 1 and Part 2 before completing 15 hours in the program).
- Select and register for courses each semester.
- Decide whether to complete a Thesis or Capstone (and appointing or modifying a Graduate Advisory Committee if doing a thesis). Typically, this is decided by the end of your second semester.
- Change a previously submitted Plan of Study Form.
- File an application for Internship.
- Complete the Capstone Experience and prepare for the oral presentation
- File an application for graduation.

There may be other occasions when Advisor consultation is required or desired. When in doubt about any issues or concerns about your program of study or progress towards your degree, consult your Advisor. It is ultimately the student's responsibility to ensure that the Plan of Study submitted meets program and Graduate College requirements. In addition, students are responsible for ensuring that they have met any and all prerequisite requirements for all courses in which they attempt to enroll.

## Filing Plan of Study Forms

With the consultation and approval of the Advisor, all students must prepare a Plan of Study Form (parts 1 & 2) and submit it to the Graduate College. This form outlines the courses the student will complete for the degree. Part of this form includes whether the student will complete a Thesis or Capstone. The proposed program is to be submitted to the Graduate College prior to the student's completion of 15 credit hours of work toward the degree.

All forms may be found on the Grad College page: [Graduate College Forms](#)

## Transfer Credit Request Form

If the student requests that up to 15 credit hours (taken prior to formal admission) be considered for use toward the degree, the form must be submitted to the Graduate College within six weeks of the beginning of the semester of admission. It is the student's responsibility to schedule an appointment with his/her advisor for the purpose of filing the Transfer Credit Request Form well in advance of the end of the 2nd Semester (i.e., the Spring Semester).

## Key Areas of Training

The UNLV CFT program has been designed to provide a comprehensive education in several key areas. First, the courses we offer meet the requirements as established by the MFT Licensing Board in the State of Nevada. Second, each of our courses focuses and integrates the key elements (human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and cultural context) in each of the courses. For example, CFT 720, the Counseling across the Lifespan, requires a pre-requisite of CFT 765, Principles and Practice of MFT II. The lectures and assignments in CFT 720 require that students discuss the application of MFT theory as well as asking them to conceptualize cases from family dynamic and cultural lenses. Students are expected to also produce assignments that rely on the inclusion of up-to-date research in their coursework. Thirdly, the curriculum meets and exceeds the required number of courses for each content area as specified in former accreditation standards. See the table below for an assessment as to how our coursework covers each area.

## Sample Plan of Study

Year 1

Fall	Spring	Summer
<b>CFT 764 Mondays 1-3:45pm*</b> <b>Principles &amp; Practices of Marriage and Family Therapy I</b>	<b>CFT 765 Mondays 1-3:45pm</b> Principles & Practices of Marriage and Family Therapy II	<b>CFT 772 (all terms, day/time varies)</b> <b>Marriage and Family Practicum</b>
<b>CFT 763 Wednesdays 1-3:45pm</b> <b>Family Systems Theory</b>	<b>CFT 771 Tuesdays 1-3:45pm</b> Ethical and Legal Issues in Marriage and Family Therapy	<b>CTF 731 (term 2, MTW 1-3:45pm)</b> <b>Substance Abuse</b>
<b>CFT 762 Thursdays 1-3:45pm</b> <b>Diagnosis in Marriage and Family Therapy</b>	<b>CFT 701 Wednesdays 1-3:45pm</b> <b>Intro to Marriage and Family Therapy</b>	<b>CFT 720 (term 3, MTW 1-3:45pm)</b> <b>Counseling Across the Life Span</b>

## Year 2

Fall	Spring	Summer
<b>CFT 773 (day/time varies) Marriage and Family Therapy Practicum</b>	<b>CFT 725 Tuesdays 1-3:45pm Diversity in Marriage and Family Therapy</b>	<b>CFT 776 (all terms, Monday or Thursday morning) Internship in Marriage and Family Therapy</b>
<b>CFT 777 Mondays 1-3:45pm Couples Therapy</b>	<b>CFT 774 (day/time varies) Marriage and Family Therapy Practicum</b>	<b>CFT 759 (term 1, MTW 1- 3:45pm) Family Dynamics</b>
<b>CFT 779 Wednesdays 1-3:45pm Marriage and Family Therapy Research Seminar</b>	<b>CFT 719 Wednesdays 1- 3:45pm Sexual Issues in Marriage and Family Therapy</b>	<b>CFT 750** (all terms, day/time varies) Capstone</b>

## Year 3

Fall	
<b>CFT 776 Monday or Thursday morning Internship in Couple and Family Therapy</b>	<b>NOTE: Students are expected to follow this sequence. If not, graduation may be delayed. * Schedule (days and times) are subject to change ** Students who meet program standards to do a thesis will sign up for 6 credits of CFT 749 instead of CFT 750</b>
<b>CFT 750** (day/time varies) Capstone</b>	

### Independent Study Policy

Students with a particular interest in an area of study in the therapy field may pursue Independent Study courses (CFT 758, Individual Instruction) with faculty members that have expertise and/or substantive interest in the area in question. These independent study courses afford students an opportunity to tailor an experience to their individual educational needs. Independent studies are to be used for these purposes **only**. If a course is offered as a required course in the program, it is **not** eligible to be taken as an independent study.

See the Graduate Catalog for program requirements.

\*Students will take either CFT 749 or 750. Those students wishing to complete a thesis must obtain approval from the CFT faculty (see Thesis Option below)

Students must earn a B or higher in all program courses to remain in good standing in the program (see Graduate Catalog). Students may also elect to take courses in other department, (especially addiction courses in CED) to become dually certified.

Students are allowed one unexcused absence from each content course in a given semester.

### Graduate Study Timeline

The Graduate College has a very specific timeline for advancing through your graduate program in the proper sequence. Please consult the [Graduate College website](#) at for specific information. Using this timeline will help ensure that you meet the necessary requirements for graduation. The process begins after you are admitted to the Graduate College. You can also track your degree program progress and graduate college forms by logging on to your MyUNLV account and the Grad Rebel Gateway. The CFT program offers a full-time track only; no part time option is available. To complete the program in less than three years, students must go full time, meaning nine credit hours per semester, including



summer. Students should take no less than six credit hours per semester.

## **Applying for Graduation**

The Application for Graduation must be completed to graduate. The application is completed online through your MyUNLV account. A completed application must be submitted to the Graduate College by the date indicated on the UNLV academic calendar of the semester of graduation. All fees must be paid by this deadline. See the Graduate College website for further information. Students will not be permitted to participate in commencement ceremonies until they have finished all the requirements for their degree. Additionally, students must be enrolled for at least three (3) credits during the semester in which they intend to graduate.

NOTE: It is the student's responsibility to be aware of graduation requirements and their corresponding deadlines.

Students may apply for graduation up to two semesters prior to completing their degree requirements. All required forms must be submitted to the graduate college via the Grad Rebel Gateway.

## **Lack of Satisfactory Progress toward a Degree**

If a student is not making satisfactory progress towards meeting the degree requirements, the program may request that the dean of the Graduate College to place the student on probation which may result in separation from the program. See the Probation and Separation section of the Graduate Catalog for more information.

Failure to make satisfactory progress may be determined in several ways:

1. Failure to follow the course sequence.
2. Failure to register for courses for two consecutive semesters.
3. Unsatisfactory grades (including grades below a B, Incompletes or Withdrawals).
4. Failure to consult with an Advisor.
5. Failure to develop an official degree program.
6. Failure to complete all master's degree requirements within 6 years.

Faculty advisors will monitor the progress of their advisees. When an advisor has determined that an advisee has not been making satisfactory progress, the student's record will be evaluated, and a recommendation will then be forwarded to the Program Director for action.

## **Incomplete Grades**

The "I" grade is used for content/lecture type courses designed to be completed within one year in instances where the student has completed the majority of the semester coursework, but is unable to complete all the requirements with good cause. The professor is responsible for determining if the reason for non-completion is satisfactory, if an incomplete grade is appropriate, and what the terms necessary to receive a final grade will be. An "I" may only be given when the majority of the coursework has been completed with a cumulative average of "B" or better. Graduate students receiving an "I" grade have one year to complete the unfinished requirements, after that time the grade automatically changes to an "F." See the Graduate Catalog for further details.

## **Professional Code of Ethics/Discipline Guidelines**

UNLV Graduate College policy regarding academic integrity can be found in the [Graduate Catalog](#)

## **Student Demeanor and Conduct Policy**

Professional behavior is always required of students. This is especially true for students in Practicum and Internship because these students are, for all intents and purposes, functioning as professional therapists despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student's appropriateness and preparedness for the professional role. Student readiness for practicum, internship, and graduation will be assessed by the faculty, including the following personal characteristics that have been identified as being critical to therapist success: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.). In addition to these personal characteristics, students are expected to open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes in interactions both in the classroom and outside of it. At no time is it acceptable to disparage classmates, faculty, or other professionals online or offline, in or out of class. **UNLV's Office of Student Conduct** is one of the places a student or faculty may consult should they experience problems with another student.

In cases where a student has been discriminated against or experiences sexual harassment, such a report must be made to UNLV's Title IX Officer or other Title IX deputies. In general, the Program Director will be responsible for making such a report. However, students may also make reports directly to the Title IX office. Please alert the Program Director to these situations.

When students feel they have a concern regarding another student's behavior, they should consult with the Program Director. The Program Director may direct that the student with the concern also consult with the Office of Student Conduct.

## **Ethical Standards**

The Program adheres to the American Association for Marriage and Family (AAMFT) Code of Ethics. Copies of this code are readily available in a variety of places, including many texts used in therapy classes and on the **AAMFT website**. Important areas of ethical concern for students are confidentiality and multiple relationships. The former requires that a student not discuss clients, cases, or confidential information about other students outside of a professional setting. The latter refers to any relationship simultaneously developed with a client beyond the therapy room. Any violation is gravely serious and will be treated as such. Ethical breaches are grounds for separation from the Program and for reporting the violation to the professional organizations of which the student is a member, and although not a certainty, such action is a very real possibility. Not reporting an event to CPS in a timely way may be an ethical breach. In the event you are unsure about whether to report a clinical even, you should immediately contact the clinic director or their surrogate, and the supervising therapist by phone.

In the event that a student's conduct is anything less than professional, the faculty has the obligation to the student, to the profession, and to the public to take whatever steps are necessary to rectify the situation.

Violations of professional ethics codes, insubordination to supervisors, mistreatment of colleagues, support staff or clients, demonstrations of gross clinical misjudgment, or other actions inconsistent with professional standards of behavior are evidence of unprofessional conduct. These will not be tolerated and could result in recommendation for probation and/or separation from the program and Graduate College.

Students who are involved in unethical behavior will be reported to licensing and credentialing bodies and professional organizations in the interest of protecting the profession, the public, and not least, the student.

## Student Review

### Annual Mandatory Individual Development Plan:

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form. The plan covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead. Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP. Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner. Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students.

All students admitted to the CFT program are reviewed regularly to determine adequate progress in the program. Each semester the faculty will conduct a student review meeting at which each student's performance to date will be reviewed (typically around midterm). A major purpose of this meeting is for faculty members to evaluate students' demeanor and conduct. This includes the professional and personal characteristics outlined above. The faculty will evaluate students using the Student Review Evaluation Form, specifying either satisfactory, concern, or corrective action. The faculty will document the nature of any difficulties (e.g., poor performance on class assignments or tests, inappropriate behavior in class or in clinical settings, or inadequate or inappropriate performance in therapy sessions). The faculty as a group may suggest the Student Success Plan outlined below. When problems with students arise during the semester, any faculty member of the Program, as well as faculty in other departments, lecturers, adjunct faculty, or part-time instructors, may also begin the Student Success Plan process independent of the student review meeting. Because the faculty as a unit share oversight for the program, information regarding students and any student concerns are shared amongst faculty members as needed.

### Student Success Plan:

The purpose of the **Student Success Plan (SSP)** is to help facilitate solutions when student concerns arise and support student success in the CFT program. The following process provides the CFT faculty a framework for resolving concerns.

In the event that a student's conduct is in direct violation with UNLV policies on student conduct, or, if the student commits an act in violation of academic integrity (e.g., any form of plagiarism, cheating), the faculty have the option of recommending separation from the program to the Graduate College. This principle is in effect at all times and is not subject to this due process policy. Further, in the event that the student's conduct is in direct violation with CICFC policies (including AAMFT code of ethics), procedures, or supervisory directives, **the faculty have the option of suspending the student's clinical privileges. This option is in effect at all times and is not subject to this due process policy because of the potential for immediate risk to clients. Suspension from clinical privileges can occur at ANY point.**

**Temporary Suspension of Clinical Privileges:** If the problematic behavior has a negative impact on the student's clinical conduct or client well-being, the student may be required to discontinue clinical work immediately. In this event, the faculty and the site supervisor (and/or CICFC director) will take the responsibility for the disposition of any cases that the student may be carrying, and the student will immediately be placed on a temporary suspension from continuing in practicum or internship. Clinical activity will resume only when and if the faculty determine potential harm to clients has been removed.

**Identify Concern.** A faculty or staff member identifies a concern about a student. This may

include, but not limited to concerns between students, student conduct within the program (including CICFC) or at an approved internship site, violation of ethical code, and/or violation of state law.

1. **Documentation of the Concern:** The concern is documented by the faculty or staff member and shared with the program director, clinical supervisor (if applicable), and advisor. Documentation includes either an email, faculty meeting minute or a written summary of the situation. Depending on the severity of the concern, an emergency faculty meeting or phone call to the faculty may occur to address the matter.
2. **Student/Faculty Meeting:** The student's CFT program advisor and the faculty member with the concern, or the Program Director will meet with the student to discuss the concern (note: 2 faculty members should be present in the case where the Program Director serves all 3 roles, and will be chosen on availability). A meeting summary form should be created documenting a summary of the meeting, including documentation of any agreed upon proposed solution to the presenting issue. The goal of this meeting is to have a conversation to fully elucidate the concerns and provide the student a chance to respond to the concerns. The meeting is not punitive. If the concerns are sufficiently ameliorated through the conversation, or an agreed upon resolution is reached, the process ends here. If resolution is reached during the meeting, documentation of such is placed in the student's file. **If resolution is not reached, the process continues to Step 3.** The student will be given the opportunity to present any evidence in defense of their conduct during the faculty meeting in Step 3.

#### **Performance Improvement Plan (PIP):**

The purpose of the Performance Improvement Plan is to assist the student with successful program progression and completion.

3. The program director calls a meeting among Core faculty (i.e. voting members) to discuss a plan for the student of concern. If the concern is urgent, a group call may suffice for a meeting (see Provisions for Leave). Faculty member(s) discuss the situation and concerns and will take a vote whether to recommend a **Performance Improvement Plan (PIP)**. The PIP is drafted by the Program Director, voted on, and is signed by faculty members (see Provisions for Leave). Any faculty member who chooses to abstain will not participate in the rest of the PIP process. In some cases, the PIP may include removal of clinical privileges and a recommendation for probation.
4. A performance improvement meeting is called between the student of concern, program director, and the student's program advisor, and/or the faculty who brought the concern. The student of concern attends the meeting. The PIP is discussed and delivered (both paper and email copy) to the student of concern.

NOTE: Provisions for Faculty Members on Leave (e.g., vacation, sick leave, FMLA, jury duty, conference travel, etc.): If faculty members are on leave, they will be notified of the student concern and will have the opportunity to comment on the process. The absent member is not required to sign the PIP document but is allowed to sign while on leave if they choose to participate. Unless it is an urgent matter, the PIP process will be deferred until the program director returns. If it is urgent, the program director's direct supervisor will take the program director's place and lead the PIP process.

5. **Plan implementation and assessment:** Student completes the assigned components of the PIP and reports to the program director regarding the completion of the PIP. The core faculty will review the student's document(s) and vote to determine if the student has

satisfied the PIP requirements. If the requirements are satisfactorily fulfilled, the program director informs the student via email, and the matter is closed. Documentation of the PIP and faculty decisions are placed in the student's file. If the PIP requirements are partially fulfilled, the faculty may offer the student additional time and feedback/edits to complete their PIP. **Failure to comply with the PIP could result in students being given an additional Performance Improvement Plan, a recommendation that the student be placed on probation with the Graduate College, or a recommendation that the student is separated from the program.** If resolution is not reached, the process continues to Step 6.

6. Probation: The faculty may recommend to the Graduate College that the student be placed on probation or separated from the program. Faculty would determine the conditions of the probation and a deadline by which the conditions must be met in order to be removed from probation. All documentation is placed in the student's file and emailed to the Graduate College.
7. Separation from Program: Failure to meet the conditions of probation may result in separation of the student from the Graduate College and the degree program. Students who are separated from the program have the right to appeal through standard university procedures (see the Graduate Catalog for probation and separation information). Students who are dismissed from the Graduate College are not eligible for admission or reentry and must petition for reinstatement or re-apply to the program.

Any student completing a PIP whose behavior warrants an additional PIP may be placed on probation and/or have their clinical privileges temporarily suspended.

NOTE: At any point in the above process, the CFT faculty may consult with the Office of Student Conduct or the UNLV Support Team.

### **Student Grievance Policy**

This section provides direction for students when they have encountered difficulties with program or university staff, faculty, policies, or procedures. A student should first address his issues or concerns with the relevant party. If the student is not satisfied with the outcome, then the student should follow the steps outlined in the corresponding grievance or appeal processes that follow. The grievance and appeals processes and any related forms are posted on the Graduate College website: [Graduate Student Appeals & Legal Issues Committee](#)

### **Admissions Concerns**

An applicant who was not admitted to the CFT program and has questions regarding admission process should follow the following steps:

1. Contact the CFT program Graduate Coordinator in writing, specifying the question or issue.
2. If resolution is not reached, or if the candidate is not satisfied with the response or resolution, the candidate may appeal to the Program Director.
3. Upon receiving written notification from the candidate, the Program Director can either a) review the situation and render a decision, or b) appoint a faculty review committee to research the situation and make recommendations to the Program Director. The Program Director will then render a decision.

If the candidate is not satisfied with the Program Director's decision, the candidate may appeal to the Graduate College by emailing [gradadmissions@unlv.edu](mailto:gradadmissions@unlv.edu)

### **Grades**

If a student has concerns regarding a grade, the student should follow these steps:

Contact the instructor who assigned the grade and discuss their concerns with the instructor. Because of the potential for anonymity in electronic interactions and sensitivity to FERPA regulations, the meeting to discuss



the grade should take place in person.

1. If resolution is not reached, or if the student is not satisfied with the response or resolution, the student may appeal to the Program Director in writing, specifying the reason for the dissatisfaction and providing copies of supporting documentation (graded tests, graded papers, etc.). If the Program Director is the professor of the course, the student may proceed to the Graduate College appeal process.
2. Upon receipt of the appeal, the Program Director will either a) review the situation and render a decision, or b) appoint a faculty review committee, excluding the faculty member in question, to investigate the situation and make recommendations to the Program Director. The Program Director will then render a decision.

If the student is not satisfied with the decision, the student may appeal to the Graduate College using the existing appeals process. Visit the Graduate College website for more information: [Graduate Student Appeals & Legal Issues Committee](#). Appeals must be filed with the Graduate College in a timely manner via Grad Rebel Gateway. The Graduate College must receive grade appeals within 60 calendar days from the last day of the term/semester.. Instructors have a full calendar year from the end of the semester in which the class was taken to change a student's grade with an "I" grade.

### **Transfer of Credits**

Not more than six credits of a student's degree program (not including the thesis, dissertation, or professional scholarly paper) may be transferred from another university at the time admission is granted. Courses used to fulfill requirements for one degree may not be used to reduce credit hour requirements in another degree program. For UNLV non-degree seeking graduate students, a maximum of 15 graduate credits taken at UNLV may be applied toward a graduate degree program (see UNLV Graduate Catalog). Be advised that, because of the nature of the self-funded status, any credits transferred in may relieve to student of the requirement to take the course within the UNLV CFT Program, but the student will still have to pay for the course.

If a student has concerns regarding transfer of credits into the CFT program, the student should follow these steps:

- Contact their faculty advisor and discussing the concerns. The student must provide documentation along with the request, such as a copy of a transcript plus the course syllabus to support why the credits should be accepted as counting toward the master's degree in marriage and family therapy. The faculty will vote to determine if the courses can be transferred.
- If the student is not satisfied with the decision, the student may appeal to the Graduate College using the existing appeals process. Visit the Graduate College website for more information.

### **Faculty Concerns**

If a student has concerns regarding faculty conduct or behavior toward the student, the student should follow these steps:

- Contact the faculty member and address their concerns directly with the professor.
- If resolution is not reached, or if the student is not satisfied with the response or resolution, the student may appeal to the Program Director in writing. If the concern is with the Program Director, the student may proceed to the Graduate College appeal process [Graduate Student Appeals & Legal Issues Committee](#)
- Upon receipt of the appeal, the Program Director will either a) review the situation and render a decision, or b) appoint a faculty review committee, excluding the faculty member in question, to investigate the situation and make recommendations to the Program Director. The Program Director will then render a decision.
- If the student is not satisfied with the decision, the student may appeal to the Graduate College



using the existing appeals process. Visit the Graduate College website for more information.

### **Sexual Harassment**

A student who believes that they have been subjected to sexual harassment by anyone should follow these steps:

1. The student is encouraged—but it is neither necessary nor required—to promptly tell the person that the conduct is unwelcome and ask the person to stop the conduct.
2. The student may also choose to discuss the situation with the Program Director. The student may also file a written complaint to the Title IX office at any time.
3. If the student feels uncomfortable about discussing the incident with the Program Director, the student should feel free to bypass the Director and discuss the complaint with the Department Chair or contact the Title IX office directly.. For <https://www.unlv.edu/compliance/titleIX>.

### **Disability**

UNLV and the CFT program are committed to providing equal access to its programs and services for students who experience disabilities. The Disability Resource Center (DRC) was established to support these goals and to provide assistance with college learning through provision of recommended academic adjustments, auxiliary services, and advocacy. Students wishing accommodations and support must register with the DRC and provide recent and appropriate documentation. So that services can be arranged and provided in a timely manner, students are encouraged to begin the registration process as early as possible. Please call the DRC at 702-895-0866 or visit [DRC](#) for further information.

1. Any enrolled student with a disability shall have the right to request the director of the DRC review a denial of requested academic accommodations, or denial of certification of disability by the University.
2. The Student shall fully complete the DRC “Grievance Form” and forward it to director of the DRC within 30 days following the date of the event of concern. A student may obtain a copy of the “Grievance Form” online at [UNLV DRC](#) or from the DRC office of the Student Services Complex.
3. The DRC grievance procedure should be followed. More information may be obtained on the DRC’s website.

### **Academic Appeal Policy**

Appeals are to request consideration of an admission decision, course grade, alleged unfair practice, and relief or waiver from a UNLV policy or requirement. Appeals must be filed with the Graduate College in a timely manner. The Graduate College must receive grade appeals within 60 calendar days from the last day of the term/semester in question.. Each appeal is reviewed individually, and a decision will be based on the merits and documentation provided.

It is the student’s responsibility to provide a clear and concisely written statement of the appeal and to provide all relevant documentation to be reviewed. See the Graduate Catalog for more information.

The Appeals and Legal Issues Committee is the designated College Committee to hear certain graduate student and faculty appeals and is composed of graduate faculty and graduate student representatives: [Graduate Student Appeals & Legal Issues Committee](#).

### **Inactive Students**

See the Continuous Enrollment section of the Graduate Catalog.

The Couple and Family Therapy Program will contact students who have not registered for two consecutive semesters (excluding summers). Those students will be asked to inform the Graduate Coordinator in writing of their intentions to matriculate. Students who do not respond within 30 days

will be separated from the program.

If a student does not intend to register for a class for one calendar year, he or she must request a leave of absence from both the Advisor and the Graduate Coordinator. The leave of absence form can be found in the Grad Rebel Gateway portal.

### **Family Educational Rights & Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See [FERPA](#) for more information.

### **Student Contact Policy**

Students enrolled in the programs must maintain current contact information in the CFT program's main office. It is the student's responsibility to provide a correct address to which official correspondence can be sent, a telephone number or numbers by which a student can reliably be reached, and a UNLV e-mail address. All students are given university e-mail (Rebelmail) accounts, and all official program communication will be via Rebelmail.

### **Additional Program Information**

#### **Excused Absences**

##### **For content courses (including internship):**

2 unexcused absences are allowed before a student's grade is impacted. An excused absence (with documentation) includes, but is not limited to: illness/injury of self or dependents, court appearance, conference attendance/participation, jury duty, religious holidays. What *doesn't* count as an excused absence includes: trainings, vacations, birthdays, vet visits, mental health days, etc.

##### **For practicum:**

1 unexcused dyad supervision meeting and 1 unexcused practicum class are allowed in a semester before a student's grade is impacted. An excused absence (with documentation) includes, but is not limited to: illness/injury of self or dependents, court appearance, conference attendance/participation, jury duty, religious holidays. What *doesn't* count as an excused absence includes: trainings, vacations, birthdays, vet visits, - etc.

#### **Student Travel Award**

The Department will allocate funds to support student travel to attend regional, national, and/or international conferences. Awards up to \$2500 for international, \$1000 for national, and \$500 for state/regional can be made to be used for travel (airfare), lodging, and/or registration. Per UNLV policy, students are not allowed to travel to international conferences without a faculty/staff member present at all times.

#### **Procedure:**

1. A student must submit a request to the CFT faculty. Requests must be received by the Program Director prior to the early-bird registration deadline for the conference if registration costs are included in the budget request. If registration is not part of the budget request, requests must be received at least one month prior to the travel date.
2. The request must include:
  - a. Name of the conference/meeting, location, and dates
  - b. Endorsement by the student's faculty advisor/research mentor
  - c. Copy of submitted abstract with acceptance or training program acceptance
  - d. Budget for travel, housing, and registration, with a plan for cost-sharing with other students if appropriate
  - e. Copy of submission to GPSA (CSUN if undergraduate) or other source of supplemental funding. And identification of other funding received (if applicable)

- f. Any other relevant information
3. Requirements:
- a. Registration at the student member rate is required
  - b. Students should share a room when appropriate/feasible
  - c. A maximum of \$2500 per academic year, per student, is allowed. Students are eligible to apply to use the funds remaining from one approved trip up to the \$2500 limit for a second approved trip
  - d. Requests for travel funds can be submitted any time in advance of the intended travel, but once approved, no funds will be released until confirmation of abstract/presentation acceptance or training program acceptance is provided.
  - e. A maximum allocation per semester will be established each year (Fall, Spring, Summer). The funds remaining from one semester will be rolled over to the next semester. Fall semester starts the first day of classes and ends December 31; Spring semester starts January 1 and ends the first day of Summer I semester classes; Summer semester starts on the first day of Summer I classes and ends on the first day of Fall semester classes. Funds remaining at the end of Summer semester will not be rolled over to the next academic year.

### **Culminating Experience**

The Couple and Family Therapy Program requires students to successfully complete a final a culminating experience (thesis, or either capstone option). In this experience, the student must be able to demonstrate a comprehensive understanding of the broad field of study (MFT) and a detailed understanding of a more limited field (research experiences or personal model). Students are to inform their advisor of their choice of culminating experience by February 1 in their first year.

#### **Thesis Option:**

A thesis is an independent research project. It can take many forms – qualitative, quantitative, or mixed methods. It can answer questions about how, why, when, and what. It draws conclusions and, in the field of family therapy, often enables the researcher to draw conclusions about implications for individuals, couples, and families. It generally includes several elements including an introduction, statement of the problem, methods section, analysis, and discussion/synthesis of the material.

It is critical that students understand how much time, energy, and work go into a thesis. Students who chose the thesis option should start early and be realistic about their timeline and ability to complete it. Throughout the thesis process, students will be required to complete several tasks. These include forming a thesis committee, writing a research prospectus (proposal) and defending it orally to their committee to obtain approval for the study, conducting the study, analyzing the data, writing the thesis, completing an oral defense, ascertaining formatting approval, and turning in the thesis to the university formatting person.

The general requirements are that students wanting to pursue a quantitative thesis should have taken a minimum of one statistics course at either the graduate or undergraduate level and have received a B or better in this course. Students wishing to pursue a qualitative thesis should have taken one research methods course either at the undergraduate and graduate level.

Students wishing to pursue the thesis option must agree to and sign the timeline commitment form (Appendix F) as well as note this on the Capstone/Thesis Declaration Form (Appendix E). Students completing a thesis must be registered for at least 3 graduate credits in the semester in which they defend. In fact, all students must be registered for 3 credits during the term of their graduation.

#### **Capstone Option:**

Students not pursuing the thesis option must select between the clinical or research portfolio.

Clinical Portfolio: For this capstone experience, the student will compile a portfolio which demonstrates their journey as a developing therapist. The clinical portfolio provides an opportunity to

describe the student's personal growth and transformation. It requires them to articulate their knowledge of professional skills, values, and expected competencies in a way that showcases their therapeutic self, their belief system, and what they do as a therapist.

**Research Portfolio:** For this capstone experience, the student may choose to collaborate on research being conducted by a faculty member. The research portfolio is an experience that gives students the opportunity to describe their personal transformation as a scientist-practitioner. This portfolio is an opportunity to demonstrate a student's knowledge of professional skills, values, clinical application and expected competencies in a way that showcases specific examples highlighting relevant experiences and samples of their work. Collaborating with a faculty member means that a student finds a faculty member whose research topic interests them, and they are willing to make a commitment to consistently be available to assist that faculty member. Students' degree of involvement will determine whether they earn authorship in an eventual publication. They may choose to work on one long term project or multiple projects in fulfilling the requirements of having enough experience and material to present a research portfolio.

### **Practicum Information**

#### **Practicum Requirements:**

The practicum is the culminating training experience in becoming a competent couple and family therapist. The curriculum has been designed to prepare students for their clinical work and their role as a professional in the field. Student readiness for practicum will be assessed by the faculty. Clinical training is the primary focus during the second year, and the expectation is that students will plan their schedules to be maximally available to see clients in the evening hours.

Because the program requires 500 clinical hours, the expectation is that students will accumulate a minimum of 50 contact hours per practicum experience, with a target of 100 hours per semester. A minimum of 200 of the 500 clinical hours must be relational (couple and/or family). Up to 100 clinical hours may be teamed. Teamed hours may be relational or individual. It is the student's responsibility to track their ratio of individual to relational hours. Students are required to use appropriate documentation for logging clinical and supervisory hours. Students are expected to maintain their client caseloads, even if they meet the minimum 50 contact hours in any given practicum.

Grades will not be directly impacted by not meeting the clinical hour benchmarks during a given practicum. However, these hour deficiencies may impact their clinical competencies, thus, potentially resulting in a delay in starting internship and/or graduating on time. If students have not met the benchmark, this information will be noted in the student's practicum evaluation.

#### **Practicum Assignments:**

Prior to each semester of practicum, the faculty meet as a whole to determine who will be assigned into what practicum. The decision is based on a variety of factors. Although we recognize that students may feel that they "fit" better with particular faculty members, we do not accept requests regarding practicum placement. We expect that students will embrace the different and unique learning opportunity presented by each supervisor they have. Those students who have not maintained the sequence of courses outlined previously should inform the Graduate Coordinator, as this may delay enrollment in practicum.

#### **Advanced Family Practicum:**

CFT 772-773-774 are the three semesters of Advanced Family Practicum. The courses are designed to help CFT students to build upon academic experiences to work with individuals, couples, and families. Student therapists will provide therapy services in the Center for Individual, Couple, and Family Therapy (CICFC) under the direct supervision of their practicum instructor.

Once students begin their practicum experience, the program will become much more demanding of their

time. In order to complete the requisite number of hours it is essential that student therapists be available to see clients at least 2 nights per week. The expectation is that students will be available when there is space in the clinic and clients are available.

- Students may conduct co-therapy under the direction of the clinical supervisor, depending on client flow and client need.
- Students are expected to maintain flexibility in their schedule to accommodate client needs and various clinical experiences (e.g., co-therapy, live supervision, reflecting teams, group work, etc.).
- Student therapists will see a variety of clients (individuals, couples, and families) throughout each semester in the CICFC.
- Student therapists will be expected to provide one hour per week for intakes and to conduct a minimum of 5 intakes during each semester. These hours count towards direct client hours.
- Group supervision is scheduled weekly during practicum with the clinical supervisor.
- Students also schedule one hour a week of individual supervision (dyad) with the clinical supervisor. Additional supervisory hours will occur according to student need and the discretion of the instructor.
- All therapy sessions are recorded and will be reviewed during supervision sessions.
- Students are required to obtain and maintain liability insurance. Proof of insurance must be on file with the CICFC prior to contact with clients.
- Initially, students are expected to maintain a caseload of 5 - 8 cases and provide services to clients over the entirety of the semester. During subsequent semesters students will ideally maintain a caseload of 8-12 cases.
- Due to the new 12.5 COAMFTE standards, COAMFTE has approved the use of telehealth and students will use telehealth as a means of meeting with clients and accruing clinical hours.
- Students are allowed one unexcused absence from practicum class and one unexcused absence from dyad (individual supervision) in a given semester.
- Students will have mandatory Friday CICFC meetings monthly.

### **Clinical Requirements**

Students **MUST** meet and carefully **DOCUMENT** the following:

- 500 total hours of client contact hours are required (practicum + internship) in the Center for Individual, Couple, & Family Counseling or at a Program approved internship site.
- At least 200 clinical hours will be with couples and/or families.
- At least 100 clinical hours will be with face-to-face supervision.
- Students should receive a ratio of 1 supervision hour to every 5 clinical hours.
- Individual supervision (dyad) must occur weekly when seeing clients.
- Group supervision shall not exceed 10 students per group.
- Individual supervision (dyad) shall not exceed 2 students per session.
- Students receive case reports, direct observation, and/or video supervision. At least 25 hours of supervision will be based on direct observation or video.

### **Tracking of Clinical Hours**

Students are required to submit reports for documentation of their client contact and supervision hours using the CFT program's Client Contact and Supervision Hours Reporting Form. This form is to document your hours once per month and are for the time period beginning on the first day of the month and ending on the last day of the month. The forms are to be signed by your practicum



supervisor monthly and turned into the Program office NO LATER THAN the 15th of the month immediately following the completed hours. For example, January hours run from January 1<sup>st</sup> to January 31<sup>st</sup>. Students must submit their hours to the program office by February 15<sup>th</sup>, signed by their supervisor. The maximum face-to-face client contact hours allowable in any given week are 20. Students are ultimately responsible for all documentation. In short if it isn't DOCUMENTED it DIDN'T happen. Students should keep a copy of all their clinical hours in the event the form is lost or misplaced.

## **Internship Information**

### **Internship Requirements:**

Internship is the opportunity for students to accrue the remainder of the required 500 direct client contact hours not obtained during practicum courses. Internship activities will take place at CFT program approved internship sites within the community. Approved internship sites provide student interns with the opportunity to work with individuals, couples, and families. The program maintains a list of approved internship sites, which is available to students at any time via the student google drive. During internship, students are enrolled in CFT 775 and 776 for the purpose of receiving group supervision on clinical issues and professional development. Attendance in this course is required throughout the semester, regardless of accrued hours.

### **Enrollment in Internship:**

The Internship Coordinator will hold an annual meet and greet event each Fall on the UNLV campus. Representatives from prospective internship sites meet students who will begin internship that following Spring. Students are expected to attend this event and visit with the various internship sites they wish to attend. Students and the internship sites then negotiate placement at those sites. Most often, sites require resumes and interviews in their selection process. It is the student's responsibility to obtain placement in an internship setting. If a student has difficulty obtaining an internship site they may schedule a meeting with the Internship Coordinator, who will help them obtain a site.

### **Internship Supervision:**

The site supervisor will conduct weekly supervision of the student's therapy activities at the site. There may be exceptions to this, such as at the Medical Family Therapy internship site, where the Internship Coordinator or other CFT faculty will provide the weekly supervision. However, those instances are rare, and supervision will usually be provided via the internship site supervisor. The internship course will follow a group supervision format. **Students not attending supervision weekly may have their grade dropped, clinical privileges suspended, or be separated from the program.**

### **Student Internship Requirements:**

Students enrolling in Internship must have their coursework completed before, or concurrently with, their first internship semester, excluding thesis and capstone credits. Students must complete an evaluation of both the internship site and the supervisor before internship credit is awarded. Site supervisors are to make a semester-by-semester evaluation of the students with whom they work. Students also must continue to attend internship classes throughout the semester in which they registered, regardless of completing their 500 hours. It is the student's professional responsibility to continue to treat clients throughout the entire internship semester. Terminating a client because one has reached their 500 hours is not acceptable.

### **Field Supervisor Criteria:**

Supervisors of marriage and family therapy students must:

- Be an AAMFT Approved Supervisor or
- Be an AAMFT Approved Supervisor Candidate, or
- Meet the equivalency requirements as a supervisor in their

given field (social work, psychology, etc.)

### **Internship Site Criteria:**

- The internship site must provide a wide range of experiences that allow the student to become familiar with both direct client contact and other professional activities consistent with the role of a professional in the organization.
- The mission of the Internship site should be consistent with the CFT program's philosophy.
- Clients served at the site should be appropriate for CFT students.
- The site must be able to provide adequate regular supervision (supervisor on site and a minimum of one hour of individual supervision each week).
- The site must provide the opportunity for students to earn the necessary hours of direct client contact to fulfill the remainder of the 500 direct clinical hours required in the program.
- The internship site must be willing to allow students to record their work at the site via either video or audiotape.

### **Evaluation of Supervisors and Sites:**

Internship sites and supervisors will be evaluated by the CFT Program once each year. Students will have an opportunity to evaluate internship supervisors. Continuation as an approved site and supervisor depends upon continued compliance with the program's requirements for internship, including continued ethical and professional conduct, continued support to the professional philosophy of the program and favorable student evaluations. Following the full evaluation, the program may reassess the approved status of sites and supervisors.

### **Student Concerns:**

The CFT program faculty understand that sometimes issues arise at an internship site. If a student has a concern about *any issue* related to their internship or site, the first thing they should do is schedule a meeting with their site supervisor to discuss the issue. If the issue is not resolved by that meeting then the student should schedule a meeting with the Internship Coordinator, who will advise the student as to what steps to take. After that meeting, the internship coordinator may consult with the Program Director, the CFT faculty, the internship course instructor, the internship site supervisor, or other individuals who may be involved in the issue.

If a student feels it is necessary to leave their current site and obtain a new internship site, they can discuss this with the Internship Coordinator. In these situations, it is important to be mindful of professionalism and client care. If a student needs to change sites, the Internship Coordinator will advise help facilitate this process with minimal disruption to client care. The goal of this process is to resolve the issues occurring at the site with minimal disruption to internship progress or client care.

### **LMFT Licensure**

Information about licensure in the state of Nevada can be found at [Marriage & Family Therapists Nevada](#). This material will be covered in the last semester during CFT 776. Those who wish to transfer to another state to obtain licensure will need to consult with that state's licensure requirements. Since the UNLV degree is from a COAMFTE accredited program, students should meet any state's educational requirements. Clinical hours needed for licensure (and whether a state has an intern or associate license) varies by state. Students are required to sign a degree portability acknowledgement form with their program admission application. See Appendix D.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Students are expected to



conduct themselves in such a manner consistent with the ethics and high standards of the profession.

### **Technology Use Policy**

The use of the following is allowed in classrooms:

- Laptops
- Tablets

Computers should only be used for note-taking and only with the instructor's permission. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to stipulations.

The *use* of the following is not allowed in classrooms:

- cellular phones/smartphones
- cameras and other recording devices

Such devices must be silenced or turned off and should not be taken out during course meetings. Students must avoid non-course related activities during class.

Students may not post ANY material from classes on the internet or other personal networking sites without the explicit, written permission of the instructor and all other class participants. Audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording. Students requiring accommodations should consult the UNLV disability resource center: **DRC**.

When a personal emergency, family care responsibilities or employment situations require access to electronic communication devices, arrangements must be made in advance with the instructor.

### **Use of Drugs/Substance Abuse**

The UNLV CFT Program recognizes that impairment by illegal drugs, prescription drugs and/or alcohol among health professionals is a serious national problem, which compromises safe care of clients, as well as the mental and physical health of the professionals involved.

Program policy is that no mind-altering substances shall be consumed while attending classes or while participating in clinical practice activities (including supervision).

If it comes to the attention of other students that a student may be impaired in some form, these students with information to this effect are required to report such activities to the Program Director. The Program Director will confer with core faculty on the issue as to whether the report warrants further investigation and make a decision about how to proceed.

### **Policy on Students Impaired by Emotional or Mental Illness**

If, in the UNLV CFT faculty members' judgment, a student is impaired by an emotional or mental state which interferes with the student's ability to function safely in his/her coursework or clinical assignments, the faculty will meet to discuss implementation of Performance Improvement Plan. The student may also be referred to the Office of Student Conduct, depending on the nature and severity of the impairment and the potential and/or actual harm that may have been inflicted on the client.

### **Referral of Impaired Students to Appropriate Agencies**

Each student has an ethical responsibility to attend to all aspects of the program, especially, the clinical work, free from impairment that would lead to being unable to learn, meet all professional responsibilities, and deliver services to clients.

While the UNLV CFT Program cannot include therapy as a required part of the remediation process, the encouragement to attend therapy may be an option offered by the faculty should a student be impaired by drug use, alcohol use, or emotional or mental illness.

### **Annual Mandatory Individual Development Plan**

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form. The plan covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP.

Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students.

### **Discipline Resources**

The American Association for Marriage and Family Therapy (AAMFT) is the primary professional association representing the professional interests of more than 72,000 marriage and family therapists throughout the United States, Canada and abroad. Its purpose is to provide continuing education, professional development, and advocacy services for its members. Student membership is available in AAMFT and students are required to join. The membership includes a subscription to the Journal of Marital and Family Therapy and the Family Therapy Magazine. Membership in AAMFT allows students to receive professional liability insurance at a reduced rate. Further information may be obtained at [AAMFT](#).

### **University Resources**

#### **The Graduate Academy: Innovative Leadership, Professional, and Career Development**

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

#### **Academic Success Center**

The goal of the Academic Success Center is to help students do well academically and complete they studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

#### **Alumni Association**

With an alumni base 140,000 strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

#### **Commencement Office**

Located in the UNLV Office of the Registrar, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College.

### **Office of Diversity Initiatives**

The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment. This Office also handles UNLV Title IX questions, inquiries, and reporting.

### **Disability Resource Center (DRC)**

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

### **Office of International Student and Scholars**

International Students and Scholars (ISS) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

### **Jean Nidetch Women's Center**

The Jean Nidetch Women's Center is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself and learn about your options. They also provide free tampons, pads, and condoms.

### **The Intersection**

The Intersection is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

### **UNLV Libraries**

UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

### **Graduate & Professional Student Association (GPSA)**

The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

### **Office of Student Conduct**

The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the UNLV Student Code of Conduct by:

- Establishing accountability for student choices
- Promoting awareness of student rights and responsibilities
- Creating opportunities for involvement in the process
- Striving to uphold the values and ethics that advance the common good.

### **Military and Veteran Services Center**

The **Military and Veteran Service Center** is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

### **The Financial Aid & Scholarships Office**

The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

### **Writing Center**

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the Online Writing Lab (OWL) page.

### **University Policies and Procedures**

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the online reporting form at [online reporting form](#) or by

email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

*Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

### Handbook Information

The Couple and Family Therapy program will regularly update this handbook in order to meet changing accreditation standards and state licensure requirements, as well as to document programmatic and/or policy and procedure changes. The Graduate Handbook contains the most updated information and requirements for the CFT program. If there is any difference between it and the Graduate Catalog, the Graduate Handbook takes precedence. Both the Graduate Handbook and the Catalog are updated yearly.

Last revised	Revised by	Summary of Changes
August 2015	Katherine M. Hertlein	Reformatted to new Graduate College format
August 2016	Katherine M. Hertlein	Clarified transfer rules; added faculty information
August 2017	Katherine M. Hertlein	Updated faculty and program information
May 2018	Katherine M. Hertlein, Brandon Eddy, Carissa D' Aniello, Jean Griffin	Changed Program and course names throughout; added fee information; clarified polices, included program demographics, and updated non-discrimination policy
October 2018	Sara Jordan	Added Diversity Tables
Spring 2019	Sara Jordan	Updated information
Spring 2020	Sara Jordan	Added FAFSA Information, updated fee schedule, CAP policy updated, updated practicum course numbering, general formatting updates
Spring 2022	Sara Jordan	Update for COVID, 12.5 COAMFTE standards, and new NV LMFT info
Spring 2023	Sara Jordan	Policies and procedures updated
Spring 2024	Sara Jordan	Policies and procedures updated, vote 5/5 yes on 3-27-24

## **Appendix A: Affidavit of Commitment**

My signature below indicates that I have read and understand this handbook and I agree to be bound to its stipulations, policies, and procedures. I understand my rights and responsibilities as a graduate student in the Couple and Family Therapy program.

I commit to enroll in a minimum of two classes per semester, unless I obtain program permission in writing to do otherwise for a legitimate reason and a specific period of time. I will also be available for 1) content courses M-Th 1-3:45pm (9am-noon in the last two semesters), 2) two weeknights for clinical work, and monthly Friday CICFC meetings.

**I understand that violations of professional ethics codes, insubordination to supervisors, mistreatment of colleagues, support staff or clients, demonstrations of gross clinical misjudgment, or other actions inconsistent with professional standards of behavior are evidence of unprofessional conduct. These will not be tolerated and could result in separation from the program and Graduate College.**

Student Signature

Date

Printed Student Name

Advisor Signature

Date

## **Appendix B: Student Agreement to See LGBT and Other Diverse Clients**

The American Association for Marriage and Family Therapy (AAMFT) code of ethics states the following in regards to non-discrimination:

### **Non-Discrimination.**

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

We as a program embrace the spirit and letter of this non-discrimination policy. Therefore, the policies of our CFT program are likewise committed to the following program policy on non-discrimination:

### **NSHE Non-Discrimination**

#### Policy Applicability and Sanctions

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the NSHE will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.

No employee or student, either in the workplace or in the academic environment, should be subject to discrimination. It is expected that students, faculty, and staff will treat one another and campus visitors with respect.

All students, faculty, staff, and other members of the campus community are subject to this policy. Students, faculty, or staff who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or in the case of students, any applicable student code of conduct) or, in the case of classified employees, the Nevada Administrative Code. Other lesser sanctions may be imposed, depending on the circumstances. Complaints may also be filed against visitors, consultants, independent contractors, service providers and outside vendors whose conduct violates this policy, with a possible sanction of limiting access to institution facilities and other measures to protect the campus community.

#### Training

All employees shall be given a copy of this policy and each institution's Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution's Human Resources Office shall maintain documentation that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically. Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an on-going non-discrimination training program and shall designate a person or office to be responsible for such training.

#### Discriminatory Practices

It is illegal to discriminate in any aspect of employment or education, such as:



- hiring and firing
- compensation, assignment, or classification of employees
- transfer, promotion, layoff, or recall
- job advertisements; recruitment; testing
- grading; acceptance or participation in an academic program or school activity
- use of employer's facilities; training programs
- fringe benefits
- pay, retirement plans, and disability leave
- other terms and conditions of employment

Determining what constitutes discrimination under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of discrimination. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported and may include non-discrimination related disciplinary processes as stated above.

Discriminatory practices also include:

discrimination on the basis of a person's age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion.; retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices; employment or education decisions based on stereotypes or assumptions about the abilities, traits or performance of individuals of a certain age, disability (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion; and conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn. This behavior is unacceptable in the workplace and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

## Signature Page

Having read the professional code of ethics and the program policy on non-discrimination, I fully understand:

1. As a student therapist, I will be trained to see a diversity of clients.
2. I agree to maintain respect for the diversity reflected in our community, which includes but is not limited to age, sexual orientation, gender identity, health/ability, racial and ethnic background, socioeconomic status, spirituality, religion, culture, family configuration, and nationality.
3. It is my responsibility to seek additional supervision, diversity training, and/or personal therapy should I feel uncomfortable seeing a client on the basis of any factor of diversity listed above.
4. It is the goal of this program to provide opportunities for me to effectively work with a wide range of clients and presenting problems. I understand that am free to continue my religious and spiritual practice of choice, but I cannot refer clients on the basis of religious and/or personal beliefs.

I understand the above program expectations and the reason for them. I also understand that any diversion from these expectations may result in a negative performance review, a required remediation plan, and ultimately (should failure to comply with these program expectations continue) dismissal from our program.

My signature below indicates that I have read and understand the program policies and procedures as they relate to client referrals and my responsibilities as a therapist-in-training, which is consistent with the program's commitment to nondiscrimination, to the nondiscrimination policies of the university, and to those of our professional organization.

**Printed Student Name**

**Student Signature**

**Date**

**Advisor Signature**

**Date**

## Appendix C: Practicum and Internship Clinical Hour Recording Form

### UNLV CFT PROGRAM - CLIENT CONTACT RECORDING FORM - PRACTICUM

After your supervisor signs this form, please submit it to the program office no later than the 15th of the month. The time period begins on the first day of the month and ends on the last day of a month.

#### Modality Definitions:

- *Individual: You are the only therapist in the room and no one is acting like a therapist behind the mirror*
- *Cotherapy: You and another therapist are in the room*
- *Group: You are facilitating group therapy with a group of individual clients, couple clients, or family clients*
- *Team: You are participating as a therapist, attending session and treatment planning on a weekly basis from behind the mirror, with a supervisor present at all sessions*

Student name: \_\_\_\_\_ Month/Year: \_\_\_\_\_ Practicum semester 1st 2nd 3rd

Site name	Clinical Hours						Supervision Hours					
	Modality	Indiv.	Couple	Family	Total Relational	Total Client Hours	Case	Live	Video	Audio	Direct Observ.	Total Supv. Hours
<b>CICFC</b>	INDIVIDUAL				0	0					0	0
	COTHERAPY				0	0					0	0
	GROUP				0	0					0	0
	TEAM				0	0					0	0

	Clinical Hours					Supervision Hours					
	Ind	Couple	Fam	Relational	Total Hrs	Case Rpt	Live	Video	Audio	Direct obs.	Total Hrs
Monthly Totals	0	0	0	0	0	0	0	0	0	0	0
Previous Cumulative	0	0	0	0	0	0	0	0	0	0	0
New Cumulative	0	0	0	0	0	0	0	0	0	0	0

Supervision/Clinical hour ratio: #DIV/0! (should be 20% or more)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix D: MFT Program Degree Portability Acknowledgement



### MFT Program Degree Portability Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and may not be accepted across state lines. Here is the link to each state's licensure resources: [MFT State/Provincial Resources](#) (AAMFT.org)

The coursework for the University of Nevada, Las Vegas was designed to meet MFT licensure requirements in the state of Nevada. You may read more about the state requirements for MFT licensure in Nevada by clicking this link: [MFT Services Nevada](#)

If you have questions about the program's alignment with professional licensure you may contact the Program Director: Dr. Sara Jordan at [sara.jordan@unlv.edu](mailto:sara.jordan@unlv.edu).

Please sign this form and return this form with your program admissions application.

*I acknowledge that I have been informed and am aware that licensing regulations differ across states and provinces. I understand that the UNLV's CFT program is designed to meet the licensure requirements in the state of Nevada, and that a CFT degree from this program may not meet CFT licensing requirements in a different state.*

---

Printed name as shown in application

---

Signature (may be electronic)

---

Date

## Appendix E: Capstone/Thesis Declaration Form

### Capstone/Thesis Declaration Form

Name \_\_\_\_\_

Date \_\_\_\_\_

Select one:

Clinical Capstone

Research Capstone

Thesis

For Thesis only, please provide an initial idea for a topic.

Choose an advisor for your Capstone or Thesis. List three advisors you would like to work with (in order of preference).

1.

2.

3.

\_\_\_\_\_  
Signature

## Appendix F: Thesis Timeline and Agreement Form

### Timeline for Thesis Completion

In general, if you are looking to graduate in the Fall semester of your third year, then you need to have your proposal defended no later than the end of the Spring semester of the second year. This will enable you enough time to go through the Institutional Review Board as well as to gather enough data. This means that the first three chapters of your thesis (introduction, statement of problem, and methodology) must generally be completed by the time of your proposal defense.

Be aware that the Graduate College also has deadlines related to when the last day to defend your completed thesis is for each semester. Typically, the last day to defend is three weeks before the end of a semester, and the last day to turn in the approval forms are two weeks before the end of a semester. For specific deadlines, see: [Graduation Deadlines](#)

TASK	DESCRIPTION	TIMELINE
Appoint a committee advisor	Establish a working relationship with your advisor	Ongoing
Appoint a thesis exam committee (“Advisory Committee”)	You will need three members from the CFT program and one member external to the CFT program	Mid-semester in which you want to defend your proposal
Complete and submit the “Appointment of Advisory Committee” form to the Graduate College	Form available at: <a href="#">Graduate College Forms</a>	Complete as soon as you have established your thesis exam committee
Obtain approval for your topic from your exam committee	Submit a brief description of what you want to study	Can be conducted via email at the time your committee is formed
Write the proposal (chapters 1, 2, and 3)	Work with your advisor to avoid surprises	Ongoing
Schedule a proposal defense date with your committee	<b>You are responsible for coordinating this meeting.</b> Be sure to block out one hour of time for the defense. Please give your committee ample notice to ensure you will obtain a defense time prior to graduation deadlines	<b>No later</b> than toward the end of the spring semester of your second year. If you are going through the IRB board you may want an earlier date
Distribute a copy of your proposal to the Program Director	Typically via email, but follow up with a hard copy	About 3 weeks prior to proposal defense date
Distribute a copy of your proposal to your committee	Typically via email, but follow up with a hard copy	About 2 weeks prior to proposal defense date
Defend your proposal	In person or virtual	(end of spring of 2 <sup>nd</sup> year)
Gain IRB approval	This involves passing your proposal defense, completing CITI certification, and having your Program Director submit the IRB materials through the IRBNet portal	ASAP post proposal defense
Conduct the research and write your thesis	Work with your advisor	Ongoing
Ensure proper thesis formatting	Review the website: <a href="https://www.unlv.edu/graduatecollege/thesis">https://www.unlv.edu/graduatecollege/thesis</a>	By the <b>eighth week</b> of the semester you plan to



		graduate
Register for 3 credits of Thesis (CFT 749)	Confirm your registration with the program Administrative Assistant	Summer of your 3 <sup>rd</sup> year
Register for 3 credits of Thesis (CFT 749)	Confirm your registration with the program Administrative Assistant	Fall of your 3 <sup>rd</sup> year
Schedule a thesis defense date with your committee	<b>You are responsible for coordinating this meeting.</b> Be sure to block out one hour of time for the defense. Be advised that other thesis defenses and clinical capstone presentations will be jockeying for times. Therefore, please give your committee ample notice to ensure you will obtain a defense time prior to graduation deadlines.	<b>Thesis defenses must be completed by the first week of November if planning to graduate in the Fall of 3<sup>rd</sup> year</b>
Prepare your oral defense summary	Generally, you will be asked to describe why you were interested in this topic. Ask your advisor about their specific requirements for this	In the two weeks prior to thesis defense
Prepare iThenticate report	All theses and dissertations must be submitted to iThenticate for a similarity check prior to the submission of the final document to the Graduate College. A copy of the report must be submitted to the committee at the final defense and taken into account when determining the outcome of the defense. If you pass your defense, a copy of the report will be attached to the Culminating Experience Results form before submission to the Graduate College	Prior to thesis defense
Defend your thesis	Good luck!	(no later than the first week in November if planning to graduate in the Fall of 3 <sup>rd</sup> year)
Provide an electronic final copy of your thesis, including any changes the committee asked you to make, to your advisor	This will go into the program storage files	One week after your defense date
Make a PDF		After you submit to your advisor the final copy
Submit iThenticate report	Submit with your final defense paperwork	After your defense
Turn in thesis to UNLV via ETD	Submit your materials via the ETD link from the Graduate College	As soon as you have made the final changes

## Thesis Timeline Agreement Form

Name \_\_\_\_\_

Thesis topic \_\_\_\_\_

Advisor \_\_\_\_\_

Please see the Timeline for Thesis Completion above (Program Handbook, Appendix F). Signing this form means you agree to the timeline.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date