

Kirk Kerkorian School of Medicine- Couple and Family Therapy (CFT) Program Handbook

Thirtieth Edition 2026

Welcome

Mission Statement(s)

Kirk Kerkorian School of Medicine at UNLV will serve our patients, students, medical professionals, and community as a transformational force for improving healthcare in Nevada. This is accomplished by delivering evidence-based, innovative centers of excellence in medical education and research, coupled with cost-effective, high-quality care that improves the health of our community members throughout their lifespan, becoming an integral contributor to an Academic Health Center, and creating a culture of collaboration through inclusion and excellence.

The mission of the Couple and Family Therapy Program at UNLV is to provide quality training in the theory and practice of Couple 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 (CFT) 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: gradassociatedean@unlv.edu

Department 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 Information

Master of Science in Couple and Family Therapy

Thesis or Capstone (Non-thesis)

https://catalog.unlv.edu/preview_program.php?catoid=51&poid=14357

Contact Information

www.unlv.edu/cft

<https://www.unlv.edu/medicine/psychiatry>

Department Main Office

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Program Requirements

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

This Handbook is effective August 2026. The CFT Program Student Handbook applies to all enrolled students. Any modifications for off-sequence students are outlined within the current handbook.

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 appropriately approved privileges 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 will be placed on probation and/or subsequently 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.

Program Timeline

Sample UNLV CFT Course Sequencing

Note: Class Day is subject to change.

Year 1		
Fall	Spring	Summer
CFT 764 Principles & Practices of Marriage and Family Therapy I (Mon)	CFT 765 Principles & Practices of Marriage and Family Therapy II (Mon)	CFT 772 Marriage and Family Practicum (TBD)
CFT 725 Diversity in Marriage and Family Therapy (Wed)	CFT 771 Ethical and Legal Issues in Marriage and Family Therapy (Tues)	CFT 720 Counseling Across the Life Span (Summer 3)
CFT 762 Diagnosis in Marriage and Family Therapy (Tues)	CFT 701 Intro to Marriage and Family Therapy (Wed)	CFT 726 Critical Issues in MedFT (Summer 2)

Year 2		
Fall	Spring	Summer
CFT 773 Marriage and Family Therapy Practicum (TBD)	CFT 760 Systemic Treatment of Children and Adolescent	CFT 775 Internship in Marriage and Family Therapy (Monday/Thursday mornings)
CFT 731 Substance Abuse (Wed)	CFT 774 Marriage and Family Therapy Practicum (TBD)	CFT 779 Marriage and Family Therapy Research Seminar (Summer I)
CFT 769 Intimate Connections (Tues)	CFT 729 Medical Family Therapy and Trauma (Mon)	CFT 750 Capstone or Thesis*

Year 3
Fall
CFT 776

NOTE: Students are expected to follow this sequence. If not, graduation may be delayed.

Internship in Marriage and Family Therapy (Monday/Thursday mornings) CFT 750 Capstone or Thesis *	* Students who meet Program standards to do a thesis will sign up for 6 credits of CFT 749 instead of CFT 750. * Students graduating in December 2026 will follow the plan of study that was in effect during the academic year in which they began the program as new students. <i>*Students who are off-sequence will follow the plan of study in effect during the semester they began the program, with modifications made as necessary to meet individual student needs while fulfilling all program requirements (e.g., completion of 500 clinical hours or additional semesters of practicum and/or internship).</i>
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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 as these students function as professional therapists, despite their UNLV student status. In view of this, student conduct in these settings is of the utmost significance. During Practicum and Internship, students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a student's appropriateness and preparedness for the professional role. Student readiness for practicum, internship, and graduation will be assessed by the faculty. The following personal characteristics have been identified as being critical to therapist success: 1) demonstrating empathetic understanding and perspective flexibility; 2) being genuine; 3) being accepting; 4) being open minded; 5) being self-reflective and having an internal locus of control; 6) prioritizing emotional and mental health; 7) being capable of building interpersonal alliances; and 8) being competent in therapeutic knowledge and skills (Neukrug, 1999). In addition to these personal characteristics, students are expected to be open, receptive, and responsive to feedback from faculty and peers, as evidenced by incorporating supervisory feedback and participating. Students are expected to be respectful of faculty, staff, clients, and fellow students at all times. This includes interactions both in the classroom and outside of it. At no time is it acceptable to disparage classmates, faculty, clients, or other professionals online or offline, in or out of class.

All students are expected to abide by the following behavioral expectations:

- Students will be expected to abide by the previously outlined attendance policy. See *Absences* section for more information
- Students must attend class in-person
- Students must be able to emotionally regulate themselves, as evidenced by, but not limited to the following behaviors: pausing before reacting, using coping strategies, expressing emotions appropriately, working through emotional difficulties, problem-solving under stress, etc.
- Students must display appropriate social interactions, as evidenced by, but not limited to, the following behaviors: appropriately/professionally responding to social cues, cooperation and collaboration with peers and faculty, displaying appropriate conflict resolution, upholding professional boundaries (emotional and physical) with clients, peers and faculty, demonstrating empathetic understanding and perspective flexibility, etc.
- Students must display appropriate self-care and daily functioning as evidenced by, but not limited to, the following behaviors: professional attire, personal hygiene, maintaining active engagement in class and with clients, refraining/abstaining from risky behaviors that impact the supervisory or clinical relationship, etc.
- Student should demonstrate appropriate self-awareness and reflection as evidenced by, but not limited to, the following behaviors: awareness of how their emotions or behaviors

impact themselves and others, recognizing personal strengths and challenges, reflecting on past performance with insight, making adjustments to behavior based on insight, demonstrating receptiveness to constructive feedback non-combatively, etc.

UNLV's Office of Student Rights and Responsibilities (<https://www.unlv.edu/osrr>) is one of the places a student or faculty member may consult should they experience problems with a student. In cases where a student has been discriminated against or experiences sexual harassment, a report must be made to UNLV's Title IX Officer or other Title IX deputies (<https://www.unlv.edu/compliance>). 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 student to consult with the Office of Student Conduct. Students should be aware that, as members of the UNLV campus community, they are responsible for abiding by UNLV's Student Conduct Code (https://www.unlv.edu/sites/default/files/media/document/2025-08/2025_UNLV_Student_Conduct_Code.pdf). Students are responsible for reviewing the Student Conduct Code. Please note that students may reach out to the Graduate College (gradrebel@unlv.edu) at any time for assistance.

Classroom Conduct

Students have the responsibility to conduct themselves in the classroom, in the CICFC, at student internship sites, on campus, and at UNLV sponsored events 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 professional standards of the profession, as outlined above. Students who are found to behave in a manner inconsistent with the aforementioned standards may be subject to advisory meetings, Performance Improvement Plans (PIPs), probation, and/or removal from the program.

Policy for Student Competence for Clinical Activity

As Couple and Family Therapists, an important part of our role is to model prioritizing mental and emotional health and self-care. Of course, Couple and Family Therapists are humans with their own challenges, diagnoses, and crises. As such, part of becoming a Couple and Family Therapist is learning how to emotionally regulate, display appropriate social interactions, and display appropriate self-care and daily functioning, particularly in professional settings for the safety of the client(s) and student(s). Client and student safety is our number one priority. As such, in the event that UNLV CFT faculty perceive that a student is unable to display the aforementioned behaviors and/or student behavior is impacting the student's ability to function safely in their coursework or clinical work, the faculty will meet to discuss necessary actions. Actions may include, but are not limited to, the implementation of a PIP, a referral to the Office of Student Rights and Responsibilities and Graduate College, probation, and/or removal from the program, depending on the nature and severity of the actions, and the potential for and/or actual harm done to students and/or clients.

Dress Code & Professional Presentation (from CICFC P&P Manual)

The CICFC is a professional agency environment. The goal of this policy is to teach student clinicians a standard of dress that would be appropriate in a majority of agency settings and in professional practice settings. Student clinicians and staff are expected to present themselves accordingly in both manner and dress. Student clinicians should make every effort to dress in business casual attire and be mindful that their personal presentation should generally not draw attention to themselves, but complement their professional image as a competent clinician. All clothing should be neat and clean in appearance. The dress code for working in the CICFC is "Business Casual." According to Business Insider, (<http://www.businessinsider.com/what-business-casual-really-means-2014-8>), business casual means:

"Appropriate business casual dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot." When seated, skirts/dresses should

not be more than 3 inches from the knee. Slits in a skirt/dress should abide by this same rule. While shorts should generally be avoided in the CICFC, if a student chooses to wear shorts, they must follow this same rule.

In addition to the above definition, please note that the following are not appropriate attire for the CICFC:

- Distressed jeans (i.e., faded, torn, etc.)
- Muscle shirts, tanks tops, halter tops, off-the-shoulder tops, shirts with “spaghetti straps” or shirts that reveal any part of the midriff
- Shirts that have a plunging neckline or show a significant amount of cleavage
- Pants that are low cut
- Sheer, see-through, or mesh clothing. This may include clothing made of crocheted material, depending on how large the holes are in the stitches.
- Clothing with “cut-outs” (i.e., intentional holes in any area). Cut-outs are commonly seen in the midriff, shoulder, arms, back, and/or knee areas.
 1. Please note that many business professional blouses have a small keyhole at the nape of the neck. In many cases this is appropriate; however, if you have any questions or concerns, consult with the Clinical Director and/or your supervisor.
- Slippers, work boots, or shoes that are dirty or visibly distressed
- Any clothing that is excessively revealing, distracting, provocative, tight, or reveals any part of your undergarments
- Clothing considered to be athletic, athleisure, or leisure wear (e.g., yoga pants, leggings, gym shorts, sweatpants, hoodies, pajama pants, gym shoes, etc.)
 1. Please note that some business attire is made from similar materials as athletic/athleisure/leisure wear. In some cases, these items may be appropriate; however, please consult with the Clinical Director and/or your supervisor before wearing in the clinic.
- Tee shirts, sweatshirts, or hoodies that are excessively oversized, have words/messages on them, or include a large graphic
- Costumes
- Flip Flops or Slides

Dress for professional activities is based on sensitivity to client values and norms as well as consideration of the communication function of one’s appearance and attire. As the focus of professional interactions is on the client, the student clinician’s appearance and dress should be generally conservative to avoid distractions from the process of therapy or assessment. Please note that not only can clothing choices undermine credibility, attire can also be a form of self-disclosure, such as certain types of jewelry, tattoos, etc. Self-disclosure to clients should be done in a conscious and deliberate manner with the client’s best interests in mind. While there are rarely absolutes, it is good practice for a student clinician to consider the messages they might be inadvertently sending to their clients.

As many students are often younger than their clients, it is important to take that age gap into consideration when dressing for therapy. Looking young may have advantages in some situations, often the opposite is true in the therapy room. Clothing choices can signal age. Be mindful of the message you are sending to your clients. It is the responsibility of the student clinician to instill confidence that you know what you are doing.

Finally, student clinicians should be aware that it is within any supervisor’s purview to comment on attire if it does not appear suitable for clinical work. Should student clinicians or staff have questions about appropriate professional dress they should speak with either their assigned clinical supervisor or the Clinic Director. It may be wise for CICFC therapists to keep an extra set of clothes meeting the “Business Casual” criteria in the storage bins provided.

Ethical Standards

The Couple and Family Therapy Program adheres to the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics. Copies of this code are readily available in a variety of places, including many texts used in class and on the AAMFT website (https://www.aamft.org/AAMFT/Legal_Ethics/Code_of_Ethics.aspx). 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 to the professional organizations of which the student is a member. Not abiding by clinic policies and procedures regarding high-risk clinical situations (e.g., suicidal ideation, homicidal ideation, IPV, etc.) or not making a mandated report in a timely manner may be considered an ethical breach. In the event you are unsure of how to proceed with a client and/or whether to make a mandated report, you should immediately contact the supervisor on call. If they are unavailable, call your supervisor, the Clinical Director, Program Director, or any other faculty member until you are able to consult.

In the event that a student's conduct is anything less than professional, the faculty has an obligation to the student, the profession, and the public to take whatever steps are necessary to rectify the situation. Violations of professional ethics codes, insubordination to supervisors, mistreatment of colleagues (i.e., fellow students), support staff or clients, demonstrations of gross clinical misjudgment, or other actions inconsistent with professional standards of behavior are evidence of unprofessional conduct. Such behavior will not be tolerated and could result in a recommendation for probation and/or separation from the program to the Graduate College.

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

American Association for Marriage and Family Therapy (AAMFT): <https://www.aamft.org/>
Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE): <https://www.coamfte.org/>

AAMFT Code of Ethics: https://www.aamft.org/AAMFT/Legal_Ethics/Code_of_Ethics.aspx

Annual Mandatory Individual Development Plan (IDP)

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review 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 student's submitted IDP and provide acknowledgement that they have reviewed the IDP. Reported student data are 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.

Additional Program Information

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.

Student Learning Outcomes

1. Diversity Knowledge: Students will understand the importance of cultural and contextual factors when working with diverse populations.
2. Diversity Practice: Students will demonstrate an awareness of cross-cultural issues in their treatment of clients.
3. Knowledge: Students will pass the AMFTRB national licensing exam.
4. Ethics: Students will identify, define, and attend to ethical issues, legal responsibilities, and liabilities of clinical practice relating to the CFT profession.
5. Practice: Students will develop the skills to assess and treat individuals, couples, and families from a systems perspective.
6. Research Knowledge: Students will understand research methodology and exhibit critical thinking skills in reviewing systemic scholarship.
7. Research Practice: Students will synthesize research and distill it into clinically diverse practice settings.

Faculty Outcomes

FO #1 Faculty will promote an environment of inclusion and sensitivity to diverse populations.

- Faculty will demonstrate completion of state CEU requirements for cultural competency.
- Students will provide evaluations of faculty implementation of knowledge of diversity and inclusive practices into CFT courses.

FO #2 Faculty will maintain a professional and clinical identity as Marriage and Family Therapists.

- Faculty will maintain licensure as an LMFT or LMFT-Intern.
- Faculty will obtain and maintain an AAMFT Approved Supervisor designation.

FO #3 Faculty will demonstrate excellence in teaching, scholarship, and service to the institution and community.

- Faculty will have annual evaluations completed to assess progress towards program outcomes.
Students will provide evaluations of implementation of SLOs within CFT courses.

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. 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 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, 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 Evaluations, 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. In addition, our newly revised SLOs reflect our commitment to diversity.

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 2025

	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	2	5	0	0	0	0	0	7
Supervisors	0	0	3	1	0	0	0	0	4
Students	16	5	34	20	2	1	0	11	89

Gender 2025

	Male	Female	Nonbinary / Gender-fluid	Transgender	Other	Declined to disclose	Total
Faculty	1	3	0	0	0	0	4
Supervisors	1	4	1	0	0	0	6
Students	13	75	1	0	0	0	89

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**.

Sample of Estimated Tuition Fees:

Year 1	Fee / cost per credit	Other costs	Total
Fall Semester (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit $321.75 * 9 = \mathbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $177.50 * 9 = \mathbf{(\$1597.50)}$ = \$4655.25	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 = \$1,739.80 (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health Insurance</i>	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i> <i>\$5,086.05 if health insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health ins.</i>
Spring Semester (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit $321.75 * 9 = \mathbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $177.50 * 9 = \mathbf{(\$1597.50)}$ = \$4655.25	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 = \$1,739.80 (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health Insurance</i>	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i> <i>\$5,086.05 if health insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health ins.</i>

Summer (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit $321.75 * 9 = \textbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $177.50 * 9 = \textbf{($1597.50)}$ = \$4655.25	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 = \$1,739.80 (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mand. Health Ins.</i>	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i> <i>\$5,086.05 if health insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health ins.</i>
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Year 2			
Fall Semester (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit $321.75 * 9 = \textbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $177.50 * 9 = \textbf{($1597.50)}$ = \$4655.25	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 = \$1,739.80 (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health Insurance</i>	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i> <i>\$5,086.05 if health insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health ins.</i>
Spring Semester (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit $321.75 * 9 = \textbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $177.50 * 9 = \textbf{($1597.50)}$ = \$4655.25	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 = \$1,739.80 (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health Insurance</i>	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i> <i>\$5,086.05 if health insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health ins.</i>
Summer (9 credits)	Technology: \$11 per credit (\$99) Student Services: \$7.00 per credit (\$63) Graduate Student Registration: \$321.75 per credit	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25	\$4,655.25 + 1739.80 (\$430.80 if ins waived) <i>Residents: \$6,395.05 with health insurance</i>

	$321.75 * 9 = \textbf{(2895.75)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $\$177.50 * 9 = \textbf{(\$1597.50)}$ $= \textbf{\$4655.25}$	Misc. Mandatory Fees: \$132.80 $= \textbf{\$1,739.80}$ (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health</i> <i>Insurance</i>	<i>\$5,086.05 if health</i> <i>insurance waived</i> <i>International Students:</i> <i>\$6,540.05 with health</i> <i>ins.</i>
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Year 3			
Fall Semester (6 credits)	Technology: \$11 per credit (\$66) Student Services: \$7.00 per credit (\$42) Graduate Student Registration: \$321.75 per credit $321.75 * 6 = \textbf{(1930.50)}$ CFT DIFFERENTIAL TUITION FEE: \$177.50 per credit $\$177.50 * 6 = \textbf{(\$1065.00)}$ $= \textbf{\$3103.00}$	Facility: \$223 Mandatory Health Insurance (can be waived): \$1,309.00 CAPS: \$50 Graduate Fee: \$25 Misc. Mandatory Fees: \$132.80 $= \textbf{\$1,739.80}$ (\$430.80 if health ins waived) <i>International Students:</i> <i>\$1454.00 Mandatory Health</i> <i>Insurance</i>	\$3103.00 $+ 1739.8$ (\\$3235.80 if insurance waived) <i>Residents: \$4842.80</i> with health insurance <i>International Students:</i> <i>\$4,557 with health</i> <i>insurance</i>
		<i>Total:</i>	<i>\$38,370.30</i> <i>\$30,516.30 if insurance</i> <i>waived</i>
		<i>International Total:</i>	<i>\$39,240.30</i>

Financial Aid Opportunities

There are scholarships/fellowships and financial aid available to students through the Graduate College and the Student Financial Aid office. The Graduate Catalog has additional information about graduate assistantships and other fellowships on their website.

Filling out your FAFSA

The Free Application for Federal Student Aid (FAFSA) is required by the university before any financial aid can be awarded. Please fill out the FAFSA annually in order to remain eligible for any scholarships, grants, or other financial assistance. International students are not eligible to fill out the FAFSA. However, international students may complete the Alternate Need Determination form found on the UNLV Financial Aid & Scholarships website.

Graduate Assistant (GA) Positions

Depending on funding, the program typically supports two or three graduate assistants (only students who are fully admitted degree-seeking students are eligible; provisionally admitted students are not eligible). Other sources of funds (e.g., from faculty research grants) are also sometimes available to fund assistants. The Graduate College also advertises vacant graduate assistant positions. The Graduate College typically contacts graduate coordinators when an assistant position is available in another department.

Graduate assistantships in the Couple and Family Therapy Program are awarded to qualified students based on their experience, skills, and the needs of the program. The selection process is competitive in that there are typically more applicants than positions available. Assistants are hired to assist faculty and/or the program to accomplish specific academic functions. One essential function includes supporting faculty in their research and scholarly endeavors. Another essential function is to assist in

teaching, especially undergraduate classes. GAs are expected to have set hours and be in their office during those hours, but also be flexible in order to meet specific needs as they arise.

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.** In the second semester of the student's first year, a permanent advisor is assigned to each student. This advisor will oversee the capstone or thesis process.

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, up to 15 credit hours (taken prior to formal admission) taken as a non-degree student can be considered for use toward the degree. Any outside transfers of credits is limited to 6 credits and a form must be submitted to the Graduate College within six weeks of the beginning of the semester of admission. Transfer credits must be voted on by the faculty to accept them into our plan of study. 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). Transfer credits must not have been applied to a previous degree.

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.

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 official 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 departments (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](#) 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. Cannot exceed the limit of two years for being on a leave of absence from the program.
7. Failure to complete all master's degree requirements within 6 years.
8. Failure to follow UNLV's academic and student conduct policies found here:

<https://www.unlv.edu/student-rights-responsibilities/forms>

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.

Student Review

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. Students may opt to appeal the decision via the Grad College appeal process.**

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 to the Graduate College. A recommendation that the student is separated from the program will be made if the student does not adhere to probation conditions.** 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 Admissions Officer by emailing 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.
- 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. There is a maximum leave period of two years.

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.

Attendance Policy

If a student misses 5 or more classes, in any combination of excused or unexcused absences, they will be required to make-up the missed time/material, as determined by the faculty. Faculty decisions may include retaking the class. Please note that more than two unexcused absences in a class will result in a lower grade. This policy will be enforced in all content classes, practicum, internship, and dyadic supervision. NOTE: Any absence of one week or more from clinical activity in the CICFC or internship placement must be approved by faculty ([Extended Absence Form](#)).

Excused absences require documentation and include situations such as: illness/injury of self or dependents, court appearances, conference attendance/participation, jury duty, and religious holidays. Situations such as trainings, vacations, birthdays, and veterinary visits do not qualify as excused absences and will be considered unexcused. Please note that this is not an exhaustive list. If you know that you will be missing class, for any reason, please alert your professor and/or supervisor as soon as possible.

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 the following:
 1. Name of the conference/meeting, location, and dates
 2. Endorsement by the student's faculty advisor/research mentor
 3. Copy of submitted abstract with acceptance or training program acceptance
 4. Budget for travel, housing, and registration, with a plan for cost-sharing with other students if appropriate
 5. Copy of submission to GPSA (CSUN if undergraduate) or other source of supplemental funding. And identification of other funding received (if applicable)
 6. Any other relevant information
2. Application Packet Requirements:
 1. Accepted Conference Proposal
 2. Registration at the student member rate is required
 3. We encourage students to share a room when appropriate/feasible.
 4. Must be in good standing within the Couple and Family Therapy program (i.e. not currently on Performance Improvement Plan, adhering to all CFT policies)
 5. MUST sign and adhere to the CFT Student Travel Conduct. See Appendix F.
 6. Must have a GPA of 3.85 or higher.
 7. 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 trip.
 8. Applications 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.
 9. 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 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 (CFT 772, 773, & 774): The practicum courses are 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 of Couple and Family Therapy. Student readiness for practicum will be assessed by the faculty

throughout the first year of the program. Clinical training is the primary focus of the second year of the program. Once students begin their practicum experience, the program will become much more demanding of their time. Students are expected to plan their schedules accordingly to maximize the number of clients they can work with. It is highly recommended that students have at least two evenings open to see clients. During the course of the program, students are required to accrue 500 clinical hours, 200 of which must be relational (i.e., working with a couple or family). To work steadily towards this hour requirement, the benchmarks are as follows per semester: 50 hours in the Summer semester (CFT 772), 80 hours in the Fall semester (CFT 773; 130 cumulative), and 80 hours in the Spring semester (CFT 774; 210 cumulative). Students are required to maintain their client caseload even upon receiving the expected hours for the semester. Grades will not be directly impacted by not meeting the hour benchmarks during a given practicum; however, hour deficiencies may impact clinical competencies, thus potentially resulting in a delay in starting internship and/or graduating on time. If students have not met the expected benchmark, this information will be noted by their supervisor in their practicum evaluation. Students can also earn teaming hours, 100 of which count towards the total 500 hours. Teaming hours can be either individual or relational; however, it is recommended that students prioritize relational cases when teaming. Students are responsible for tracking their own hours and are required to use appropriate documentation, as provided by the clinic. If students have met the 500 hour requirement, they must remain clinically active throughout the duration of their required courses. NOTE: If students have taken all practicum and internship courses but fail to meet the 500 hour requirement, students must enroll and attend either practicum or internship. See “Off-Sequence Student Policy” below for more information.

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. According to the new 12.5 COAMFTE standards, COAMFTE has approved the use of telehealth and students can use telehealth as a means of meeting with clients and accruing clinical hours. Students are required to attend scheduled CICFC meetings (see practicum syllabi for information about point deductions). The Clinical Director will alert students of the meeting schedule at the start of each semester.

Off-Sequence Student Policy

Students who are off-sequence from their plan of study and/or have not yet accrued the 500 required clinical hours will be required to continue to enroll in practicum and/or internship courses to meet enrollment requirements and COAMFTE regulations.

Students repeating practicum/internship (i.e., have successfully completed the course previously) due to hour deficiencies are required to attend the class they've enrolled in regularly and will be graded on their attendance, professionalism, documentation, and participation. Off-sequence students will be held to the same standards and policies as their on-sequence peers, as outlined by the syllabus and CICFC Manual pertaining to the class they are taking. Off-sequence students are not required to complete any other assignments during the class (i.e., theory of therapy paper, case presentations, etc.), but can if they want and/or if the instructor believes it will aid in their clinical training. In addition to their class enrollment, off-sequence students are still required to attend at least one hour of dyadic or individual supervision at their internship site. Students who are taking

practicum/internship for the first time are held to the same standards as their on-sequence peers regarding assignments, attendance, professionalism, documentation, and participation.

Off-sequence students enrolled in practicum are required to attend and participate in the first hour. During the second and third hours, they will either team or see their own clients, depending on individual student needs. In the event that the student has met their team hour limit and cannot schedule clients during the second or third hour, the supervisor will provide direction on the best use of class time.

Practicum Assignments:

Prior to each semester of practicum, the faculty meets 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:

1. 500 total hours of client contact. Hours are accrued during practicum and internship courses in the Center for Individual, Couple, & Family Counseling or at a Program approved internship site.

- a. 200 hours must be relational, meaning you are working with a family, couple, or child
 - b. A maximum of 100 hours can be team hours.
 - c. The remaining 200 hours of direct client contact can be individual or relational.
 - d. 40% of clinical hours (including direct client contact and teaming) can be accrued via TBH. The remaining 60% must be accrued in-person
2. 100 supervision hours.
 - a. Students should receive a ratio of 1 supervision hour to every 5 clinical hours.
 - b. Individual supervision (dyad) must occur weekly when seeing clients.
 - c. Group supervision shall not exceed 8 students per group.
 - d. Individual supervision (dyad) shall not exceed 2 students per session.
 - e. Students can receive case reports, direct observation, and/or video supervision.
 - f. At least 25 hours of supervision will be based on live observation or video.

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Tele-behavioral Health (TBH) Policies & Procedures: Students may have up to 40% (200 hours) of clinical hours via telebehavioral health (TBH). All other clinical hours must be in-person or live team hours (max 100 live team hours) during practicum and internship.

Students will be trained on TBH policies including but, not limited to:

- Conducting Zoom Sessions
- Screening Clients
- Confidentiality
- Record Maintenance
- Troubleshooting/Crisis Management

Student Responsibilities:

- Students must complete TBH screening and receive approval from their Practicum Supervisor or Clinic Director.
- All sessions must be accounted for in Therasoft by marking the corresponding attendance designation and notification in the notes section of the electronic health record (EHR).
- Informing the front desk staff, via email and Therasoft notes, of any changes to TBH session status (i.e. temporary change from in-person session to TBH).

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 1st to January 31st. Students must submit their hours to the program office by February 15th, 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.

*NOTE: Please refer to the CICFC Policies and Procedures Manual for specifics about CICFC expectations. Students are required to uphold the policies in the CICFC manual.

Internship Information

Internship Requirements (CFT 775 & 776): Internship is the second clinical experience students have within the program. During internship, students will 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 CFT Program Updates 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 placed on probation and possibly 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.

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.

Generative AI Policy

As a faculty, we recognize the incredible advancements made in technology and generative AI platforms over the past several years. While we are impressed by the advancements and acknowledge the benefits they bring to education, we also recognize the importance of students, at this developmental stage, generating their own ideas to reflect their learning and development as student therapists. As such, students are expected to abide by the following policy regarding the use of AI on all program assignments. To see the University's policy on the use of Artificial Intelligence and Generative AI, please go to the following link: <https://www.unlv.edu/policies/students>

In the Couple and Family Therapy Program, students can use AI for some aims, including checking grammar, improving clarity, editing, and receiving general feedback on writing. If a student plans to use AI for any aims outside of editing, they should consult with their professor beforehand and receive written approval before proceeding.

Whenever a student chooses to use AI on a program assignment, they must provide a clear disclosure statement within their assignment that outlines: a) what AI platform was used and b) the scope of AI's involvement (e.g., editing, grammar check, etc.). The disclosure statement should appear at the end of the assignment (i.e., between the main text and the reference page) under a clearly labeled heading such as "AI Use Disclosure" or "Use of Artificial Intelligence". Here is an example of a disclosure statement:

I used ChatGPT (OpenAI, Gemini, Grammarly, Claude, etc.) to assist with grammar, clarity, and sentence-level revisions for this paper. AI was not used to generate original ideas, theoretical content, or clinical analysis. All arguments, interpretations, and conclusions are my own. A PDF export of my interaction with the AI platform is attached as required.

In addition to their disclosure, students must submit, as a separate attachment to their assignment, an exported PDF of the full conversation they had with the AI platform related to the assignment. If a student has used AI on their assignment, both the disclosure statement and the PDF attachment are mandatory components of assignment submission.

Students should be aware that faculty are regularly submitting student papers to AI tracking platforms, similar to TurnItIn. If the use of AI is not disclosed in an assignment, a student uses AI in a non-approved manner, and/or the percentage of AI generation is 20% or higher, the professor may submit a report to the Office of Student Rights and Responsibilities.

AI cannot be used to complete any clinical documentation, including progress notes, intake/termination summaries, diagnoses, and/or treatment plans. Learning how to complete clinical documentation well is part of becoming a competent clinician, as outlined in the AAMFT Code of Ethics, section 3.5. Additionally, at this time, most widely accessible AI platforms are not HIPAA compliant, meaning that giving the platform client information would be a breach of confidentiality. If a faculty member/supervisor discovers that a student has used AI to complete any of their clinical paperwork or assignments that discuss or relate to clinical practice (e.g., theory of therapy, case presentations, case application, etc.), it may result in a loss of clinical privileges, as decided upon by the faculty.

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.

Competencies and Guidelines to Return to the CICFC after Involuntary Leave

- Student will be expected to abide by the previously outlined attendance policy. See *Absences* section for more information
- Student must attend class in-person
- Student must be able to emotionally regulate themselves, as evidenced by, but not limited to the following behaviors: pausing before reacting, using coping strategies, expressing emotions appropriately, working through emotional difficulties, problem-solving under stress, etc.
- Student must display appropriate social interactions, as evidenced by, but not limited to, the following behaviors: appropriately/professionally responding to social cues, cooperation and collaboration with peers and faculty, displaying appropriate conflict resolution, upholding professional boundaries (emotional and physical) with clients, peers and faculty, demonstrating empathetic understanding and perspective flexibility, etc.
- Student must display appropriate self-care and daily functioning as evidenced by, but not limited to, the following behaviors: professional attire, personal hygiene, maintaining active engagement in class and with clients, refraining/abstaining from risky behaviors that impact the supervisory or clinical relationship, etc.

- Student should demonstrate appropriate self-awareness and reflection as evidenced by, but not limited to, the following behaviors: awareness of how their emotions or behaviors impact themselves and others, recognizing personal strengths and challenges, reflecting on past performance with insight, making adjustments to behavior based on insight, demonstrating receptiveness to constructive feedback non-combatively, etc.

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.

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:													
• <i>Individual: You are the only therapist in the room and no one is acting like a therapist behind the mirror</i>													
• <i>Cotherapy: You and another therapist are in the room</i>													
• <i>Group: You are facilitating group therapy with a group of individual clients, couple clients, or family clients</i>													
• <i>Team: You are participating as a therapist, attending session and treatment planning on a weekly basis from behind the mirror, with a supervisor present sessions</i>													
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 Supervision Hours	
CICFC	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 H	
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.

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: Graduate College Forms	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	You are responsible for coordinating this meeting. 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	No later 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 nd 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	78
Ensure proper thesis formatting	Review the website: https://www.unlv.edu/graduatecollege/thesis	By the eighth week 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 rd year

Register for 3 credits of Thesis (CFT 749)	Confirm your registration with the program Administrative Assistant	Fall of your 3 rd year
Schedule a thesis defense date with your committee	You are responsible for coordinating this meeting. 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.	Thesis defenses must be completed by the first week of November if planning to graduate in the Fall of 3rd year
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 rd 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

Appendix F: Student Conduct Travel Agreement

CFT Student Conduct Travel Agreement

All students attending conferences, etc. must follow the UNLV international travel code of conduct (below) and the CFT student handbook conduct policies.

UNLV International Travel Policy - Codes of Conduct

Travelers are subject to the laws of the locations they visit. The institution is not responsible for the violation of any local laws by travelers. The applicable Student Code of Conduct, the NSHE Code and Handbook, institution administrative manual, and other academic/institution/unit policies or rules apply to all travel in conjunction with NSHE or UNLV affiliated activity abroad.

<https://www.unlv.edu/provost/international-travel#codes>

CFT Student Handbook

All student travels must adhere to the CFT student handbook guidelines. A copy of the current student handbook can be found below as a downloadable document entitled Program Handbook

<https://www.unlv.edu/degree/ms-couple-family-therapy>

Student Name

Date

Student Signature

Discipline Resources

Writing Style: All program papers follow APA 7 guidelines

Professional Organizations

- American Association for Marriage and Family Therapy (AAMFT)
- American Psychological Association (APA)
- International Family Therapy Association (IFTA)
- National Council on Family Relations (NCFR)

Conferences

- AAMFT Intervention Research in Systemic Family Therapy
- AAMFT's Leadership Symposium
- APA Convention
- IFTA World Congress
- NCFR Annual Conference
- Systemic Family Therapy Conference (sponsored by AAMFT)

Important Journals

- Contemporary Family Therapy
- Family Process
- Family Relations
- International Journal of Play Therapy
- International Journal of Systemic Therapy
- Journal of Child & Family Studies
- Journal of Couple & Relationship Therapy
- Journal of Family Issues
- Journal of Family Theory & Review
- Journal of Family Therapy

- Journal of Feminist Family Therapy
- Journal of Marital and Family Therapy
- Journal of Marriage & Family
- Journal of Social and Personal Relationships
- Marriage and Family Review
- Personal Relationships
- Psychotherapy
- The American Journal of Family Therapy
- The Australian and New Zealand Journal of Family Therapy
- The Family Journal

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.

Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement 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. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).

Institutional Engagement and Experience

The vision of the [Institutional Engagement and Experience](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission is to provide leadership and support for UNLV's engagement mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office is housed under the Division of Human Resources and 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.

Graduate Appeals and Issue Resolution

The Office of Graduate Student Services at the Graduate College assists graduate and professional students with addressing concerns and overcoming personal, academic, or financial challenges that might hinder their ability to be successful in their program. The office also provides information and student-centered issue-resolution services and offers guidance, information, and assistance when regular channels have failed to provide graduate students with the information, they need to solve problems. Please see website for more information: <https://www.unlv.edu/graduatecollege/appeals-issue-resolution>

UNLV Global and the Office of International Student and Scholar Compliance

International Student and Scholar (ISSC) 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.

The Care Center

The Care 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 and Gateway Building PDAC Room. 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 Rights and Responsibilities

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

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- 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 Spósito.

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

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
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
Spring 2025	Sara Jordan	Student Handbook Updated, vote 3/12/25, 4/4 yes
Spring 2026	Sara Jordan	Student Handbook Updated, vote 03/30/2026, 5/5 yes