

MISSION, GOALS, AND OUTCOMES TEMPLATE

Institution's Mission: UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services.

Program's Mission: To provide quality training in the theory and practice of marriage and family therapy.

Each Program Goal must include one or more of these areas: knowledge, practice, diversity, research, and ethics competencies.

Program Goal 1: *Program will contribute to the field of marriage and family therapy through:*
a) Faculty research, service and mentoring; b) Competent students; c) Training and research that is culturally sensitive.

SLO#1: Benchmarks & Targets
SLO#2: Benchmarks & Targets
SLO#3: Benchmarks & Targets
SLO#4: Benchmarks & Targets
SLO#5: Benchmarks & Targets
SLO#8: Benchmarks & Targets
SLO#11: Benchmarks & Targets
SLO#13: Benchmarks & Targets
SLO#15: Benchmarks & Targets

Program Goal 2: *Program will contribute to the Las Vegas community through:* a) Center for Individual, Couple and Family Counseling (CICFC), b) Internship placements, c) Serving diverse/underserved clientele.

SLO#6: Benchmarks & Targets
SLO#7: Benchmarks & Targets
SLO#9: Benchmarks & Targets
SLO#10: Benchmarks & Targets
SLO#14: Benchmarks & Targets
SLO#17: Benchmarks & Targets

Program Goal 3: *Program will contribute to the University through fulfilling the University mission.*

SLO#12: Benchmarks & Targets
SLO#16: Benchmarks & Targets



COAMFTE Self-Study Overview Template
Version 12 Accreditation Standards

UNLV CORE THEMES AND CFT PROGRAM OBJECTIVES

PROGRAM OBJECTIVES	UNLV CORE THEMES		
	Core Theme 1: Promote Student Learning and Success	Core Theme 2: Advance Research, Scholarship, and Creative Activity	Core Theme 3: Foster a Diverse Campus Population and Engagement with the Community
Program will contribute to the field of marriage and family therapy through: a) Faculty research, service and mentoring; b) Competent students; c) Training and research that is culturally sensitive.	☯		☯
Program will contribute to the Las Vegas community through: a) Center for Individual, Couple and Family Counseling (CICFC), b) Internship placements, c) Serving diverse/underserved clientele		☯	☯
Program will contribute to the University through fulfilling the University mission	☯	☯	☯



DETAILED CURRICULUM MATRIX

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
1. Complete all coursework and clinical requirements with a minimum grade of B/3.0.	ALL COURSES
2. Complete all courses and requirements of the program.	ALL COURSES
3. 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.	CFT 719 – Sexual Issues in CFT CFT 720 – Counseling Across the Lifespan CFT 725 – Diversity in CFT CFT 771 – Ethical and Legal Issues in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couples Counseling
4. Identify the foundations and contemporary conceptual directions of the field of marriage and family therapy.	CFT 719 – Sexual Issues in CFT CFT 720 – Counseling Across the Lifespan CFT 750 – Capstone CFT 763 – Family Systems Theory CFT 764 – Principles and Practice of CFT I CFT 765 – Principles and Practice of CFT II CFT 771 – Ethical Issues CFT 777 – Couples Counseling



DETAILED CURRICULUM MATRIX (CONTINUED)

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
5. Interpret and apply the major models of marriage, couple, and family therapy.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in CFT CFT 749 – Thesis CFT 750 – Capstone CFT 763 – Family Systems Theory CFT 764 – Principles and Practice of CFT I CFT 765 – Principles and Practice of CFT II CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couples Counseling
6. Analyze a wide variety of presenting clinical problems in the treatment of individuals, couples, and families from a relational/systemic perspective.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in CFT CFT 720 – Counseling Across the Lifespan CFT 725 – Diversity in CFT CFT 731 – Substance Issues in CFT CFT 759 – Family Dynamics CFT 762 – Diagnosis in CFT CFT 763 – Family Systems Theory CFT 764 – Principles and Practice of CFT I CFT 765 – Principles and Practice of CFT II CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couples Counseling



DETAILED CURRICULUM MATRIX (CONTINUED)

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
7. Address contemporary individuals, couples and families as pertaining to gender, ethnicity, sexuality, religion, etc; comprehend therapeutic strategies with diverse/multicultural populations.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in CFT CFT 720 – Development across the Lifespan CFT 725 – Diversity in CFT CFT 731 – Substance Use Issues in CFT CFT 759 – Family Dynamics CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couples Counseling
8. Comprehend principles, assessment, and treatment of sexual problems and dysfunction.	CFT 719 – Sexual Issues in CFT CFT 762 – Diagnosis in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couple Therapy
9. Recognize and assess substance use and abuse in individuals, couples, and families.	CFT 731 – Substance abuse in CFT



DETAILED CURRICULUM MATRIX (CONTINUED)

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
10. Diagnose mental health, considering major psychopharmacological interventions, physical health issues, using traditional psychodiagnostic and relational categories.	CFT 719 – Sexual Issues in CFT CFT 762 – Diagnosis in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum
11. Examine individual and family development across the lifespan.	CFT 719 – Sexual Issues in CFT CFT 720 – Development across the Lifespan CFT 759 – Family Dynamics CFT 762 – Diagnosis in CFT CFT 777 – Couples Counseling
12. Maintain a professional identity, engage in professional socialization, and understand the MFT scope of practice, professional organizations, licensure, and certification.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in CFT CFT 720 – Counseling Across the Lifespan CFT 762 – Diagnosis in CFT CFT 764 – Principles and Practices I CFT 765 – Principles and Practices II CFT 771 – Ethical and Legal Issues in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum



DETAILED CURRICULUM MATRIX (CONTINUED)

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
13. Define ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy, including: responsibility to clients, students and supervisees, research participants and the profession; issues of confidentiality; professional competence and integrity; the appropriateness of advertising and financial arrangements.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in CFT CFT 720 – Development Across the Lifespan CFT 731 – Substance Use Issues in CFT CFT 771 – Ethical and Legal Issues in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum CFT 777 – Couples Counseling CFT 779 – Research Methods in CFT
14. Identify the legal responsibilities and liabilities of clinical practice and research, including record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.	CFT 701 – Introduction to CFT CFT 719 – Sexual Issues in MFT CFT 720 – Development Across the Lifespan CFT 762 – Diagnosis in CFT CFT 771 – Ethical and Legal Issues in CFT CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum
15. Use research in couple and family therapy, focusing on methodology, data analysis and the evaluation of both quantitative and qualitative research.	CFT 720 – Counseling Across the Lifespan CFT 749 – Thesis CFT 750 – Capstone CFT 779 – Research Methods in CFT



DETAILED CURRICULUM MATRIX (CONTINUED)

Student Learning Outcome	Curriculum: List course name(s) and number(s) where SLO is assessed
16. Complete a substantive clinical experience in which students integrate and apply theoretical and practical knowledge from all didactic coursework in the treatment of individual, couple and family problems.	CFT 750 – Capstone CFT 772 – Beginning CFT Practicum CFT 773 – Intermediate CFT Practicum CFT 774 – Advanced CFT Practicum CFT 775 – CFT Community Practicum CFT 776 – Advanced Community Practicum
17. Graduates will pass the licensing exam.	ALL COURSES



SIMPLIFIED CURRICULUM MATRIX

Courses	Student Learning Outcome																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
701	X	X			X	X	X					X	X	X			X
719	X	X	X	X	X	X	X	X		X	X	X	X	X			X
720	X	X	X	X		X	X				X	X	X	X	X		X
725	X	X	X			X	X										X
731	X	X				X	X		X				X				X
749	X	X			X										X		X
750	X	X		X	X										X		X
759	X	X				X	X				X					X	X
762	X	X				X		X		X	X	X		X			X
763	X	X		X	X	X											X
764	X	X		X	X	X						X					X
765	X	X		X	X	X						X					X
771	X	X	X	X								X	X	X			X
772	X	X	X		X	X	X	X		X		X	X	X		X	X
773	X	X	X		X	X	X	X		X		X	X	X		X	X
774	X	X	X		X	X	X	X		X		X	X	X		X	X
775	X	X	X		X	X	X	X		X		X	X	X		X	X
776	X	X	X		X	X	X	X		X		X	X	X		X	X
777	X	X		X	X	X	X	X			X		X				X
779	X	X											X		X		X



UNLV CORE THEMES AND THE CFT PROGRAM STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES	Core Theme 1: Promote Student Learning and Success	Core Theme 2: Advance Research, Scholarship, and Creative Activity	Core Theme 3: Foster a Diverse Campus Population and Engagement with the Community
1. 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. Identify the foundations and contemporary conceptual directions of the field of marriage and family therapy.	☯		
3. Interpret and apply the major models of marriage, couple, and family therapy.	☯	☯	
4. Analyze a wide variety of presenting clinical problems in the treatment of individuals, couples, and families from a relational/systemic perspective.	☯		
5. Address contemporary individuals, couples and families as pertaining to gender, ethnicity, sexuality, religion, etc; comprehend therapeutic strategies with diverse/multicultural populations.	☯	☯	☯
6. Comprehend principles, assessment, and treatment of sexual problems and dysfunction.	☯	☯	
7. Recognize and assess substance use and abuse in individuals, couples, and families.	☯		☯
8. Diagnose mental health, considering major psychopharmacological interventions, physical health issues, using traditional psychodiagnostic and relational categories.	☯	☯	☯
9. Examine individual and family development across the lifespan.	☯	☯	

UNLV CORE THEMES AND THE CFT PROGRAM STUDENT LEARNING OUTCOMES (CONTINUED)

STUDENT LEARNING OUTCOMES	Core Theme 1: Promote Student Learning and Success	Core Theme 2: Advance Research, Scholarship, and Creative Activity	Core Theme 3: Foster a Diverse Campus Population and Engagement with the Community
10. Diagnose mental health, considering major psychopharmacological interventions, physical health issues, using traditional psychodiagnostic and relational categories.	☯	☯	☯
11. Examine individual and family development across the lifespan.	☯	☯	
12. Maintain a professional identity, engage in professional socialization, and understand the MFT scope of practice, professional organizations, licensure, and certification.	☯	☯	
13. Define ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy, including: responsibility to clients, students and supervisees, research participants and the profession; issues of confidentiality; professional competence and integrity; the appropriateness of advertising and financial arrangements.	☯		☯
14. Identify the legal responsibilities and liabilities of clinical practice and research, including record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.	☯		☯
15. Use research in couple and family therapy, focusing on methodology, data analysis and the evaluation of both quantitative and qualitative research.	☯	☯	
16. Complete a substantive clinical experience in which students integrate and apply theoretical and practical knowledge from all didactic coursework in the treatment of individual, couple and family problems.	☯	☯	☯
17. Graduates will pass the licensing exam.	☯	☯	☯



COMMON QUESTIONS:

1) WHAT MECHANISM DOES THE UNIT USE TO CAPTURE INPUT FROM THE CONSTITUENCIES INCLUDING STUDENTS, FACULTY, AND STAFF?

We give a survey to local agencies and organizations that employ our students every 2 years. We conduct exit surveys and alumni surveys annually. We provide an annual evaluation to our accreditation body as well as participate in a reaccreditation process every 6 years. In addition, we have a student representative attend each faculty meeting in order to appraise us of important student needs and concerns.

2) HOW HAS THE CONSTITUENCIES' INPUT INFORMED THE PLANNING PROCESS AS WELL AS THE PLAN ITSELF?

We review the survey data as it pertains to our educational objectives. Things that are not being taught well enough are redesigned in our courses and other related training issues.

3) WHAT IS THE PROCESS FOR ADDRESSING ISSUES WITH STUDENTS?

This situation is addressed in our student handbook. Once a problem situation has been identified, an effort will be made to work out a solution with the student. The following procedures may be used, and will be followed to the point of resolution:

- 1. Documentation: Student difficulty noted and documented by an individual faculty member (note: this includes instructors, supervisors, and/or CICFC director). 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 in the Corrective Action Process with due process.*
- 2. Student/Faculty Conference: The student's CFT program advisor (and/or the faculty member with the concern) will initiate and document a meeting between the faculty member(s) and student, including documentation of any agreed upon proposed solution to the presenting issue. If resolution is reached, documentation of such is placed in student's file. If resolution is not reached, the process continues to Step 3, recommendation to be placed on probation with the Graduate College, or recommended to be separated from the program. The student will be given the opportunity to present any evidence in defense of his or her conduct.*
- 3. Corrective Action Meeting among Faculty: The faculty member(s) bring(s) the student concern to the attention of the Program Director and other faculty members. Faculty member(s) discuss the situation and concerns and recommend a Corrective Action*



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Plan (CAP). The CAP is drafted by the Program Director and is approved by all faculty members. In some cases, the CAP may include removal from clinical privileges.

- 4. 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 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. This means that the student will not pursue another clinical setting until receiving faculty approval.*
- 5. Advisor/Student Conference: The faculty member(s) schedules a meeting with the student and the Program Director to present the Corrective Action Plan (CAP) document.*
- 6. Plan Implementation and Assessment: Student implements the assigned Corrective Action Plan (CAP) and reports to the faculty regarding the completion of the CAP. The faculty review the student's work and determine if the student has satisfied the CAP requirements. If the requirements are satisfactorily fulfilled, the Advisor informs the student and the matter is closed. Documentation of the CAP and faculty decision are placed in student's file. If the CAP requirements are partially fulfilled, the faculty may offer the student additional time to complete their CAP. Failure to comply with the CAP could result in students being given an additional corrective action, a recommendation that the student is placed on probation with the Graduate College, or a recommendation that the student is separated from the Program. If resolution is not reached, the process continues to Step 7 and 8.*
- 7. Probation: If warranted, 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 student's file and copied to the Graduate College.*
- 8. 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.*

Note: Students who are separated from the program have the right of 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 re-entry and must petition for reinstatement.

Also, any student who is in the middle of completing a CAP whose behavior warrants an additional CAP will be placed on probation and/or have their clinical privileges temporarily suspended.

4) WHAT IS THE GRIEVANCE POLICY FOR STUDENTS?

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



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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 CFT program website (<http://mft.unlv.edu>).

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

- 1. Contact the instructor who assigned the grade and discuss his/her 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.*
- 2. 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.*
- 3. 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. 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. The Registrar's Office must receive notification to change grade due to clerical error within 60 calendar days from the last day of the term/semester. Professors have a full calendar year from the end of the semester in which the class was taken to change a student's grade.