COUPLE AND FAMILY THERAPY STUDENT HANDBOOK

UNIVERSITY OF NEVADA, LAS VEGAS

School of Medicine

Department of Psychiatry and Behavioral Health

TWENTY-FIFTH EDITION

2019

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Couple and Family Therapy Program Handbook

Welcome

The Couple and Family Therapy program at UNLV provides high-quality training in the theory and practice of Marriage and Family therapy. We are committed to training students to become competent professionals through developing greater self-awareness; appreciating and embracing diversity; learning the art and science of clinical practice; and promoting ethical behavior, professionalism, and professional identity. Our faculty members are renowned scholars in the field of family therapy with significant experience researching and working with a wide variety of presenting problems and populations.

Mission Statement

The mission of the Program at UNLV is to provide quality training in the theory and practice of Marriage and Family Therapy to students primarily from the Southern Nevada region, but also those from the state, across the country, and throughout the world. We are committed to helping students become competent Marriage and Family Therapy professionals through developing greater self-awareness, appreciating and embracing diversity, learning the art and science of clinical practice, and promoting a sense of ethical behavior, professionalism and professional identity.

The purpose of the CFT program is to help students become Couple and Family Therapists. Students receive training in theory, research, practice and ethics. Translating theory and research into practice is achieved through training in therapeutic approaches, strategies and techniques through the hands-on experience of practica and internship. Students who complete the Couple and Family Therapy program typically are eligible to apply for licensure as a Marriage and Family Therapist. Regulation of Marriage and Family Therapy is directed by State Licensing Boards, varying from state to state, and students should consult with the licensing boards of the state(s) in which they are considering practicing.

Purpose

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

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

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

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

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Program 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

Couple and Family Therapy
http://unlv.edu/cft

Contact Information

sara.jordan@unlv.edu

Program Chair
Jordan, Sara
Office Location: MPE 118
Email: sara.jordan@unlv.edu

Graduate Coordinator
Jordan, Sara
Office Location: MPE 118
Email: katherine.sara.jordan@unlv.edu

Program Main Office
Office Location: MPE 107/108
Phone: 702-895-0511
Email: cft.director@unlv.edu

Program Requirements

Program requirements regarding admission, coursework and culminating experience are found in the graduate catalog.

Advisory Committee Guidelines

When completing a capstone, the student will be evaluated by a committee of two – one of which is the student's advisor, and the other of which is appointed to the committee by the advisor. Students who are approved to complete a thesis must select a Graduate Advisory Committee. The committee consists of four members. The faculty advisor will act as Chair of the committee. The committee will be formed according to the guidelines below. The applicable forms may be obtained from the UNLV Graduate College webpage and through the Grad Rebel Gateway portal.

The Chair and at least two other members of the student's committee come from the list of CFT faculty who have Graduate Faculty Status. The fourth member of the committee, from outside the CFT program but from another appropriate and current UNLV graduate program, serves as a representative of the Graduate College. The outside member (Graduate Representative Committee member) must also have Graduate Faculty Status with the Graduate College. The purpose of the outside member is to see that the oral defense/examination is conducted in an unbiased and professional manner, thus monitoring the performance of the student and the Program. After the Graduate Advisory Committee is formed, no guarantee is made that the student will be successful on the final examination.

Students must follow Graduate College schedule deadlines in scheduling defenses and submitting graduation applications.

Degree Program Benchmarks

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

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

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

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

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

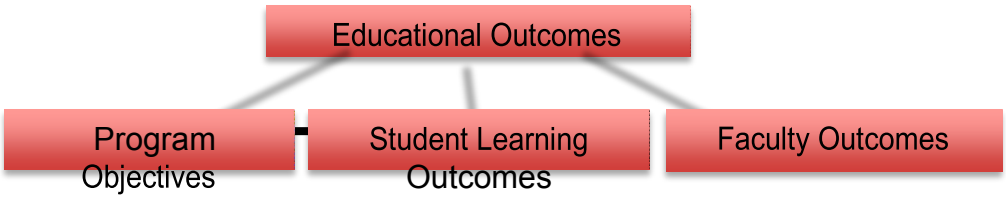
Another benchmark is the culminating experience. The common experience is either the capstone or the thesis by the student. The capstone and thesis have specific guidelines. Be advised that anyone who does not comply with the advertised guidelines and timelines set aside by their advisor is at risk of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

One final benchmark is the completion of 500 clinical hours 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.

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 objectives, student learning outcomes, and faculty outcomes (see below).



Each of these objectives are described below:

Program Objectives

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.
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
3. Program will contribute to the university through fulfilling the university mission

Student Learning Outcomes

1. Complete all coursework and clinical requirements with a minimum grade of B/3.0.
2. Complete all courses and requirements of the program.
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.
4. Identify the foundations and contemporary conceptual directions of the field of marriage and family therapy.
5. Interpret and apply the major models of marriage, couple, and family therapy.
6. Analyze a wide variety of presenting clinical problems in the treatment of individuals, couples, and families from a relational/systemic perspective.
7. Address contemporary individuals, couples and families as pertaining to gender, ethnicity, sexuality, religion, etc; comprehend therapeutic strategies with diverse/multicultural populations.
8. Comprehend principles, assessment, and treatment of sexual problems and dysfunction.
9. Recognize and assess substance use and abuse in individuals, couples, and families
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. Graduate will pass the national licensure exam

Faculty Outcomes

1. Obtain and maintain a valid Nevada Marriage and Family Therapist license or other mental health license with demonstrated marriage and family training and experience.
2. Obtain and maintain the AAMFT Approved Supervisor designation

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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.
4. Improve pedagogy with the goal of enhancing student learning.
5. Augment students' learning by advising and providing mentorship.
6. For faculty with a research appointment, develop and progress on a research agenda that contributes to the advancement of the MFT discipline and informs the clinical practice of relational therapy.
7. Present scholarship or otherwise participate at professional conferences, such as AAMFT, AASECT, APA, AFTA, and NCFR.
8. Disseminate research that reaches or impacts a wide variety of MFT practitioners, scholars, and clients.
9. Serve on committees within the CFT program, the Department of Psychiatry and Behavioral Health, UNLV, the MFT profession, and the greater Southern Nevada community that uphold the organizations' missions.
10. Remain clinically active so as to enrich course teaching and student supervision with direct experiential knowledge.
11. Full time faculty will maintain continuous membership in AAMFT.

Assessment of Educational Outcomes

Assessment Process

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

With our application for accreditation by COAMFTE and the initial self-study prepared in 2007, the faculty conducted a comprehensive review of the Student Learning Outcomes and assessment plan. The review resulted in a significant revision and refinement of the SLOs as well as the assessment plan. Fifteen 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 in 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 be specific faulty who have expertise in certain subjects, and an infusion of diversity throughout the curriculum. The assessment retreats also provide an opportunity to evaluate and improve the assessment procedures. The results of our most recent assessment retreats included refining and expanding the SLOs from fifteen to eighteen and the refining of FOs and EOs. Records of the annual assessment retreats and evidence of the periodic review process can be found in our faculty minutes from 12/9/11, 12/16/10, 6/29/09, and 12/17/08. The results of assessment can also be reviewed on the Provost's assessment webpage.
Since our original accreditation as a COAMFTE-Program in 2007, we have outlined ways to assess the program's effectiveness and revised our mechanisms for assessing our effectiveness. At the time we had received accreditation, we were just beginning in our assessment process. Since then, we have learned what worked in our assessment, what did not work, and developed new strategies

in order to accurately measure our program, student learning, and faculty outcomes. The data from our assessments were used to improve the assessment procedures as well as to make improvements to theprogram.

Formal Procedures

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

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

Evaluation of the Student Learning Outcomes occurs through an analysis of items from the Exit Survey, completion of 500 clinical hours, CFT 773 and CFT 776 Instructor/Supervisor Evaluation Form Composite, Professional Responsibility, Conceptualization and Skills and Abilities subscale, Maturity and Integrity subscales, items from Course Evaluations, scores from the MAKSS-R inventory, student grades of B or better in key courses, and individual student semester grades.
In order to evaluate the Faculty Outcomes, we use our Course Evaluations, the program director Evaluation, key questions on CFT 773 & 776 Student Evaluation of Supervisor, review of course syllabi, and items from the Faculty Outcome Survey.

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 directly to the Assessment Coordinator or program director . 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.

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The program uses four main measures of student diversity achievement. One is the performance of students in the multicultural course (CFT 725). The second is a newly implemented measure of cultural competency, the Multicultural Knowledge Awareness Skills Survey (MAKSS-R) that is administered as a pre- and post- test in CFT 725. Third, supervisors review how well students perform in their practica and internships in dealing with issues of diversity and multiculturalism. Fourth, students report upon their own level of increased competency in interacting appropriately with diverse clients in practicum and internship using the same criteria as the supervisors used.

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

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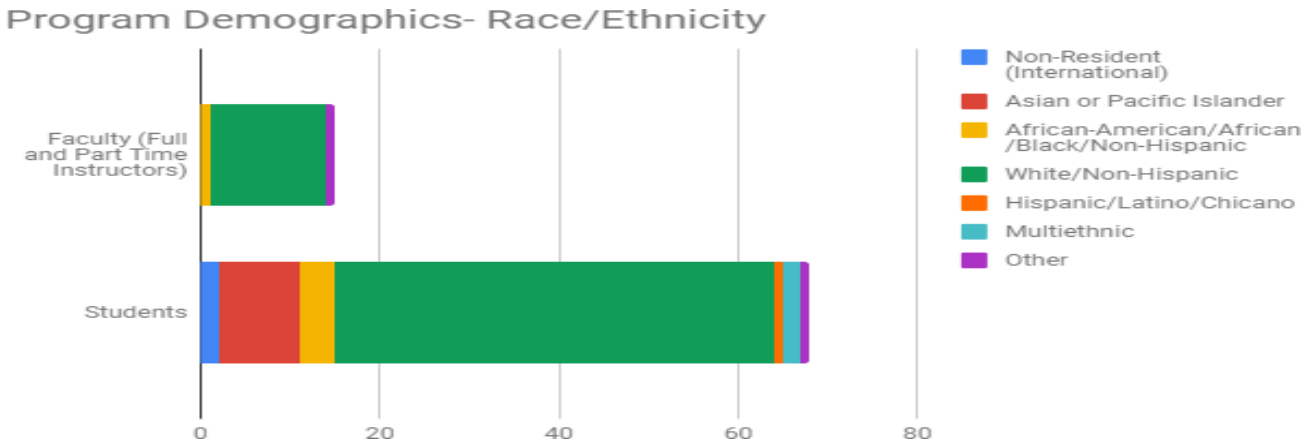
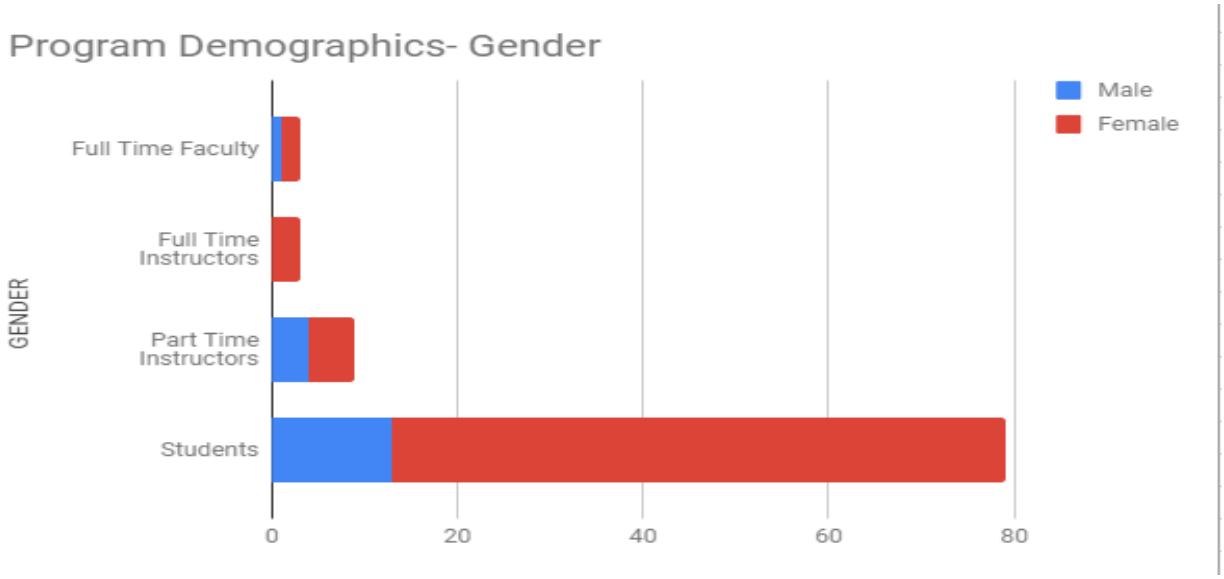
Program Demographics 2016-2018





NOTE: All full time faculty and full time instructors serve as supervisors. Most part time instructors also serve as supervisors.

PROGRAM DIVERSITY INCLUSION/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.

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(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 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.

See the information on the next few pages:

Cost Breakdown

Total Credits for the Year	Year 1	Year 2	Year 3
Fall Semester	9	9	6
Spring Semester	9	9	
Summer	9	9	

Sample of Estimated Tuition Fees:

Credits	Fee / cost per credit	Other costs	Total
Fall Semester	Technology: $11 per credit **($99)** Student Services: $5.50 per credit **($49.50)** Graduate Student Registration: $274.75 per credit **(274.75*9) = 2472.75** **DIFFERENTIAL TUITION FEE: $172.50 per credit ($172.50*9) = $1552.50**	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 New student fee: $35	**$4295.75 + Fees = $4929.75**
Spring Semester	Technology: $11 per credit **($99)** Student Services: $5.50 per credit **($49.50)** Registration: **$274.75** **(274.75*9) = 2472.75** **PLUS DIFFERENTIAL TUITION FEE** **$172.50 per credit ($172.50*9) = $1552.50**	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	**$4894.75**
Summer	($274.75 * 9) + (172.50*9) =	Per Semester costs: Facility : $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	$494 $2472.75 +$1552.50 = **$4519.25**

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Year 2			
Fall Semester	Technology: $11 per credit **($99)** Student Services: $5.50 per credit **($49.50)** Registration: **$274.75** **(274.75*9) = 2472.75** **PLUS DIFFERENTIAL TUITION FEE** **$172.50 per credit** **($172.50*9) = $1552.50**	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	**$4894.75**
Spring Semester	Technology: $11 per credit **($99)** Student Services: $5.50 per credit **($49.50)** Registration: **$274.75** **(274.75*9) = 2472.75** **PLUS DIFFERENTIAL TUITION FEE** **$172.50 per credit** **($172.50*9) = $1552.50**	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	**$4894.75**
Summer	($274.75 * 9) + (172.50*9) =	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	$494 $2472.75 +$1552.50 = **$4519.25**

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Year 3			
Fall Semester (Last)	Technology: $11 per credit **($66)** Student Services: $5.50 per credit **($33)** ($274.75 * 6) + (172.50*6) =1647++1035 = 2682	Per Semester costs: Facility: $223 International: $145 Health: $72 CAPS: $25 GPSA: $18 Study Abroad: $2 Rebel Recycling: $1	2682 + Fees = **$3267.00**
Add Medical Insurance			
Year 1			$2,448.66
Year 2			$2,448.66
Year 3			$2,448.66

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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 **each** October in order to remain eligible for any scholarships, grants, or other financial assistance.

Graduate Assistant 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. The GA office has been set aside for work when on campus. It is not a place to socialize with other students. Of course, other students may stop by for quick conversations, but the workroom is for work.

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: www.aamft.org.

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.** The program officially begins in the fall, and enrollment is expected to occur in the fall term. If there is a faculty member whose research interests are more congruent with a student's interests, the student may change their advisor.

Consultation with an Advisor is required for the following steps toward successful completion of the CFT master's degree:
1. 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).
2. Selecting and registering for courses each semester.
3. Deciding 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.
4. Changing a previously submitted Plan of Study Form.
5. Filing an application for Internship.
6. Completing the Capstone Experience and preparing for the oral presentation
7. Filing 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.

Changing Advisors

In addition to selecting a permanent Advisor after their admission, should the need arise, students may request an Advisor change at any point in the program. The procedure for changing Advisors is as follows:
1. Contact the prospective Advisor to ascertain his/her availability and agreement to the proposed change.
2. Obtain his or her signature on a "Request for Advisor Change" form (available in the CFT program office).
3. Submit the form to the program director for signature. The student will be notified when the request is approved or denied. Changes to thesis committee members must also be submitted to the Graduate College using forms in the Grad Rebel Gateway portal.

Filing Plan of Study Forms

With the consultation and approval of the Advisor, all students must prepare a Plan of Study Form 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 (this is typically done during the first fall semester).

Students must also submit a Plan of Study Form (Parts 1 & 2) to the Graduate College. This must be submitted no later than the first week of the semester in which the student plans to graduate. All forms may be located in the Grad Rebel Gateway portal.

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

Program Timeline

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.

Initials _____

Course No.	Course Title	Human Develop	Fam Dynam	Systems	Interac Theories	MFT theory	Research	Culture
CFT 701	Introduction to MFT							
CFT 720	Counseling Across the Lifespan							
CFT 725	Diversity in MFT							
CFT 731	Substance Abuse in MFT							
CFT 759	Family Dynamics							
CFT 762	Diagnosis in MFT							
CFT 771	Ethical and Legal Issues in MFT							
CFT 779	MFT Research Seminar							
CFT 719	Sexual Issues in MFT							
CFT 750	MFT Capstone							
CFT 749	Thesis							
CFT 763	Family Systems Theory							
CFT 764	Principles & Practices of MFT I							
CFT 765	Principles & Practices of MFT II							
CFT 773	MFT Practicum							
CFT 777	Couple Therapy							
CFT 776	Internship in MFT							

Initials _____

Sample Course Sequencing

Year 1		
Fall	**Spring**	**Summer**
CFT 764 Principles & Practices of Marriage and Family Therapy I	CFT 765 Principles & Practices of Marriage and Family Therapy II	CFT 773 Marriage and Family Practicum
CFT 763 Family Systems Theory	CFT 771 Ethical and Legal Issues in Marriage and Family Therapy	CFT 720 Counseling Across the Life Span
CFT 762 Diagnosis in Marriage and Family Therapy	CFT 701 Intro to Marriage and Family Therapy	CFT 759 Family Dynamics

Year 2		
Fall	**Spring**	**Summer**
CFT 773 Marriage and Family Therapy Practicum	CFT 725 Diversity in Marriage and Family Therapy	CFT 776 Internship in Marriage and Family Therapy
CFT 777 Couples Therapy	CFT 773 Marriage and Family Therapy Practicum	CFT 731 Substance Abuse
CFT 779 Marriage and Family Therapy Research Seminar	CFT 719 Sexual Issues in Marriage and Family Therapy	CFT 750 Capstone *

Year 3
Fall
CFT 776 Internship in Marriage and Family Therapy
CFT 750 Capstone *

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

** Students who meet p rogram standards to do a thesis will sign up for 6 credits of CFT 749 instead of CFT 750.*

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.

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See the Graduate Catalog for program requirements.

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

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

Graduate Study Timeline

The Graduate College has a very specific timeline for advancing through your graduate program in the proper sequence. Please consult the Graduate College website at http://graduatecollege.unlv.edu/current/guidance/ 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. Admission preference is given to full time students.

Applying for Graduation

The Application for Graduation must be completed in order 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 of 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.

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 either separate the student from the program or place the student on probation. See the Probation and Separation section of the Graduate Catalog for more information.

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

Faculty advisors will monitor the progress of their advisees. When an advisor has determined that an advisee has not been making satisfactory progress, the student's record will be evaluated and a recommendation will then be forwarded to the program director for action. A grade of Incomplete (I) is given only in extenuating circumstances. An incomplete is not a substitute for an F. Students given an incomplete should be able to receive a passing grade based upon the work completed thus far. The incomplete must be removed in one calendar year or it reverts automatically to an F. Students are responsible for initiating completion of the incomplete grade. See the Graduate Catalog for further details.

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the Graduate Catalog.

Student Demeanor and Conduct Policy
Professional behavior is required of students at all times. This is especially true for students in Practicum and Internship, because these students are, for all intents and purposes, functioning as professional therapists despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given student's appropriateness and preparedness for the professional role. Student readiness for practicum, internship, and graduation will be assessed by the faculty, including the following personal characteristics that have been identified as being critical to therapist success: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, E. (1999). The world of the counselor. Pacific Grove, CA.: Brook/Cole.). In addition to these personal characteristics, students are expected to open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes in interactions both in the classroom and outside of it. UNLV's Office of Student Conduct is one of the places a student or faculty may consult should they experience problems with another student. Their website is: http://studentconduct.unlv.edu/.

In cases where a student has been discriminated against or experiences sexual harassment, such a report must be made to UNLV's Title IX Officer or other Title IX deputies. In general, the program director will be responsible for making such a report. Please alert the program director to these situations.

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

Ethical Standards
The Program adheres to the American Association for Marriage and Family (AAMFT) Code of Ethics. Copies of this code are readily available in a variety of places, including many texts used in therapy classes and on the AAMFT website at: http://www.aamft.org/resources/lrm_plan/ethics/ethicscode2001.asp. Important areas of ethical concern for students are confidentiality and multiple relationships. The former requires that a student not discuss clients, cases, or confidential information about other students outside of a professional setting. The latter refers to any relationship simultaneously developed with a client beyond the therapy room. Any violation is gravely serious and will be treated as such. Ethical breaches are grounds for separation from the Program and for reporting the violation to the professional organizations of which the student is a member, and although not a certainty, such action is a very real possibility. Not reporting an event to CPS in a timely way may be an ethical breach. In the event you are unsure about whether to report a clinical even, you should immediately contact the clinic director or their surrogate, and

the supervising therapist by phone.

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

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

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

Student Review

Each spring term, graduate students are required to complete the Graduate Student Annual Review survey. This survey will be sent by the Graduate College to the student's Rebelmail account. The review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

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) and begin corrective action. The faculty as a group may suggest the corrective action steps 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 corrective action 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.

Corrective Action Process

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 individual faculty member. 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 has the option 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, procedures, or supervisory directives, **the faculty has 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.**

2. Student/Faculty Conference: Faculty member will initiate a student/faculty conference and document this meeting, including any agreed upon corrective action. 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 being separated from the program. **Be advised that is the issue of concern is one related to use of supervision feedback, the CAP may also include a temporary suspension of clinical privileges as described above**.

3. Corrective Action Meeting: The faculty member brings the student concern to the attention of the program faculty. Faculty discuss the situation and concerns and recommends a corrective action plan. Proceedings of the meeting are recorded (either in Faculty Meeting Minutes or Corrective Action Meeting Minutes). The student will be given the opportunity to present any evidence in defense of his or her conduct. Should any faculty member deem it necessary, he or she can call a Corrective Action Meeting with all of the faculty at any time.

4. Advisor/Student Conference: The advisor schedules a meeting with the student and meets with the student and either the Graduate Coordinator or program director. The advisor informs the student of the Corrective Action Plan (CAP) and documents this meeting.

5. 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

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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. **Failure to comply with the CAP could result in students being given 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 6, 7, or 8. Be advised that if the issue of concern is one related to use of supervision feedback, the CAP may also include a temporary suspension of clinical privileges as described in Step 6.

6. 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.

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. **Be advised that if the issue of concern is one related to use of supervision feedback, the CAP may also include a temporary suspension of clinical privileges as described above.**

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.

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

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.
4. If the candidate is not satisfied with the program director's decision, the candidate may appeal to the Graduate College using the existing appeals process. Visit the Graduate College website for more information.

Grades

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 (see step 4).
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.
4. 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.

Transfer of Credits

Not more than one-third 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:
1. Contact his/her 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.
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.
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.
4. 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:
1. Contact the faculty member and address his/her concerns directly with the professor.
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. If the concern is with the program director, the student may proceed to the Graduate College appeal process (see Step 4).
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.
4. 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 he or she has 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. If further action should be taken, the student should then file a written complaint using the UNLV Discrimination Complaint Form, which can be located on http://hr.unlv.edu/forms/ The student shall then submit the written complaint to the Human Resources (HR) Affirmative Action Officer (see step 3 for how to locate HR personnel).
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 any chair or dean, or Human Resources representative.
4. The student may obtain further information regarding the UNLV Sexual Harassment Policy at https://www.unlv.edu/hr/policies/harassment

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 895-0866 or visit https://www.unlv.edu/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 https://www.unlv.edu/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. The Registrar's Office must receive notification to change a grade due to clerical error within 60 calendar days from the last day of the term/semester. 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.

Inactive Students

See the Continuous Enrollment section of the Graduate Catalog.

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

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

Family Educational Rights & Privacy Act
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See https://www.unlv.edu/registrar/ferpa for more information.

Student Contact Policy

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

Additional Program Information

Culminating Experience
The Couple and Family Therapy Program requires students to successfully complete a final a culminating experience. 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. Throughout the thesis process, you will be required to complete several tasks. These include forming a thesis committee, writing a research prospectus (proposal) and defending it orally to your committee to obtain their approval for your study, conducting the study, analyzing the data, writing your thesis, completing an oral defense, ascertaining formatting approval, and turning in your thesis to the university formatting person.

It is important to note that the thesis always take longer than you may anticipate, so start earlier and be realistic about your timeline and your ability to complete it. Once students begin the thesis process, you will not be allowed to switch to the other capstone experience because of the serious amount of work it takes for the student, faculty, graduate college, and registrar to make the change. Therefore, the thesis option will only be extended to students who are planning on pursuing doctoral work within 2 years of completion of the master's degree. 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 who meet these criteria and wish to pursue the thesis must also complete an "Application to Conduct Master's Thesis" to the faculty for consideration. The elements of this application include a brief description of the proposed research topic, a justification for the research, as well as submission of a writing sample. An application can be obtained from your faculty advisor.
Note: 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

General Description of the Clinical Portfolio. As your capstone experience in the program, you will compile a portfolio which demonstrates your journey as a developing therapist. The clinical portfolio provides an opportunity to describe

your personal growth and transformation. It requires you to articulate your knowledge of professional skills, values, and expected competencies in a way that showcases your therapeutic self, your belief system, and what you do as a therapist.

General Description of the Research Portfolio. As your capstone experience in the program, you 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. The portfolio is an opportunity to demonstrate your knowledge of professional skills, values, clinical application and expected competencies in a way that showcases specific examples highlighting relevant experiences and samples of your work. Collaborating with a faculty member means that you find a faculty member whose research topic interests you, and you are willing to make a commitment to consistently be available to assist that faculty member. Your degree of involvement will determine whether you earn authorship as discussed between you and your faculty mentor. You 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.
Although there is not a specific page requirement for the written portion of this portfolio, the general rule is that you are to write a well-referenced, well-written portfolio which addresses the content areas outlined below, and then present the salient elements of your portfolio to an CFT faculty committee. Any student who does not complete a Clinical Portfolio, Research Portfolio, or Thesis WILL NOT earn his/her degree.

Practicum Information

Practicum Requirements

The practicum is the culminating training experience in becoming a competent marriage and family therapist. The curriculum has been designed to prepare students for their clinical work and their role as a professional in the field. Student readiness for practicum will be assessed by the faculty. Your clinical training is the primary focus during your second year, and the expectation is that you will plan your schedule to be maximally available to see clients in the evening hours.
Because the program requires 500 direct clinical hours, the expectation is that students will accumulate a minimum of 50 contact hours per practicum experience, with a target of 100 hours per semester. A minimum of 200 of the 500 clinical hours must be relational (couple and/or family). It is the student's responsibility to track the ratio of individual to relational hours. Students are required to use appropriate documentation for logging clinical and supervisory hours. Students are expected to maintain their client caseloads, even if they meet the minimum 50 contact hours in any given practicum.
Students not completing their clinical hour requirements during a given practicum will be assigned a grade of "X." Upon completion of clinical hour requirements, students should contact the practicum instructor who gave the "X" and make arrangements for a grade change.

Practicum Assignments

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

Advanced Family Practicum
CFT 773 is the Advanced Family Practicum and is designed as a three-semester sequence. The course is designed to help MFT students to build upon academic experiences to work with individuals, couples and families. Student Marriage and Family Therapists will provide therapy services in the Center for Individual, Couple, and Family Therapy under direct faculty supervision.

Once you begin your practicum experience the program will become much more demanding of your time. In order to complete the requisite number of hours it is essential that you be available to see clients 4 nights per week. You may not have clients on 4 nights, but the expectation is that you will be available when there is space in the clinic and clients are available.

• Students may conduct co-therapy under the direction of the practicum 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 or families) throughout each semester in the Center

(a minimum of 50 direct client hours per practicum experience).
• 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 toward the 50 direct client hours.
• Group supervision is scheduled for minimum of 1-1/2 hours per week with the Advanced Family Therapy Practicum instructor.
• Students also schedule one hour a week of individual supervision with the supervisor; additional supervisory hours will occur according to student need and the discretion of the faculty supervisor.
• All therapy sessions must be recorded; tapes/DVDs should be brought to supervisions sessions.
• Students are required to obtain and maintain liability insurance. Proof of insurance must be on file with the Center for Individual, Couple, and Family Counseling prior to contact with clients.
• Students are expected to maintain a caseload of 5 - 8 cases and provide services to clients over the entirety of the semester, regardless of how many hours they have accrued.

Clinical Requirements

You MUST meet and carefully DOCUMENT the following:
1. 500 total hours of client contact hours are required (practicum + internship) in the Center for Individual, Couple, & Family Counseling or at a Program approved internship site.
2. At least 200 clinical hours will be with couples and/or families.
3. You must receive at least 100 hours of face to face supervision.
4. You receive a ratio of 1 supervision hour to every 5 clinical hours.
5. Supervision must occur weekly when you have direct clinical contact.
6. Individual supervision must occur at least every other week when seeing clients.
7. Group supervision shall not exceed 10 students per group.
8. Individual supervision shall not exceed 2 students per session.
9. The type of supervision you receive: case report, direct observation, video, or audiotape. At least 25 hours of supervision will be based on direct observation, video, or audiotape.

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 a 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. 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. You should also keep a copy of all your clinical hours in the event the form is lost or misplaced.

SEE APPENDIX C

Internship Information

Internship Requirements

Internship is the opportunity for students to accrue the remainder of the required 500 direct client contact hours not obtained during practica courses. Internship activities will take place at CFT program approved internship sites within the community. Approved internship sites must provide interns with the opportunity to work with individuals, couples, and families. During your internship, students are enrolled in CFT 776 for the purpose of receiving group supervision on clinical issues and professional development. Attendance at this course is required throughout the semester, regardless of accrued hours.

Students not completing their clinical hour requirements in during a given internship will be assigned a grade of "X." Upon completion of clinical hour requirements, students should contact the internship instructor who gave the "X" and make arrangements for a grade change.

Eligibility for Internship

Applications for internship must be filed by the appropriate deadline. Students will not be permitted to register for internship unless an application is on file with all the necessary program and faculty approvals. Students are required to consult with their advisor regarding these applications in order to ensure that all prerequisites have been met prior to participation in this experience. Applications may be obtained in the program office. Students must choose an internship

site approved by the CFT program. The program maintains a list of approved internship sites. Students opting to use a site not listed on the already approved internship site list are responsible for making sure that the prospective site takes the requisite steps for becoming an approved site. Completed materials must be submitted to the internship coordinator for approval as an internship site.

Enrollment in Internship

In the semester prior to beginning internship, students should select an internship site in consultation with the advisor that is consistent with their needs. All internship sites must be approved by a faculty committee (a current list of approved sites is available in the program office). Students are expected to contact approved internship sites and 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. Should a student decide to take an internship opportunity in the spring of their second year, they are also responsible for maintaining at least 2 cases in the CICFC and must continue to receive both practicum supervision as well as internship supervision at their site.

Internship Supervision

The site supervisor will conduct supervision of the student's therapy activities. Administrative supervision will be the responsibility of the program faculty and will include at least one visit each semester to the internship site at which the intern is working. The internship course will follow a group supervision format. If the site does not have an approved supervisor or equivalent, the intern will need to seek supervision from a faculty member as part of the internship course on an individual basis. **Students not attending supervision weekly may have their grade dropped, clinical privileges suspended, or be separated from the program.**

Student Internship Requirements

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

Field Supervisor Criteria

Supervisors of marriage and family therapy students must:
• An AAMFT Approved Supervisor or
• An AAMFT Approved Supervisor Candidate, or
• Meet the CFT program's AAMFT Approved Supervisor equivalency requirements
AAMFT Approved Supervisor Equivalency Criteria

In order for a supervisor to considered equivalent to an AAMFT Approved Supervisor, the supervisor must meet the following criteria:

• Licensed marriage and family therapist or other mental health professional in the State of Nevada, with a minimum of 3 years post-licensure experience
• Have a graduate degree in marriage and family therapy or
• Documented graduate training in marriage and family therapy, with a minimum of 15 credit hours in MFT coursework which includes:

Family Systems Theory
Couples and Family Therapy Theory
Couples and Family Therapy clinical practice
• Documented AAMFT Approved Supervisor course or course in marriage and family therapy supervision
• Experience in supervision of marriage and family therapy.

Internship Site Criteria

1. 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.
2. The mission of the Internship site should be consistent with the CFT program's philosophy.

3. Clients served at the site should be appropriate for MFT students.
4. The site must be able to provide adequate regular supervision (supervisor on site and a minimum of one hour of individual supervision each week).
5. 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.
6. 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. Students who have a concern about their internship site must follow this process:

The CFT program faculty understand that sometimes issues arise at an internship site. If you have concerns about *any issue* related to your internship or site, the first thing you should do is complete the top half of the Internship Issue Form (found in Appendix F of Internship Manual, p. 25), submit it to the internship coordinator (via the box on my door) and request a meeting with the internship coordinator. Please include dates and times that you are available for this meeting, I will do my best to accommodate your preferences and contact you by email within 72 hours of receiving this form. During this meeting, you can present the issues occurring at your site to the internship coordinator, and the internship coordinator will advise you of the next steps he/she will 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 you feel it is necessary for you to leave your current site and obtain a new internship site, you can discuss this with the internship coordinator as well. In these situations, we want to be mindful of professionalism and client care. In the event that you need to change sites, the internship coordinator will advise you and help you 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 your internship progress or client care. Any relevant documentation can be attached to the Internship Issue Form.

LMFT Licensure

Information about licensure in the state of Nevada can be found at: http://marriage.nv.gov/. This material will be covered in your last semester during CFT 776. The intern licensure procedure for the State of Nevada requires applicants to:

1. Submit application with your application fee ($75)

2. Submit Official Transcript(s) (Graduate and Undergraduate Transcripts) to Board Office with academic coursework to date (these must be in sealed envelopes directly from the institution)

3. Request (3) letters of recommendation. Have those letters sent to the Board office directly or you can submit them in individually sealed envelopes with the author's signature across the flap. We will also accept these letters via email directly from the authors of the letters.

4. Follow the Background Check Procedure Process that's listed on the website
- http://marriage.nv.gov/uploadedFiles/marriagenvgov/content/Services/2015-10_BackgroundCheckProcedure.pdf

5. Once your application is received it will be **processed in 10-15 business days.** Once processed you will receive written correspondence **via email** of what has been received and still needs to be received. You will also receive a list of Board Approved Supervisors at that time.

6. Secure a Primary Supervisor and submit the completed Primary Supervisor Contract (please include a DETAILED plan and/or Supervision Contract).

7. Secure a Secondary Supervisor and submit completed secondary supervisor form.

8. Supervised Experience Form should be filled out by each Supervisor that you accrued hours under. **(If coming from**

another state).

9. Fill out the Summary of Supervised Experience **(if coming from another state)**.

Once the above items are received:

1. Board will conduct Academic Review of coursework and application (about 3-4 weeks before scheduled Board meeting)
2. Submit completed Licensed Mental Health Professional on-site form

3. Board office will contact you in regards to your Board Interview (about 2 weeks before Board Meeting, if you have passed Academic Review), which will include time, date and location.

TAKEN DIRECTLY FROM : http://marriage.nv.gov/Services/Licensing_Procedure/

NOTE: As licensure policies and regulations change on a regular basis, ALWAYS read the current regulations and policies on the http://marriage.nv.gov/ website. The UNLV CFT program is not liable for changes to policies that aren't reflected in this manual.

Licensure in another State Policy

Our UNLV CFT licensure in another state policy is that students have a responsibility to research the state requirements for licensure if they are moving to another state to obtain licensure. The UNLV CFT Program supports students who relocate out of state and will to the best of our ability provide resources for other state's licensure requirements.

For those that wish to transfer to another state to obtain licensure, you will need to consult with that state's licensure requirements. Students will be informed about obtaining licensure in other states during their CFT 776 course. Since your degree is from a COAMFTE accredited program, you 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.

Technology Use Policy

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. The UNLV CFT Program supports the use of technology in and out of the classroom for educational purposes. We expect that students will conduct themselves in such a manner consistent with the ethics and high standard of the profession of MFT.

The use of the following is allowed in classrooms:
• Laptops (without wifi engaged)
• Tablets (without wifi engaged)
•
Computers should be used for note-taking and only with the instructor's permission. Students using these devices for note- taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. 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:
• MP3 players
• iPods
• 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 such as checking email or social net working sites, web- surfing, or playing games because these diminish their—and their classmates'—engagement with instructional activities. This includes accessing wifi, surfing the internet, checking or posting in social media (i.e. Twitter, Facebook, or Instagram), sending emails or text messages.

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. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording. Students who need to use voice recorders for class lectures must receive the explicit permission of the instructor in order to do so.

Finally, at no time is it acceptable to make comments disparaging the reputation of a classmate, instructor, or other professional online or offline, in or out of class.

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.
If inappropriate usage of technology is brought to our attention, the instructor and/or faculty will take immediate action. If computers or similar electronic devices are used for texting, e-mail, or internet connection (without the explicit permission of the instructor), the instructor may revoke the privilege of using a computer in that class. Other potential consequences include but are not limited to: rescinding permission to use such devices at any time, losing participation points, dropping one grade level, initiation of an administrative drop of the course, and /or initiation of a corrective action plan process. Students with multiple violations of this policy may not be permitted computer use in any future classes.

The use of computers in the classroom is a privilege, not a right. Student behavior should be courteous, respectful of others, consistent with the expectations set forth by the university. Please know that we take student conduct seriously. It is inappropriate and unethical to disparage other professionals in any forum.

Social Networking Policy

The social media sites that the UNLV CFT program makes use of includes primarily YouTube and Facebook. Upon obtaining voluntary student permission (see attached UNLV CFT Digital Consent Form) the program regularly posts pictures and videos of CFT graduate program students on each of these sites. Please take a moment to read the consent, sign and return if providing consent. In addition, due to the influx in the use of social media as an educational and informational medium, UNLV has created a new policy for using social media within departments and programs. UNLV can and will monitor all of the content posted on institutional social media sites such as Facebook, Twitter, Tumblr, FourSquare, etc. The university and the CFT program reserve the right to delete posts which contains material that includes but is not limited to:

- Offensive unlawful, threatening, harassing, personal attacks or abusive posts
- Promotions by non-UNLV organizations
- Promotions for non-UNLV events
- Discounts offered to UNLV students, staff or faculty by non-UNLV organizations

Please take the following policy seriously as we would like to keep this as an educational, informative and above all, enjoyable medium for all of our CFT students/group members. This policy can also be found on the university's website at http://go.unlv.edu/directories/socialmedia.

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.

Our policy is that no illegal drugs, abuse of prescription drugs, or alcohol 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 and make a determination as to whether the report warrants further investigation and make a decision about how to proceed.

Policy on Students Impaired by Emotional or Mental Illness

If, in the UNLV CFT faculty members' judgment, a student is impaired by an emotional or mental state, which interferes with the student's ability to function safely in his/her coursework or clinical assignments, the faculty will meet to discuss implementation of the Corrective Action Plan process (see page 36). This process generally includes a meeting with the impaired student to discuss concerns, a discussion among the faculty related to the findings based on the

conversation, and a decision about whether to implement a Corrective Action Plan. The student may also be referred to the Office of Student Conduct, depending on the nature and severity of the impairment and the potential and/or actual harm that may have been inflicted on the client.

Referral of Impaired Students to Appropriate Agencies

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

A student aware of an impaired peer should take action to correct the problem on their own and discuss the problem with the program director and their clinical supervisor if the impaired individual is seeing 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.

Discipline Resources

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 Marriage and Family Therapy (NAMFT). 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: www.aamft.org.

Annual Review Procedures

Each spring term, graduate students are required to complete the Graduate Student Annual Review survey. This survey will be sent by the Graduate College to the student's Rebelmail account. The review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

University Resources

Professional Development Academy

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

Academic Success Center

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

Alumni Association

With an alumni base 120,000 strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Commencement Office

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

Office of Diversity Initiatives

The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity,

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

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

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

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

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

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

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

Office of Student Conduct
The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the UNLV Student Code of Conduct by:
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 UNLV Military and Veteran Services Center is staffed with veterans and GI Bill-experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. 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

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the Graduate Catalog:

- Academic Calendar
- Academic Policies
- Admission and Registration Information
- Degree Progression Policies & Procedures

In addition, the Graduate College website contains additional information regarding policies and procedures.

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

Handbook Information

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

Last revised	Revised by	Changes summary
August 2015	Katherine M. Hertlein	Reformatted to new Graduate College format
August 2016	Katherine M. Hertlein	Clarified transfer rules; added faculty information
August 2017	Katherine M. Hertlein	Updated faculty and program information
May 2018	Katherine M. Hertlein, Brandon Eddy, Carissa D' Aniello, Jean Griffin	Changed Program and course names throughout; added fee information; clarified polices, included program demographics, and updated non-discrimination policy
October 2018	Sara Jordan	Added Diversity Tables
Spring 2019	Sara Jordan	Updated information

Initials _____

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.

Furthermore, 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 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

INSTRUCTIONS: Read and sign above. Obtain your advisor's signature and leave this form with him/her to be placed in your file. You may request a copy for your records.

Initials _____

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:

1.1 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
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; or other terms and conditions of employment.

Initials _____

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 work place and the academic environment. Even one incident, if it is sufficiently serious, may constitute discrimination. One incident, however, does not necessarily constitute discrimination.

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**

Initials _____

Appendix C: Practicum and Internship Clinical Hour Recording Form

UNLV CFT PROGRAM - CLIENT CONTACT RECORDING FORM - PRACTICUM

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

Modality Definitions:

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

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

	Clinical Hours						Supervision Hours					
Site name	Modality	Indiv.	Couple	Family	Total Relational	Total Client Hours	Case	Live	Video	Audio	Direct Observ.	Total Supv. 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 Hrs
Monthly Totals	0	0	0	0	0	0	0	0	0	0	0
Previous Cumulative	0	0	0	0	0	0	0	0	0	0	0
New Cumulative	0	0	0	0	0	0	0	0	0	0	0

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

Student Signature: _____ Date: _____

Practicum Supervisor signature: _____ Date: _____

Initials _____

Initials _____