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INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Counseling program at the University of Colorado Denver. It is intended to clarify relevant information, policies, procedures, requirements and expectations. At student orientation or through faculty advisement, students admitted into the Counseling program are provided with information on how to access the handbook on our website. The listed courses, requirements, and policies for completion of the Counseling Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and/or requirements change, these new requirements may be applied to students who are already enrolled in the counseling program.

It is the responsibility of the student to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the Informed Consent in this handbook and submit it to your faculty advisor or to counseling program academic advisor for inclusion in your student file.

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**Participating/Honoraria Faculty**

To reach a Participating (adjunct/part time) Faculty member, please contact them using their CU Denver email address. Please call Academic Services for more information: 303.315.6353.

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COUNSELING PROGRAM INFORMATION

Description of Counseling Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, higher education, couple and family settings, private practice, and business settings. The programs in Couple and Family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program in Higher Education and Student Affairs aligns with the Council for the Accreditation of Standards. The overall philosophy of the Counseling program is to prepare master’s level counselors/therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

Counseling Program Mission Statement

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

Overall Objectives

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.

2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.

3. Who embody integrity and culturally sensitive ethics in their professional practice.

4. Who are committed to life-long learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

Current objectives of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled. In addition, students must have access to computer technology in order to participate in on-line coursework and communication within the program. Students will be expected to be able to use campus email, online learning management systems such as Canvas, word processing programs, and programs required to view course materials such as .PDF files. Students are encouraged to contact the Office of Information and Technology (https://www1.ucdenver.edu/offices/office-of-information-technology) if they would like additional training, support, or resources regarding the use of technology.
Specific Objectives

1. Assessment Skills
   a. Developmental and psychological stages through the life span.
   b. The referral process.
   c. Information gathering.
   d. Effective interviewing skills.
   e. Selecting and evaluating tests.
   f. Test interpretation.
   g. Diagnosing behavioral and psychological problems.
   f. Recognizing and addressing bias in assessment and seeking out instruments normed on culturally diverse groups.

2. Organizational/Administration Skills
   a. Conducting needs assessments.
   b. Identifying behavioral objectives and developing treatment plans.
   c. Planning comprehensive Counseling programs.
   d. Implementing Counseling practices and interventions.
   e. Evaluating Counseling programs and psychological interventions.
   f. Organizing a private practice.

3. Educational Counseling Skills
   a. Working with the educational curriculum.
   b. Academic advising.
   c. College planning.
   d. Vocational planning.
   e. Job planning.
   f. Curriculum consultation.

4. Career Counseling Skills
   a. Career development theories, and psychology of careers.
   b. Resume building.
   c. Life career planning.
   d. Utilizing career inventories.
   e. Career development computer programs.
   f. Career development activities and programs.

5. Personal Counseling Skills
   a. Psychological assessment and treatment planning.
   b. Rapport building and interviewing skills.
   c. Listening and effective intervention selection.
   d. Counseling theory and application.
   e. Counseling techniques and intervention practices.
   e. Referral procedures—suicide, incest, harm to self or others, etc.
   f. Diagnosis with DSM V.
   g. Substance abuse recognition, referral, and Counseling.
   h. Couple and family diagnosis and treatment.
   i. Competency in Counseling culturally diverse individuals and groups.
   j. Psychopharmacology
COUPLE AND FAMILY COUNSELING/ THERAPY PROGRAM INFORMATION

Description of Couple and Family Counseling/Therapy Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling/therapy work in clinical mental health settings, school systems, couple and family settings, private practice, and business settings. The program in Couple and Family Counseling/Therapy (MCFC) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and we are working towards accreditation with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The overall philosophy of the Counseling/Therapy program is to prepare master’s level therapists with academic, professional, and personal
credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling/therapy. The program requires three and a half (3.5) years to complete and students have a maximum of seven (7) years to complete the program.

**Couple and Family Counseling/Therapy Program Mission Statement**

The M.A. specialization in Couple & Family Counseling/Therapy at the University of Colorado Denver prepares students for careers as couple and family therapists who treat mental and emotional disorders, while promoting optimum relational health through a systemic, holistic approach. The focus of the CFT specialization is systemic and relational, with a commitment to fostering an open culture of social, relational and cross-cultural contexts of learning that are essential for effective therapist training. The CFT specialization prepares relational therapists who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Couple and Family Counseling/Therapy Program meets the COAMFTE 12.0 Accreditation Standards’ Foundational Curriculum Areas (FCAs):

**FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)**

This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

**FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)**

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

**FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)**

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, *marginalized, and/or underserved communities*, including developing competencies in working with sexual and gender minorities and their families as well as *anti-racist practices*.

**FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)**

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program’s mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

**FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)**
This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

**FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)**
This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

**FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)**
This area facilitates students developing competencies in traditional psycho-diagnostics categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

**FCA 8: Contemporary Issues**
This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program’s mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

**FCA 9: Community Intersections & Collaboration**
This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program’s mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

The **Couple and Family Counseling/Therapy Program and its curriculum meets the following PMFTP, AAMFT Code of Ethics, and AAMFTRB Exam Domains criteria:**

**Professional Marriage & Family Therapy Principles (PMFTPS): MFT Core Competencies**

**Domain I: Admission to Treatment**
1.1.1 Understand system concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

**Domain II: Clinical Assessment & Diagnosis**
2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple process; and family development and processes (e.g., family, relational, and systemic dynamics).
2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
2.3.3 Apply effective and systemic interviewing techniques and strategies
2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.

**Domain III: Treatment Planning & Case Management**
3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.4.3 Evaluate level of risks, management of risks, crises, and emergencies.
3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationships with clients, process for explaining procedures, and outcomes.

**Domain IV: Therapeutic Interventions**
4.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
4.2.2 Distinguish difference between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.

**Domain V: Legal Issues, Ethics & Standards**
5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.
5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

**Domain VI: Research & Program Evaluation**
6.3.1 Read current MFT and other professional literature.
6.3.2 Use current MFT and other research to inform clinical practice.

**AAMFT Code of Ethics: Standards**

**Standard 1.1** 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, or sexual orientation, gender identity or relationship status.

**Standard 2.2** Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual’s confidences to others in the client unit without the prior written permission of that individual.

**Standard 3.1** Marriage and family therapists pursue knowledge of new development and maintain competencies in marriage and family therapy through education, training, or supervised experiences.

**Standard 3.2** Marriage and family therapists maintain adequate knowledge of and adhere to applicable laws, ethics, and professional standards.

**AAMFTRB Examination Domains, Task Statements & Knowledge Statements**

**Domain 01: The Practice of Systemic Therapy**
1.02 Maintain consistency between systemic theory and clinical practice.
1.03 Integrate individual treatment approaches within systemic treatment approaches.
1.04 Integrate multiple dimensions of diversity and social justice within a systemic treatment approach.

**Domain 02: Assessing, Hypothesizing, & Diagnosing**
2.01 Join with the client system to develop and maintain therapeutic alliance.
2.05 Assess how individual members of the client system perceive impacts of relational patterns on the presenting issues.
2.17 Assess the impact of the developmental stage of members of the client system and the family life cycle stage on presenting problem formation, maintenance, and resolution.

Domain 03: Designing & Conducting Treatment

3.04 Develop a treatment plan reflecting a contextual understanding of presenting issues.
3.08 Select therapeutic interventions based on theory and relevant research (individual, couple, group, and family).
3.23 Integrate client's cultural knowledge to facilitate effective treatment strategies.

Domain 04: Evaluating Ongoing Process & Terminating Treatment

4.01 Use theory and/or relevant research findings, including culturally relevant research findings, in the ongoing evaluation of process, outcomes, and termination.
4.05 Develop a plan in collaboration with client to maintain therapeutic gains after treatment has ended.

Domain 05: Managing Crisis Situations

5.01 Assess severity of crisis situation to determine if and what immediate interventions may be needed.
5.17 Teach client techniques to manage crisis situations.

Domain 06: Maintaining Ethical, Legal, & Professional Standards

6.01 Integrate ethical codes of licensing boards, relevant professional organizations, and associations into professional practice.
6.12 Inform client of parameters of confidentiality and privileged communication to facilitate client's understanding of therapist's responsibility.
6.14 Consult with colleagues and other professionals as necessary regarding clinical, ethical, and legal issues and concerns.

Overall Program Goals

The Couple and Family Counseling/Therapy faculty are committed to the following program goals:

Program Goal #1 (Diversity & Cultural Responsiveness) Program will exhibit commitment to diversity and cultural responsiveness.

Program Goal #2 (Knowledge/Practice) Program educates students in a systemic paradigm and emphasizes the use of a systemic framework in their clinical practice.

Program Goal #3 (Research) Program is committed to educating students on research.

Program Goal #4 (Ethics) Program is committed to developing ethical practitioners.

Student Learning Outcomes

The following are the corresponding student learning outcomes for the Marriage, Couple and Family Counseling/Therapy program:

1. Students will demonstrate clinical competency in working in diverse settings and with diverse client populations.
2. Students will successfully pass the multicultural curriculum.
3. Students will demonstrate their knowledge of a systemic framework in a case application paper.
4. Students will apply a systemic framework in their clinical practice.
5. Students will develop a research proposal.
6. Students will learn to critically analyze common assessments in the field.
7. Students will show a commitment to professional ethical behavior in their clinical practice.
8. Students will complete program in a timely manner.
9. Graduates will be gainfully employed in the field.
10. Graduates will pass the National Marital and Family Therapy Exam.
Policy for Student Complaints of Faculty

If students have complaints regarding a couple/family faculty member, they should follow the following policy to address their concerns:
1. Email the faculty member outlining student concerns and request to set up an in person meeting with the faculty member to discuss these concerns. The student must initiate this email contact within 30 days of the end of the semester in which the incident prompting the complaint occurred.

2. The student can request that another faculty member be present at this meeting.

3. If the concern is not alleviated after the in person meeting, the student should send a detailed email to the Program Lead (or Associate Dean, if the complaint is against the Program Lead)
   This email should include:
   a. all correspondence with the faculty member that pertains to this concern,
   b. the student’s account of his or her concerns regarding the faculty member,
   c. the student’s account of the face-to-face meeting,
   d. what continues to concern the student. This email must be submitted to the program chair within 10 days of the in person meeting.

4. At that point, the Program Lead (or Associate Dean) determines the course of action. The Lead (or Associate Dean) will communicate this decision via email to the student within 14 days.

Couple and Family Counseling/Therapy Program Anti-discrimination Policy and Diversity Statement

We encourage applications from persons from a variety of sociopolitical contexts, such as racial and ethnic minorities, persons with disabilities, veterans, sexual and gender minorities, and individuals from a variety of religious and spiritual backgrounds. The couple/family faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and others’ experiences, beliefs and values. We seek to train counselors/therapists who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The AAMFT Code of Ethics statement regarding diversity includes the following: 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. AAMFT Code of Ethics Section 1.1

STUDENT PARTICIPATION IN PROGRAM GOVERNANCE

The Counseling/therapy program believes in the importance of student participation in the program’s governance. Therefore, 2 students from each specialty track will be elected by the students during the annual advising night meeting to be the Student Track Representatives. The role and qualification of the Student track Representative is as follows:

Qualifications:

1. Student Track Representatives must be students in good standing with a 3.0 or above GPA
2. Good communicators
3. Invested in ongoing professional development
Duties:

1. Participate in program meetings once per month
2. Collect information from fellow students regarding what is working and what is not working in particular track, academic resources, program climate, student services, etc.
3. Participate in brainstorming potential program enhancements to address students’ concerns during faculty meetings
4. Report back to the specific track student body in a professional manner information gathered during faculty meeting
5. Participate in program governance discussions such as class schedule, access to student resources, student services etc.

COUNSELING/ThERAPY FACULTY AND STUDENT EXPECTATIONS

1. Counseling/therapy courses are graduate level and are intended to prepare students for professional roles in the mental health field and higher education. Therefore, students should expect rigor in academic work. This means that there will be a minimum of two books per course and a minimum of four products (e.g. papers, projects, reviews, group projects, and presentations). Students should be prepared to use APA style (6th edition, second printing) for papers and will be expected to proofread papers for correct spelling, grammar and syntax. Failure to conform to these standards will result in lower scores on projects.

2. Students should adhere to their degree plans and take three or fewer courses per semester, especially if they are working full time. Students who desire to take a fourth class during a semester must submit a written request to their faculty mentor, who will present it to the full faculty for review for final decision. Students are encouraged to adjust their course load so they are not overextended. This guideline is stipulated in order for students to be able to devote sufficient time for adequate class preparation and learning.

3. Students who do not demonstrate the expected Counseling/Therapy skills in courses focused on skill acquisition by earning a B or better will be asked to repeat these courses until adequate skills are developed. Students may repeat a course twice. Failure to successfully complete the course a second time will lead to dismissal from the program.

4. Professional behavior is expected in class. Faculty expect students to complete reading assignments prior to class. Additionally, faculty expect students to come to class prepared for the day’s topics/discussions and to arrive on time. At a minimum, students should expect three hours of work outside of class per credit hour. In addition, students should exhibit a positive attitude, active learning style, receptivity to new ideas, openness to feedback, flexibility, and respect for faculty members and peers. Confidentiality is the norm for all classroom interaction. Therefore, in keeping with the ethical guidelines of the counseling/therapy professions, information that is discussed about students, clients or others affiliated with the counseling program is not to be discussed outside of the class or setting in which it originated. Cell phones are to be turned off and students are expected to refrain from holding side conversations during class lectures or activities. During class time, computer use should be limited to note taking or other specific class-related activities. Faculty reserve the right at any time to ask students to put away computers, tablets, smart phones, etc.

5. If students have concerns about faculty members, the first step is for the student to make an appointment with the faculty member in question to discuss the issues. If resolution is not reached then the student should contact the University Ombuds person at 303.556.4493. If the issue is related to
course grade students may follow the procedures for appeals via the Student Academic Appeals Committee. Please contact the SEHD Academic Services Center at 303.315.6300 for assistance with this process.

6. Students can expect faculty to return telephone calls and email messages within two business days of receiving them. If faculty are out of the office, they will respond to calls and emails within two business days of their return to the office. In preparation for a professional workplace, students are also expected to timely respond to telephone calls and email messages from faculty and others in the School. Students can expect faculty to return papers and exams within three weeks. Projects that are not picked up in the Academic Services Office (LSC 701) by students may be destroyed after one semester.

**SPECIFIC PROGRAMS & COUNSELING COURSE SEQUENCING**

**Counseling Course Sequencing**

Courses in the graduate programs in Counseling at the University of Colorado Denver are designed to provide a gradual and stratified skill-building experience, beginning with the introductory course in your particular track, and culminating with the internship experience.

With this in mind, core courses should be taken within the first 30-36 credit hours in the program. Furthermore, course sequencing is utilized to maximize the learning and skill-building process. Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year. Please consult the tables below for the information on courses not offered every semester.

**ALL COUNSELING/ THERAPY COURSEWORK MUST BE SATISFACTORIALY COMPLETED PRIOR TO APPLYING FOR PRACTICUM, EXCEPT COUN 5915 FOR SCHOOL TRACK STUDENTS.**

Any student who has not followed the above procedure and has registered for a class out of sequence may be administratively dropped from the class. There are several courses in the Counseling/Therapy curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>MAXIMUM PER SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5100</td>
<td>Counseling/Therapy Techniques 15</td>
</tr>
<tr>
<td>COUN 5110</td>
<td>Group Counseling/Therapy 15</td>
</tr>
<tr>
<td>COUN 5160</td>
<td>Techniques in Family Therapy 15</td>
</tr>
<tr>
<td>COUN 5910</td>
<td>Practicum Group Supervision 12</td>
</tr>
<tr>
<td>COUN 5930</td>
<td>Internship in Counseling/Therapy 12</td>
</tr>
<tr>
<td>COUN 6140</td>
<td>Counseling/Therapy w/ Children, Adolescents &amp; Parents 22</td>
</tr>
<tr>
<td>COUN 7100</td>
<td>Advanced Theories/Techniques in Psychotherapy 15</td>
</tr>
</tbody>
</table>

These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes.
### Possible Counseling/Therapy Electives (in addition to courses outside one’s track)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5120 Counseling/Therapy Grief and Loss</td>
<td>COUN 6100 Spiritual Dimensions of Counseling/Therapy</td>
</tr>
<tr>
<td>COUN 5825 The Business of Private Practice</td>
<td>COUN 6810 Advanced Multicultural Counseling/Therapy</td>
</tr>
<tr>
<td>COUN 5835 Gender and Sexual Orientation</td>
<td></td>
</tr>
</tbody>
</table>

### CRITICAL INFORMATION FOR CFT, CMH and SCHOOL TRACKS

<table>
<thead>
<tr>
<th>Comprehens  ive Exam</th>
<th>See CFT, CMH and School tracks COMPS info. To be taken as soon as all Core courses are completed. May complete thesis instead.</th>
<th>As soon as all Core courses are completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Counseling Experience</td>
<td>See Group Requirement. To be completed during or soon after COUN 5110</td>
<td>During or soon after 5110</td>
</tr>
<tr>
<td>COUN 5910 Practicum (6 credit hours)</td>
<td>Core</td>
<td>AFTER ALL CLASSES (5910 may be taken concurrently with 5915)</td>
</tr>
<tr>
<td>COUN 5930 Internship (6 credit hours)</td>
<td>Core</td>
<td>COUN 5910 (5930 may be taken concurrently with 5915)</td>
</tr>
</tbody>
</table>

### CRITICAL INFORMATION FOR HESA TRACK

<table>
<thead>
<tr>
<th>Comprehens  ive Exam</th>
<th>See HESA Track COMPS info. Taken once completed specialty courses</th>
<th>Once specialty courses are completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5940 Internship (6 credit hours)</td>
<td>HESA</td>
<td>Typically in 2nd year</td>
</tr>
</tbody>
</table>
# Couple and Family Counseling/Therapy

*(63 semester hours)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5010</td>
<td>Counseling/Therapy Theories</td>
<td>Core</td>
<td>FALL, SPRING</td>
<td></td>
</tr>
<tr>
<td>COUN 5100</td>
<td>Techniques of Counseling/Therapy</td>
<td>Core</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5110</td>
<td>Group Counseling/Therapy</td>
<td>Core</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5810</td>
</tr>
<tr>
<td>COUN 5150</td>
<td>Family Counseling/Therapy Theory</td>
<td>Core</td>
<td>FALL, SPRING</td>
<td>CFTC student or COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5160</td>
<td>Techniques in Family Counseling/Therapy</td>
<td>Interdisciplinary</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5150</td>
</tr>
<tr>
<td>COUN 5330</td>
<td>Counseling/Therapy Issues and Ethics</td>
<td>Core</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5180</td>
<td>Counseling Couples Therapy</td>
<td>Couple/Family</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5150</td>
</tr>
<tr>
<td>COUN 5400</td>
<td>Career Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling/Therapy with Individuals and Families</td>
<td>Core</td>
<td>FALL, SPRING</td>
<td></td>
</tr>
<tr>
<td>EDHD 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6000</td>
<td>Intro to Sex Counseling/Therapy</td>
<td>Couple/Family</td>
<td>FALL</td>
<td>COUN 5010, COUN 5100, COUN 5110, COUN 5150, COUN 5160 (5160 may be taken concurrently)</td>
</tr>
<tr>
<td>COUN 6140</td>
<td>Counseling/Therapy with Children, Adolescents and Their Parents</td>
<td>Interdisciplinary</td>
<td>SPRING SUMMER</td>
<td>COUN 5010, COUN 5100, COUN 5150, EDHD 6200</td>
</tr>
<tr>
<td>COUN 6150</td>
<td>Introduction to Emotionally Focused Therapy</td>
<td>Couple/Family</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5150, COUN 5160</td>
</tr>
<tr>
<td>COUN 6160</td>
<td>Advanced Assessment, Theory, and Treatment in Family Systems</td>
<td>Couple/Family</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5150, COUN 5160, RSEM 5110</td>
</tr>
<tr>
<td>COUN 6170</td>
<td>Issues in Family Studies</td>
<td>Couple/Family</td>
<td>FALL</td>
<td>COUN 5010</td>
</tr>
<tr>
<td>COUN 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL COURSE WORK</td>
</tr>
<tr>
<td>COUN 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>COUN 5910</td>
</tr>
</tbody>
</table>
### School Counseling
(63 semester hours)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5010</td>
<td>Counseling/Therapy Theories</td>
<td>Core</td>
<td>FALL</td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5100</td>
<td>Techniques of Counseling/Therapy</td>
<td>Core</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5110</td>
<td>Group Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5100, COUN 5810</td>
</tr>
<tr>
<td>COUN 5150</td>
<td>Family Counseling/Therapy Theory</td>
<td>Core</td>
<td>FALL</td>
<td>CFTC student or COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5280</td>
<td>Addictions Counseling</td>
<td>Interdisciplinary</td>
<td>SPRING</td>
<td></td>
</tr>
<tr>
<td>COUN 5330</td>
<td>Counseling/Therapy Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5400</td>
<td>Career Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5425</td>
<td>Multicultural &amp; Diversity Issues in Counseling/Therapy</td>
<td>Core</td>
<td>FALL</td>
<td>COUN 5010, COUN 5815, EDHD 6200, RSEM 5110, RSEM 5120</td>
</tr>
<tr>
<td>EDHD 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5815</td>
<td>Developing &amp; Implementing School Counseling Programs</td>
<td>School</td>
<td>SPRING</td>
<td>COUN 5010, COUN 5815, EDHD 6200, RSEM 5110, RSEM 5120</td>
</tr>
<tr>
<td>COUN 5915</td>
<td>Introduction to School Counseling</td>
<td>School</td>
<td>FALL</td>
<td>COUN 5815, COUN 5425, COUN 6230</td>
</tr>
<tr>
<td>COUN 6140</td>
<td>Counseling/Therapy with Children, Adolescents and Their Parents</td>
<td>Interdisciplinary</td>
<td>SPRING SUMMER</td>
<td>COUN 5010, COUN 5100, COUN 5150, EDHD 6200</td>
</tr>
<tr>
<td>COUN 6230</td>
<td>School Based Developmental Counseling and Prevention</td>
<td>School</td>
<td>SPRING</td>
<td>COUN 5100, COUN 5110, COUN 5400, COUN 5815, EDHD 6200, RSEM 5110, RSEM 5120</td>
</tr>
<tr>
<td>COUN 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>AFTER ALL CLASSES (5910 may be taken concurrently with 5915)</td>
</tr>
<tr>
<td>COUN 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>COUN 5910 (5930 may be taken concurrently with 5915)</td>
</tr>
</tbody>
</table>
### Clinical Mental Health Counseling

(63 semester hours)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5010</td>
<td>Counseling/Therapy Theories</td>
<td>Core</td>
<td>FALL SPRING</td>
<td></td>
</tr>
<tr>
<td>COUN 5100</td>
<td>Techniques of Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5110</td>
<td>Group Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5100, COUN 5810</td>
</tr>
<tr>
<td>COUN 5150</td>
<td>Family Counseling/Therapy Theory</td>
<td>Core</td>
<td>FALL SPRING</td>
<td>CFTC student or COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5330</td>
<td>Counseling/Therapy Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5400</td>
<td>Career Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling/Therapy with Individuals and Families</td>
<td>Core</td>
<td>FALL SPRING</td>
<td></td>
</tr>
<tr>
<td>EDHD 6200</td>
<td>Human Development Over the Life Span</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5160</td>
<td>Techniques in Family Counseling/Therapy</td>
<td>Interdisciplinary</td>
<td>Fall Spring</td>
<td>COUN 5010, COUN 5100, COUN 5150</td>
</tr>
<tr>
<td>COUN 5280</td>
<td>Addictions Counseling</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5820</td>
<td>Strategies in Agency Counseling</td>
<td>Clinical Mental Health</td>
<td>FALL SPRING</td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 7100</td>
<td>Advanced Theory and Techniques</td>
<td>Interdisciplinary</td>
<td>FALL SPRING</td>
<td>COUN 5010, COUN 5100, COUN 5820</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>COUN 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL CLASSES</td>
</tr>
<tr>
<td>COUN 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>COUN 5910</td>
</tr>
</tbody>
</table>
## Higher Education and Student Affairs
*(39 semester hours)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5070</td>
<td>Law and Ethics in Higher Education</td>
<td>HESA</td>
<td>SPRING odd years</td>
<td></td>
</tr>
<tr>
<td>COUN 5010</td>
<td>Counseling/Therapy Theories</td>
<td>Core</td>
<td>FALL SPRING</td>
<td></td>
</tr>
<tr>
<td>COUN 5050</td>
<td>Foundations of Student Affairs</td>
<td>HESA</td>
<td>SPRING even years</td>
<td></td>
</tr>
<tr>
<td>COUN 5100</td>
<td>Techniques of Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td>COUN 5010, COUN 5810</td>
</tr>
<tr>
<td>COUN 5130</td>
<td>Student Development Theory</td>
<td>HESA</td>
<td>FALL odd years</td>
<td></td>
</tr>
<tr>
<td>COUN 5400</td>
<td>Career Counseling/Therapy</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5500</td>
<td>Diversity in Higher Education</td>
<td>HESA</td>
<td>FALL even years</td>
<td></td>
</tr>
<tr>
<td>COUN 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling/Therapy with Individuals and Families</td>
<td>Core</td>
<td>FALL SPRING</td>
<td></td>
</tr>
<tr>
<td>HDFR 5003</td>
<td>Leadership and Organizations</td>
<td>HESA</td>
<td>FALL</td>
<td></td>
</tr>
<tr>
<td>RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5940</td>
<td>Internship in Higher Education and Student Affairs (6 credit hours)</td>
<td>HESA</td>
<td>SPRING</td>
<td></td>
</tr>
</tbody>
</table>

***This track does not lead to licensure as a Licensed Professional Counselor***
**COUPLE AND FAMILY COUNSELING/THERAPY COURSE SEQUENCING**

Courses in the graduate programs in Counseling at the University of Colorado Denver are designed to provide a gradual and stratified skill-building experience, beginning with introductory courses and culminating with the internship experience.

Course sequencing is utilized to maximize the learning and skill-building process. **Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year. Please consult the tables below for the information on courses not offered every semester.**

**ALL COUNSELING/THERAPY COURSEWORK MUST BE SATISFACTORIALLY COMPLETED PRIOR TO APPLYING FOR PRACTICUM.**

Any student who has not followed the above procedure and has registered for a class out of sequence may be administratively dropped from the class. There are several courses in the Counseling/Therapy curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>MAXIMUM PER SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5100</td>
<td>Counseling/Therapy Techniques 15</td>
</tr>
<tr>
<td>COUN 5110</td>
<td>Group Counseling/Therapy 15</td>
</tr>
<tr>
<td>COUN 5160</td>
<td>Techniques in Family Counseling/Therapy 15</td>
</tr>
<tr>
<td>COUN 5910</td>
<td>Practicum Group Supervision 8</td>
</tr>
<tr>
<td>COUN 5930</td>
<td>Internship in Counseling/Therapy 8</td>
</tr>
<tr>
<td>COUN 6140</td>
<td>Counseling/Therapy with Children, Adolescents &amp; Their Parents 22</td>
</tr>
</tbody>
</table>

These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes.

The following is of CAOMFTE’s Foundational Curricular Areas and the corresponding courses in our program:

<table>
<thead>
<tr>
<th>The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.</th>
<th>Current CU Denver courses *required courses for MFT program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FCA 1: Foundations of Relational/Systemic Practice, Theories &amp; Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)</strong></td>
<td>COUN 5150 * (Family Theory) COUN 5010 (Theories)</td>
</tr>
<tr>
<td>This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of</td>
<td></td>
</tr>
</tbody>
</table>

21
MFT, including evidence-based practice and the biopsychosocial perspective.

<table>
<thead>
<tr>
<th><strong>FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.</td>
</tr>
</tbody>
</table>
| COUN 5100 *(Techniques)*  
COUN 5160* (Family Tech.)  
COUN 5180* (Counseling Couples)  
COUN 5110 (Group)  
COUN 6150 (Intro to EFT) |

<table>
<thead>
<tr>
<th><strong>FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.</td>
</tr>
</tbody>
</table>
| COUN 5810* (Multicultural)  
COUN 6170* (Issues in Fam.) |

<table>
<thead>
<tr>
<th><strong>FCA 4: Research &amp; Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program’s mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.</td>
</tr>
</tbody>
</table>
| RSEM 5110 (Measurement)  
RSEM 5120* (Intro to Research) |

<table>
<thead>
<tr>
<th><strong>FCA 5: Professional Identity, Law, Ethics &amp; Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5330* (Ethics)</td>
</tr>
</tbody>
</table>
This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

| FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours) |
| This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan. |
| EPSY 6200* (Human Develop) |
| COUN 6000* (Sex Therapy) |

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

| FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours) |
| This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program’s mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area. |
| Current CU Denver courses |
| - COUN 5280 (Addictions) |

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

| FCA 8: Contemporary Issues |
| This area facilitates students developing competencies in practice within |
| COUN 6140* (Cnsl. Child, Adols, and their Families) |

| FCA 9: Community Intersections & Collaboration |
| This area facilitates students developing competencies in practice within |
| COUN 6140* (Cnsl. Child, Adols, and their Families) |
defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program’s mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in **multidisciplinary collaboration.**

| COUN 5400 (Career) |  |
PRACTICUM

ALL COUNSELING/THERAPY COURSEWORK MUST BE SATISFACTORIALY COMPLETED PRIOR TO APPLYING FOR PRACTICUM, EXCEPT COUN 5915 FOR SCHOOL TRACK STUDENTS.

The Practicum Manual and Clinic Policies Manual are available online from the Counseling Center website http://www.ucdenver.edu/life/services/counseling-center/resources/Pages/default.aspx
Click “Practicum Students” Tab

Submit Pre-Practicum Applications here: https://forms.ucdenver.edu/secure/sehd_practicum_application

Because of the intensity and time commitment required, Practicum is a 6 credit hour course. In order to provide adequate client load and supervision for students, Practicum enrollment will be limited to 40 students in the Fall and Spring semester and 15 students in the Summer sessions. Students must apply to Practicum by completing an online pre-practicum application. Due dates are as follows:

- Fall Practicum applications are due by April 15
- Spring Practicum applications are due by September 15
- Summer Practicum applications are due by February 15

The Practicum course and clinical experience meets the criteria of FCA1, FCA2, FCA3, FCA5, FCA7, & FCA9 of the COAMFTE 12.0 Accreditation Standards.

INTERNSHIP

The Internship for graduate students in the Counseling and Couple and Family Therapy fields is probably the most important and comprehensive professional experience in the Counseling program. The Internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the Internship experience, arrangements for the Internship are negotiated between the student, the on-site Internship supervisor, the Clinical Coordinator and the student's supervising professor at the University of Colorado Denver.

A manual of information about Internship is available online from the Counseling program Internship website (http://sehd.ucdenver.edu/cpce-internships). Prior to enrolling in the Internship, students must have successfully completed Practicum (COUN 5910).

Submit Internship Applications here: https://forms.ucdenver.edu/secure/sehd_internship_application

The Internship course and clinical experience meets the criteria of FCA1, FCA2, FCA3, FCA5, FCA6, FCA7, & FCA9 of the COAMFTE 12.0 Accreditation Standards.

HESA INTERNSHIP

The HESA internship experience is designed to provide students with an opportunity to gain practical experience in the field of higher education and student affairs, to help students expand their skill sets, and implement the theories and techniques learned in previous courses. Further, students gain experience in the development and assessment of interventions aimed at promoting access and equity. Students complete their internship in the administrative or student affairs office of an accredited institution of higher education. Students
receive permission to enroll in COUN 5940 from the HESA program coordinator, must have an internship placement, and must be in their second year of study.

**POLICIES AND PROCEDURES**

The listed courses, requirements, and policies for completion of the Counseling Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and/or requirements change, these new requirements may be applied to students who are already enrolled in the counseling program.

**New Student Orientation**

Mandatory new student orientation meetings are held in the fall and spring. The meeting is scheduled on the Friday prior to the beginning of each semester in order to reach all students. Orientation is held on Friday 8:30am – 4pm. Students are required to review online orientation specialty track videos prior to the face-to-face meeting. Orientations aim to:

- Provide new students with information about their respective programs.
- Provide new students with registration information.
- Introduce new students to the staff of the School of Education & Human Development Academic Services Center.
- Provide new students with resources for the School of Education & Human Development, the University of Colorado Denver, and the Auraria Campus.
- Begin discussions regarding multiculturalism and diversity.

**Advisement/Mentoring**

Each applicant admitted into the Counseling Program is assigned a faculty mentor. The name of the mentor is included in the applicant’s email informing them of admission to the program. It is recommended that students contact the faculty mentor soon after being admitted to the program. If a student wants to change mentors, a request is made to the faculty member desired as the new mentor. If the faculty member agrees, the faculty member submits the mentor change to the Student Service Center. The Change of Mentor form is available in Appendix C.

If students wish to change a track, they must meet with the program’s student services advisor to discuss the implications. A form, available in Appendix D, must be completed to change tracks.

**Grading Policies**

The standard letter grade policy is used in the Counseling Program. Students receiving a C or below in any of the clinical skill building courses: COUN 5100, 5110, 5160, 5910, 5930, 6140, or 7100 will be required to repeat the course and follow any remediation plan that may be developed to meet the students’ specific needs. If the student is not able to complete the skills course the second time with a passing grade, as well as follow through with a remediation plan, in a satisfactory manner, the student will be dismissed from the program.

If a student receives a grade of "I" (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than "failure" (F). Please see below for the SEHD Incomplete Policy. Students receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an "incomplete," as this policy may affect Financial Aid eligibility status. Grading policies for Practicum and Internship are available in the packets for these classes and vary slightly from the classroom grading policy.
Incomplete “I” Grade Policy

An Incomplete “I” is a temporary grade, which may be given at the instructor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

The following provisions for incomplete grades apply:

- The “Application for Incomplete Grade” may be obtained on the web at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx or in Academic Services.
- Instructors should submit a file copy of the “Application for Incomplete Grade” form when the Incomplete grade is assigned to Academic Services.
- The instructor submits the final grade on Change of Record form (available in Academic Services) and submits the form to Academic Services for processing.
- It is in the student’s best interest that incomplete grades be made up by the end of the following academic term. Incomplete grades must be made up and final grades submitted within one calendar year from the date Incomplete was recorded. Only under the most extenuating circumstances may an Incomplete be made up more than one calendar year from the date it is recorded and only with a dean’s approval.
- The course work may be completed while the student is not enrolled.
- Incomplete grades appear on the transcript for one year. Incomplete grades do not affect the grade point average. After one year, or at the time of graduation, Incomplete grades will change to ‘F’ and affect GPA.
- An Incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.
- Notation of the original incomplete status of the grade remains on the student’s transcript along with the final grade.
- An Incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the "I".
- An Incomplete should not be assigned where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. Rather, the course should remain ungraded or In Progress (IP) until the project is complete.

Grade Appeals Process

The steps in the University of Colorado Denver Counseling Program grade appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the appeals process through the Student Academic Appeals Committee in the School of Education & Human Development.
3. The student should contact the Academic Services Advisor for the Counseling Program for details on the SEHD Appeals Process.
Graduate Level Writing Expectation

APA Style Guide - VERY IMPORTANT RESOURCE- BOOKMARK NOW!

Counseling Program students are expected to write at a graduate level. The current APA writing style is required for all papers in counseling/therapy courses. Errors such as incomplete sentences, improper grammar and syntax, incorrect spelling, disorganization, failure to use APA style correctly, and failure to address required topics in papers are not acceptable. Papers containing substantive writing errors will not be read. Instead, such papers will be returned and students will be required to seek consultation with the writing center on campus and to resubmit the paper by the resubmission deadline provide by the instructor. Instructors will deduct points at their discretion per assignment for papers that, upon re-submission, still contain gross errors. It is the student’s responsibility to attain and demonstrate graduate level writing skills. The CU Denver Writing Center staff are available to assist students with improving their writing skills. The CU Denver Writing Center is located in North Classroom Room 4014 and can be reached at 303.556.4845 for more information visit http://www.ucdenver.edu/academics/colleges/CLAS/centers/writing/Pages/TheWritingCenter.aspx. Please allow writing center staff plenty of time to schedule your appointment.

Course Waivers

Students may not use work experience or professional development seminars in order to waive course requirements. Students may waive courses only when they have taken a similar graduate level course with equivalent content at another accredited institution; these may be courses that have been used to satisfy requirements of another Master’s degree. Students already admitted to the program who wish to waive courses must obtain a Course Waiver Form and submit the form to the program faculty mentor with appropriate documentation of the course (transcript, course syllabus, and course description). Students who waive courses must take an elective in order to satisfy the 39-66 (depending on your chosen area of emphasis) semester hour requirement for the Master's degree. Course waivers will not be evaluated until an admissions decision is made.

Course Transfers

Transfer credit is defined as any credit earned at another accredited institution either in the United States or abroad.

All courses accepted for transfer must:
a) Be graduate level (5000 or above);
b) Have a “letter” grade, courses in which the grading is either satisfactory/unsatisfactory or pass/fail are not accepted;
c) Have a grade of “B minus” or better;
d) Be validated by the faculty mentor to ensure that the courses were taken within a timeframe such that their content is considered “current”

Transferring credit requires an official transcript and a Transfer of Credit form. Note: All credit transfers must be approved by the faculty advisor and submitted to the Academic Services Center for a dean’s signature. For the M.A. program, only a total of nine semester credits can be transferred.

Leave of Absence
A student may take periodic leaves of absence from the Counseling program if unable to enroll in courses for two consecutive semesters including summer, and must request a leave of absence using the form at https://forms.ucdenver.edu/secure/sehd_coun_request_leave. Program faculty will review the student’s request and may approve it, disapprove it, or request that it be revised. Leave of absences have been approved for students who become new parents, assume new jobs, are recuperating from an extended illness, are coping with a disabling or medical condition, plan to be out of the country, and/or are serving in the military (on tour). Students may want to contact the University’s Disability Resource Services to determine whether or not an extension is available as reasonable accommodation. With an approved leave of absence, students are assured that they will be permitted to resume studies as planned. Students who discontinue coursework for more than three consecutive semesters, inclusive of summer, without arranging for a leave of absence will need to reapply to the program, and will be in competition with all other new applicants.

Re-Admission Policy

Students who are not granted a leave of absence and who do not enroll for courses in the Counseling Program for three consecutive semesters including summer must apply for re-admission to the Counseling Program. Students who are dismissed from the program are also eligible for re-admission. A student dismissed for academic reasons can reapply after six semesters. Such students must complete a re-admission application and request re-admission by writing a letter to the program faculty explaining their absence. To obtain more information about the re-admission process, please contact Academic Services at education@ucdenver.edu. The Counseling/Therapy Faculty have the prerogative to grant or deny re-admission and may stipulate the conditions under which re-admission and graduation from the program occur. Students have 7 years from the semester they are first admitted into the program to complete the degree, including any leaves of absence the student may take. Only graduate-level courses less than 10 years old (taken as a degree-seeking student, in non-degree status, or at another institution) may count toward the Master’s degree. The Counseling/Therapy Faculty will make all final course approval decisions.

Minimum 3.0 GPA required each semester

All COUN students must maintain an overall GPA of 3.0 each semester while they are in the COUN program. If students fall below a 3.0 GPA in any given semester, they will be placed on Academic Probation and will have two consecutive semesters in which to bring their GPA to a 3.0. Students who fail to bring their GPA to a 3.0 in the aforementioned timeframe may be dismissed from the program.

Admission Process Addendum

A background check will be conducted on all applicants to the Counseling Program. Admission to the program is contingent on a satisfactory background check. Students who fail to fully disclose civil or criminal charges or who falsify their applications in any way are subject to immediate dismissal from the program.

Policy Exceptions

Students who want to be granted an exception to any of the policies in the Counseling Program Student Handbook must submit the form at https://forms.ucdenver.edu/secure/sehd_coun_request_policy stating the nature of the request, the rationale for the request, and must attach relevant documentation. Such requests must be submitted to faculty mentors a minimum of 7 days prior to the monthly faculty meeting. Faculty as a whole will act on students’ policy exception requests. Be aware that absent of extraordinary circumstances, policies will not be waived.

Plagiarism
Plagiarism is defined as the inclusion of another author’s words, concepts, and illustrations in one’s own work, without properly acknowledging the creator of this content. Students are expected to submit class assignments, papers, and examinations that consist of their own ideas and to appropriately cite material taken from scholarly resources. Appropriate citations include the accurate identification of the original author in the body of a paper or assignment and an accurate description of the source of the material in the reference section. Within this process, it is critical that students understand how and when to appropriately paraphrase material and when to use and cite actual quotations from the original author’s work within APA standards (6th Ed., second printing or later). Self-plagiarism, the submission of an assignment or paper that was submitted for credit in another class, either in part or in its entirety, is also prohibited. Consequences for plagiarizing can range from a request to resubmit the class assignment, receipt of a grade of “F” for the course, or dismissal from the university.

**Reasonable Accommodation**

It is the policy of the University of Colorado to provide reasonable accommodation to qualified students with a disability. Whether a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Resources and Services (DRS) and the School. Accommodations may include assistance in identifying volunteer note-takers, alternative testing (extra time, scribe, reader), textbooks in alternate format (Braille, enlarged, digital-audio), priority registration and/or interpreters services. If a student wants to pursue an accommodation, they should contact the Office of Disability Resources and Services. (http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx). The office is located at 1201 Larimer Street, Academic Building1, Suite 2116. They can be reached via email at disabilityresources@ucdenver.edu or via phone at (303) 315-3510.

**Information on CU Care Team - Campus Assessment, Response & Evaluation (CARE)**

The Campus Assessment, Response & Evaluation (CARE) Team was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the campus Assessment, Response & Evaluation (CARE) Team. The CARE team’s purpose is to promote a safe productive learning, living and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at http://www.ucdenver.edu/care or call 303-352-3579.

**PROFESSIONAL DISPOSITIONS AND EXPECTATIONS**

**Counseling Program Monitoring Process**

Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the relevant Codes of Ethics of the American Counseling Association (ACA), its various divisions, the American Association of Marriage and Family Therapy, and the American School Counseling Association. Students should also be familiar with the Multicultural, Social Justice, and Advocacy Competencies, which can be found at www.counseling.org. These codes and competencies serve as guidelines for students and professionals in the field of Counseling and should be adhered to at all times.

The Counseling Program faculty expects prospective counselors/therapists to be concerned about other people, to be emotionally stable and psychologically well adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. **Further, we expect students to be committed to personal growth and professional development through opportunities provided in course work, group labs, supervision, assigned and self-selected readings, and personal counseling/therapy.** The Counseling Program faculty believes that it is ethically imperative that counselors/therapists are willing to do in their own lives, what they ask their clients to do.

The Counseling Program faculty have a responsibility to the students in the program, the profession, and the eventual consumers of counseling/therapy services provided by Counseling Program graduates, to monitor not only
students’ academic progress, but also the professional dispositions of students. ACA defines professional dispositions as “the commitments, values, beliefs, interpersonal functioning and behaviors that influence the counselor’s/therapist’s professional growth and interactions with clients and colleagues.” AAMFT provides guidelines of professional behavior via its Code of Ethics. These dispositions should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. The faculty has an ethical obligation to the public and the professions to ensure that any student who does not demonstrate sufficient professional dispositions receive corrective feedback. The counseling/therapy literature and family counseling/therapy continue to show that the most important aspect of counseling/therapy is the person of the therapist. The faculty of the Counseling Program therefore believes that it is their ethical responsibility to students, future clients, and the State of Colorado to train counselors/therapists who demonstrate the dispositions of an effective counselor/therapist, as detailed below, and who are culturally responsive and diversity conscious.

The following Professional Dispositions Review Form lists characteristics described in the literature as being desirable for professional counselors/therapists (adapted from Homrich, 2011). The development and dispositions of students in the Counseling Program are reviewed by faculty (Including core faculty, adjunct faculty, site supervisors, university and site staff, and other persons in supervisory or teaching roles) on an on-going basis. When concerns about a student’s dispositions arise, the form and process described below will be used to provide formal feedback and support the student’s development.

### PROFESSIONAL DISPOSITIONS REVIEW FORM

<table>
<thead>
<tr>
<th>DISPOSITIONS:</th>
<th>UNACCEPTABLE</th>
<th>ADEQUATE</th>
<th>EXCELLENT</th>
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<tbody>
<tr>
<td>1) Respects the privacy and confidentiality needs of others. (e.g. clients, peers, faculty, staff)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>1) Comments (note if unable to rate):</td>
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<tr>
<td>2) Understands and maintains ethical guidelines for counselors/therapists as published by the relevant professions and organizations.</td>
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<td>2) Comments (note if unable to rate):</td>
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<tr>
<td>3) Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.</td>
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<td>3) Comments (note if unable to rate):</td>
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<td>4)</td>
<td><strong>Remain open to ideas, learning, feedback, and change</strong></td>
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<td>4)</td>
<td>Comments (note if unable to rate):</td>
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<td>5)</td>
<td><strong>Cooperates with remediation plans and endeavors to adjust or improve behavior.</strong></td>
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<td>5)</td>
<td>Comments (note if unable to rate):</td>
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<td>6)</td>
<td><strong>Fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor/instructor or supervisor.</strong></td>
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<td>6)</td>
<td>Comments (note if unable to rate):</td>
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<td>7)</td>
<td><strong>Follows the procedures and policies of the Counseling Program and the School of Education and Human Development. Students are responsible for knowing and understanding the content of relevant material from official sources including syllabi, program handbooks, and University websites</strong></td>
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<td>7)</td>
<td>Comments (note if unable to rate):</td>
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<td>8)</td>
<td><strong>Engages effectively as a team member supporting the efforts of peers, faculty, and the SEHD.</strong></td>
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<td>8)</td>
<td>Comments (note if unable to rate):</td>
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<tr>
<td>9)</td>
<td><strong>Uses technology (including all hardware and social media) appropriately and ethically in all situations while respecting others who are present or impacted.</strong></td>
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<tr>
<td>9)</td>
<td>Comments (note if unable to rate):</td>
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I have discussed this evaluation with a faculty member
Students failing any skill-building course twice face immediate dismissal. Students’ development is evaluated and discussed by the faculty on an ongoing basis. If the faculty determines that a student’s professional dispositions are lacking, the form above will be completed by one or more faculty members and/or other relevant professionals (e.g. practicum supervisor, internship supervisor). Information and evaluation may be requested from instructors, supervisors, or other professionals working with the student.

After the Professional Dispositions Review Form is completed, the student will be contacted via email to arrange a time for an in-person meeting to discuss the evaluation(s). The meeting also includes the student’s faculty mentor. The student will be given paper copies of all forms at this meeting, and the meeting will provide an opportunity for the student and faculty to discuss the evaluation(s) and next steps.

If the person completing the form is the student’s faculty mentor, the student may request another faculty member be present at the meeting as well. If more than one faculty (or other professional) completes a Professional Dispositions Review Form regarding the same incident or time period, one of the individuals completing the forms will be designated to contact the student and discuss the forms in person.

1. The student is presented with a written copy of the Professional Dispositions Review Form(s) at the in-person meeting. The student and faculty will meet to discuss the form and any recommended remediation deemed appropriate or supports needed in order for the student to continue successfully in the program. The ratings will be discussed and explained and if further actions are required, a plan for completing those actions will be constructed. Specific within that plan will be a) the name of the person with whom the student will meet to carry out the plan, and b) the time frame for meeting with that person. Next, a specific plan and schedule for implementing the needed actions will be determined. A copy of the Professional Dispositions Review Form, any action plans, and a summary of any actions taken will be given to the student and copies will be placed in the student's file.

2. If a student receives more than one Professional Dispositions Review Form during any one semester OR receives a review form from more than one relevant professional (instructor, supervisor, etc.) during his/her program, the student will be required to meet with his or her faculty mentor to discuss a remediation plan. A copy of the Professional Dispositions Review Forms, the remediation plan and a summary of any actions taken will be given to the student and copies will be placed in the student's file.

3. If a student receives three Professional Disposition Forms or more during his or her course of study OR does not successfully follow a prior remediation plan, the student will be required to meet with his/her faculty mentor and two other faculty members to discuss consideration of continuation in the Counseling Program. If the faculty determines that the student's professional dispositions are inappropriate to the field of Counseling/Therapy, and such behaviors would be a detriment in working with others, the student will be denied continuance in the Counseling Program.

Semester Evaluations on LiveText:

All students in training are reviewed each semester by all teaching faculty on the following domains:
Skills: knowledge and skills in counseling program development and implementation with sensitivity to cultural variables, impeccable writing, and inclusion of research findings in clinical work.

Disposition: commitment to learning, sensitivity to social justice and equity issues and openness to learning. Student demonstrates a clear understanding of personal values, cultural identity, and has respect and sensitivity towards diversity issues.

Knowledge: completion of all reading assignments as well as adding additional research literature to class discussions and assignments.

Writing and APA formatting: quality of writing including application of APA, proper grammar, and clarity. Student demonstrates the ability to assign information well, information in writing is well articulated and explained. Student has the ability to summarize thoughts and feelings well.

SEHD Mission, Vision, and Goals: acknowledging and highlighting the mission and goals of the SEHD and incorporate these goals in the ongoing acquisition of knowledge and skills. Student also shows commitment to the equity and diversity standards established by the SEHD. These are clearly visible in written and oral communication and all assignments completed by the student.

These domains are evaluated using following rubric: Distinguished, Proficient, Basic, and Unsatisfactory. For more details on these evaluations, visit your LiveText account (www.livetext.com).

Evaluation of Practicum and Internship Students

Policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to for clinical work. Information concerning this process is found in the Practicum and Internship manuals.

Personal Therapy

The Counseling Program faculty believe that participating as a client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. **Experience as a client in personal therapy is, therefore, strongly recommended for the Counseling program.** Individual or group Counseling/Therapy should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional.

**Addressing Personal Concerns**—Counselor/Therapy educators may require students to address any personal concerns that have the potential to affect professional competency (ACA Code of Ethics, AAMFT Code of Ethics). Personal therapy may, at any time, be required by the program faculty for the student to continue in the program. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during his/her continuation in the program. The student has the right to choose his/her own therapists for this requirement. Students may see the Counseling Center Director for referral to services contracted with outside providers.

For information purposes, listed below is a sample of agencies that offer Counseling/Therapy services in the area:

- Boulder County Mental Health Center, Boulder 303-443-8500
- Human Services, Denver 303-832-5683
  Southeast Denver 303-368-8501
COUNSELING COMPREHENSIVE EXAMINATION

All students must complete a culminating experience in the form of a comprehensive exam or thesis as part of their Master’s program.

**CFT, CMH and School tracks**

All students in the CFT, CMH and School tracks are required to pass the Counselor Preparation Comprehensive Exam (CPCE), a national comprehensive exam, for the completion of their program. The comprehensive examination covers core curriculum areas in the Counseling Program and are taken after completion of CACREP core courses (COUN 5010, COUN 5100, COUN 5110, COUN 5150, COUN 5330, COUN 5400, COUN 5810, EDHD 6200, RSEM 5110 and RSEM 5120). Additional information is available at [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/COMPSandGraduation.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/COMPSandGraduation.aspx).

Students are required to complete an online application and pay the comprehensive examination fee. The application to take the Comprehensive Exam, including dates and deadlines, is available online at [https://forms.ucdenver.edu/secure/sehd_comps](https://forms.ucdenver.edu/secure/sehd_comps) and is due by Census Date for the semester that the student wants to take the exam. Census date is available on the Academic Calendar at [http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx](http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx).

In addition, students are required to make a comprehensive case presentation in their Internship class (COUN 5930) during their last semester of internship. Guidelines for such a presentation will be available from course instructors. Successful completion of the case presentation will also be included as part of the comprehensive examination.

The following content areas will be examined:

- Human Growth and Development
- Social and Cultural Foundations
- Research and Program Evaluation
- Helping Relationships
- Career and Lifestyle
- Appraisal
- Professional Orientation and Ethics
- Group Dynamics

The minimum passing score for the comprehensive exam is one standard deviation within the national mean (average) score for each administration of the exam.
**HESA Track**

Students in the HESA track complete a take home, case study based comprehensive exam. It is recommended that students take the comprehensive exam after completing all HESA specialty courses (students are allowed to take the exam while being enrolled in their final course). The comprehensive exam covers Law and Ethics in Higher Education, Diversity and Inclusion in Higher Education, and Student Development Theories. Students are required to complete an online application. The exam is offered in the Spring (April). The application to take the Comprehensive Exam is available online at [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/Comps-Graduation-Form.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/Comps-Graduation-Form.aspx) and is due by Census Date for the semester that the student wants to take the exam. Census date is available on the Academic Calendar at [http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx](http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx).

Students may choose to complete a thesis in lieu of the comprehensive examination. This option requires a thesis committee, an examination on the thesis material as well as any other material, and registration for COUN 6950 Master’s Thesis for four (4) semester hours. Students interested in completing a thesis should review the Master’s Thesis Option (next section) and touch base with their faculty mentor. Students who do not pass the comprehensive exam will be required to retake the exam before graduating. If a student fails the exam the first time, they may choose to do complete a thesis in lieu of retaking the comprehensive exam. If the student fails the exam a second time it will result in dismissal from the program and failure to earn the Master’s degree.

**Master’s Thesis Option**

In lieu of taking a comprehensive examination, the Counseling Program in the School of Education and Human Development encourages students enrolled in its M.A. Program in Counseling to write a thesis as the culminating exercise of their program of studies. Students who are considering doctoral studies at some future point in time are especially encouraged to write a thesis. Eligible students will be expected to follow a prescribed process in completing the requirements of the thesis option. An overview of the process is provided in Appendix G.

**Minimum eligibility requirements include:**

1. successful completion of all core and required concentration courses
2. overall GPA of 3.0 or higher
3. demonstrated ability to pursue research work, as evidenced by research papers developed in other Counseling Program coursework.
4. preliminary identification in discussion with student’s faculty mentor of a thesis topic or area of interest
5. agreement from two-three Counseling/Therapy faculty members to serve on the thesis committee

**GROUP REQUIREMENT**

CACREP accreditation standards (see below) require CFT, CMH, and School track students to participate in (not facilitate or co-facilitate) a group. Questions regarding a group's appropriateness for this requirement should be addressed to the student's faculty mentor.

Counseling/Therapy faculty have determined the following criteria for groups that meet this requirement:

1. The group must have an identifiable, consistent leader
2. Groups must have a mental health focus
3. Groups must be personally relevant for students (i.e. they must address issues that students are dealing with currently)
4. Students must participate as group members, not as facilitators or co-facilitators
5. Typically, students will complete the group requirement during COUN 5110. If they do not complete the requirement during this course, they MUST complete it after the course has been completed and prior to entering practicum.

6. The group facilitator/leader must sign off on the completion form certifying that students completed 10 hours in the group.

7. To document completion, students must submit the form at https://forms.ucdenver.edu/secure/sehd_coun_group_requirement.

CACREP STANDARD REGARDING GROUP COUNSELING: GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group Counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group Counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

GRADUATION REQUIREMENTS

Graduation upon completion of the course requirements is NOT automatic. Students are responsible for ensuring they have met the all graduation requirements. Once registration is available for the semester students intend to graduate, including summer, they may apply for graduation online in the UCDAccess student portal. An application for graduation is due by Census Date for the semester that the student intends to graduate. Census date is available on the Academic Calendar at http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx

Students who submit an online application for graduation and do not graduate that semester will need to submit another online application for the semester they plan to graduate. Graduation ceremonies are held twice a year (May and December), at the completion of the spring and fall semester.

PROFESSIONAL LICENSURE AND CERTIFICATION (Non-HESA tracks)

Individuals in the Counseling profession who practice in the state of Colorado may seek licensure as a professional counselor or as a marriage and family counselor/therapist. To aid students in planning their professional careers, the requirements of our counselor training program correlate with the educational and clinical requirements for licensure in Colorado. If a student adequately completes the courses required for graduation in the Counseling program, he or she will be well prepared to seek licensure in the state of Colorado. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination for either licensure desired. For the LPC license, the examination may be taken before the clinical hours are completed. For LMFT licensure, students take the AMFRTB exam after graduation and completion of the post-masters clinical hours. For additional information on State of Colorado licensure requirements see the Colorado Department of Regulatory Agencies website: www.dora.state.co.us. For School Counseling Licensure, please consult the Colorado Department of Education guidelines at www.cde.co.us.
For students seeking to become a Licensed Professional Counselor, the NCE (National Counselor Examination) is given on campus in April and October may be taken and reported to the State Regulatory Agency as your licensure examination. The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as "counselors". Beyond successful completion of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. (This examination is available on campus twice a year: April and October.) Persons who are already certified as NCCs may seek further certification as an NCSC (National Certified School Counselor), CCMHC (Certified Clinical Mental Health Counselor), or MAC (Master Addictions Counselor). For information about these certification options, contact NBCC at 3-D Terrace Way, Greensboro, NC 27403; or contact: www.nbcc.org.

In order to become a licensed School Counselor in Colorado, you must have a Master's Degree in School Counseling and take Colorado PLACE exam: School Counselor or have three years of School Counseling experience from outside of Colorado. Information regarding the PLACE exam can be found at http://www.place.nesinc.com. To obtain licensure as a School Counselor in Colorado, the program offers the following courses to meet the national standards set by CACREP, ASCA and State standards as identified by the CDE:

- COUN 5815: Introduction to School Counseling (recommended to be taken as soon as you can once you are admitted to the program)
- COUN 5425: Developing and implementing school counseling programs (to be taken after all core requirements, including RSEM and EDHD courses)
- COUN 6230: School-based Developmental Counseling (To be taken after all core requirements, including RSEM and EDHD courses)
- COUN 5915: Practicum in the Schools (To be taken after all core requirements, including RSEM and EDHD courses and Practicum in Counseling COUN 5910).

While the Counseling program does not control the approval of licensure applications, we attempt to meet the educational licensure requirements for couples and family therapists (LMFT) via the following courses:

<table>
<thead>
<tr>
<th>The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.</th>
<th>Current CU Denver courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FCA 1: Foundations of Relational/Systemic Practice, Theories &amp; Models</strong> (Minimum of 6 semester credits/8 quarter credits/90 clock hours)</td>
<td>COUN 5150 * (Family Theory)</td>
</tr>
<tr>
<td>This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.</td>
<td>COUN 5010 (Theories)</td>
</tr>
<tr>
<td><strong>FCA 2: Clinical Treatment with Individuals, Couples and Families</strong> (Minimum of 6 Credits/8 quarter credits/90 clock hours)</td>
<td>COUN 5100 *(Techniques)</td>
</tr>
<tr>
<td>This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly.</td>
<td>COUN 5160* (Family Tech.)</td>
</tr>
<tr>
<td></td>
<td>COUN 5180* (Counseling Couples)</td>
</tr>
<tr>
<td></td>
<td>COUN 5110 (Group)</td>
</tr>
</tbody>
</table>
interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

### FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.

### FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program’s mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

### FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

### FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

### FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.
**FCA 8: Contemporary Issues**

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program’s mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

- COUN 5280 (Addictions)

**FCA 9: Community Intersections & Collaboration**

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program’s mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

COUN 6140* (Cnsl. Child, Adols, and their Families)
COUN 5400 (Career)

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**COUNSELING PROGRAM ENDORSEMENT POLICY**

Below is a detailed description of the Counseling Program’s policy for endorsing students for licensing, endorsement, or employment.

Only students who have completed the required plan of study for the School Counseling Track will be eligible for license or endorsement as school counselors, or recommended for positions as school counseling interns or school counselors.

Only students who have completed the required plan of study for the Couples and Family Counseling/Therapy Track will be endorsed for credentialing as couple/marriage, family counselors/therapists, or recommended for positions as marriage, family and couples interns, or marriage, family and couples counselors/therapists.

Only students who have completed the required plan of study for the Clinical Mental Health Counseling Track will be eligible for license as mental health counselors, or recommended for positions as mental health counseling interns, or employment as mental health counselors.

Students who wish to transfer from one specialty track to another must meet with their faculty mentor to develop a new plan of study. At a minimum, a student transferring between specialty tracks will need to meet all the requisite and prerequisite track and course requirements, as well as complete an internship in the new track before they will receive endorsement in the new track.

**School Counseling Requirements**

School counselors are credentialed by all states in the United States. There is variation between states in the type of credential (e.g. license, certification, authorization) conferred and the requirements needed to obtain the credential. In the state of Colorado, school counselors are licensed by the state through the Colorado Department of Education (CDE). School counselors apply under the “Special Services Provider” category. Application information for the CDE can be found at the CDE website, http://www.cde.state.co.us/cdeprof/licensure_authorization_landing.
The Counseling Program at the University of Colorado Denver endorses students who complete the requirements described below for licensure as School Counselors. In addition to the requirements of the Counseling Program described below, candidates for licensure in Colorado must pass the PLACE School Counselor exam (taken through CDE), and complete background check requirements. Faculty and other representatives of the University of Colorado Denver will only endorse students for licensure who complete a master’s degree with an emphasis in school counseling at the University of Colorado Denver OR those with an existing, approved master’s degrees in counseling who complete specific designated courses at the University of Colorado Denver that meet the State of Colorado licensure requirements. The state of Colorado specifies the following:

- Master's Degree or higher in School Counseling
- Completion of an approved program in School Counseling
- Minimum of 100 clock hour practicum
- Minimum of 600 clock hour internship, with multiple grade levels of students under the supervision of a licensed school counselor (activities in Rule 11.09)
- Passing of the national approved content exam (Praxis School Counselor exam)

### Couples and Family Counseling/Therapy (LMFT) Requirements

Marriage and Family Therapists are licensed in all 50 states, although the designation and licensing requirements vary from state to state (please see https://www.aamft.org/iMIS15/AAMFT/Content/directories/MFT_licensing_boards.aspx for licensure requirements in all states). Within Colorado, the Department of Regulatory Agencies (DORA; www.dora.colorado.gov/professions/marriagefamilytherapists) oversees the licensing of all health care providers. University of Colorado Denver faculty will only endorse a student for licensure when they completed the degree requirements listed below, or will endorse only those specific courses competed at UC Denver. In Colorado, an applicant for licensure as a **Licensed Marriage & Family Therapist (LMFT)** must meet the following requirements:

Applicants must have completed a Master’s or Doctoral program with a major in Marriage and Family Therapy or its equivalent in compliance with C.R.S. 12-43-504(1)(c) and 12-43-503. This means that the applicant obtained a Master’s or Doctoral degree from a program that was approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) at the time of graduation, or an equivalency program.

The CU Denver couple and family track qualifies as an equivalency program and meets the following criteria as outlined by DORA: a graduate degree from a regionally accredited program and the program included a supervised practicum/internship appropriate to the practice of marriage and family therapy. The course work required for the MFT license application in Colorado includes:

- Marital and Family Studies (courses must equal 9 semester or 12 quarter hours)
- Marital and Family Therapy (courses must equal 9 semester or 12 quarter hours)
- Human development (courses must equal 9 semester or 12 quarter hours)
- Professional studies (course(s) must equal 3 semester or 4 quarter hours)
- Research (course(s) must equal 3 semester or 4 quarter hours)
- a minimum of 300 hours of supervised practicum/internship

In addition, applicants for an MFT license must complete the following:

- **Post-graduation:** 2,000 overall clock hours of experience over a minimum of 24 months; 1,500 of those hours must be face-to-face direct client contact and 1,000 of those hours must be with couples and families for the purpose of diagnosis, assessment, and intervention
100 supervision hours over a period of 24 months; 50 of those hours must be face-to-face, individual supervision and the remaining hours may be a combination of individual and group supervision

- A passing score on the Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy (https://amftrb.org/mft-exam/)
- A passing score on the Colorado Jurisprudence Exam

**Licensed Professional Counselor (LPC) Requirements**

Professional Counselors are licensed in all 50 states, although the name designation and licensing requirements vary from state to state. Within Colorado, the Department of Regulatory Agencies (DORA) oversees the licensing of all health care providers. The State Board of LPC Examiners website has the most up to date licensing information: https://www.colorado.gov/pacific/dora/Professional_Counselor

University of Colorado Denver faculty will only endorse a student for licensure when they completed the degree requirements listed below, or will endorse only those specific courses competed at UC Denver. In Colorado, an applicant for licensure as a **Licensed Professional Counselor (LPC)** must meet the following requirements:

- A counseling master’s degree from a regionally accredited institution of higher education, preferably one approved by CACREP,
- Sixty graduate semester hours in or related to the discipline of counseling,
- Coursework in each of the following areas: human growth and development, social and cultural foundations, counseling theories and techniques or helping relationships, group dynamics, career and lifestyle development, appraisals or tests and measurements for individuals and groups, research and evaluation, and professional orientation to counseling,
- 2,000 clock hours of post graduate supervised experience in professional counseling over a minimum of 24 months,
- A minimum of 100 hours of direct supervision, at least 70 hours of which must be face to face individual supervision, over a minimum of 24 months,
- A passing score on the National Counselor (NCE) exam
- A passing score on the Colorado Jurisprudence Exam
OTHER INFORMATION

Financial Aid

A number of students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Financial Aid Office is on the fifth floor of the Student Commons Building, Room 105, 303.315.1850 or financialaid@ucdenver.edu.

Financial Aid Programs

Financial aid programs are offered at the federal and state levels. Programs are offered on a need and non-need basis. Financial aid applications must be submitted once every academic year. To apply, students need to submit the Fee Application for Federal Student Aid (FAFSA), the University of Colorado Denver Student Financial Aid Application, and several other documents. For specific information, contact the Financial Aid Office.

Assistantships

The Counseling program and the School of Education & Human Development at the University of Colorado Denver have a limited number of assistantships available for Master’s candidates. Check the School of Education & Human Development website under News and Events, Employment Opportunities for a list of available assistantships. In addition, a number of Counseling/Therapy students are employed as graduate assistants in other programs within and outside of the School of Education & Human Development. Research assistants are also employed on funded research projects within the School and University.

Laurie Bond Memorial Scholarship

The Laurie Bond Memorial Scholarship of $1,000.00/year is available to Couple and Family track students who have completed 30 hours in the program, who have a cumulative GPA of 3.5 or better, and who can demonstrate the qualities and characteristics of Laurie Bond. Applications are taken in the fall semester. The award is made in January. Additional information is available on the School of Education & Human Development Scholarships, Financial Aid and Tuition webpage.

Placement Opportunities for Graduates

Position announcements for Counseling Program graduates are sent to students via email, Facebook and via LinkedIn. The University of Colorado Denver Career Center and its placement services also assists in job placement. Faculty members are regularly informed of job prospects and will forward information to students via the Academic Services Office.

PROFESSIONAL ORGANIZATIONS

To enhance graduate education and set the foundation for full participation in the counseling/therapy professions, it is strongly recommended that all graduate students become members of the professional organizations or associations which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
• Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
• Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
• Involvement with activities and issues, which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
• Affiliation with other professionals having interests and areas of expertise similar to their own.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., marriage and family counseling/therapy, mental health counseling, or school counseling). These divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Association of Marriage and Family Therapy (AAMFT) and the Colorado Association of Marriage and Family Therapy (COMFT) as well as the American Counseling Association (ACA) and the Colorado Counseling Association (CCA) at orientation sessions. Most of the faculty are members of ACA, CCA, IAMFC, AAMFT, and/or APA (American Psychological Association). Some hold offices in the professional organizations or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

National Organizations

ACPA: College Student Educators International (http://www.myacpa.org)

AMERICAN COUNSELING ASSOCIATION (ACA) www.Counseling.org

Divisions and interest groups of ACA
American Mental Health Counselors Association (AMHCA)
American School Counselor Association (ASCA)
International Association of Marriage and Family Counselors (IAMFC)
Association for Specialists in Group Work (ASGW)
National Career Development Association (NCDA)
Association for Counselor Education and Supervision (ACES)
Association for Multicultural Counseling and Development (AMCD)
National Employment Counseling Association (NECA)
International Association of Addictions and Offender Counselors (IAAOC)
American College Counseling Association (ACCA)
Association for Adult Development and Aging (AADA)
American Rehabilitation Counseling Association (ARCA)
Counseling Association for Humanistic Education and Development (C-AHEAD)
Association for Assessment in Counseling & Education (AACE)
Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
Association for Counselors and Educators in Government (ACEG)
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
Counselors for Social Justice (CSJ)
Association for Creativity in Counseling (ACC)

AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY THERAPY (www.aamft.org)
AMERICAN ASSOCIATION OF CLINICAL MENTAL HEALTH COUNSELORS (www.amhca.org)
AMERICAN SCHOOL COUNSELING ASSOCIATION (www.schoolcounseling.org)
State Organizations

COLORADO ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY (COAMFT)
http://www.coamft.org/

COLORADO COUNSELING ASSOCIATION (CCA) www.coloradocounselingassociation.org; www.western-region-aca.org

Divisions and interest groups of CCA
Colorado Mental Health Counselor Association (CMHCA)
Colorado Association of Marriage and Family Counselors (CAMFC)

Colorado School Counselor Association (CSCA)
Colorado Association for Adult Development and Aging (CAADA)
Colorado Association for Counselor Education and Supervision (CACES)
Colorado Association for Multicultural Counseling and Development (CAMCD)
Colorado Association for Religious and Value Issues in Counseling (CARVIC)
Colorado Association for Specialists in Group Work (CASGW)
Colorado Career Development Association (CCDA)
Colorado College Counseling Association (CCCA)

COLORADO PSYCHOLOGICAL ASSOCIATION (CPA) www.coloradopsych.org

Because we realize that financial resources are limited, students are NOT REQUIRED to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are STRONGLY ENCOURAGED to join one or more of the above professional organizations.

Licensure and Certification Organizations
Association of Marital and Family Therapy Regulatory Boards https://www.amftrb.org
National Board for Certified Counselors (NBCC)
Colorado Department of Regulatory Agencies (DORA)
International Association of Marriage and Family Counselors (IAMFC)

Chi Sigma Iota
The University of Colorado Denver has a large chapter of Chi Sigma Iota (Beta Alpha Omega), the Counseling Academic and Professional Honor Society International.

The Beta Alpha Omega Chapter is active in conducting seminars, workshops and holding special events for COUNSELING students. The chapter president, who is a Counseling Program student, may attend the National ACA Conference and represents the Beta Alpha Omega Chapter. Applications for membership can be obtained from the Academic Services Office. Eligibility criteria include enrollment in the Counseling program, a 3.50 graduate GPA and 9 semester hours of completed course work.

Delta Kappa Honor Society: Couple & Family Counseling/Therapy
The University of Colorado Denver Couple and Family Counseling/Therapy program will begin a chapter of Delta Kappa, the International Marriage & Family Therapy Honor Society in the Spring 2019 semester.
Couple and Family Counseling/Therapy students are strongly encouraged to participate and pursue membership in the Honor Society for Marriage and Family Therapists. See the following link for further information about Delta Kappa, its membership criteria, its activities, opportunities and benefits for CFT students.

http://www.deltakappamft.org/Home

**Workshops Sponsored By The Program**

The Counseling Program regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in Counseling/Therapy. The workshops are announced in classes and posted on the Counseling Program website and in the Lawrence Street Center in advance. Examples of workshops held over the years include:

- Accelerated Experiential Dynamic Psychotherapy
- Emotionally Focused Family Therapy
- Working with Gender and Sexual Orientation Diversity
- Play Therapy Skills
- Working with HIV/AIDS Clients
- Managed Health Care Issues
- Psychodrama Workshop
- Domestic Violence
- DSM V
- Brief Therapy
- Marital Therapy
- Strengthening Stepfamilies
- Human Sexuality
- Parents-Students-School: The Problem Solving Triad
- High on Esteem
- Short-Term Medical/Clinical Treatment for Children
- Post Traumatic Stress Disorder
- Imago Therapy
- Transgenerational Therapy
- Mental Health Counseling

**OTHER SOURCES OF INFORMATION**

Information about the University of Colorado Denver, the School of Education & Human Development, and the Counseling program is available on-line. The home web address is: [www.ucdenver.edu/Counseling](http://www.ucdenver.edu/Counseling). Under that heading, you can also visit the Academic programs, which has the policies and rules governing the master’s degree programs. Link to Program Specific Resources for Counseling/Therapy:

http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CounselingResources.aspx

The University of Colorado Denver Catalog is another source of information concerning the Counseling program. Students are encouraged review the Online Catalog at [http://www.ucdenver.edu/academics/Pages/Catalogs.aspx](http://www.ucdenver.edu/academics/Pages/Catalogs.aspx). In addition, information concerning program news, workshops, internship sites, jobs, etc. are sent out via email.

Twice a year, a newsletter comes from the program and is emailed to students.
INFORMED CONSENT
Counseling Program
University of Colorado Denver

As a student in the Counseling Program, you can expect to have a variety of didactic and experiential experiences that will comprise your degree path. This document helps you know in advance what to expect. By signing it, you are indicating you have been informed about aspects of the Counseling Program and are a willing participant in these learning processes. Please initial in the space next to each item and sign the statement at the bottom of the page.

1. I understand that the Counseling Program is committed to social justice and to its mission to increase awareness, knowledge and skills in multicultural and diversity competency. I understand that throughout my program I am expected to examine my cultural identity, and own biases and privilege.

2. I understand that I am expected to participate in personal counseling/therapy to improve my awareness of my own issues that may affect my ability to become an effective counselor/therapist. I understand I am entitled to counseling/therapy services under the same conditions as other University of Colorado Denver students receive on campus. This counseling/therapy is available to me at Metropolitan State University of Denver at no cost.

3. I understand that I am expected to be involved in experiential activities that will require personal reflection.

4. I understand that I may be asked to disclose personal information about myself in the course of my training for the benefit of my own learning and that of my peers. I understand that I have the right to determine the content of my self-disclosures.

5. I understand that I will be receiving feedback and evaluation from faculty regarding my academic performance as well as my ethical and professional behavior. If I have concerns, questions about feedback, evaluation, or grades I agree to first discuss the issue with my instructor or the person providing the feedback. I also understand I may speak with the University’s Ombuds person for assistance in resolving difficulties I may be having with faculty members and/or staff.

6. I understand that I must demonstrate competency in counseling/therapy skills and earn at least a B in all “skills” classes in order to move forward in the Counseling program.

7. I understand that the Counseling program has a monitoring process in which my professional characteristics will be evaluated on a regular basis. I understand if there are concerns about my academic, professional, or ethical performance I will be notified by my faculty mentor and will participate in a remediation plan.

8. I understand that there are limits to confidentiality such that faculty must ensure professional and ethical standards are maintained. I understand confidentiality may be breached when faculty members believe I have engaged in unethical or unprofessional behavior or when it seems likely I may inflict harm on myself or others.

9. I understand that I am responsible for finding my own internship site among those approved by the Counseling/Therapy faculty. I understand a paid internship is not guaranteed and is unlikely.

10. I understand that if I wish to take more than 3 classes per semester, I must obtain permission from the full faculty, and that there is a process outlined in the Student Handbook.

11. I understand that I must apply to Practicum and Internship, with deadlines outlined in the Student Handbook. I also understand that due to space limitations, I may not be guaranteed a Practicum placement during the semester of my choosing.

12. I understand that the School of Education & Human Development has a Student Appeals Committee to which I can file a grievance if I believe a grade does not reflect my actual academic performance and I have not been able to come to a satisfactory solution with my instructor. Also, I understand the University of Colorado Denver has an Ombuds person with whom I can consult in regards to options for resolving differences I am having with Counseling/Therapy Program faculty or instructors, my faculty mentor, or the program leader.

13. I understand that my course plan does not guarantee that I will be in a given class in a given semester. Factors such as low enrollments, instructor availability, etc. may cause a class to be cancelled, or I may be waitlisted and not granted access to a particular class.

I have read the above informed consent and understand its contents.

Print name: ________________________________ Date: _____________

Signature: _________________________________ Date: ______________
APPENDICES
Appendix A: Practicum Online Application

https://forms.ucdenver.edu/secure/sehd_practicum_application

DEADLINES:
SEPTEMBER 15TH FOR SPRING PRACTICUM
FEBRUARY 15TH FOR SUMMER PRACTICUM
APRIL 15TH FOR FALL PRACTICUM

THE FOLLOWING CRITERIA WILL BE USED IF THERE ARE MORE APPLICATIONS THAN POSITIONS AVAILABLE:

1. FIRST PRIORITY WILL GO TO STUDENTS WHO HAVE COMPLETED ALL THEIR COUNSELING/ThERAPY COURSES, RSEM COURSES, EDHD COURSE, AND THOSE WITH THE EARLIEST DATE OF ADMISSION TO THE PROGRAM.

2. A LOTTERY WILL BE USED AT THIS LEVEL IF NECESSARY.
Appendix B: Group Requirement Form

https://forms.ucdenver.edu/secure/sehd_coun_group_requirement
Appendix C: Faculty Mentor Change Request Form

https://forms.ucdenver.edu/secure/sehd_coun_advisor_change
Appendix D: Change of Specialty Track Form

https://forms.ucdenver.edu/secure/sehd_coun_change_specialty
Appendix E: Request for Leave of Absence Form

https://forms.ucdenver.edu/secure/sehd_coun_request_leave
Appendix F: Application for Incomplete Grade

http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/Incomplete%20Application.pdf
Appendix G: M.A. Thesis Option Guidelines
Thesis Option Guidelines
Counseling Program: University of Colorado Denver

Policy:
In lieu of taking a comprehensive examination, the Counseling Program in the School of Education and Human Development encourages students enrolled in its M.A. Program in Counseling to write a thesis as the culminating exercise of their program of study. Students who are considering doctoral studies at some future point in time are especially encouraged to write a thesis.

Minimum eligibility requirements include:
- Successful completion of all core courses; consultation with thesis advisor should begin as soon as student is considering the thesis option
- Overall GPA of 3.0 or higher
- Demonstrated ability to pursue research work, as evidenced by research papers developed in other Counseling/Therapy Program coursework.
- Preliminary identification in discussion with student’s faculty mentor of a thesis topic or area of interest
- Agreement from two Counseling/Therapy faculty members to serve on the thesis committee; the third required member can be another Counseling/Therapy faculty member as well, or the third member can be an outside member (see below for requirements regarding outside members)

PROCESS
Eligible students will be expected to follow a prescribed process in completing the requirements of the thesis. An overview of the process is provided below. The Thesis Committee must have three members. The Thesis Committee can consist of a thesis advisor member, a minor member and an outside member (optional for third member to be outside member); the Committee may also be comprised of three members that are all Counseling/Therapy Program Faculty. The thesis advisor must be a full-time member of the Counseling/Therapy faculty; the second committee member may hold adjunct faculty status and the outside committee member may be a faculty member of another school or college at the University, at another University or an individual from the preferred community. (NOTE: Although the formal procedure entails application through the academic advisor, the student is encouraged to make informal contacts with appropriate subject-matter faculty to determine interest and availability). Before the student will be allowed to enroll for thesis credit, the Thesis Committee must formally approve a written thesis proposal, which includes a thesis plan and a timetable for completion. The thesis document will be prepared in accordance with CU Denver Graduate School’s Guidelines for Preparing Master’s and Doctoral Theses available from your Academic Services advisor.

1. Consultation with Thesis/Faculty Advisor: When a student is thinking about writing a thesis, he/she should contact his/her thesis/faculty advisor to establish whether or not the eligibility criteria are satisfied (see eligibility above) and to determine whether or not a thesis fits within the student’s overall academic program. The following are included in the consultation:
   a. Possible research topic
   b. Approach to studying the research topic
   c. Time frame for completion
   d. Possible committee members

2. Selection of Thesis Committee: The purposes of the Thesis Committee is to:
   a. Assist the student in completion of the thesis proposal
   b. Formally approve the thesis proposal
   c. Assist the student in implementing the thesis plan
   d. Review drafts of the thesis; and
The student should select a thesis advisor who is knowledgeable about the research topic. The thesis advisor must be a full-time member of the Counseling/Therapy faculty. The student should be sure that the thesis advisor is interested in the topic, has time available, and is willing to assume advisor responsibilities. The thesis advisor will serve as Chairperson of the Thesis Committee.

In addition to the Thesis Advisor, the Thesis Committee is comprised of two additional members: the minor advisor, and the third committee member (this member may also be a Counseling/Therapy faculty member), who should be a fully qualified researcher in the subject matter of interest, but who need not be a full-time member of the Counseling/Therapy faculty. Qualifications of an outside member may include that the member hold a doctorate degree in Counseling/Therapy or related area; qualifications of the outside member may be determined in consultation with student and student’s thesis advisor. Adjunct Counseling/Therapy faculty members and full or part-time faculty members in other academic units in SEHD and at CU-Denver are eligible.

3. **Development of Thesis Proposal:** After identifying a research topic, the student must prepare a thesis proposal. All sections of the proposal should comply with APA format & contain the following:

a. Concise statement of the problem area to be investigated
b. Statement of the purpose of the thesis as well as the research hypothesis or question/s, & a statement of the thesis’ significance
c. The proposal should include: Three chapters: Chap. 1 Rationale and overview of importance of the topic and design; Chap. 2 Review of the literature; and Chap. 3 Methodology
d. All sections must comply with APA format.
e. Brief discussion of the most important contributing resources, i.e., books, journals, et al.
f. Discussion and justification of the methodology to be employed, including data sources
g. Outline of the organization of the thesis; and
h. Timetable for completion

Committee approval of the thesis proposal is obtained through an oral presentation of the proposal in collaboration and consultation with the Thesis Committee. University Institutional Review Board (COMIRB) approval process will be initiated after the Thesis Committee has approved the thesis proposal.

4. **Conduct of Research:** Research and data collection/analysis may begin only after COMIRB approval has been secured.

5. **Preparation of Thesis Draft and final Thesis copy (in compliance with APA format):** With guidance from the Committee, the student prepares a thesis draft in accordance with the timetable. The student should expect that several drafts will typically be required before the Thesis Committee provides formal approval of thesis and final thesis oral defense process. Overall page length of the final thesis will be expected to be 60-100 pages; in addition to the original three chapters developed for the thesis proposal, the final thesis documents will include additional chapters (4 & 5) that will describe the project/study, the outcomes/results, the analysis, discussion, implications, and conclusions. Relevant appendices may also be part of the final master’s thesis.
Appendix H: CACREP 2009 Standards

Marriage, Couple, & Family Counseling,
School Counseling,
Clinical Mental Health Counseling
MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family Counseling.

2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family Counseling.

3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family Counseling.

5. Understands a variety of models and theories of marriage, couple, and family Counseling.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family Counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

3. Understands human sexuality (e.g., gender, sexual functioning, and sexual orientation) and its impact on family and couple functioning.

4. Understands professional issues relevant to the practice of marriage, couple, and family Counseling, including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital Counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple, and family Counseling.

3. Uses systems theories to implement treatment, planning, and intervention strategies.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects couples and families.
2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding community resources to make appropriate referrals.

3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify Counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

H. Skills and Practices
1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family Counseling.

2. Knows models of program evaluation relevant for the practice of marriage, couple, and family Counseling.

3. Knows evidence-based treatments and basic strategies for evaluating Counseling outcomes in marriage, couple, and family Counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family Counseling.

2. Develops measurable outcomes for marriage, couple, and family Counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family Counseling interventions and programs.
SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school Counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school Counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school Counseling.

5. Understands current models of school Counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school Counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION
C. Knowledge

1. Knows the theories and processes of effective Counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions Counseling.

5. Understands group dynamics—including Counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group Counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY
E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural Counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.
H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school Counseling.

2. Knows models of program evaluation for school Counseling programs.

3. Knows basic strategies for evaluating Counseling outcomes in school Counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school Counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school Counseling.

2. Develops measurable outcomes for school Counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school Counseling programs.

ACADEMIC DEVELOPMENT
K. Knowledge

1. Understands the relationship of the school Counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching Counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school Counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school Counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school Counseling program.

2. Plans and presents school-Counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health Counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health Counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health Counseling.

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health Counseling.

5. Understands a variety of models and theories related to clinical mental health Counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health Counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health Counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

2. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

3. Knows the disease concept and etiology of addiction and co-occurring disorders.

4. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health Counseling services network.

5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

6. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

7. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

8. Understands professional issues relevant to the practice of clinical mental health Counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate Counseling.
2. Applies multicultural competencies to clinical mental health Counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating Counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Applies current record-keeping standards related to clinical mental health Counseling.

8. Provides appropriate Counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health Counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health Counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify Counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate Counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health Counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating Counseling outcomes in clinical mental health Counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health Counseling.

2. Develops measurable outcomes for clinical mental health Counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of clinical mental health Counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the pres ofles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
Appendix I: COAMFTE Accreditation Standards
COAMFTE Accreditation Standards

Graduate & Post-Graduate Marriage and Family Therapy Training Programs
Version 12.0

Accreditation Standards

Programs must demonstrate compliance with each of the Accreditation Standards, Key Element by Key Element.

Standard I: Outcome-Based Education

Key Element I-A: Outcome-Based Education Framework

The program has an overall outcome-based education framework that includes the following:

1. A description of the program’s mission, and how it fits with the larger institutional setting of the program.
2. Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program’s mission and that promote the development of Marriage and Family Therapists (including knowledge, practice, diversity, research, and ethics competencies).
3. Measurable Student Learning Outcomes (SLOs) for each program goal.
   a. Programs must include SLOs that measure student/graduate achievement appropriate to the program’s mission and goals.
4. Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including targets and benchmarks. Measurement includes assessment of students’ academic and professional competencies by the faculty and others, appropriate to the program’s mission, goals, and outcomes.

Key Element I-B: Assessment Plan with Mechanisms and Timeline

The program has an overall assessment plan that includes:

1. Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).
2. Mechanisms in place for evaluating student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; and instructional and clinical resources to determine sufficiency for attainment of targeted program outcomes.
3. An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The
assessment plan should include a specific description of how the program will review and revise, as needed, their overall outcome-based education framework and assessment plan.

4. The assessment plan must incorporate feedback from Communities of Interest (as defined in Key Element I-C).

Key Element I-C: Communities of Interest

The program identifies its Communities of Interest, obtains formal and informal feedback from them, and describes how they inform the program’s mission, goals, and Student Learning Outcomes. Communities of Interest vary according to the program’s mission, goals, and outcomes and may include, but are not limited to, students, administrators, faculty, supervisors, consumers, graduates, potential employers, germane regulatory bodies, germane private and public funding sources, and diverse, marginalized, and/or underserved groups within these communities.

Standard II: Commitment to Diversity and Inclusion

Programs demonstrate their commitment throughout the program to diversity and inclusion. This includes providing a multiculturally informed education that addresses a range of diversity; a safe, respectful, inclusive learning climate; student experiences with diverse, marginalized, and/or underserved communities; and a commitment to the ethical and social responsibility to diverse, marginalized, and/or underserved communities.

Key Element II-A: Multiculturally informed Education Approach

The program has a multiculturally informed educational approach that includes:

1. specific program goals with specific Student Learning Outcomes reflecting a commitment to diversity and inclusion;
2. an overarching definition of diversity; and
3. curriculum elements with accompanying teaching/learning practices consistent with the program’s mission. The educational approach includes the teaching of ideas and professional practices for MFTs that address a range of diversity, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language.

Key Element II-B: Program Climate of Safety, Respect, and Appreciation

The program demonstrates a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities, and has mechanisms in place for evaluating the climate and responding to any feedback regarding the climate.
Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities

The program demonstrates student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include:

1. professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or
2. other types of activities (such as projects, service, interviews, workshops, etc.), as long as the program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.

Standard III: Infrastructure and Environmental Supports

Environmental supports refer to a variety of resources including funding, technology, material resources, and personnel that create an environment for program effectiveness.

Key Element III-A: Fiscal and Physical Resources

The program demonstrates that fiscal and physical resources are sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-B: Technological Resources

The program demonstrates that technological resources (e.g., laptops, audio/visual equipment, EMRs and Billing Systems, Virtual Meeting Space) are secure, confidential, Health Insurance Portability and Accountability Act compliant (if relevant), and sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-C: Instructional and Clinical Resources

The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

Key Element III-D: Academic Resources and Student Support Services

The program demonstrates that academic resources (e.g., library, advising, writing centers) and student support services (e.g., access to counseling, financial advising) are accessible to students and sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed based on core faculty and student input, and the
Key Element III-E: Faculty Qualifications & Responsibilities

The faculty roles, in teaching, scholarship, service, and practice are identified clearly and are congruent with the program’s mission, goals, and outcomes. The faculty members are academically, professionally, and experientially qualified to achieve the program’s mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities. Faculty members must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). The program must demonstrate that it has mechanisms for reviewing and evaluating faculty effectiveness in support of the program’s mission, goals, and outcomes. Faculty evaluations include explicit links to the program’s mission, goals, and outcomes.

Key Element III-F: Faculty Sufficiency

The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program’s mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness.

1. The program must have sufficient core faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program’s mission, goals, and outcomes.
2. The program must have a stated process for evaluation of ongoing sufficiency of faculty resources.
3. The program must demonstrate there are sufficient faculty and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program.
4. The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.

Key Element III-G: Governance of Program

Roles of faculty and student participation in the governance of the program are clearly defined and enable the program to meet the program’s mission, goals, and outcomes. The program must describe decision-making processes and procedures at the program and institutional levels regarding the operation of the program that support program effectiveness.

Key Element III-H: Supervisor Qualifications & Responsibilities
Supervisors must be AAMFT Approved Supervisors or meet the supervisor equivalency definition in the glossary. Supervisor roles, as distinguished from teaching faculty, are identified clearly and are congruent with the program’s mission, goals, and outcomes.

1. Supervisors are academically, professionally, and experientially qualified to achieve the program’s mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities.
2. If supervisor equivalency is used, there must be full disclosure to students in order for them to make informed decisions and evaluate regulatory implications for other states/provinces/locations.

Key Element III-I: Supervisor Sufficiency

Supervisors must be sufficient in number with a supervisor-student ratio that permits the achievement of the program’s mission, goals, and outcomes, especially Student Learning Outcomes. Supervisory resources are reviewed, revised as needed, and support program effectiveness.

1. The program must have a stated process for evaluation of ongoing sufficiency of supervisor resources.
2. The program must demonstrate there are sufficient and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, connecting and involving all supervisors in the achievement of expected and actual achievement of Student Learning Outcomes within the program.

Standard IV: Curriculum
All accredited programs will have a curriculum and an application component consistent with the program’s mission, goals, and outcomes. The purpose of the foundational curriculum with its accompanying foundational practice component is to prepare students to practice as MFTs. The advanced curriculum with its advanced practical experience component and emphasis on research focuses on two areas of specialization. The type of program along with the program’s mission, goals, and outcomes determine specific requirements regarding implementation of the curriculum and the application component.

Key Element IV-A: Curriculum and Teaching/Learning Practices.

The program must provide:

1. A description of the logical sequencing of the curriculum and practice components, including rationale for how the program’s goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).
2. A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.
3. A description of processes and procedures to ensure and monitor student progress and completion of requirements.
4. A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.
Key Element IV-B: Foundational and Advanced Curricula

**Foundational Curriculum**

The foundational curriculum covers the knowledge and skill required to practice as an MFT by covering the Foundational Curricular Areas below.

1. Master’s degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.
2. Doctoral degree programs must demonstrate that they offer course work and/or that students have completed course work, in all the areas contained in the foundational curriculum or that students demonstrate competence in those areas.
3. Post-degree programs must demonstrate that they offer course work and/or that students have completed course work in all the areas contained in the foundational curriculum, or that students demonstrate competence in those areas.
4. Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program’s mission, goals, and outcomes.
5. Programs may emphasize some of the areas more than others and include other areas that are consistent with their program’s mission, goals and outcomes.
6. Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.
7. Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program’s mission, goals, and outcomes.
8. Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program’s mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.

**FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)**

This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.
FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program’s mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)
This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

**FCA 8: Contemporary Issues**

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program’s mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

**FCA 9: Community Intersections & Collaboration**

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program’s mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

**Advanced Curriculum**

The advanced curriculum advances knowledge and skill by addressing the curricular areas below.

1. Doctoral degree programs demonstrate that they offer course work in all the Advanced Curricular Areas (ACA) that make up the advanced curriculum.
2. Post-degree programs may offer components of the advanced curriculum.
3. Within each area, the balance of skills and competencies developed should be appropriate to the program’s mission, goals, and outcomes as well as the program’s local context.
4. Programs may emphasize some of the areas more than others and include other areas that are consistent with their program’s mission, goals, and outcomes.

**ACA 1: Advanced Research**

This area facilitates students in developing competencies in: a) advanced research, including demonstrated proficiency in quantitative methods and analysis techniques, qualitative methods and analysis techniques, or mixed methods and analysis techniques
appropriate to carrying out research in relationships; b) demonstrated working knowledge of other methodologies and analysis techniques outside of their proficiency area (e.g., if a student decides to become proficient in quantitative methods, s/he will have a working knowledge of qualitative methods as well); c) demonstrated understanding of the theoretical complexity of change within relationships and how this complexity informs research; d) understanding and demonstrated sensitivity to and awareness of how issues of diversity in terms of culture, gender, sexual orientation, age, SES, etc. play a role in their choice of research topics and their conduct of research activities; and e) students should have opportunities to participate in grants and grant-writing activities, and in the publication and presentation of research material.

ACA 2: Advanced Relational/Systemic Clinical Theory

This area facilitates students developing advanced clinical competencies including: a) demonstrating an advanced understanding and application of multiple family and couple models and empirically-supported interventions; b) skill in working with diverse populations across the lifespan through direct clinical work or in supervision of the therapy of others; c) demonstration of an awareness of cultural issues, differences, and personal blind spots in their clinical and supervisory work; and d) development of a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges

This area facilitates the development of leading-edge professionals who develop relational/systemic innovations. This includes application to controversial moral and advanced ethical dilemmas, international, cross-cultural, and multicultural issues in Couple or Marriage and Family Therapy professional roles, responsibilities, practices, and applications to other contemporary problems. This area also includes a focus on family policy and/or family law.

ACA 4: Foundations of Relational/Systemic Teaching, Supervision, Consultation, and/or Leadership

This area facilitates the development of competencies in relational/systemic teaching, supervision, and/or MFT consultation. This may include educational/learning theories, relevant research, multicultural content, evaluation and assessment methods, ethics and professional issues, and personal philosophy. This area also addresses administrative competencies including program development and policy, leadership roles and evaluation of MFT educational and service oriented institutions and agencies. Students who intend to teach at the higher education level will develop and apply a teaching philosophy, as well as demonstrate the capacity to develop and apply course evaluation methods and Student Learning Outcomes. All students will demonstrate skills in clinical supervision. Students who have teaching opportunities in formal or informal settings will demonstrate a sensitivity to issues of diversity in the material they teach, to the persons they are teaching, and in the ways in which information and correction is provided.
Key Element IV-C: Foundational and Advanced Application Components

The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program’s mission, goals, and outcomes.

Foundational Practice Component

1. Master’s degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).
2. Includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program’s mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.
3. The program demonstrates a commitment to relational/systemic-orientated supervision. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be individual (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
5. Programs have agreements with practice sites that outline the institutions’, the practice sites’ and the students’ responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.

The Advanced Practical Experience Component
1. Programs that teach the advanced curriculum must offer the advanced experience component.
2. Areas include selected experiences consistent with the program’s mission, goals, and outcomes in any of the following: advanced research, grant-writing, teaching, supervision, consultation, advanced clinical theory, clinical practice/innovation, program development, leadership, or policy. In addition, programs may offer experiences in presenting and professional writing.
3. The program must demonstrate appropriate and adequate mentoring of students during the experience.
4. The advanced experiences offered by doctoral degree programs must address a minimum of two of the areas noted above and combined be over a minimum of 9 months.
5. The advanced experiences offered by post-graduate programs must address a minimum of one area and combined be over a minimum of 6 months.

Key Element IV-D: Program and Regulatory Alignment

The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.

Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest

The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.

Standard V: Program Effectiveness and Improvement

Programs report the results of their outcome-based education framework based on their assessment plan in the Key Elements below. This requires programs to discuss data on Student Learning Outcomes aggregated at the program level, and how these have led to continuing effectiveness of the program, program improvement, and future plans for improvement.

Key Element V-A: Demonstrated Student/Graduate Achievement

The program provides aggregated data regularly collected on student/graduate achievement.

Key Element V-B: Demonstrated Achievement of Program Goals
The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program’s outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.

Key Element V-C: Demonstrated Achievement of Faculty Effectiveness

The program must demonstrate faculty effectiveness in achieving the program’s mission, goals, and outcomes.

1. The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program’s mission, goals, and outcomes.
2. The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program’s mission, goals, and outcomes.

Key Element V-D: Demonstrated Program Improvement

The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, student/graduate achievement, Communities of Interest, and evaluations (as described in the assessment plan) of curriculum and teaching/learning practices; fiscal and physical resources; technological resources; instructional and clinical resources; academic resources; and student support resources. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.