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Welcome to the Couple and Family Therapy (CFT) M.S. program in the Department of Family Science (FMSC) at the University of Maryland, College Park. We hope that your participation in our program will be professionally fulfilling and personally rewarding. This Student Handbook is designed to guide you through your academic and clinical training experience. However, changes and additions may occur. Do not hesitate to contact me or other faculty members regarding clarification, explanation, or new information contained in this handbook.

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DEPARTMENT OF FAMILY SCIENCE

History of the Department and Degree Programs Offered
The Department of Family Science was founded as the Department of Family and Community Development (FMCD) in 1968. It was located in the College of Home Economics, which then became the College of Human Ecology. The first graduate degree was granted in 1972 from the Master of Science Program. In 1992 the Department was renamed Family Studies and transferred to the College of Health and Human Performance. The Doctoral program in Family Science was implemented in the Fall of 2000. In July 2007, the College became the Maryland School of Public Health and the department was renamed the Department of Family Science. At the same time an additional Maternal and Child Health (MCH) Ph.D. program was added. The University of Maryland, College Park is a major public research university serving the citizens of Maryland, the nation, and beyond.

The Department’s faculty members hold degrees in many disciplines, including family science, child and human development, medicine, epidemiology, maternal and child health, psychology, sociology, social work, law, economics, education, and public policy. Faculty actively participate in research and direct externally funded projects, as well as provide service to the community. The faculty’s research is recognized in national and international media. Additionally the Department’s faculty members are recognized throughout the University of Maryland for their outstanding teaching.

The Department is also proud of the rich diversity of its faculty and students, as well as its research focus on diverse families. In 1992, 1997, 2004, and 2012 the Department was awarded the Outstanding Academic Unit by the President’s Commission on Ethnic Minority Issues. Family Science faculty members have been named the University’s Outstanding Woman (2000), Outstanding Woman of Color (1996), and Outstanding Minority Faculty Member (1990). As leaders of campus diversity initiatives, faculty has participated in the Curriculum Transformation Project and the World’s Women Polyseminar, promoting greater gender, class, and racial sensitivity in the University’s curriculum. The faculty serves as advisors to national and international health and social agencies including The World Health Organization and Centers for Disease Control.

The Department offers a Bachelor of Science degree in Family Science and a Master of Science, degree in Couple and Family Therapy (CFT), as well as Ph.D. degrees in both Family Science and Maternal and Child Health. The two doctoral degrees are offered, based on our belief that knowledge in those two complementary disciplines enhances students’ abilities to promote the well-being of children, mothers, fathers, and communities.

The Ph.D. program in Family Science provides an interdisciplinary, research-oriented approach to the discovery and application of knowledge about families. The program examines both internal family processes and the dynamic interaction of families with the biological, psychological, social, political, and economic aspects of their environment. The program of study provides doctoral students with a broad knowledge of family theory, research methodology, family policy, family programs, ethnic families, and major issues
confronting contemporary families. Students also learn to design and implement culturally sensitive interventions addressing family needs, to design and perform culturally sensitive evaluations, and to analyze the consequences of public/private policies on family well-being.

The Ph.D. program in Maternal and Child Health (MCH) trains students to promote the well-being of mothers, children, and their families through scholarship, leadership, and partnership. The program focuses on physical, psychological, and social growth and development of children, including those with special needs. The program prepares the next generation of MCH investigators, practitioners, and leaders by conducting research, evaluation, and by developing model MCH programs and policy in the public, nonprofit, and private sectors. The MCH curriculum fosters critical thinking and examination of separate and interacting biologic, behavioral, and social determinants, processes, and mechanisms influencing health and well-being. Students examine the health of individuals and populations within home, school, work place, and diverse community contexts, and explore the effects of community, state, and national MCH policies. This MCH Ph.D. program is unique among MCH programs because of the strong emphasis on the family as society's primary social institution.

Students in the CFT program have numerous opportunities to draw on the resources of the Department’s Family Science and Maternal and Child Health doctoral programs. Our required course in family theories (FMSC 600) is taught by a member of the Family Science faculty. In addition, all of the Department’s faculty members are available to supervise CFT students’ thesis research projects or serve as thesis committee members, providing a rich variety of research areas that CFT students can pursue. CFT students who are interested in furthering their education through doctoral studies also have the option of applying for admission to one of our Ph.D. programs, and some applicants to the CFT program initially apply for joint admission to the CFT M.S. program and one of the Ph.D. programs (see further information in the section on admissions).

THE COUPLE AND FAMILY THERAPY PROGRAM

History of the CFT Program
The Couple and Family Therapy (CFT) M.S. Program in the Department of Family Science at the University of Maryland, College Park was created in the mid 1970s by Dr. Ned Gaylin, as a specialization within the Department’s family science master’s degree program, and the faculty set as a goal accreditation by COAMFTE. The program’s faculty solidified in 1983 with the hiring of Dr. Norman Epstein and Dr. Leigh Leslie, and it received its initial accreditation in 1983. It has been accredited continuously since that time. The program started with a small in-house clinic, which doubled in size in in the early 1980s and became both a clinical training center and clinical research site as the University, Department, and clinical program developed a stronger focus on research. The Department and clinic, formerly called the Family Service Center, moved to the School of Public Health building in 2010, as the Department was moved to join its fellow academic units within the School. A major improvement resulted as the School constructed an entirely new set of Department offices and a large, modern clinic, which was named the Center for Healthy Families (CHF).
The clinic has become the leading agency serving diverse low-income families in the local community.

From its inception, the CFT program has emphasized a systemic, ecological approach to understanding and intervening with couple and family issues. This perspective is not only consistent with the core theoretical base for the MFT field, but also fits with the ecological focus of the Department, which has an interdisciplinary faculty who study many different levels of factor affecting families and their members.

The CFT Program emphasizes integration of strong academic education and extensive clinical training that begins with the student's first semester and builds across the two-year program. Consequently, the admissions process focuses on selecting a diverse cadre of students who have a combination of excellent academic ability, strong interpersonal skills, and high motivation. Students take a rigorous course load of didactic courses and simultaneously work as interns in the clinic. In their first semester, they are introduced to basic clinical skills for joining with clients and listening empathically to them, and they engage in numerous role-play practice sessions. In the second half of the semester their clinical skills are assessed by the faculty members, and if they are judged to be ready, they begin sitting in sessions with real clients, along with a second-year student who has primary responsibility for the case. Subsequently, students accrue a minimum of 400 client contact hours and receive extensive supervision (live, video review, and case notes). In addition to their two-year internship in the CHF, some students choose to take a part-time externship in a local agency, to enhance their clinical experience.

The four program faculty members (the PD Dr. Norman Epstein, Dr. Leigh Leslie, Clinic Director Dr. Carol Werlinich, and our new colleague Dr. Mona Mittal) have full responsibility and freedom to manage the CFT Program. They teach most of the courses and provide some of the clinical supervision (the rest provided by a highly experienced group of adjunct supervisors). The students all take a Family Theories course from our Department colleague Dr. Kevin Roy, occasionally Dr. Sandy Hofferth teaches the research methods course, and outside professionals typically are hired to teach elective courses in trauma, substance abuse, and testing.

**Mission of the CFT Program**

The mission of the University of Maryland CFT Program is to select, educate and train diverse, clinically and culturally sensitive, competent and ethical couple and family therapists who are able to apply the most current knowledge of the profession of Marriage and Family Therapy and who will also make a contribution to that profession. The CFT Program is one of the academic programs within the Department of Family Science, which is a unit within the School of Public Health (SPH) at the University of Maryland, College Park. The mission of the Department of Family Science is to provide an interdisciplinary approach to the discovery and application of knowledge about families, generate empirical research about families and family processes; and enhance the health and well-being of families in Maryland, the nation and the world through undergraduate and graduate education, therapy, policy analysis, and advocacy. The mission of the University of Maryland School of Public Health, the only accredited School of Public Health at a public
university in the Washington, DC region, is to promote and protect the health and well-being of citizens of Maryland, the nation and the world through interdisciplinary education, research, public policy and practice. The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. The University is committed to achieving excellence as the State’s primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. The University creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. The University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields.

Two of the strengths of the CFT program are the diversity of our students and the diversity of the client population they serve. Our program has a primary of emphasis on cultural competence throughout the training, and the juxtaposition of our training and our clients allows students a unique opportunity to develop culturally sensitive skills with a range of clients who vary in ethnicity, country of origin (we have many immigrant families attending our clinic), and socio-economic status. A second strength of our program is the intellectual, academic, and experiential competence of our students. We are fortunate to attract a highly qualified group of applicants each year, from whom we can admit a very select group. A third strength of our CFT program is our small but highly committed CFT faculty, who are highly committed to our work as teachers, mentors, and clinical trainers. We enjoy interacting with our students and frequently involve them in our professional work such as attending and co-presenting at conventions, as well as co-authoring publications. We take pride in contributing to the development of our students’ professional identities and confidence. Fourth, our program offers students intensive and extensive supervision. Our students receive over 300 hours of supervision over the course of their two-year program. Given that students accrue a minimum of 400 hours of client contact, that translates into approximately half an hour of supervision for every hour of therapy they provide. Furthermore, supervision is provided in several formats - live, video, and group consultation. Students are included in supervision groups within the first weeks of their initial semester in the program.

**Educational Objectives: Program Outcomes**
The following are the core Program Outcomes for the CFT Program:

1. **Students will make timely progress toward completing the academic and clinical training requirements of the CFT Program and graduating from the program and University.**

The CFT Program is designed to be a two-year full-time curriculum consisting of academic coursework, supervised clinical training, and a capstone experience consisting of either a research thesis or an “Advanced Clinical Study” case study. This Program Outcome involves students making steady, on-time progress toward completing those program requirements for graduation.
(2) The CFT Program will attain a high level of diversity in its student body, faculty, supervisors, and the client population served by the student therapists.

Diversity is defined in terms of a range of demographic and cultural characteristics present in the student body, faculty, clinical supervisors, and clients seen by students in their clinical training.

(3) The graduates of the CFT Program will attain a high rate of taking the national examination for licensure in the field of Marriage and Family Therapy and a high rate of passing the examination.

Given that the mission of the CFT Program is to train individuals to be effective practicing clinicians who can provide ethical and effective treatment for members of the public, it is crucial that the Program graduates prepare themselves to take the AMFTRB’s Examination in Marital and Family Therapy and pass it. This Program Outcome focuses on the core credential of licensure.

(4) The graduates of the CFT Program will obtain employment in jobs related to the field of Marriage and Family Therapy.

As with Program Outcome #3, the CFT Program’s success in educating and training students to be ethical and competent clinicians who will make contributions to enhancing the well-being of the public can be determined in part by the degree to which the graduates obtain jobs in which they can use their MFT education and training.

(5) The graduates of the CFT Program will make contributions to the field of Marriage and Family Therapy and/or related fields.

Our CFT Program is intended to educate and train students so they will not only be competent consumers of knowledge in the MFT profession, but also will actively contribute to the development of the profession. Such active contributions can include developing new knowledge through research, taking a leadership role in professional MFT-related organizations, and developing new educational, training, or treatment programs that are disseminated to the professional community or consumers. This Program Outcome focuses on the degree to which CFT program graduates engage in such activities.

Educational Objectives: Student Learning Outcomes

The following are the core student learning outcomes for the CFT Program. These learning outcomes are based on professional marriage and family therapy principles, educational guidelines, the AAMFT code of ethics, and the domains included in the AMFTRB National Exam. For each of the SLOs, there are aspects involving knowledge of concepts, principles and current empirical findings, and other aspects involving skills application in clinical practice.

(1) CFT students will understand and apply basic knowledge regarding normative and non-normative individual and family development.
The MFT field takes a developmental perspective on individual and family functioning, in which change is inevitable, and a variety of factors can influence whether an individual or family system develops normatively compared to others in its reference group (e.g., adolescent males) or non-normatively. This Student Learning Outcome focuses on empirically-based knowledge of normative and non-normative developmental processes, as well as skills for assessing such processes and outcomes and basing clinical treatments on that knowledge.

(2) *CFT students will apply family theories and therapy models in the analysis of family health and well-being.*

Assessment and treatment within the MFT field are largely theory-based, so it is crucial that students have a solid grounding in relevant theories. Although a cornerstone of theoretically-based clinical practice involves the major family therapy models (e.g., those covered in the National Exam), our CFT Program, as a component of the Department of Family Science, also teaches students major family theories (e.g., general systems theory, social learning theory, symbolic interaction theory) that are used to understand family functioning. This Student Learning Outcome focuses on knowledge and skills application associated with both family therapy models and family theories.

(3) *CFT students will analyze and apply ethical principles and established legal and ethical codes in the practice of couple and family therapy.*

The MFT profession, similar to the other mental health disciplines, is strongly based in principles of ethical professional conduct. Consequently, the CFT Program teaches students about ethical principles, decision-making guidelines, and legal statutes and codes. Although we have a course that emphasizes ethics and professional issues, these topics are covered across the curriculum in didactic courses and clinical supervision. This Student Learning Outcome focuses on students’ knowledge of ethical principles and codes, as well as their skills for applying them in clinical practice.

(4) *CFT students will understand and utilize public health and social science research findings regarding physical and mental health in the practice of couple and family therapy.*

The MFT profession, as part of the broader mental health field, increasingly is developing into an evidence-based discipline in which our understanding of clients’ strengths and problems and our selection and implementation of appropriate treatments are based on sound empirical knowledge derived from systematic research. Our CFT students learn about both quantitative and qualitative research methods, as well as the current state of research knowledge in each content area (e.g., substance abuse, family violence, human sexuality) covered in their didactic courses. This Student Learning Outcome focuses on students’ knowledge of research methods and the application of research findings to clinical practice.
CFT students will demonstrate engagement, assessment, and treatment knowledge and skills in the couple and family therapy process.

The professional marriage and family therapy principles, educational guidelines, AAMFT core competencies, AAMFT code of ethics, and the domains included in the AMFTRB National Exam all emphasize the importance of clinicians having a strong knowledge base and clinical skills for engaging clients of all backgrounds in the process of therapy, assessing them accurately, planning appropriate treatments, and implementing therapy effectively. This Student Learning Outcome focuses on knowledge and skills application in the areas of engagement, assessment, and treatment.

CFT students will demonstrate cultural competence knowledge and application of principles in couple and family therapy process.

Our CFT Program has a strong commitment to diversity and to MFTs’ cultural competence in working with clients from diverse backgrounds. This commitment is consistent with MFT principles, educational guidelines, AAMFT core competencies, the AAMFT code of ethics, and the National Exam content, as well as with the mission of the University of Maryland and the personal values of our faculty. This Student Learning Outcome focuses on students’ knowledge of cultural competence principles, as well as their demonstration of skills for assessing and treating their clients in a culturally sensitive and competent manner.

CFT students will demonstrate competence in professional practice as a couple and family therapist through clinic management activities, use of supervision, and development of constructive collegial relationships.

Knowledge and clinical skills for assessing and treating clients can have limited positive impact on clinical practice unless MFTs are competent at basic strategies and methods of professional practice, such as case management, use of supervision, and development of constructive collegial relationships with co-workers, supervisors, and other professionals (e.g., teachers, physicians) who work with one’s clients. This Student Learning Outcome focuses on students’ knowledge of professional practice principles and strategies, as well as their application in daily clinical practice.

Data Collection on Student Competencies and Program Outcomes
In order to allow continuous assessment of the degree to which each of our Program Outcomes (POs) and Student Learning Outcomes (SLOs) is being achieved, the faculty members of the CFT program routinely collect data through a variety of means. These include:

- Clinical supervisor ratings each semester of each CFT student’s performance on several competencies involving knowledge and applied skills
- Course instructor ratings of student competencies on specific rubrics for
Data collection from clinical supervisor ratings is confidential (only viewed by the supervisor, supervisee, and the CFT clinical faculty), and reports regarding SLOs are only in aggregate form in which no individual students are identified. Supervisors’ rating forms are collected in the individual student’s CFT program clinical activities file, which is stored in a locked file in the administrative assistant’s office in the Center for Healthy Families. Only the CFT faculty members and the student have access to the individual’s file (the only exception being members of a COAMFTE site visit team who are charged with inspecting the CFT program’s records). For the purpose of regular assessment of CFT program educational outcomes, the CFT Program Director accesses the supervisors’ rating forms in the Center for Healthy Families in order to construct an aggregate summary of students’ performance on the clinical competencies each semester, with no individual students identified.

Course instructor ratings of student competencies on standard course-related rubrics are completed each semester in which a course is taught, and the ratings are stored and treated confidentially by the individual faculty member according to University of Maryland faculty guidelines. For the purpose of regular assessment of CFT program educational outcomes, each faculty member prepares aggregate summaries of student performance on these rubrics and submits them to the CFT Program Director.

Data regarding students’ progress in completing requirements of the CFT curriculum and moving toward graduation are collected each Spring semester through the Progress to Degree form that each student is required to fill out and return to the Program Director (see copy in Appendix B).

Data regarding students and graduates’ achievements on criteria including graduation from the program, passing the national licensing examination, employment, service to the profession, and contributions to advancement of knowledge in the profession are collected through program and University records (regarding completion of the CFT curriculum and graduation) and an annual survey that is sent to all graduates of the program. The survey regarding graduates’ professional activities accompanies a letter from the Program Director to graduates, updating them about current news in the CFT program.

Educational Objectives: Faculty Outcomes
The CFT Program also has a set of outcomes for faculty performance that are consistent with COAMFTE standards and the missions of the University of Maryland, the School of
Public Health, and the Department of Family Science:

1) Faculty members will meet University of Maryland, School of Public Health, and Department of Family Science expectations for teaching and mentoring of students.

As is common for faculty at major universities, the faculty members at the University of Maryland, College Park are expected to teach courses and mentor graduate and undergraduate students. The CFT faculty members are held to the University standards for teaching load and consistently meet or exceed it, based on their combination of standard courses, clinical supervision (generally taught in “overload”), independent study teaching, and supervision of student research (undergraduate research, master’s theses, and doctoral dissertations). The CFT faculty members teach the vast majority of courses required for the CFT Program, with adjunct faculty members occasionally teaching such courses. The faculty members are expected to provide high quality teaching, as reflected in course evaluations by students. Finally, faculty mentoring of CFT students commonly involves supervising student research, co-presenting with students at professional conventions, involving students as co-authors on professional publications, and guiding students as they take on professional positions such as serving as a student representative for the local division of AAMFT.

2) Faculty members will meet University of Maryland expectations for scholarship.

As is common at major research universities, the University of Maryland, the School of Public Health, and the Department of Family Science have high expectations for the quality and quantity of faculty members’ scholarship, in terms of professional publications, presentations, grants, etc.

3) Faculty members will meet University of Maryland expectations for service.

The University of Maryland, the School of Public Health, and the Department of Family Science have expectations that all faculty members will contribute service to their Department, School, University, the profession, and the community. Service to the Department, School, and University typically consists of administrative duties and participation on various committees that contribute to management of the functions of the units (e.g., developing and revising curricula). Service to the faculty member’s profession may include holding offices in professional organizations, participating as members of state professional licensing boards, contributing to the development of professional licensure in the local jurisdiction (e.g., state MFT licensing), holding editorships of scholarly journals or editorial board memberships, serving on grant review panels, and providing external reviews of faculty members being reviewed for promotion and tenure at other institutions. Finally, each CFT faculty member contributes service to the local community by maintaining a professional license and engaging in part-time clinical practice as licensed MFTs, consistent with expectations of COAMFTE.
(4) Faculty members will maintain a high level of knowledge and skills as practicing clinicians.

This Faculty Outcome is important because the faculty members educate and train students to be clinicians, so the faculty members’ own clinical expertise plays a role in their effectiveness as teachers. Consistent with COAMFTE accreditation standards, all of the CFT full-time faculty members and adjunct supervisors are licensed practicing MFTs, and they engage in continuing education activities designed to maintain their current MFT knowledge and that are required for licensure.

Data Collection on Faculty Outcomes
Data are collected each semester on faculty members’ teaching through standard online teaching evaluations conducted by the University of Maryland, College Park. Data regarding faculty members’ additional teaching (e.g., mentoring of students on thesis and advanced clinical presentation projects), as well as mentoring of students through co-authoring of publications and co-presenting at professional conventions, are collected through yearly Faculty Activity Reports that all faculty member must submit to the University. Faculty curriculum vitae are another source of such data.

Data regarding faculty members’ research, publication, and service activities also are collected from the faculty members’ annual Faculty Activity Reports and curriculum vitae.

As licensed practitioners, faculty members are required by the State of Maryland to accrue continuing education for licensure renewal.

FACILITIES AND RESOURCES

The University of Maryland, College Park campus, is in an ideal location for the study of Families and for clinical training in couple and family therapy. Research and training opportunities exist in the revitalized multi-ethnic city of Baltimore, the international city of Washington, D.C., the historic Maryland capital of Annapolis, and the suburban and rural communities of Maryland. Also nearby are such institutional resources as the Library of Congress, the National Institute of Mental Health (NIMH), and the National Center for Health Statistics. In addition to these many resources in the surrounding areas, the University provides a wealth of information and resources on campus. The University’s library system contains approximately 2,000,000 volumes and maintains subscriptions to more than 15,000 periodicals and newspapers. The university provides modern audio-visual and computer services, and it augments research, training, and outreach support through a number of institutes and centers.

The Department of Family Science is part of The School of Public Health (SPHL). The Department cooperates with many research centers and academic units on campus, providing each student with flexibility in his/her course of study as well as access to additional faculty resources. Among these units are the Maryland Population Research Center (http://www.popcenter.umd.edu/) and the departments of Government and
Politics, Criminology, Human Development, Psychology, Sociology, Public Community Health, the Center on Aging, Women’s Studies, and Afro-American Studies.

The Department of Family Science and on-site Center for Healthy Families (CHF) moved into newly constructed offices in the School of Public Health Building in January, 2010. The CHF, which is located on the floor of the School of Public Health Building directly below the Department of Family Science offices, is an excellent setting for clinical training. Although it is located on a university campus, it truly is a fully operating community clinic, open year-round and providing services to hundreds of residents of the communities surrounding the University of Maryland campus in Prince George’s County. Especially since state funding of community mental health centers has decreased markedly, The CHF has become a primary referral source for low-income families in the region. As described below, the client population seeking assistance at the CHF is highly diverse in demographic characteristics and presenting concerns.

The Center for Healthy Families
The Center for Healthy Families (CHF) is the on-site couple and family therapy clinic operated by the Department of Family Science. The Center provides couple and family therapy to residents of surrounding communities, training for the Department’s clinical graduate students, and a site for clinical research. The CHF serves approximately 400 area families, couples, and individuals concerning relational issues each year.

The CHF has two major wings, one containing a waiting room for clients, therapy rooms (including a play room for therapy with children), and observation rooms for live clinical supervision. All therapy rooms are equipped with comfortable furniture, digital video-recording equipment, and phones for supervisor call-in. The other wing of the CHF houses the large main office in which staff meetings are held, a clinical records storage room, a kitchen, a set of computers for record-keeping and data entry, and three seminar classrooms.

The CFT graduate student therapists provide relational therapies to individuals, couples and families on a sliding fee scale. Referrals come from many sources, including social service agencies, school systems, courts, the University Counseling Center, and previous clients. The diversity in referral sources contributes to a broad range of presenting problems. A recent CHF accounting study (2011) revealed that presenting problems included mental health issues (28%), parenting issues (26%), relationship problems (22%), financial stress (22%), and communication issues (18%); some clients list multiple presenting problems, so the total exceeds 100%. Military families receive their first five therapy sessions free of charge, and all subsequent at a reduced rate. The CHF is the one of the largest providers of mental health services to low income families in Prince George’s County, fulfilling a critical community mental health need.

The demographic profile of CHF clients illustrates the diversity of families served by FMSC therapists. Clients from these cases represented the full range of family structures, including single parents (24%), nuclear, blended, and extended families (39%), couples without children (14%), and individuals (23%). Of clients responding to intake assessment
queries about racial/ethnic identity, 46% were African American, 34% were Caucasian, 11% were Latino, 4% were Asian, and 5% were of mixed racial background. With respect to education, 26% had a high school degree or less, 39% of clients reported some college or trade school, 20% had a bachelor’s degree, and 15% had at least some graduate work. Of those served by the Center for Healthy Families, 84% paid $25 or less per session, and 50% paid $10 or less per session (the rate for a family earning less than $16,000 per year).

All of the policies and procedures of the CHF are published in the *CHF Clinic Manual*.

**Clinical Externship Sites**
Although the CFT students accrue most of their clinical training in the Center for Healthy Families, there are some opportunities for them to have part-time (typically several hours per week) externships in local community agencies if they wish to expand their experience. Two sites, Bowie Youth and Family Services and Greenbelt CARES Youth and Family Services Bureau (two of the local network of the State of Maryland’s Youth Services Bureaus) provide most of the externships for our students. Both agencies are located in Prince George’s County, Maryland, a highly racially and socioeconomically diverse county. These two externship sites have AAMFT Approved Supervisors. The websites for Bowie Youth and Family Services and Greenbelt CARES are www.cityofbowie.org/index.aspx?NID=125 and www.greenbeltmd.gov/CARES/index.htm, respectively.

**FACULTY ASSOCIATED WITH ADMINISTRATION OF THE CFT PROGRAM**

**Director and Clinical Faculty of the CFT Program**
The director of the CFT M.S. degree program, Norman B. Epstein, Ph.D., is responsible for overseeing the ongoing educational and clinical training components of the program, in collaboration with the other three CFT faculty members, Leigh A. Leslie, Ph.D., Carol A. Werlinich, Ph.D., and Mona Mittal, Ph.D. The program director’s responsibilities include (a) *recruitment, selection, and admission of students* (responding to email and phone inquiries regarding the program from prospective applicants, and processing a pool of applications each year); (b) *curriculum development, oversight and evaluation* (scheduling and conducting clinical faculty meetings at least monthly, responding to any student concerns, completing all of the University requirements for documenting the program’s Learning Outcome Assessments, conducting annual Progress to Degree assessments with all of the CFT students, coordinating with the Department’s Graduate Director regarding each student’s completion of graduation requirements); (c) *maintenance of the program’s national accreditation status* (maintaining data regarding program outcomes, student learning outcomes, and faculty outcomes to meet all of the COAMFTE accreditation standards; preparing annual reports; updating the program when any changes are needed; writing the periodic re-accreditation review self-study documents); (d) *coordinating current research in the Center for Healthy Families*, which is the primary clinical training site for the CFT program, serves hundreds of families from the communities surrounding the University campus annually, and is a rich source of data that continue to be used for Department students’ thesis and dissertation research projects. These administrative responsibilities continue year-round.
**Director of the Center for Healthy Families**
Carol A. Werlinich, Ph.D. is the Director of the CHF. Dr. Werlinich, has primary responsibility for the daily functioning of the clinic, including (a) client intake, (b) case disposition, (c) management of client records, (d) logs of client contact hours and supervision hours, (e) relations with full-time faculty and part-time adjunct supervisors, (f) outreach to the community, (g) in-service training, (h) teaching the FMSC 654 course to CFT student interns, involving case management skills, clinical policies, and ethical practice, (i) developing and maintaining a comprehensive manual of operations, the CHF Clinic Manual, which is revised annually, (j) supervising the design and dissemination of all materials (e.g., brochures) that identify and give visibility to the CHF as a service arm of the University of Maryland, and (k) selecting, coordinating, and maintaining audiovisual and other equipment utilized in clinical service.

**Department Graduate Director**
The Director of Graduate Studies in the Department of Family Science assists students with the logistics of meeting Graduate School requirements and answers questions regarding the policy and procedures of the department's graduate programs. Students who wish to apply for course waivers, substitutions, etc. should contact the Graduate Director.

**Department Graduate Committee**
The Graduate Committee consists of the Director of Graduate Studies, the CFT Program Director, and additional members of the faculty appointed by the Department Chair. The Graduate Faculty Committee is responsible for developing and implementing the policies and procedures for all graduate programs in the Department of Family Science.

**Faculty Advisors**
At admission to the CFT program, each student is assigned a faculty advisor. The faculty advisor serves as a contact person for the student until the student regarding Department and CFT program policies and procedures, course selection, and consultation regarding professional goals. The student may decide to work with the academic advisor as a mentor (e.g., thesis advisor) as well, but he or she is free to develop a mentoring relationship with any other faculty member in the Department whose scholarship and professional interests are a good match. All elective courses must be pre-approved by the student's faculty advisor.

**Thesis Committee/ Advanced Clinical Study Chair**
Each CFT student is responsible for selecting a faculty member to serve either as a thesis committee chair or as the chair for an advanced clinical study project, based on shared interests and mutual agreement between the student and faculty member. The thesis committee chair must be a Member of the University of Maryland Graduate Faculty. A thesis committee also will include two other faculty members who must be members of the University Graduate Faculty or Adjunct Members or Special Members (see online Graduate Catalog for more information about criteria for these categories). Members of the latter two categories cannot chair the committee unless approved by the Dean of the Graduate
School. The student selects a committee chair from the Family Science Department who is a Member of the University Graduate Faculty. One of the other committee members must be a Family Science faculty member. The third member of the committee can either be a Family Science faculty member or a faculty member in another department on campus. On occasion an individual from outside the university may be approved as a committee member if he/she meets the criteria set for by the Graduate School for committee membership (e.g., tenured faculty member from another university, NIH research scientist). The approval of committee members from outside the university does take several months, and the student and dissertation chair are responsible for submitting an application to the FMSC Graduate Director several months in advance of the proposal meeting (see http://www.gradschool.umd.edu/images/uploads/GradFacForm.pdf).

The student’s thesis committee chair guides the student in the development and completion of his or her thesis research project, and typically the other committee member only see the thesis proposal when it is complete and ready for the student’s proposal meeting. Once the student and thesis committee chair design the student’s project and develop the written thesis proposal, the student presents the proposal orally to the thesis committee. Upon approval from the thesis committee and the University of Maryland Institutional Review Board (IRB), the student proceeds with the research. When the complete thesis document is finished, the student has an oral defense with the thesis committee. Thesis defenses are publicized and open to the Department and larger School of Public Health community.

The chair of a student’s advanced clinical study (ACS) meets with the student to develop the plan for the project (identification of an appropriate clinical case, application of the standard ACS format for reporting the assessment and treatment of the case, etc.) and the student consults the chair during the process of writing the case study paper and planning the oral presentation. The student subsequently makes a formal case presentation to the CFT faculty and students and submits the written case paper to the CFT faculty. The faculty members make separate ratings of the paper and the presentation.

THE CFT CURRICULUM

Required Courses

FMSC 600 Family Theories (3 credits)
An overview of the theoretical frameworks underlying research on the family. Survey of research findings.

FMSC 610 Research Methods in Family Science (3 credits)
Prerequisite: EDMS 645 or equivalent. Research methods in family science. The role of theory, design, use of qualitative and quantitative measurement techniques, data collection and data analysis. Development of research proposals.

FMSC 640 Family Therapy: Theory and Techniques (3 credits)
Fundamental theoretical concepts and clinical procedures in couple and family
therapy. Emphasis on those therapies that operate from a family systems perspective.

FMSC 641  **Couples Therapy: Theory, and Techniques** (3 credits)
Prerequisite: FMSC 640. Exploration of the dynamics of the couple relationship and methods for facilitating growth and constructive interaction within that relationship. Theoretical models of couple therapy and their methods for assessment and treatment of distressed relationships. Applications with a variety of common problems experienced by couples.

FMSC 642  **Normal and Abnormal Individual and Family Development** (3 credits)
Prerequisite: FMSC 640. Normal development and psychopathology, within the context of the family system: implications for assessment, diagnosis, and therapeutic interventions. Emphasis on families with school-age children, adolescents, parent-child relationships, and application of the current psychiatric diagnostic system (DSM) in work with families.

FMSC 645  **Sexuality: Issues in Family Therapy and Service Delivery** (3 credits)
Prerequisite: a basic course in human sexuality and permission of instructor. Typical, dysfunctional, and pathological sexual functioning: effects on individuals, couples, and family systems. Sensitizes students to sexual issues, explores how perceptions of such issues affect work with people, and emphasizes implications for couple and family therapy.

FMSC 650  **Ethical, Legal, and Professional Principles in Marriage and Family Therapy** (3 credits)
Prerequisite: Permission of department. Limited to students admitted to the family therapy program. An introduction to the basic principles and practices of family therapy. Emphasis on basic therapy skills applied to a family context and on professional ethics of the family practitioner. Addresses therapist’s legal responsibilities and liabilities, certification, and licensure issues.

FMSC 651  **Psychopathology in the Family Context** (3 credits)
Prerequisite: FMSC 650. Limited to students admitted to the family therapy program. Initial application of family therapy skills and theoretical models to the practice of marriage and family therapy. Didactic focus on assessment and diagnosis of family process. Emphasis on treatment plans from different therapeutic models demonstrated in case presentations and supervision of therapy.

FMSC 652  **Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems** (3 credits)
Prerequisite: FMSC 651. Limited to students admitted into the family therapy program. Integration of systematic assessment and intervention procedures with couples and families, within the context of the various family therapy models. Didactic emphasis is given to procedural issues, critique and utilization of current DSM, and specific problems
encountered in family therapy work. Advanced professional responsibility as demonstrated in case presentations and supervision.

FMSC 653  Advanced Application of Marriage and Family Therapy Models and Techniques (3 credits)
Prerequisite: FMSC 652. Limited to students admitted to the family therapy program. Concluding course in the clinical therapy, assessment, diagnosis, and treatment series. Didactic focus on personal theory building, continued professional development, and extension of systematic intervention to community consultation with other mental health professionals. Emphasis on personal values and professional ethics as applied in case presentations and supervision.

FMSC 654  Clinical Marriage and Family Therapy Practice (3 credits)
Prerequisite: FMSC 651.
Application of theory and technique to the clinical practice of marriage and family therapy. Emphasis on case management and clinic administration. Includes completion of 12 successive months and 500 hours of supervised, direct client contact with couples, families, and individuals from an integrative family systems perspective.

FMSC 658  Supervised Clinical Practice of Marriage and Family Therapy (1-3 credits)
Prerequisite: FMSC 650
Supervised couple and family therapy client contact. Various family systems models of supervision applied via extant methods, including live and video-recorded.

FMSC 699  Independent Study (1-6 credits)
Prerequisite: Permission of instructor and department. Repeatable to maximum of 6 credits.

FMSC 745  Gender and Ethnicity in Family Therapy and Service Delivery (3 credits)
Major critiques of sources of racial, cultural, and gender bias in couple and family therapy and family service delivery. Addresses these issues in program development, clinical practice, and policy.

FMSC 789  Non-thesis Research (1-3 credits)
Non-thesis research papers (Advanced Clinical Study papers).

FMSC 799  Master’s Thesis Research (1-6 credits)

Some Elective Courses within the Department of Family Science

The following are potential elective courses within the Department of Family Science. Students also have the option of taking courses outside the Department that are relevant for their professional education and are approved by their faculty advisor.
FMSC 603 Programmatic Approaches to Family Problems (3 credits)
Theories, assumptions, and principles that guide the design, implementation, and evaluation of family-focused prevention and intervention programs.

FMSC 606 Ethnic Families and Health Disparities (3 credits)
Historical, psychosocial, economic, and political factors influencing the structure and functioning of ethnic families. Overview of racial/ethnic health disparities over the life course and ways in which they are influenced by multi-level contextual factors. Cultural competency in research, service delivery, and development of family/health policy initiatives for ethnic families.

FMSC 647 Theory and Techniques of Family Mediation (3 credits)
An introduction to family mediation as an approach to helping families deal effectively with the issues associated with separation and divorce. Theory, practice and techniques of negotiation, with an emphasis on custody, property division and constructive restructuring of the family relationship.

FMSC 660 Program Planning and Evaluation (3 credits)
Program planning and evaluation for family services and maternal and child health programs, including assessment, consumer/community participation, capacity building, evaluation methods, and ethical issues; emphasis on both process and impact analysis. Development of proposals for evaluating impact of health interventions.

FMSC 698A Trauma and Addictions in the Context of the Family (3 credits)
Introductory course in Trauma and Addictions. Addictions will be viewed through a trauma lens with attention paid to the family context. Special attention will be paid to the importance of therapist self-care when working with traumatized individuals, families, and addictions, along with the overall ethical implications involved in this work.

FMSC 698P Methods for Policy Research on Families (3 credits)
Studying families involves managing multiple members, multiple reports, and changes over time. Families are influenced by the social, historical, and political context, as well. This class addresses methods for dealing with these unique aspects of family policy research and also addresses issues such as missing values, scale construction, and causal inference. Examples from research on welfare reform, early childbearing, and family and medical leave will be incorporated into the class. Students will practice these methods through weekly computer assignments on data provided by the professor.

**Standard Required Course Sequence**

**Semester I (Fall)**

- FMSC 600 Family Theories
- FMSC 640 Family Therapy: Theory and Technique
• FMSC 650 Ethical, Legal, and Professional Principles in Marriage and Family Therapy
• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Semester II (Spring)

• FMSC 610 Research Methods in Family Science
• FMSC 651 Psychopathology in the Family Context
• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy
• FMSC 745 Gender and Ethnicity in Family Therapy and Service Delivery

Summer Session I

• FMSC 645 Sexuality: Issues in Family Therapy and Service Delivery
• FMSC 654 Clinical Marriage and Family Therapy Practice
• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Summer Session II

• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Semester III (Fall)

• Elective
• FMSC 641 Couples Therapy
• FMSC 642 Normal and Abnormal Individual and Family Development
• FMSC 652 Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems
• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy

Semester IV (Spring)

• FMSC 653 Advanced Application of Marriage and Family Therapy Models and Techniques
• FMSC 658 Supervised Clinical Practice of Marriage and Family Therapy
• FMSC 789 Non-thesis Research (Advanced Clinical Study Option: Written and Oral Case Presentation)
• FMSC 799 Master's Thesis Research (Thesis Option: Thesis and Oral Examination of Thesis)

Progress to Degree Form
During each Spring semester, each student in the first and second years of the CFT Program fills out this form (see copy in Appendix), indicating whether they have completed each of the academic and clinical training activities that are required for graduation. The Progress to Degree Form lists each course that students typically take in each of the four semesters and the summer between the two years, as well as elective courses that may be taken during Winter-term sessions. The student indicates completion and grade earned for each
required course (including clinical supervision). For any incomplete course grades, the student indicates his or her plan to complete the coursework. The student also describes steps taken toward completing either a thesis project or advanced clinical presentation project (e.g., selecting a faculty chair/mentor for the project, selecting the topic of the project, obtaining human subjects review for thesis research). Finally, the student reports any involvement in optional but encouraged professional activities such as attendance at professional conventions, presentations, service as a student officer in the local division of AAMFT, etc.

**DEGREE REQUIREMENTS**

**Curriculum Overview**
The CFT curriculum has three parts: didactic coursework, clinical practica, and supervised client contact. The minimum total credits required are 48 for the non-thesis (Advanced Clinical Study) option and 51 for the thesis option. Didactic coursework is taken in conjunction with 15 credits of clinical practicum seminars and 9 credits of supervision of clinical work. In the clinical practicum, theory is applied to specific case material, with faculty supervision providing support and oversight of assigned cases.

**Clinical Experience**
Supervised client contact begins in the student’s first semester. Clinical students are required to gain a minimum of 400 hours of face-to-face client contact, and 250 of these hours must be relational (with couples or families). The Center for Healthy Families, the couple and family therapy clinic operated by the Department, offers the primary opportunity to gain these hours during the course of the four semesters that comprise the program and the summer between the two years. Students’ internship in the Center for Healthy Families is approximately a 20-hour per week commitment that includes clinical practice with clients, clinical supervision, weekly staff meetings, and assigned jobs that contribute to the ongoing functioning of the clinic. Clinical students receive a minimum of 100 hours of supervision, both individual and group, for their client contact hours. Supervision in the CHF is provided by licensed MFTs (AAMFT Approved Supervisors or Approved Supervisors in training), through a range of techniques including case discussion, one-way mirror live observation, video-recording review, co-therapy, and telephone consultation during live sessions. Students may choose to do some of their clinical work in a variety of available approved externship sites in the local area.

**Professional Insurance**
All CFT students are required to obtain professional liability insurance to cover their work during their entire time they are enrolled in the program and working in the CHF and any externships. Low-cost professional insurance for students can be obtained through AAMFT (see the AAMFT website: www.aamft.org).
**Thesis/Advanced Clinical Study Options**
Couple and Family Therapy students may pursue a thesis or a non-thesis (Advanced Clinical Study) option. For thesis option students, 6 semester hours are thesis research credits taken as FMSC 799. The thesis must be approved and then defended in an oral examination. Advanced Clinical Study option students take the 3 credit FMSC 789 and must complete a written and oral therapy case presentation. The student's work in either option is supervised by a faculty mentor.

**Thesis and Advanced Clinical Study Document Format**
The writing style of the thesis, including citations, should follow that of the American Psychological Association (APA), as set forth in Publication Manual of the American Psychological Association, Sixth Edition. The format should adhere to the Style and Policy Manual for Master’s Theses and Doctoral Dissertations distributed by the Graduate Studies Information Center (2125 Lee Building). The final draft of the thesis should include a title page, an approval sheet, and a 100-word abstract. Students are responsible for making sure that their theses conform to all of the formatting requirements of the Graduate School. Theses are submitted to the Graduate School electronically. An empirical thesis will only be accepted by the Graduate School if the student has obtained human subject review and approval from the IRB.

The writing style for an Advanced Clinical Study also should follow that of the American Psychological Association (APA), as set forth in Publication Manual of the American Psychological Association, Sixth Edition. The specific elements that should be included in the ACS paper and in the ACS oral presentation can be found in Appendix C. The ACS paper is submitted to the CFT faculty, not to the Graduate School.

**GRADUATION REQUIREMENTS, FORMS, AND DEADLINES**

**Registration for Thesis and ACS Credits**
A student who has chosen to do an ACS must complete the paper and make the oral presentation during the Spring semester of his or her second year in the program. A student who is completing a thesis must be officially registered for a minimum of one credit hour of FMSC 799 during the term when the thesis defense takes place. Thesis credits (FMSC 799) or “non-thesis” ACS credits (FMSC 789) taken in prior terms while the student was working on the project receive an “Incomplete” grade, and once the student submits the finished thesis to the Graduate School or ACS paper to the CFT faculty, the thesis advisor will replace all “I” grades with a letter grade.

**Deadlines and Forms for Graduation**
The student is responsible for adhering to the deadlines of the Graduate School for the submission of forms. The Graduate School publishes a calendar of important deadlines for graduate students in each semester's (http://www.gradschool.umd.edu/deadlines) Students should note these dates and be prepared to submit forms at the beginning of the semester in which they plan to graduate. Students should review the “Checklist for Submission of Master’s Theses and Doctoral Dissertations,” as well as the Style and Policy
Manual for Master’s Theses and Doctoral Dissertations (http://www.gradschool.umd.edu/etd/styleguide/).

The forms submitted for graduation and the approximate deadlines are as follows. See http://www.gradschool.umd.edu/current_students/deadlines_for_graduate_students.html

1) **Application for Diploma** (fee is billed to the student). This is always due within the first 10 calendar days of each semester. It is better to submit the form, even if your plans are unsure. The fee is billed only once, but the application must be filed each successive term in which you plan to graduate. There is no fee for the first submission of an Application for Diploma. A fee will be billed to the student for subsequent duplicate applications, beyond the initial one.

2) **Nomination of Thesis Committee Form**. This form is due for thesis students at least 6 weeks before the scheduled thesis defense (see "Important Dates" schedule - http://www.gradschool.umd.edu/deadlines). The form may be obtained online from the Graduate School, 2125 Lee Building or on-line at http://www.gradschool.umd.edu/. Filing date of the form must be prior to the first meeting of the committee.

3) **IRB Review**. All research projects that include data that were or will be obtained from human subjects must be reviewed and approved by the University of Maryland’s Institutional Review Board (IRB). The IRB proposal is submitted online by the student and his/her thesis chair via IRBNet, which can be accessed through the University of Maryland IRB website. Consult your advisor or the chair of the department’s Human Subjects Committee for information about how to complete this form.

4) **Approved Program Form**. May be obtained from the Graduate School, 2125 Lee Building. This form can now be completed "on-line". (Refer to the "Important Dates" schedule from the Graduate School).

5) **Final Submission of Thesis and Submission of the Report of the Oral Examining Committee** (see the "Important Dates" schedule). Theses are to be submitted electronically through the University of Maryland Electronic Thesis and Dissertation submission site: http://www.gradschool.umd.edu/etd. To register for this site, you will need a valid, current email address, your thesis Abstract, subject categories and six keywords, your Adviser’s full name, the full text of your thesis in PDF format, any supplementary files, a printing, processing, and archiving fee (which will be billed to your student account), and an optional registration and copyright fee, if you would like. Additionally, students must provide a hard-bound and an electronic copy of the thesis to the thesis committee chair. Bound copies, not necessarily hard bound, should be provided for any other members of the student’s committee who request them. The Report of the Oral Examining Committee, a sign-off sheet, is submitted by the committee chairperson to the Graduate School. A copy remains in the student’s departmental file.
COURSE WAIVERS/SUBSTITUTIONS

Unless a waiver or substitution is granted in writing from the Graduate Director of the Department of Family Science, it is expected that all core course requirements will be completed.

The following sections summarize a number of policies that affect CFT program students as graduate students at the University of Maryland, College Park. Additional information about University policies governing graduate studies can be found online in the Graduate Catalog (http://www.gradschool.umd.edu/catalog/academic_record.htm#2).

Transfer and Application of Credit
Credits used to satisfy the requirements for another earned degree may NOT be applied toward the requirements for the Master of Science degree from this department. With the approval of the Director of Graduate Studies, students may transfer up to six credit hours of graduate work not applied to a previous degree toward their FMSC degree. For further information on transfer of credits, see the Graduate Catalog on the University website. If a student is inadequately prepared for some graduate courses, the Department’s Graduate Committee may require the student to take additional courses. Such additional coursework is not considered part of the coursework required for the degree.

Waivers
Core courses may be completed in any sequence as long as specific course prerequisites are met. Students who have had previous graduate coursework equivalent to a core course may request a waiver for that course. If a course requirement is waived, it will need to be replaced with another graduate course approved by the Graduate Director. To request a waiver, complete the form titled REQUEST FOR WAIVER OF GRADUATE COURSE REQUIREMENT available from the department office. The request should be signed by the student’s advisor and submitted to the Graduate Director for final approval. All requests for waivers should be made no later than the semester in which the first 12 credits are completed.

Substitutions
Requests to substitute another course, either within or outside the department, for a core course requirement may be made. Such requests will be considered when a student can demonstrate that such a course is equivalent to the core course in question or can provide a rationale to justify taking the alternative course (e.g., substitution for waiver of a core course). To request a substitution, complete the form titled REQUEST FOR SUBSTITUTION OF GRADUATE CORE REQUIREMENT available from the departmental office. The request should be signed by the student’s advisor and submitted to the Graduate Director for final approval at least two months prior to when the student would like to take the substitution course.
Course and Degree Time Limits
The Graduate School has specific limits on the number of years that courses are considered valid in counting toward the student’s degree, and on the number of years the student has to complete the M.S. degree. Information about these limits can be found in the Graduate Catalog on the University website (http://www.gradschool.umd.edu/catalog/). The Graduate School does grant extensions of time limits in certain circumstances (usually a one-year extension for completing the degree; an additional one-year extension is much more difficult to obtain).

ACADEMIC DISHONESTY POLICY

Introduction
The University is an academic community with the fundamental purpose of the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is a commitment to the principles of truth and academic honesty. Accordingly, the Code of Academic Integrity (also see the Code online in the Graduate Catalog: http://www.gradschool.umd.edu/catalog/academic_record.htm#2) is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students. Academic dishonesty is a serious offense at the University because it diminishes the quality of scholarship on our campus and defrauds those who may eventually depend upon our knowledge and integrity.

Definitions
ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

a. CHEATING: intentionally using or attempting to use unauthorized materials information, or study aids in any academic exercise.
b. FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
c. FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
d. PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

A. CHEATING
Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Comments:
1. Faculty members are encouraged to state in advance of examinations and academic exercises, their policies and procedures concerning the use of shared study aids, examination files, and related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit or honors more than once without authorization.

B. FABRICATION
Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Comments:
1. “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work without notice to the instructor would be in violation of this section.

C. FACILITATING ACADEMIC DISHONESTY
Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comment:
For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

D. PLAGIARISM
Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Comments:
1. Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text, according to APA guidelines.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment...” and conclude with a reference identifying the exact location of the paraphrased material. A reference acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

*Comments provide explanations and illustrative material, but do not necessarily exhaust the scope of any section.
GRIEVANCE POLICY

A policy for the resolution of problems concerning arbitrary and capricious grading has been developed by the Committee on Academic Standards of the Graduate Council of the University of Maryland, College Park. Students are encouraged to resolve other types of grievances with the particular faculty or staff involved before recourse to the departmental Director of Graduate Studies, the Department Chair, and/or the Dean of the College/School.

The following is the procedure for the resolution of grading problems:

Procedures for Review of Alleged Arbitrary and Capricious Grading

Definitions

1. "Arbitrary and capricious grading"
   a. the assignment of a course grade to a student on some basis other than performance in the course, or
   b. the assignment of a course grade to a student by unreasonable application of standards different from standards that were applied to other students in that course, or
   c. the assignment of a course grade by a substantial and unreasonable departure from the instructor’s initially articulated standards.

2. "Day" or "Days" refer to working days at the University of Maryland, excluding Saturdays, Sundays, and holidays.

3. "Administrator" refers to the administrative head of the academic unit offering the course.

Informal Procedure

1. A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution.

2. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to attempt to solve the problem.

Formal Appeal

A formal appeal is available only upon a showing that the informal process has been exhausted.

1. General Requirements
   a. An appeal must be made in writing, addressed to the Graduate Dean and contain:
      (i) the course title and number;
      (ii) the instructor’s name,
      (iii) a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and providing all relevant supporting evidence.
   b. An appeal must be received in the Dean’s Office within twenty (20) days of the first day
of instruction of the next semester (excluding summer).

2. Procedures
a. Each academic unit shall have a standing committee of two tenured professors and two graduate level students to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the Department Chairperson.
b. Each written appeal is to be reviewed by the entire committee for a decision by the majority. The committee shall either dismiss the appeal, or move it forward.
c. Grounds for dismissal are:
   (i) The student has submitted the same complaint to any other grievance procedure;
   (ii) The allegations, if true, would not constitute arbitrary and capricious grading;
   (iii) The appeal was not timely;
   (iv) The informal process has not been exhausted.
d. If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.
e. If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.
f. If, based on the instructor’s reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.
g. If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal; with neither party represented by an advocate. Witnesses may be asked to make statements to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.
h. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believe the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.
   (i) The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting.

Authority of the Committee
3. The committee has the authority to take any action it believes will bring about substantial justice, including but not limited to:
a. Directing the instructor to grade the student's work anew;
b. Directing the instructor to administer a new final exam or paper;
c. Directing the cancellation of the student’s registration in the course;
d. Directing the award of a grade of "pass" in the course.
4. The committee does not have the authority to:
a. Assign a letter grade for the course;
b. Reprimand or take disciplinary action against the instructor.
5. The decision of the committee is final, and binding on both parties. The decision may not be appealed to any other body within the University of Maryland or the University of Maryland System.

31
Implementation
The Graduate Dean shall be responsible for implementing the decision of the committee. The definitions and procedures set forth in the grievance section were adopted by the President on August 1, 1991.

ACADEMIC SUPPORT SERVICES

A variety of valuable academic support services are available to CFT graduate students both across the University’s campus and within the Department of Family Science. The following are brief descriptions of academic support services and contact information for each of them.

Counseling Center Mental Health Services:
Given that students’ academic performance is influenced by the quality of their mental health, we include University of Maryland Counseling Center services among academic support services. The Counseling center provides enrolled students free psychological counseling, disability services, and learning assistance.

University Health Center Mental Health Services:
The University Health Center (www.health.umd.edu) also provides mental health services for students that can address barriers to academic progress.

Counseling Center Disability Support Services:
Disability Support Services housed within the Counseling Center include testing accommodations (extended exam time, private space, assistive technology, computer access for exams, enlarged print, and use of a calculator), reading accommodations (electronic textbooks and reading materials, as well as enlarged print), and hearing impaired services (interpreting service, transcription services, transliterating services [cued speech], and loaner FM systems). Additional disability services include priority registration, reduced course load, note-taking, library assistance, para-transit, individualized coaching, advocacy support, audio-recording of lectures, and referrals to other campus services. The website for Disability Services is www.dissup@umd.edu.

Counseling Center Learning Assistance Services:
Learning Assistance Services (www.counseling.umd.edu/LAS) has the mission of supporting the Counseling Center and the University of Maryland’s mission by fostering the education, critical thinking and intellectual growth of UM students, and helping students
develop personal and academic strategies, positive attitudes toward learning and the self, and behaviors which empower them to be successful in college and life. Services include academic counseling, academic success workshops, courses, content area support programs, guided study sessions, ESOL, dissertation support, and structured groups for the writing process.

Graduate Student Legal Aid:

The Graduate Student Legal Aid Office provides free legal information, consultations, referrals, and brief assistance to UMCP graduate students on a wide range of both off-campus and university matters. Examples of legal questions and problems handled include landlord-tenant disputes; consumer, credit, and employment law questions; family law/divorce/simple separations/name changes; power of attorney/advance medical directives; victim assistance; auto accidents and traffic tickets; simple contracts/small claims matters; health insurance/health care issues; University academic integrity and disciplinary cases; campus grievance procedures; in-state classification petitions and appeals.

Library Services:

The University of Maryland College Park has extensive library services befitting a leading university. As the largest university library system in the Washington D.C.-Baltimore area, the University Libraries serve 37,000 students and faculty of the flagship College Park campus. The eight-library system is a key academic resource that supports the teaching, learning and research goals of the university. With an operating budget of $23.7 million, the University Libraries rank 39th among the 115 members of the Association of Research Libraries in the U.S. It ranks 10th in electronic resources as a percentage of total library materials. The holdings include 4.3 million volumes, 17,000 e-journals, 900,000 e-books, and over 350 databases. The Libraries also offer a variety of computers, software, and peripherals. Students can borrow laptops, netbooks, e-book readers, cameras, headphones, chargers and adaptors, and more from McKeldin Library, and audiovisual equipment from Nonprint Media Services in Hornbake Library. There are numerous computer labs on campus, maintained by the campus Division of Information Technology.

Staff members of the Libraries provide additional services for the research and personal information needs of patrons with disabilities. Service Plus Information and Research Services staff members assist with the use of the catalog, as well as periodical indexes and reference materials. One large screen workstation in the McKeldin Library first floor public Electronic Research area is wheelchair-accessible. Upon request, the library will issue a special sticker to students with disabilities that will allow a personal attendant or reader to check out and renew materials for the student without the student having to come to the Libraries. To qualify, the student must have certification from Disabled Student Services.

All of those resources are available free of charge to enrolled graduate students. The University Libraries also belong to the University System of Maryland and Affiliated Institutions, which is a 16-member consortium with a strong tradition of resource-sharing.
and a common library software system to manage collections and transactions. The website for the University of Maryland Libraries is: www.lib.umd.edu.

Office for Diversity Initiatives:

The mission of the Office for Diversity Initiatives within the University of Maryland Graduate School is stated on its website as: “The Office for Diversity Initiatives provides campus leadership for identifying, recruiting, retaining, and graduating a diverse graduate student body. The Office also assists the University’s various colleges and departments in creating an environment supportive of the academic success of women and minority graduate students.” This office holds a Graduate School Preview Day for prospective grad students each Fall, orientation sessions for incoming grad students at the beginning of each academic year, Ph.D. completion workshops on the topics of *Dissertation and Thesis Management, Writing Successful Grant and Fellowship Applications, and CVs and Cover Letters*. The website for the Office of Diversity Initiatives is: [www.gradschool.umd.edu/current_students/grad_diversity_student_experience.html](http://www.gradschool.umd.edu/current_students/grad_diversity_student_experience.html).

Writing Centers:

The University of Maryland has a Graduate School Writing Center within the English Department ([www.english.umd.edu/academics/writingcenter/graduate](http://www.english.umd.edu/academics/writingcenter/graduate)) that provides writing workgroups and facilitated peer writing groups. There also is an English Editing for International Graduate Students ([www.english.umd.edu/academics/writingcenter/graduate/international](http://www.english.umd.edu/academics/writingcenter/graduate/international)). Furthermore, the Graduate School provides writing resources for graduate students ([www.gradschool.umd.edu/Writing_Resources/Introduction.html](http://www.gradschool.umd.edu/Writing_Resources/Introduction.html)), featuring one-on-one writing consultations with writing fellows.

International Student and Scholar Services:

The International Student and Scholar Services ([www.globalmaryland.umd.edu/offices/international-student-scholar-services](http://www.globalmaryland.umd.edu/offices/international-student-scholar-services)) assists international students with change of visa status, visa renewal, work authorization for off-campus training programs, information regarding educational activities open to dependents, completion of documents, health insurance, and travel abroad. The office conducts international student orientations, language practice, workshops, and career events.

Department of Family Science Academic Support Services:

As noted above, the **Director of Graduate Studies** (Dr. Kevin Roy; room SPH 1142T; phone 301-405-6348; email kroy@umd.edu) is available as a resource to CFT students for academic advising, information regarding University and Department policies and procedures, and information regarding Graduate Assistantships. The CFT Program Director (Dr. Norman Epstein; room SPH 1142X; phone 301-405-4013; email nbe@umd.edu) also is available for academic advising and information about CFT program
requirements. The Department's Program Management Specialist (Erin Wagner; room SPH 1142MM; phone 301-405-7574; email: wagneree@umd.edu) also is available for information regarding CFT program requirements, course registration, and other Department policies.
APPENDICES
## APPENDIX A

### Couple and Family Therapy Program

University of Maryland

### COAMFTE Graduation Requirements

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>3</td>
</tr>
<tr>
<td>640</td>
<td>3</td>
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<tr>
<td>650</td>
<td>3</td>
</tr>
<tr>
<td>658</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Semester IV</th>
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<tbody>
<tr>
<td>641</td>
<td>3</td>
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<tr>
<td>642</td>
<td>3</td>
</tr>
<tr>
<td>652</td>
<td>3</td>
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<tr>
<td>658</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V (1st or 2nd summer)</th>
<th>Optional Winter Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>645 Sexuality: Issues in Family Therapy</td>
<td>698 Trauma and Addiction</td>
</tr>
<tr>
<td>654 Clinical MFT Practice</td>
<td>698 Testing and Assessment</td>
</tr>
<tr>
<td>658 Supervised Clinical Practice (1 credit SSI; 1 credit SSII)</td>
<td>Total Prescribed Credits</td>
</tr>
<tr>
<td></td>
<td>Nonthesis (3)/Thesis (6)</td>
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<tr>
<td></td>
<td>Total Credits</td>
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</tbody>
</table>

As part of their preparation for the CFT program, students are expected to complete a basic course in each of the following areas (preferably before entering the program): human development, statistics or research methods, psychopathology, and introduction to counseling and therapy theories. In addition, students are encouraged to participate in appropriate individual and group self-awareness and personal growth experiences outside the program.
Areas of competencies that the CFT program is designed to develop and the courses specifically addressing each competency:

<table>
<thead>
<tr>
<th>COMPETENCIES FOR CFT PROGRAM</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>I.</strong> Understand and apply basic knowledge regarding normative and non-normative individual and family development.</td>
<td>Understand and utilize public health and social science research findings regarding physical and mental health in practice of couple and family therapy.</td>
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<td></td>
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<tr>
<td></td>
<td>FMSC 642</td>
<td>FMSC 641</td>
<td>FMSC 652</td>
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<tr>
<td></td>
<td>FMSC 645</td>
<td></td>
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<td></td>
<td>FMSC 658</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>FMSC 651</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II.</strong> Apply family theories and therapy models in the analysis of family health and well-being.</td>
<td>Demonstrate engagement, assessment, and treatment knowledge and skills in the couple and family therapy process.</td>
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<td></td>
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<tr>
<td></td>
<td>FMSC 600</td>
<td>FMSC 650</td>
<td></td>
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<tr>
<td></td>
<td>FMSC 640</td>
<td>FMSC 652</td>
<td></td>
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<tr>
<td></td>
<td>FMSC 641</td>
<td>FMSC 653</td>
<td></td>
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<tr>
<td></td>
<td>FMSC 658</td>
<td>FMSC 658</td>
<td></td>
</tr>
<tr>
<td><strong>III.</strong> Analyze and apply ethical principles and established legal and ethical codes in the practice of couple and family therapy.</td>
<td>Demonstrate cultural competence, knowledge and application of principles in couple and family therapy process.</td>
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<tr>
<td></td>
<td>FMSC 650</td>
<td></td>
<td></td>
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<td></td>
<td>FMSC 658</td>
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<td></td>
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<tr>
<td><strong>IV.</strong> Understand and utilize public health and social science research findings regarding physical and mental health in practice of couple and family therapy.</td>
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<td></td>
<td>FMSC 610</td>
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<tr>
<td></td>
<td>FMSC 641</td>
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<td></td>
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<td></td>
<td>FMSC 652</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V.</strong> Demonstrate engagement, assessment, and treatment knowledge and skills in the couple and family therapy process.</td>
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<tr>
<td></td>
<td>FMSC 650</td>
<td></td>
<td></td>
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<td></td>
<td>FMSC 652</td>
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<td></td>
<td>FMSC 653</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>FMSC 658</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI.</strong> Demonstrate cultural competence, knowledge and application of principles in couple and family therapy process.</td>
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<tr>
<td></td>
<td>FMSC 745</td>
<td></td>
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<tr>
<td></td>
<td>FMSC 658</td>
<td></td>
<td></td>
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<tr>
<td><strong>VII.</strong> Demonstrate competence in professional practice as a couple and family therapist through clinic management activities and collegial relationships.</td>
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<tr>
<td></td>
<td>FMSC 654</td>
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<tr>
<td></td>
<td>FMSC 658</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Title</td>
<td>Credits</td>
<td>Professor &amp; Semester</td>
</tr>
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<td>---------------------------------------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>FMSC 600</td>
<td>Family Theories</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 610</td>
<td>Research Methods for Family Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 640</td>
<td>Family Therapy: Theory and Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 641</td>
<td>Couples Therapy: Theory and Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 642</td>
<td>Normal and Abnormal Individual and Family Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 645</td>
<td>Sexuality: Issues in Family Therapy and Service Delivery</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 650</td>
<td>Ethical, Legal, and Professional Principles in MFT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 651</td>
<td>Psychopathology in the Family Context</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 652</td>
<td>Diagnosis, and Treatment of Mental and Emotional Disorders in Family Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 653</td>
<td>Advanced Application of MFT Models and Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 654</td>
<td>Clinical MFT Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 745</td>
<td>Gender and Ethnicity in Family Therapy and Service Delivery</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of MFT</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total fixed credits: 45

3-6 CREDITS TO SATISFY GRADUATION REQUIREMENTS (MUST INCLUDE 3 STATISTICS CREDITS IF NOT PREVIOUSLY TAKEN; MAY INCLUDE 3 NONTHESIS CREDITS, or 6 THESIS CREDITS)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Professor &amp; Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMSC 789</td>
<td>Non-Thesis Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMSC 799</td>
<td>Master's Thesis Research</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDMS 645*</td>
<td>Quantitative Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If statistics course not previously taken and approved by CFT Director

EQUIVALENT COURSES TAKEN CONCURRENTLY OR PRIOR TO FMSC/CFT ENROLLMENT THAT MAY BE USED TOWARD MS AND AAMFT CREDITS*

No more than six credits can be taken at another university and prior permission must be obtained from (a) Advisor, (b) Director, and (c) Department Chairperson.

TOTAL EARNED CREDITS: 48-51

Signature, CFT Director  Date  Signature, Student  Date
APPENDIX B

Progress to Degree
Master’s Degree in Couple & Family Therapy
Department of Family Science

The Department of Family Science requires Master’s students to submit a Progress to Degree form annually. For CFTs, this needs to be submitted each year to the Director of Clinical Education, Norman B. Epstein, Ph.D. For first-year students, only complete the portion of the form that applies to you; when you are a second-year student, you add onto the first year’s record by completing the second-year section. When submitting your form, please include a current CV and updated UMCP transcript. You may use this form as a Word document template when you answer the following questions.
Please submit your complete package of materials to Dr. Epstein by March 20, 2015.

First year

1. Required Coursework: Have you completed each of the following courses?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FMSC 600</td>
<td>Family Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>FMSC 640</td>
<td>Family Therapy: Theory &amp; Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>FMSC 650</td>
<td>Ethical, Legal, &amp; Professional Principles in Marriage &amp; Family Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 1 credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>FMSC 610</td>
<td>Research Methods in Family Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>FMSC 651</td>
<td>Psychopathology in the Family Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>FMSC 745</td>
<td>Gender &amp; Ethnicity in Family Therapy and Service Delivery</td>
<td></td>
<td></td>
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</tbody>
</table>

Total

__ Yes __ No Have you earned a B or better in each of your courses?

__ Yes __ No Do you have incompletes that you need to finish?

If so, please list them and describe the plan and date for completion:

_________________________________________________________________________________________________
_________________________________________________________________________________________________

__ Yes __ No Are you aware of the requirements for elective courses necessary to complete
_ Yes _ No  your master’s degree and be eligible for state licensure?

Have you completed any of your elective courses?

If yes, please list course number and grade earned:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_ Yes _ No  Have you taken a statistics course (graduate or advanced undergraduate level) as
a prerequisite for FMSC 610 and had it approved as meeting our program’s
requirement?

If yes, please attach transcript listing course number and grade earned.

If no, when will you take EDMS 645? _________________________________

2. Thesis or Advanced Clinical Study

_ Yes _ No  Have you met with faculty to discuss a thesis/advanced clinical study?

_ Yes _ No  Have you decided between a thesis and an advanced clinical study?

_ Yes _ No  Have you attended classes, meetings, in-services, workshops, etc. that explain your
options for thesis vs. advanced clinical study? Please describe:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

**If Thesis Option:**

_ Yes _ No  Have you met with a faculty member to discuss your thesis topic and committee
membership? Describe the meeting(s) and outcome:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_ Yes _ No  Have you selected a research topic for your master’s thesis?
If yes, what is it? _________________________________

_ Yes _ No  Have you identified a thesis advisor?
If yes, list name of advisor _____________________________

_ Yes _ No  Have you identified two other faculty members for your committee?
If yes, list their names: _________________________________

_ Yes _ No  Have you identified an appropriate source of data and begun formulating an
analysis plan?

_ Yes _ No  Have you completed an initial or preliminary literature review for your thesis
topic?
**If Advanced Clinical Study:**

_ Yes _ No  Have you submitted in writing to Dr. Epstein, the Director of Clinical Education your intention to do an advanced clinical study? Ideally, this decision should be made in the spring to give you maximum flexibility in planning for your advanced clinical study.

_ Yes _ No  Have you identified a faculty advisor for your advanced clinical study? If yes, list name of advisor ____________________________

_ Yes _ No  Have you identified an appropriate client case for your advanced clinical study and begun formulating the paper and oral presentation (including video clips)?

**3. Professional Development**

_ Yes _ No  Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? Please list such activities, which may include writing proposals for or attending/presenting at conferences; participation or leadership in campus organizations; or participating in state or national organizations.

**4. Awards**

_ Yes _ No  Have you received any honors or awards for your academic/professional work? Please list them.

**3. Research Experience (OPTIONAL)**

_ Yes _ No  Have you been involved in a program of research with a department faculty member? If yes, describe:

_ Yes _ No  Are you conducting research with non-departmental UMD faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.
## Summer (following First Year)

**Required Coursework:** Have you completed each of the following courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>FMSC 645</td>
<td>Sexuality: Issues in Family Therapy &amp; Service Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 654</td>
<td>Clinical Marriage &amp; Family Therapy Practice (&quot;I&quot; grade until May of 2nd year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 1 credit during each summer session</td>
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<td></td>
<td><strong>Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>

## Second year

1. **Required Coursework:** Have you completed each of the following courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FMSC 641</td>
<td>Couples Therapy, Theory, &amp; Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 642</td>
<td>Normal and Abnormal Individual and Family Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 652</td>
<td>Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>FMSC 653</td>
<td>Advanced Application of CFT Models and Techniques</td>
<td></td>
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<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>FMSC 789 OR FMSC 799</td>
<td>Advanced Clinical Study Option Credits (3) – Total credits: 48</td>
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<td>Thesis Option (6) – Total credits 51</td>
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</tbody>
</table>

**Total Credits Completed:**

_ Yes _ No Have you earned a B or better in each of your courses?

_ Yes _ No Do you have incompletes that you need to finish?

If so, please list them and describe plan for completion:

_________________________________________________________________________________________________
_________________________________________________________________________________________________

_ Yes _ No Have you completed the necessary elective courses to finish the program and be
eligible for state licensure?
If no, when do you plan to finish these courses?
________________________________________________________

2. **Thesis and Advanced Clinical Study**

**Thesis:**

- _Yes _ No  Have you selected a thesis committee chair? Name: ______________

- _Yes _ No  Have you selected you committee members, and have they agreed to participate?
  Name: ________________________________________________
  Name: ________________________________________________

- _Yes _ No  Have you successfully defended your thesis proposal?
  If yes, list the date of your successful proposal defense: _____________
  If no, when do you plan to defend your thesis proposal? _____________

- _Yes _ No  Have you completed and submitted necessary IRB paperwork and had it approved?

- _Yes _ No  Did you complete the required online IRB training course on human subjects research?

- _Yes _ No  Have you defended your finished thesis?
  If yes, list the date of your successful thesis defense: _____________
  If no, when do you plan to defend your thesis proposal? _____________

- _Yes _ No  Have you met all of the deadlines set by the graduate school for paperwork including approved program form, submission of your finished thesis, etc?

- _Yes _ No  Have you submitted a bound copy of your finished thesis to the Department, to your thesis chair, and to each of your committee members?

**Advanced Clinical Study:**

- _Yes _ No  Have you submitted in writing your intention to complete an advanced clinical study during either the spring of your first year or by the end of the first summer?

- _Yes _ No  Have you obtained the Clinical Presentation Component of Advanced Clinical Study Form and Universal Treatment Plan?

- _Yes _ No  Have you chosen a client family or couple and begun saving tapes?
_Yes _ No  Have you chosen an advanced clinical study chair?
Name: ____________________________

_Yes _ No  Have you met with your chair and made plans for completing all of the requirements for the advanced clinical study?

3. **Research Experience (OPTIONAL)**

_Yes _ No  Have you been involved in a program of research with a department faculty member?

If yes, describe:

_Yes _ No  Are you conducting research with non-departmental faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.

4. **Professional Development**

_Yes _ No  Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? List such activities, which may include attending or presenting at conferences; participation or leadership in campus organizations; or making contributions to local, state, or national professional organizations.

5. **Awards**

_Yes _ No  Have you received any honors or awards for your academic/professional work? Please list them.
### APPENDIX C

#### Components of Advanced Clinical Study Case Presentation

<table>
<thead>
<tr>
<th>General Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be a couple or family</td>
<td>N/A</td>
</tr>
<tr>
<td>A minimum of 12 sessions seen</td>
<td>N/A</td>
</tr>
<tr>
<td>Presenter as single therapist or lead (if co-case) who takes responsibility for case decisions</td>
<td></td>
</tr>
<tr>
<td>Total time – 50 to 55 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Introduction to Family</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of family; e.g., race, SES, presenting problem, number of sessions, etc.</td>
<td>15</td>
</tr>
<tr>
<td>Genogram (three generations if possible, show alliances, conflicts, unit of treatment, households, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Presentation Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Point presentation with video clips (with video summary) from a minimum of 3 separate sessions (if possible, illuminating varied parts of presentation; e.g., theoretical model, treatment plan, outcome)</td>
<td>20</td>
</tr>
<tr>
<td>Handouts for peers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Therapist Process and Treatment Plan Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical orientation including: reason for choice and appropriateness for case.</td>
<td>60</td>
</tr>
<tr>
<td>Treatment Plan (or theoretically appropriate reason for not having one) - see II-2.</td>
<td></td>
</tr>
<tr>
<td>Use of assessment instruments: what you used and how it informed treatment and assessment of progress/outcome</td>
<td></td>
</tr>
</tbody>
</table>

**Emphasize:**
- Specific tracking of client progress (e.g., pre- post- DAS, pre- post-Beck)
- Specific tracking of client –therapist relationship & satisfaction with therapy (e.g., SEQs)

<table>
<thead>
<tr>
<th>IV. Lead Discussion on central issues or concerns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare questions for audience</td>
<td>5</td>
</tr>
<tr>
<td>What you learned as a therapist working on this particular case</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**                                                                 | 100  |
# Paper Components - Advanced Clinical Study Case

<table>
<thead>
<tr>
<th>I. General Requirements</th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Due <strong>two weeks prior to</strong> presentation to the entire clinical faculty.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Elements for Inclusion in Clinical Summary Paper (not necessarily in listed order, but all sections must have headings).</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of family, e.g., race, SES, presenting problem, number of sessions.</td>
<td>60</td>
</tr>
<tr>
<td>2. Genogram (three generations if possible, show alliances, conflicts, unit of treatment, households, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. Theoretical orientation, including: assumptions of model, assessment procedures, role of therapist, concepts, techniques and methods of intervention, goals of treatment, as used in this case. Rational for major theoretical omissions are explained. Also: reason for choice and appropriateness for case.</td>
<td></td>
</tr>
<tr>
<td>4. Treatment plan or reason for not having one.</td>
<td></td>
</tr>
<tr>
<td>5. Use of assessment instruments and how they contributed to decisions in this case.</td>
<td></td>
</tr>
<tr>
<td>6. Ethical/Professional issues: therapist process-what decisions were faced; how were treatment decisions made; how did case framework/theory influence decisions.</td>
<td></td>
</tr>
<tr>
<td>7. Process summary - session groupings based on goals, steps, etc..</td>
<td></td>
</tr>
<tr>
<td>8. Points of consultation (e.g., issues and circumstances for which you sought consultation/ supervision; peaks/valleys).</td>
<td></td>
</tr>
<tr>
<td>9. If it were to continue at the CHF, what are your recommendations for this case</td>
<td></td>
</tr>
<tr>
<td>10. Questions that the case raised.</td>
<td>10</td>
</tr>
<tr>
<td>11. What you learned as a therapist working with this particular case.</td>
<td></td>
</tr>
<tr>
<td>12. General writing quality</td>
<td>15</td>
</tr>
<tr>
<td>a) Table of Contents</td>
<td></td>
</tr>
<tr>
<td>b) Use of headings</td>
<td></td>
</tr>
<tr>
<td>c) Uniform Treatment Plan</td>
<td></td>
</tr>
<tr>
<td>d) Grammar</td>
<td></td>
</tr>
<tr>
<td>e) APA style 6th edition</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

| 100 |

ACS grade = Average of Oral presentation and Paper, with:

- 185 and up = A
- 184 to 169 = B
- 164 to 149 = C

**Final Letter Grade** = __________
Due Month Day, Year

Name: ____________________  Expected graduation year/semester __________________

(1st, 2nd)

Progress to Degree
Master’s Degree in Couple & Family Therapy
Department of Family Science

The Department of Family Science requires Master’s students to submit a Progress to Degree form annually. For CFTs, this needs to be submitted each year to the Director of Clinical Education, Norman B. Epstein, Ph.D. For first-year students, only complete the portion of the form that applies to you; when you are a second-year student, you add onto the first year’s record by completing the second-year section. When submitting your form, please include a current CV and updated UMCP transcript. You may use this form as a Word document template when you answer the following questions.

Please submit your complete package of materials to Dr. Epstein by March 26, 2015.

First year

1. Required Coursework: Have you completed each of the following courses?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FMSC 600</td>
<td>Family Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 640</td>
<td>Family Therapy: Theory &amp; Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 650</td>
<td>Ethical, Legal, &amp; Professional Principles in Marriage &amp; Family Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 1 credit</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>FMSC 610</td>
<td>Research Methods in Family Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 651</td>
<td>Psychopathology in the Family Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 745</td>
<td>Gender &amp; Ethnicity in Family Therapy and Service Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__ Yes __ No  Have you earned a B or better in each of your courses?

__ Yes __ No  Do you have incompletes that you need to finish?

If so, please list them and describe the plan and date for completion:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

__ Yes __ No  Are you aware of the requirements for elective courses necessary to complete your master’s degree and be eligible for state licensure?
Due Month Day, Year

Name: ____________________  
(1st, 2nd) Expected graduation year/semester________________

__ Yes __ No Have you completed any of your elective courses?

If yes, please list course number and grade earned:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

__ Yes __ No Have you taken a statistics course (graduate or advanced undergraduate level) as a prerequisite for FMSC 610 and had it approved as meeting our program’s requirement?

If yes, please attach transcript listing course number and grade earned.

If no, when will you take EDMS 645? ________________________________

2. Thesis or Advanced Clinical Study

__ Yes __ No Have you met with faculty to discuss a thesis/advanced clinical study?

__ Yes __ No Have you decided between a thesis and an advanced clinical study?

__ Yes __ No Have you attended classes, meetings, in-services, workshops, etc. that explain your options for thesis vs. advanced clinical study? Please describe:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

If Thesis Option:

__ Yes __ No Have you met with a faculty member to discuss your thesis topic and committee membership? Describe the meeting(s) and outcome:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

__ Yes __ No Have you selected a research topic for your master’s thesis?
If yes, what is it? ________________________________

__ Yes __ No Have you identified a thesis advisor?
If yes, list name of advisor ________________________________

__ Yes __ No Have you identified two other faculty members for your committee?
If yes, list their names: ________________________________

__ Yes __ No Have you identified an appropriate source of data and begun formulating an analysis plan?

__ Yes __ No Have you completed an initial or preliminary literature review for your thesis topic?
Due Month Day, Year

Name: ____________________

Year ___________ Expected graduation year/semester________________

(1st; 2nd)

If Advanced Clinical Study:

__ Yes __ No Have you submitted in writing to Dr. Epstein, the Director of Clinical Education your intention to do an advanced clinical study? Ideally, this decision should be made in the spring to give you maximum flexibility in planning for your advanced clinical study.

__ Yes __ No Have you identified a faculty advisor for your advanced clinical study? If yes, list name of advisor _____________________________

__ Yes __ No Have you identified an appropriate client case for your advanced clinical study and begun formulating the paper and oral presentation (including video clips)?

3. Professional Development

__ Yes __ No Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? Please list such activities, which may include writing proposals for or attending/presenting at conferences; participation or leadership in campus organizations; or participating in state or national organizations.

4. Awards

__ Yes __ No Have you received any honors or awards for your academic/professional work? Please list them.

3. Research Experience (OPTIONAL)

__ Yes __ No Have you been involved in a program of research with a department faculty member? If yes, describe:

__ Yes __ No Are you conducting research with non-departmental UMD faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.
Due Month Day, Year

Name: ____________________
Year ___________ Expected graduation year/semester ________________
(1st, 2nd)

Summer (following First Year)

Required Coursework: Have you completed each of the following courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>FMSC 645</td>
<td>Sexuality: Issues in Family Therapy &amp; Service Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 654</td>
<td>Clinical Marriage &amp; Family Therapy Practice (“I” grade until May of 2nd year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 1 credit during each summer session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second year

1. Required Coursework: Have you completed each of the following courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FMSC 641</td>
<td>Couples Therapy, Theory, &amp; Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 642</td>
<td>Normal and Abnormal Individual and Family Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 652</td>
<td>Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>FMSC 653</td>
<td>Advanced Application of CFT Models and Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 658</td>
<td>Supervised Clinical Practice of CFT – 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMSC 789</td>
<td>Advanced Clinical Study Option Credits (3) – Total credits: 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>FMSC 799</td>
<td>Thesis Option (6) – Total credits 51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Completed: ____________________

__ Yes __ No Have you earned a B or better in each of your courses?
__ Yes __ No Do you have incompletes that you need to finish?

If so, please list them and describe plan for completion:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Due Month Day, Year

Name: ____________________

Expected graduation year/semester __________________

(1st, 2nd)

__ Yes __ No  Have you completed the necessary elective courses to finish the program and be eligible for state licensure?

If no, when do you plan to finish these courses?
_________________________________________________________________
_________________________________________________________________

2. Thesis and Advanced Clinical Study

Thesis:

__ Yes __ No  Have you selected a thesis committee chair? Name: ______________________

__ Yes __ No  Have you selected you committee members, and have they agreed to participate?
Name: __________________________________________________________
Name: __________________________________________________________

__ Yes __ No  Have you successfully defended your thesis proposal?
If yes, list the date of your successful proposal defense: _________________
If no, when do you plan to defend your thesis proposal? _________________

__ Yes __ No  Have you completed and submitted necessary IRB paperwork and had it approved?
__ Yes __ No  Did you complete the required online IRB training course on human subjects research?

__ Yes __ No  Have you defended your finished thesis?
If yes, list the date of your successful thesis defense: ________________
If no, when do you plan to defend your thesis proposal? ________________

__ Yes __ No  Have you met all of the deadlines set by the graduate school for paperwork including approved program form, submission of your finished thesis, etc?

__ Yes __ No  Have you submitted a bound copy of your finished thesis to the Department, to your thesis chair, and to each of your committee members?

Advanced Clinical Study:

__ Yes __ No  Have you submitted in writing your intention to complete an advanced clinical study during either the spring of your first year or by the end of the first summer?

__ Yes __ No  Have you obtained the Clinical Presentation Component of Advanced Clinical Study Form and Universal Treatment Plan?
Due Month Day, Year

Name: ____________________

Year ___________ Expected graduation year/semester________________

(1st; 2nd)

__ Yes __ No Have you chosen a client family or couple and begun saving tapes?

__ Yes __ No Have you chosen an advanced clinical study chair?

Name: ___________________________________

__Yes __ No  Have you met with your chair and made plans for completing all of the requirements for the advanced clinical study?

3. Research Experience (OPTIONAL)

__ Yes __ No Have you been involved in a program of research with a department faculty member?

If yes, describe:

__ Yes __ No Are you conducting research with non-departmental faculty? Please list your involvement in projects and explain your research responsibilities and the studies in general.

4. Professional Development

__ Yes __ No Have you been involved in professional development activities at the departmental, campus, local community, state, or national level over the past year? List such activities, which may include attending or presenting at conferences; participation or leadership in campus organizations; or making contributions to local, state, or national professional organizations.

5. Awards

__ Yes __ No Have you received any honors or awards for your academic/professional work? Please list them.
## Written Component of Advanced Clinical Project

### I. General Requirements
1. **Due two weeks prior to presentation to the entire clinical faculty.**

### II. Elements for Inclusion in Clinical Summary Paper (not necessarily in order, but all sections must have headings). In general, use examples from your case, whereas appropriate.

1. a. Description of family, e.g. race, SES, presenting problem, number of sessions. (5 points)
   b. Literature Review (10 points)
2. Genogram (three generation if possible, show alliances, conflicts, unit of treatment, households, etc.) (10 points)
3. DSM Diagnosis for one appropriate family member and rational for choice (not V code). (5 points)
4. Use of assessment instruments and how they were used in this case. (5 points)
5. Theoretical orientation including: reason for choice and appropriateness for case. List and define major concepts, explaining relevance and giving specific examples from your case. (10 points)
6. Treatment plan or reason for not having one and process summary. Be sure to give examples of specific session process, but be conscious about focusing on major patterns and themes. (10 points)
7. Ethical/Professional issues: therapist process-what decisions were faced; how were treatment decisions made; how did case framework/theory influence decisions. (5 points)
8. Points of consultation (e.g., where did you seek consultation, peaks/valleys). (5 points)
9. Recommendations for this case if it were to continue at CHF. (5 points)
10. Questions that the case raised and what you learned as a therapist working this particular case. (5 points)

### 11. General writing quality
   a) Table of Contents
   b) Use of headings
   c) Uniform Treatment Plan (in appendix)
   d) Grammar
   e) APA style – 6th edition
   f) Reference List (e.g., regarding presenting problem and treatment model used.)

### TOTAL

<table>
<thead>
<tr>
<th>Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

ACP grade = Average of Oral presentation and Paper with:

- 90 and up = A
- 89 to 80 = B
- 79 to 70 = C

Final Letter Grade = _________
### Clinical Presentation Component of

#### Advanced Clinical Project

<table>
<thead>
<tr>
<th>General Requirements</th>
<th>Possible</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Must be a couple or family</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. A minimum of 12 sessions seen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presenter as single therapist or lead (if co-case) who takes responsibility for case decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Total time – 50 to 55 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### I. Introduction to Family

1. Description of family; e.g., race, SES, presenting problem, number of sessions, etc.
2. Genogram (three generation if possible, show alliances, conflicts, unit of treatment, households, etc.)

**Points**: 15

#### II. Presentation Materials

1. Power Point presentation with film clips(with video summary) from a minimum of 3 separate sessions (if possible, illuminating varied parts of presentation; e.g., theoretical model, treatment plan, outcome) (10 points)
2. Uniform Treatment Plan, including DSM diagnosis, goals, etc. (5 points)
3. Handouts for peers (includes references in page numbers for them.) (5 points)

**Points**: 20

#### III. Therapist Process and Treatment Plan Component

1. Theoretical orientation including: reason for choice and appropriateness for case. (10 points)
2. Treatment Plan (or theoretically appropriate reason for not having one)- see II-2 (10 points)
3. Use of assessment instruments: what you used and how it informed treatment and assessment of progress/outcome (5 points)
   - Specific tracking of client progress (e.g., pre- post- DAS, pre-post-Beck)
   - Specific tracking of client –therapist relationship & satisfaction with therapy (e.g., SEQs)
4. Ethical/Professional issues: therapist process-what decisions faced; how were treatment decisions made; how did case framework/theory influence decisions. (10 points)
5. Process summary (10 points)
6. Points of consultation (e.g. peak and valley sessions which you brought to supervision). (5 points)
7. Recommendations (10 points)

**Points**: 60

#### IV. Lead Discussion on central issues or concerns

1. Prepare questions for audience
2. What you learned as a therapist working on this particular case

**Points**: 5

**TOTAL POINTS**: 100