

**STUDENT PROGRAM HANDBOOK**

**UNIVERSITY OF NEVADA, LAS VEGAS**

Kirk Kerkorian School of Medicine  
Department of Psychiatry and Behavioral Health

TWENTY-NINTH  
EDITION 2024



## **Program Information**

Couple and Family Therapy

## **Contact Information**

sara.jordan@unlv.edu

Program Main Office

Office Location: MPE 107/108

Phone: 702-895-0511

Email: cft.director@unlv.edu

Program Director

Jordan, Sara

Office Location:

MPE 118

sara.jordan@unlv.edu

Graduate Coordinator

Jordan, Sara

Office Location: MPE 118

Email: [sara.jordan@unlv.edu](mailto:sara.jordan@unlv.edu)

## **Graduate Faculty**

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at





## Assessment of Educational Outcomes

### Assessment Process:

Program assessment in the UNLV CFT 0 D V Program began in earnest in 2005 with a university-wide emphasis on educational outcomes and assessment. Each 0 12 Tft9-0.45 672.46 Td( )TjETQq0 0 612 792 reW\* nBT/T

Since our original accreditation as a COAMFTE-Program in 2007, we have outlined ways to assess the **S U R J U D I C I A L** process and revised our mechanisms for assessing our effectiveness. At the time we had received accreditation, we were just beginning in our assessment process. Since then, we have learned what worked in our assessment, what did not work, and developed new strategies in order to accurately measure our program, student learning, and faculty outciS256.6.66 d(B010fd(then,)TjETQq0 0 612 792 reW\* nBT/TT0 10g61

training to become professional therapists. These competencies include behaviors, skills, attitudes and practices that promote awareness, acceptance and respect for differences, enhance culturally competent services that meet the needs of diverse populations, and promote resiliency and recovery as defined by those served. The UNLV Couple and Family Therapy Program recognizes cultural competency to be an important criterion for success as a professional therapist. Cultural competency addresses two aspects in working with clients. The first includes cultural literacy, cross-cultural knowledge, and the skill to work with culturally diverse individuals and families in direct practice. The second aspect is recognition of the W K H U D S L Y W ¶ V conceptions and S U H I H U H Q F H V W K H D E L O L W \ W R U H I O H F W X S R Q R Q H ¶ X Q G H U V W D Q G L Q J R I W K H L I P S D F W R H I R O H ¶ M P Z O F X C W X U D limitations and the barriers ¶ may present to successful treatment.

Respect for differences and the ability to interact with culturally-diverse clients and groups is instilled throughout the curriculum- from the selection of texts that approach each topic from a multicultural perspective, to ensuring that courses have assignments that allow students to enrich their cultural competency. Additionally, students are required to assess their own attitudes toward others, develop an approach to clients that











Research-based activities include, but are not limited to, library (and internet) activity including literature searches, writing abstracts and/or literature reviews; copying and filing; data entry; basic database management; performing statistical analyses; editorial functions; and collaborative writing. Assistants also may be expected to perform additional tasks on a limited basis that remain significant aspects of program functioning.

Students who are awarded assistantships in their first year are given priority in the second year, based on their performance. The CFT program permits students to have a maximum of two years of graduate assistant work, unless funding for additional time is generated. See [Graduate College Graduate Assistantship handbook](#) and website for more information.

### **Participation in AAMFT**

The American Association for Marriage and Family Therapy (AAMFT) is the primary professional association representing the professional interests of more than 23,000 marriage and family therapists throughout the United States, Canada and abroad. Its purpose is to provide continuing education, professional development, and advocacy services for its members. Student membership is available in AAMFT and students are required to join. The membership includes a subscription to the Journal of Marital and Family Therapy and the Family Therapy Magazine. Membership in AAMFT allows students to receive professional liability insurance **at t**

### **Filing Plan of Study Forms**

With the consultation and approval of the Advisor, all students must prepare a Plan of Study Form (parts 1 & 2) and submit it to the Graduate College. This form outlines the courses the student will

Year 2

Fall	Spring	Summer
<b>CFT 773 (day/time varies)</b> <b>Marriage and Family Therapy Practicum</b>	<b>CFT 725 Tuesdays 1-3:45pm</b> Diversity in Marriage and Family Therapy MaTjEEMC MCID 8EMG 2.186 (1-1988) 16 gaan-6.998 dn-56 y	<b>CFT 776 (all terms, Monday or Thursday morning)</b> <b>Internship in Marriage and Family Therapy</b>
<b>CFT 777 Mondays 1-3:45pm</b> <b>Couples Therapy</b>	<b>CFT 774 (day/time varies)</b> Marriage and Family Therapy Practicum	<b>CFT 759 (term 1, MTW 1-3:45pm)</b> <b>Family Dynamics</b>
<b>CFT 779 Wednesdays 1-3:45pm</b> MaTjEEMC MCID 9 3.3tiagan-6.998	<b>CFT 79 Wednesdays 1 3:45pm</b>	<b>CFT 75</b> day(m)-8.002 (( )-3.996 v)-5.994 a5)

summer. Students should take no less than six credit hours per semester.





## Student Demeanor and Conduct Policy

Professional behavior is always required of students. This is especially true for students in Practicum and Internship because these students are, for all intents and purposes, functioning as professional therapists despite their status as students. In view of this, student conduct in these settings is of the utmost significance. It is during these experiences that students and faculty alike will have the best opportunity to evaluate any areas of concern regarding a given V W X G a p p o w a p e s s and preparedness for the professional role. Student readiness for practicum, internship, and graduation will be assessed by the faculty, including the following personal characteristics that have been identified as being critical to therapist success: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, E. (1999). The world of the counselor. Pacific Grove, CA.: Brook/Cole.). In addition to these personal characteristics, students are expected to open, receptive, and responsive to feedback from faculty and peers. Students are expected to be respectful of faculty, staff, and fellow students at all times. This includes in interactions both in the classroom and outside of it. At no time is it acceptable to disparage classmates, faculty, or other professionals online or offline, in or out of class. 8 1 / 9 ¶ V Office of Student Conduct is one of the places a student or faculty may consult should they experience problems with another student.

In cases where a student has been discriminated against or experiences sexual harassment, such a report must be made W R 8 1 / 9 ¶ V 7 L W O H ; ; 2 I I L F H U R U R W K H P l o g r a m D i r e c t o r ; ; G H S X V will be responsible for making such a report. However, students may also make reports directly to the Title IX office. Please alert the Program Director to these situations.

When students feel they have a concern regarding another V W X G e h a v i o r , ¶ V they should consult with the Program Director. The Program Director may direct that the student with the concern also consult with the Office of Student Conduct.

## Ethical Standards

The Program adheres to the American Association for Marriage and Family (AAMFT) Code of Ethics. Copies of this code are readily available in a variety of places, including many texts used in therapy classes and on the AAMF-



include, but not limited to concerns between students, student conduct within the program (including CICFC) or at an approved internship site, violation of ethical code, and/or violation of state law.

1. **Documentation of the Concern:** The concern is documented by the faculty or staff member and shared with the program director, clinical supervisor (if applicable), and advisor. Documentation includes either an email, faculty meeting minute or a written summary of the situation. Depending on the severity of the concern, an emergency faculty meeting or phone call to the faculty may occur to address the matter.
2. **Student/Faculty Meeting** 7KH VWXGHQW¶V &)7 SURJUDP DGYLVRU I  
with the concern, or the Program Director will meet with the student to discuss the concern (note: 2 faculty members should be present in the case where the Program Director serves all 3 roles, and will be chosen on availability). A meeting summary form should be created documenting a summary of the meeting, including documentation of any agreed upon proposed solution to the presenting issue. The goal of this meeting is to have a conversation to fully elucidate the concerns and provide the student a chance to respond to

satisfied the PIP requirements. If the requirements are satisfactorily fulfilled, the program director informs the student via email, and the matter is closed. Documentation of the PIP and faculty decisions are placed in the student's file. If the PIP requirements are partially fulfilled, the faculty may offer the student additional time and feedback/edits to complete their PIP. **Failure to comply with the PIP could result in students being given an additional Performance Improvement Plan, a recommendation that the student be placed on probation with the Graduate College, or a recommendation that the student is separated from the program.** If resolution is not reached, the process continues to Step 6.

6. Probation: The faculty may recommend to the Graduate College that the student be placed on probation or separated from the program. Faculty would determine the conditions of the probation and a deadline by which the conditions must be met in order to be removed from probation. All documentation is placed in the student's file and emailed to the Graduate College.
7. Separation from Program: Failure to meet the conditions of probation may result in separation of the student from the Graduate College and the degree program. Students who are separated from the program have the right to appeal through standard university procedures (see the Graduate Catalog for probation and separation information). Students who are dismissed from the Graduate College are not eligible for admission or reentry and must petition for reinstatement or re-apply to the program.

Any student completing a PIP whose behavior warrants an additional PIP may be placed on probation and/or have their clinical privileges temporarily suspended.

NOTE: At any point in the above process, the CFT faculty may consult with the Office of Student Conduct or the UNLV Support Team.

### **Student Grievance Policy**

This section provides direction for students when they have encountered difficulties with program or university staff, faculty, policies, or procedures. A student should first address his issues or concerns with the relevant party. If the student is not satisfied with the outcome, then the student should follow the steps outlined in the corresponding grievance or appeal processes that follow. The grievance and appeals processes and any related forms are posted on the Graduate College website: [Graduate Student Appeals & Legal Issues Committee](#)

### **Admissions Concerns**

An applicant who was not admitted to the CFT program and has questions regarding admission process should follow the following steps:

1. Contact the CFT program Graduate Coordinator in writing, specifying the question or issue.
2. If resolution is not reached, or if the candidate is not satisfied with the response or resolution, the candidate may appeal to the Program Director.
3. Upon receiving written notification from the candidate, the Program Director can either a) review the situation and render a decision, or b) appoint a faculty review committee to research the situation and make recommendations to the Program Director. The Program Director will then render a decision.

If the candidate is not satisfied with the Program Director ¶ V G H F L V L R Q W K H F D Q G L G D W H Graduate College by emailing [gradadmissions@unlv.edu](mailto:gradadmissions@unlv.edu)

### **Grades**

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

Contact the instructor who assigned the grade and discuss their concerns with the instructor. Because of the potential for anonymity in electronic interactions and sensitivity to FERPA regulations, the meeting to discuss

the grade should take place in person.

1. If resolution is not reached, or if the student is not satisfied with the response or resolution, the student may appeal to the Program Director in writing, specifying the reason for the dissatisfaction and providing copies of supporting documentation (graded tests, graded papers, etc.). If the Program Director is the professor of the course, the student may proceed to the Graduate College appeal process.
2. Upon receipt of the appeal, the Program Director will either a) review the situation and render a decision, or b) appoint a faculty review committee, excluding the faculty member in question, to investigate the situation and make recommendations to the Program Director. The Program Director will then render a decision.

If the student is not satisfied with the decision, the student may appeal to the Graduate College using the existing appeals process. Visit the Graduate College website for more information: [Graduate Student Appeals & Legal Issues Committee](#). Appeals must be filed with the Graduate College in a timely manner via Grad Rebel Gateway. The Graduate College must receive grade appeals within 60 calendar days from the last day of the term/semester.. Instructors have a full calendar year from the end of the semester in which the class

### **Transfer of Credits**

Not more than six credits of a ~~V W X~~ ~~graduate program~~ (not including the thesis, dissertation, or professional scholarly paper) may be transferred from another university at the time admission is granted. Courses used to fulfill requirements for one degree may not



will be separated from the program.

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

### **Family Educational Rights & Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See [FERPA](#) for more information.

### **Student Contact Policy**

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

### **Additional Program Information**

#### **Excused Absences**

##### **For content courses (including internship):**

2 unexcused absences are allowed before a student's grade is impacted. An excused absence (with documentation) includes, but is not limited to: illness/injury of self or dependents, court appearance, conference attendance/participation, jury duty, religious holidays. What doesn't count as an excused absence includes: trainings, vacations, birthdays, vet visits, mental health days, etc.

##### **For practicum:**

1 unexcused dyad supervision meeting and 1 unexcused practicum class are allowed in a semester before a student's grade is impacted. An excused absence (with documentation) includes, but is not limited to: illness/injury of self or dependents, court appearance, conference attendance/participation, jury duty, religious holidays. What doesn't count as an excused absence includes: trainings, vacations, birthdays, vet visits, - etc.

#### **Student Travel Award**

The Department will allocate funds to support student travel to attend regional, national, and/or international conferences. Awards up to \$2500 for international, \$1000 for national, and \$500 for state/regional can be made to be used for travel (airfare), lodging, and/or registration. Per UNLV policy, students are not allowed to travel to international conferences without a faculty/staff member present at all times.

#### **Procedure:**

1. A student must submit a request to the CFT faculty. Requests must be received by the Program Director prior to the eap1m4( must)-4 TEMC n-3 (he)4 ( R u2 792 m550.26TQ46.56 189bir t)- g/TT0 g (r )(tra)5 (v)-9 (e)



f. Any other relevant information

3. Requirements:

- a. Registration at the student member rate is required
- b. Students should share a room when appropriate/feasible
- c. A maximum of \$2500 per academic year, per student, is allowed. Students are eligible to apply to use the funds remaining from one approved trip up to the \$2500 limit for a second approved trip
- d. Requests for travel funds can be submitted any time in advance of the intended travel, but once approved, no funds will be released until confirmation of abstract/presentation acceptance or training program acceptance is provided.
- e. A maximum allocation per semester will be established each year (Fall, Spring, Summer). The funds remaining from one semester will be rolled over to the next semester (most 9\*EMC /P T.rol)3 6e ee 8 fur

describe W K H V W X G H O W T V transformation. It requires them to articulate their knowledge of professional skills, values, and expected competencies in a way that showcases their therapeutic self, their belief system, and what they do as a therapist.

Research Portfolio: For this capstone experience, the student may choose to collaborate on rese9.57 704.26 o46 Td( )

time. In order to complete the requisite number of hours it is essential

supervisor monthly and turned into the Program office NO LATER THAN the 15th of the month immediately following the completed hours. For example, January hours run from January 1<sup>st</sup> to January 31<sup>st</sup>. Students must submit their hours to the program office by February 15<sup>th</sup>, signed by their supervisor. The maximum face-to-face client contact hours allowable in any given week are 20. Students are ultimately responsible for all documentation. In short if L W L V Q ¶ W ' 2 &t8 0 ( 1 7 ( ' ' , ' 1 ¶ happen. Students should keep a copy of all their clinical hours in the event the form is lost or misplaced.

## **Internship Information**

### **Internship Requirements:**

Internship is the opportunity for students to accrue the remainder of the required 500 direct client contact hours not obtained during practicum courses. Internship activities will take place at CFT program approved

given field (social work, psychology, etc.)

### **Internship Site Criteria:**

- x The internship site must provide a wide range of experiences that allow the student to become familiar with both direct client contact and other professional activities consistent with the role of a professional in the organization.
- x The mission of the Internship site should be consistent with the CFT SURJURDIP. My.
- x Clients served at the site should be appropriate for CFT students.
- x The site must be able to provide adequate regular supervision (supervisor on site and a minimum of one hour of individual supervision each week).
- x The site must provide the opportunity for students to earn the necessary hours of direct client contact to fulfill the remainder of the 500 direct clinical hours required in the program.
- x The internship site must be willing to allow students to record their work at the site via either video or audiotape.

### **Evaluation of Supervisors and Sites:**

Internship sites and supervisors will be evaluated by the CFT Program once each year. Students will have an opportunity to evaluate internship supervisors. Continuation as an approved site and supervisor depends upon continued compliance with the p U R J U r D i P r e n t s for internship, including continued ethical and professional conduct, continued support to the professional philosophy of the program and favorable student evaluations. Following the full evaluation, the program may reassess the approved status of sites and supervisors.

### **Student Concerns:**

The CFT program faculty understand that sometimes issues arise at an internship site. If a student has a concern about any issue related to their internship or site, the first thing they should do is schedule a meeting with their site supervisor to discuss the issue. If the issue is not resolved by that meeting then the student should schedule a meeting with the Internship Coordinator, who will advise the student as to what steps to take. After that meeting, the internship coordinator may consult with the Program Director, the CFT faculty, the internship course instructor, the internship site supervisor, or other individuals who may be involved in the issue.

If a student feels it is necessary to leave their current site and obtain a new internship site, they can discuss this with the Internship Coordinator. In these situations, it is important to be mindful of professionalism and client care. If a student needs to change sites, the Internship Coordinator will advise help facilitate this process with minimal disruption to client care. The goal of this process is to resolve the

conduct themselves in such a manner consistent with the ethics and high standards of the profession.

### **Technology Use Policy**

The use of the following is allowed in classrooms:



**Office of Diversity Initiatives**

The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for 8 1 / 9 diversity mission: to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment. This Office also handles UNLV Title IX questions, inquiries, and reporting.

**Disability Resource Center (DRC)**

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use



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

- x Establishing accountability for student choices
- x Promoting awareness of student rights and responsibilities
- x Creating opportunities for involvement in the process
- x Striving to uphold the values and ethics that advance the common good.

### **Military and Veteran Services Center**

The **Military and Veteran Service Center** is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

### **The Financial Aid & Scholarships Office**

The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

### **Writing Center**

This is a free service to UNLV students to help you with any writing project, from papers

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email at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu), by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

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

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

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

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

### **Handbook Information**

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

<b>Last revised</b>	<b>Revised by</b>	<b>Summary of Changes</b>
<b>August 2015</b>	Katherine M. Hertlein	<b>Reformatted to new Graduate College format</b>
<b>August 2016</b>		

## **Appendix A: Affidavit of Commitment**

My signature below indicates that I have read and understand this handbook and I agree to be bound to its stipulations, policies, and procedures. I understand my rights and responsibilities as a graduate student in the Couple and Family Therapy program.

I commit to enroll in a minimum of two classes per semester, unless I obtain program permission in writing to do otherwise for a legitimate reason and a specific period of time. I will also be available for 1) content courses M-Th 1-3:45pm (9am-noon in the last two semesters), 2) two weeknights

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## **Appendix B: Student Agreement to See LGBT and Other Diverse Clients**

The American Association for Marriage and Family Therapy (AAMFT) code of ethics states the following in regards to non-discrimination:

### **Non-Discrimination.**

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

We as a program embrace the spirit and letter of this non-discrimination policy. Therefore, the policies of our CFT program are likewise committed to the following program policy on non-discrimination:

### **NSHE Non-Discrimination**

#### Policy Applicability and Sanctions

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, ~~gender~~

- x hiring and firing
- x compensation, assignment, or classification of employees
- x transfer, promotion, layoff, or recall
- x job advertisements; recruitment; testing
- x grading; acceptance or participation in an academic program or school activity
- x use of employer's facilities; training programs
- x fringe benefits
- x pay, retirement plans, and disability leave
- x ssifiondies; traontnsJET-9 (e(oye)4 (r')-3 Qq0 0 612 792 reW\* nBT/TT0 12 Tf310.37 623.73 Td( )TjET

## **Signature Page**

Having read the professional code of ethics and the program policy on non-discrimination, I fully understand:

1. As a student therapist, I will be trained to see a diversity of clients.
2. I agree to maintain respect for the diversity reflected in our community, which includes but is not limited



## Appendix D: MFT Program Degree Portability Acknowledgement

### MFT Program Degree Portability Acknowledgement

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state.

Not every state will accept a degree and supervised hours earned in another state. Review license requirements in the state you intend to practice as soon as possible so that you understand what may and

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[State/Provincial Resources](#) (AAMFT.org)

The coursework for the University of Nevada, Las Vegas was designed to meet MFT licensure requirements in the state of Nevada. You may read more about the state requirements for MFT licensure in Nevada by clicking this link: [MFT Services Nevada](#)

If you have questions about th



## Appendix E: Capstone/Thesis Declaration Form

### Capstone/Thesis Declaration Form

Name \_\_\_\_\_

Date \_\_\_\_\_

Select one:

Clinical Capstone

Research Capstone

Thesis

For Thesis only, please provide an initial idea for a topic.

Choose an advisor for your Capstone or Thesis. List three advisors you would like to work with (in order of preference).

1.

2.

3.

\_\_\_\_\_  
Signature



Register for 3 credits of  
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