



**College for Professional Studies  
School of Education & Counseling  
Graduate Counseling Program  
Master of Arts in Marriage and Family Therapy  
Student Manual**

Updated November 2010

# MAMFT Program Student Manual

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# COUNSELING PROGRAM OVERVIEW

## Mission Statement

The mission of the Graduate Counseling Program is to involve students in a search for truth, values and a just existence within the framework of humanistic, depth and post-modern psychological traditions.

The vision of the Counseling Program involves a commitment to the two deepest roots of the Regis Mission, to educate counseling professionals who are grounded in the awareness and cultivation of their intrinsic values and the understanding of how to mobilize those values in the service of community.

Cultivating truth, values and a just existence in the field of counseling requires a holistic and humanistic perspective that recognizes the lived interplay of thought, feeling and action, as well as the deeper influences of soul and spirit, in the creation and transformation of human meaning and the relationships in which this meaning is enacted. At the heart of the therapeutic relationship and the art of counseling, disciplined thought encourages an openness to truth; an appreciation for the deep life of feeling fosters an understanding of the origins of one's values and a sense of beauty; and a responsible, ethical willingness to act in the world and in one's community opens one to a sense of a good and just existence. The healing aspects of a therapeutic relationship are founded in its ability to reflect the greater whole which balances thinking, feeling and action as intimations of truth, beauty and goodness.

Service to community in the field of counseling necessitates a broad understanding of the social, political and cultural influences that shape our lives and frame the question of "how ought we to live?" Counseling students wrestle with how best to incorporate theories and techniques of change into the practice of creating therapeutic relationships which will foster hope and courage in those we serve who are striving to live more productive and just lives.

## Master of Arts in Marriage and Family Therapy Mission Statement

The mission of the Master of Arts in Marriage and Family Therapy (MAMFT) program is to prepare competent and effective professionals who practice systemic/relational therapy with individual, couples, or families with an emphasis on: (a) excellent clinical skills that are informed by diverse theoretical traditions; (b) personal growth opportunities to encourage person-of-the-therapist competence and to facilitate an awareness of their own approach to therapy; and (c) an awareness of the construction of power and knowledge, and how to work therapeutically with dominant and oppressed people, systems, and ideas.

## Graduate Counseling Programs

In addition to the Master of Arts in Marriage and Family Therapy, the Graduate Counseling Program also offers a Master of Arts in Counseling (MAC) 60 credit hour CACREP accredited program; and four post-master's certificate programs: Counseling Children and Adolescents, Counseling Military Families, Transformative Counseling, and Marriage and Family Therapy. More information about the certificate programs can be found on page 23 of this Student Manual.

## Guiding Principles

The Graduate Counseling Program is committed to:

- **Academic Excellence**  
The Program faculty expects each graduate student to achieve mastery in the discipline of either Professional Counseling or Marriage and Family Therapy, including the ability to integrate knowledge and research in the field, to effectively translate theory into practice, and to demonstrate specific competencies in the intellectual and clinical aspects of counseling.
- **Professional Identity and Ethics**  
Ethical decision making and behavior are fundamental components of both Professional Counseling and Marriage and Family Therapy. The Graduate Counseling Program emphasizes the application of ethical principals in all areas of professional, clinical and personal experience. Application of ethical principles includes a careful examination of potential consequences to any action, an appreciation of context beyond personal and organizational interests, and a commitment to do no harm to those being served.
- **Community Leadership**  
The Counseling Program develops leaders in service to others through the counseling profession. Leaders are counselors with vision who promote social justice, facilitate individual, family and community well being and make a positive impact on a pluralistic society.
- ❖ **Social Justice**  
The Program emphasizes a life of service and devotion to the good of individuals, families and communities. Students are encouraged to cultivate a respect for human diversity, a concern for the poor, the marginalized and the oppressed, and a commitment to social change that reflects these values.
- ❖ **Global Awareness**  
The Program is committed to preparing Professional Counselors and Marriage and Family Therapists to live and work in a global society. The faculty and students strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

## Objectives

### I. **ACADEMIC EXCELLENCE**

1. Provide academic curricula, instruction and evaluation to ensure that the education of our students is consonant with current counseling practice, research and standards, and also reflects student needs.
2. To recruit, matriculate and support culturally diverse students and faculty using a variety of strategies including programmatic community involvement.
3. To provide quality and diversity in clinical fieldwork settings and instruction.

## **II. PROFESSIONAL IDENTITY AND ETHICS**

4. To provide opportunities for students to interact with other professionals from a variety of backgrounds and perspectives to encourage their identification with the counseling profession and participation in its professional organizations and activities.
5. To emphasize the application of ethical principles in all areas of professional and personal life stemming from the Regis University foundation in moral action and the code of ethics of the counseling profession.

## **III. COMMUNITY LEADERSHIP**

6. To provide resources and support for student involvement in the community in a variety of contexts and roles appropriate for Professional Counselors and Marriage and Family Therapists.
7. To develop leaders in service to others with a concern for the common good and a commitment to social justice and social change.
8. To prepare students to live in a global society through providing a learning environment that recognizes diversity while also valuing the uniqueness of the individual.

## **MAMFT Student Competencies**

**These outcomes exemplify standards for Progress, Retention and Completion of the MAMFT Program**

### **ACADEMIC:**

1. Achieve in-depth knowledge of the theoretical foundations of the discipline of marriage and family therapy as demonstrated by meeting course, programmatic and university standards.
2. Develop and be able to communicate an individual theoretical orientation to therapy.
3. Demonstrate the ability to communicate effectively both verbally and in writing, using critical thinking skills, appropriate APA style and descriptive approaches suitable for psychological discourse.
4. Complete academic and clinical work in a timely manner within the structure of the classroom and clinical setting.

### **CLINICAL:**

5. Be able to effectively integrate therapeutic theory and practice and exhibit effective therapeutic skills in both classroom and clinical settings following program and field placement policies and procedures.
6. Have the ability to critically analyze associated professional research and apply it in therapeutic practice
7. Engage in professional decision-making using independent judgment as well as appropriate resources.

8. Be committed to becoming a responsible and contributing member of the marriage and family therapy profession through membership in the American Counseling Association and/or AAMFT related activities with an understanding of the role of continuing supervision and education.

**COMMUNITY LEADERSHIP:**

9. Have the ability to assume a professional role in a variety of community counseling settings including advocacy and social change.
10. Be committed to ethical and social responsibilities with adherence to the ACA and/or AAMFT professional code of ethics.
11. Display clinical competence working with diverse cultures, perspectives and belief systems.
12. Be committed to community leadership and service to others.
13. Be successfully prepared to pursue MFT licensure.

## Graduate Counseling Program Diversity Statement

Because counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The MAMFT faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train therapists who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

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

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

*AAMFT Code of Ethics Section 1.1*

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

*On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04*

*Michael J. Sheeran, President, Regis University*

Students who wish to obtain clarification of the Jesuit and Catholic values may go to <http://www.regis.edu/library.asp?page=research.sg.catholicjesuit&interest=22> and <http://www.regis.edu/library.asp?page=research.sg.catholicjesuit.catholic>.

## Disability Services

If you have a documented disability requiring academic adjustments for this class, please contact Marijo Williams, Director of Disability Services (303-458-4941, [mbwillia@regis.edu](mailto:mbwillia@regis.edu)). She will review your documentation with you and help determine appropriate, reasonable accommodations. Following the meeting with Ms. Williams, please make an appointment with your instructor to discuss your accommodation request in light of the course requirements. You may self-disclose and request an academic adjustment any time during the term. However, it is strongly recommended that you do so as soon as possible because accommodations are not provided retroactively and adequate lead-time is required Admission

Before students can enroll in MCPY coursework, they must be admitted to the Graduate Counseling Program either "Unconditionally" or "Provisionally."

# MAMFT Degree Requirements

## Admission

Before students can enroll in MCPY coursework, they must be admitted to the Graduate Counseling Program either “Unconditionally” or “Provisionally.”

## Provisional Admission

Provisional admission status is a period of time where students must demonstrate readiness for unconditional admission to the program. Unconditional admission must be achieved in order to obtain entrance into the clinical practicum and internship phases of the program. Provisional admission does not insure that student will be admitted unconditionally or be permitted to complete the MAMFT degree.

Provisionally admitted students are required to successfully complete additional criteria prior to applying for unconditional admission to the program. These conditions include maintaining a 3.0 GPA in program courses and may include *any or all* of the following as defined in the admission letter of the student:

1. A graduate level writing course
2. Completion of MCPY 505 Skills for Helping Professionals with a final course grade of “B-“ or better
3. Acceptable ratings on the Student Performance Evaluation throughout all coursework during the provisional period.

Provisionally admitted students are also subject to the following requirements during their provisional period:

- No provisionally admitted student will be allowed to take more than 6 graduate credits during a 16 week semester period.
- Provisionally admitted students will also need to receive approval from their academic advisor for course registration.
- To change admission status from “Provisional” to “Unconditional” a student will need to successfully complete all provisionally required coursework with grades of B- or better and acceptable ratings on Student Performance Evaluations completed by program faculty. Once these requirements have been met, the student will automatically be changed from “provisional” to “unconditional” status. Students may contact their advisor regarding any questions about their provisional status.

## Unconditional Admission

Unconditionally admitted students are admitted to the program without the need of additional coursework or conditions.

- All unconditional students are expected to register for no more than 9 graduate credits per 16 week time period.
- Registering for more than 9 credits requires permission from the advisor and/or Assistant Dean.
- All students must maintain a grade point average of 3.0 or better and follow the sequencing of course prerequisites.

- Students are also subject to evaluation by faculty on the Student Performance Evaluation. Students performing below minimal criteria on the SPE will be referred to a faculty committee for remediation and or support.
- If the faculty committee believes remediation is warranted, a remediation/support plan will be written. The student must fulfill all requirements on the remediation/support plan and receive approval from the remediation/support committee before further progression in the program is permitted.

## **MAMFT Academic Requirements**

To successfully complete the MAMFT program, the following expectations must be satisfactorily completed.

1. Attendance at Orientation prior to enrollment in MCPY courses.
2. If a student is admitted provisionally, all conditions outlined in the admission letter must be fulfilled and unconditional admission granted into the program in order for successful completion of degree requirements.
3. All required classes for a total of 51 academic credit hours
  - All coursework must be completed with a grade of B- or better and a 3.0 GPA.
  - All courses must be completed within the six year time frame in order to complete the degree
  - Six Core Courses must be taken and passed before a student can register for MCPY 635 Counseling Techniques.
    - MCPY 600 Introduction to Community Counseling
    - MCPY 605 Human Growth and Development
    - MCPY 665 Theories of Family Therapy
    - MCPY 620 Abnormal Psychology
    - MCPY 615 Cultural Issues and Social Justice
    - MCPY 625 Professional Orientation and Ethical Issues
4. MCPY 664, and 660 can be taken concurrently with or after MCPY 635 Counseling Techniques, but must be taken before MCPY 692/666.
5. MCPY 617, 667 and 668 can be taken at any time after completion of MCPY635 but before MPCY 692/666.
6. MCPY640 can be taken at any time during the program.
7. Counseling Techniques I (MCPY 635), the preparatory course for fieldwork, may be retaken only once to achieve a grade of B- or better
8. Prior to applying for enrollment in Practicum (MCPY 692/666), all students must receive acceptable ratings on the Student Performance Evaluations and a grade of B- or better in MCPY 635 Counseling Techniques I. After completing the Counseling Techniques I, MFT students will move on to the MFT specialized coursework. These courses are pre-requisites for the clinical practicum and internship courses. The MFT courses are:
  - MCPY617 Gender Development and Sexuality in Counseling
  - MCPY664 Family Origins and Lifecycles (can be taken concurrently with MCPY 635)

MCPY667 Marital Systems and Couples Therapy  
 MCPY660 Substance Abuse Counseling (can be taken concurrently with MCPY 635)  
 MCPY668 Play in Family Therapy

9. Enrollment in MCPY 692 Practicum: Clinical Supervision must be approved through application to the Practicum Coordinator, Dr. Betsy Hall.
10. MCPY 692 must be taken concurrently with MCPY 666 Practicum.
11. MCPY 692 Practicum is a prerequisite for enrollment in MCPY 699 A.
12. MCPY 699A MFT Internship A and MCPY 699B MFT Internship B are taken in two sequential semesters.
13. All Clinical Practicum and Internships courses must receive a Pass grade in order for the course to count toward degree requirements. If a student receives a grade of “Fail” in a Practicum or Internship course, none of the supervised experience hours within that semester will count toward degree requirements.
14. Satisfactory student evaluations. See *Appendix B. Student Evaluation Process* in this handbook for further information.
15. Successful completion of fieldwork requirements: Practicum and Internships A & B (340 direct hours) with a grade of Pass, including appropriate ratios of Individual, Triadic and Group Supervision.
16. Personal Psychotherapy (20 hours at any time during the program, but preferably concurrent with fieldwork experience).
17. Satisfactory completion of the requirements for a Capstone Project (a written and oral clinical case presentation) during the final semester of Clinical Internship (MCPY 699B or 699C).

The MAMFT coursework fulfills the academic credit requirements of the State of Colorado Licensing Board necessary to sit for the examination for Colorado Licensed Marriage and Family Therapist.

Please note that each state has specific requirements for licensure that may change from time to time. Each student is responsible for contacting the licensing board in the state where they wish to be licensed to ensure that they will be in compliance with all the requirements of that state and to obtain an application packet.

## **MAMFT Degree Guidelines and Courses**

### Listing of all courses

<b>Course Number</b>	<b>Title of Course</b>	<b>Credits</b>
MCPY 600	Introduction to Community Counseling	3
MCPY 605	Human Growth & Development	3
MCPY 615	Cultural Issues and Social Justice	3
MCPY 620	Abnormal Psychology	3
MCPY 625	Professional Orientation and Ethical Issues	3

MCPY 640	Research Methods and Program Evaluation	3
MCPY 635	Counseling Techniques I	3
MCPY 664	Family Origins and Lifecycles	3
MCPY 617	Gender Development & Sexuality in Counseling	3
MCPY 665	Theories of Family Therapy	3
MCPY 667	Marital Systems and Couples Therapy	3
MCPY 660	Substance Abuse Counseling	3
MCPY 668	Play in Family Therapy	3
MCPY 692	Practicum: Clinical Supervision	3
MCPY 666	Practicum: Practice of Family Therapy	3
MCPY 699A	MFT Internship A	3
MCPY 699B	MFT Internship B	3
<b>TOTAL CREDITS</b>		<b>51</b>

The core classes are:

MCPY600 Introduction to Community Counseling  
MCPY605 Human Growth and Development  
MCPY615 Cultural Issues and Social Justice  
MCPY620 Abnormal Psychology  
MCPY625 Professional Orientation and Ethical Issues  
MCPY665 Theories of Family Therapy

MCPY635 Counseling Techniques I may be taken prior to or concurrently with MCPY664 or MCPY660.

The MFT courses are:

MCPY617 Gender Development and Sexuality in Counseling  
MCPY664 Family Origins and Lifecycles  
MCPY667 Marital Systems and Couples Therapy  
MCPY660 Substance Abuse Counseling  
MCPY668 Play in Family Therapy

The research course, MCPY640, may be taken at any time in the curricular cycle.

Upon successful completion of the MFT Courses, students will be allowed to proceed to the supervised clinical practicum and internship coursework. These courses must be taken in order:

MCPY666 Practicum: The Practice of Family Therapy  
MCPY692 Practicum: Clinical Supervision  
MCPY699A Supervised MFT Internship A  
MCPY699B Supervised MFT Internship B

Students would take MCPY666 and MCPY692 (Practicum) concurrently, and would be allowed to proceed to MCPY699 (Internship) only after successful completion of the two Practicum courses: MCPY666 and MCPY692.

# GRADUATE COUNSELING PROGRAM

## Transfer Credits

The transfer of a maximum of nine semester credit hours from another regionally accredited institution is possible if approved by the Faculty Advisor and the Assistant Dean. They must be graduate level courses of a passing grade (B- or better) and be no older than 6 years in order to count towards degree requirements. The transfer courses cannot be part of a previously completed Master's or Doctoral degree. An official transcript, a description of the course(s), and a course syllabus needs to be submitted to the student's advisor for consideration and will be approved on an individual basis by the advisor and the Assistant Dean. The only courses that *cannot* be transferred in are MCPY 635 Counseling Techniques, and MCPY 692/666 Practicum in the Practice of Family Therapy, and MCPY 669 AB MFT Internships.

## Required Program Orientation & Student Seminars

All Graduate MFT students are required to attend the Orientation seminar prior to enrolling in coursework. Throughout the academic year, educational seminars are provided to showcase current counseling information and techniques. Previous seminars have focused on each of the three traditions emphasized in the program: family therapy, depth psychotherapy, and humanistic psychotherapy. In the spring semester Internship Fairs are held at both Lowell and Colorado Springs campuses to bring agency representatives from approved Internship sites on campus to talk with students. This is a very important event for every student planning to enter Practicum and Internship courses within the next year. Attendance at seminars is encouraged but not required for students. Attending seminars provides an excellent opportunity to learn more about various counseling approaches as well as connect with faculty and fellow students. Seminars are publicized on the Counseling Program web page and by email.

## Email Policy

Please click this link to read the current Regis University policy on email:

<http://regis.edu/content/cpedcn/pdf/emailpolicy.pdf> All students and faculty are **required** to utilize their RegisNet account for University business. This account will serve as the primary means of communication from the Graduate Counseling Program.

## Grading

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

### **A: Outstanding scholarship**

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.

2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

**A-: Also displays outstanding scholarship**

1. May contain few minor errors in writing, documentation, or reasoning.

**B+: Very Good**

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

**B: Satisfactory**

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

**B-: Limited**

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

**C: Unsatisfactory**

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

**D: Fundamentally Deficient**

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

**F: Unscorable**

1. Is illegible or obviously not written on the assigned topic.

## **PLAGIARISM POLICY**

Plagiarism is defined as presenting as one's own, the ideas, words, or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. This includes copying and pasting from online media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

### **Sanctions for plagiarism may include:**

- A failing grade on an assignment,
- Failure of the course,
- Expulsion of the student from the University

### **Procedures for plagiarism:**

An instructor who suspects that a student has committed plagiarism shall consult with the Program Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect, or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

The instructor and Program Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Program Chair, shall inform the student in person, or by a personal telephone call, and by certified mail (to the local address as contained in the University records) of the disposition of the matter. All written documents will be placed in the student's file.

## **PLAGIARISM APPEAL**

The student may appeal any plagiarism accusation or sanction given in the Graduate Counseling Program. The appeal is made to the Assistant Dean of the School of Education and Counseling Graduate Counseling Program, or the Dean's designee, whose decision is final.

## **Student Fitness and Performance Review Policy**

### **Evaluating Student Fitness and Performance**

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation (SPE) is used in core courses, techniques courses, and supervised experience courses to give students feedback on their development as counselors in training. Although required in some courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

MAMFT faculty support a developmental view of student counselor training and provide ongoing feedback and support to students having different levels of knowledge and competencies. Program faculty use the MAMFT Student Performance Evaluation (SPE) as a means to provide students with feedback and as a basis for student competency goals, remediation, and evaluation.

## Remediation/Support

Students who for various reasons do not meet developmental goals in the program are given feedback on the SPE by the evaluating faculty member, and as necessary are referred to MAMFT Remediation Coordinator who will form a Faculty Remediation/Support Committee. Students who receive at least one "0" on the SPE will be automatically referred for remediation/support. The Remediation/Support Committee is composed of the student, and two members of the faculty (not including the faculty evaluator), who meet to discuss areas of concern. A remediation plan is drawn up by the committee prescriptive to address the developmental growth of the student. Specific activities and target dates are included in the plan for the student to use a guide to address their growth needs. Once the student has completed the plan, she/he arranges a second meeting with the Remediation/Support Committee to discuss continued support needs and progression in the program.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic standards rather than a judgment made on the basis of the student's violation of valid rules of conduct.

## Required Withdrawal From the MAMFT Program

If a provisionally admitted student fails to meet the program standards and the academic requirements defined in their admission he/she will *not* be allowed to proceed in the program after the completion of the provisional period.

In addition to the above, if a faculty member believes that any student is making unsatisfactory progress or is not meeting program or university standards, he or she will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member will refer the student to the Program Remediation & Support Committee.

The Program Remediation & Support Committee consists of two to three faculty members from the student's discipline, appointed by the Program Chair in consultation with the faculty. The committee will discuss issues of concern with the student and the student will have an opportunity to respond and present information regarding his/her progress in the program.

The Program Remediation & Support Committee will also meet with the faculty member who referred the student to the committee. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student, Program Chair, and the Assistant Dean, recommending that the student

either be allowed to remain in the program with remediation and support or in some situations be dismissed from the program.

Within 10 working days of receipt of the Remediation & Support Committee recommendations, the student will notify the Assistant Dean in writing of any appeal to the committee's recommendation. The Assistant Dean of the School of Education and Counseling, Graduate Counseling program, after considering the committee's recommendation and after meeting with the student, will determine whether the recommendations of the committee will be upheld or modified. The Assistant Dean need not meet with the student before making a decision if the Assistant Dean has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Assistant Dean's decision in writing within ten working days of the Assistant Dean's meeting with the student. The decision of the Assistant Dean will be final and no further appeals by the student will be honored.

## **MAMFT Clinical Requirements**

- **Practicum is the initial applied clinical experience completed at the counseling lab (For Denver Students) and at an approved placement site (for Colorado Springs students).**
- **Internship is the intensive clinical experience completed at an approved placement site that follows the completion of the Practicum.**

Students in the MAMFT degree are **required to complete a minimum of 340 direct hours of clinical work during Practicum, Internship A, and Internship B.** Additional hours of Practicum and Internship are optional and can be taken to enhance the learning experience and to gain additional credit hours. **Students taking additional hours must contract this with their group supervisor before registering for Internship C.**

### **WHEN TO APPLY:**

**Following successful completion (a grade of B- or higher) of the prerequisite courses:** (Introduction to Community Counseling, Human Growth and Development, Theories of Family Therapy, Abnormal Psychology, Professional Orientation and Ethical Issues, Cultural Issues and Social Justice, Counseling Techniques I, Gender Development and Sexuality in Counseling, Family Origins and Lifecycles, Marital Systems and Couples Therapy, Substance Abuse Counseling, Play in Family Therapy), a student is eligible to begin Practicum.

**PLEASE NOTE:** Students cannot register for Practicum/Internship until all incompletes and provisional requirements have been removed from their transcript and they have a grade of B- or better in each prerequisite course and are not on academic probation.

Students will benefit by reviewing sites listed in the Clinical Site Placement binder or on the Counseling Program web site, at least two semesters prior to the semester they plan to begin Practicum. It is the student's responsibility to carefully consider the placement setting(s) and clinical experiences that they believe will best meet their counseling interests and learning objectives. See the Practicum/Internship Manual for more information about securing a clinical site. Assistance will also be provided in the Counseling Techniques course which students complete prior to beginning Practicum, by the student's faculty advisor, and by the Practicum Coordinator.

## **MAMFT Clinical Supervision**

While enrolled in Practicum and the Internships, students will receive three types of clinical supervision. A clinical supervisor is an experienced licensed counseling professional who will oversee the student's clinical work. Clinical supervisors will review cases, teach counseling skills and strategies, and support the student's learning experience.

1. **Triadic Supervisor (during the Practicum semester only):** Each student will have an average of one hour per week of individual/triadic supervision by a Regis faculty.
2. **Group Clinical Supervisor:** Each student will have an average of 1 ½ hours per week of group supervision during the entire course of their fieldwork experience with a Regis faculty. Internship group supervision groups meet every other week for 3 hours. Practicum group supervision groups meet 1 ½ hour per week.
3. **Site Supervisor:** Each student will have a minimum one hour per week of individual/triadic supervision by a supervisor who is designated by and located at the site where the student is placed during their entire internship placement. The site supervisor is clinically, ethically, and legally responsible for the supervision of a student's work at the site. Supervision for MAMFT students must be from AAMFT Approved Supervisors OR licensed supervisors approved by Regis MAMFT Program Chair. 50% of supervision must be based on live or recorded sessions (not case report). Students must maintain a ratio of 5:1 of client contact hours: supervision hours. Supervision at the site may be augmented by participation in group supervision, treatment team meetings, in-services, conferences, and staff meetings. The site supervisor will be in contact with the student's Regis faculty group supervisor or liaison.

## MAMFT PRACTICUM

Practicum consists of two courses (MCPY 692 and MCPY 666) that students take to begin counseling clients under direct, live supervision. There are two parts to practicum: counseling clients in the counseling lab at the Interlocken campus, and participating in individual, triadic, and group supervision with a MAMFT faculty member. The Colorado Springs practicum students will have an option to enroll in the lab practicum at Interlocken or to complete practicum off-site at an approved community agency in Colorado Springs.

For most students, practicum will begin sometime during their second year of course work in MAMFT. Students must apply for practicum through the Graduate Counseling program by submitting the Practicum Application packet to the Practicum Coordinator by the following deadlines:

- **For Fall Semester: July 1**
- **For Spring Semester: November 1**
- **For Summer Semester: March 1**

During practicum, students accrue 40 direct hours of placement experience. Students will counsel individuals, couples and/or families in the practicum lab for a minimum of 40 direct hours. (Colorado Springs students will see individuals, couples and/or families at their approved site during practicum). Students will be assigned a specific 6-8 hour block of time each week at the counseling lab for 16 weeks. Attendance is required because students must fulfill minimum client contact hours to pass. If you have questions about any of the procedures or requirements for practicum, contact Dr. Betsy Hall, Practicum Coordinator.

Students must complete all requirements for practicum that are outlined in practicum syllabus and the Practicum Manual. Students are also evaluated by their supervisors and a grade of pass or no pass will be assigned by faculty supervisors for practicum (MCPY 692 and MCPY 666).

During the practicum semester, students must also arrange an internship. Students apply for internship positions from approved community internship sites. Certain placement sites may have specific application deadlines, start dates, and/or orientation seminars.

**Students must submit their completed Practicum Application packet by the designated deadline (see Practicum/Internship Manual). Registration for the two Practicum courses must be approved by the Practicum Coordinator. The Practicum must be completed in one semester and must include 40 direct hours of placement experience. Students will receive 3 academic credit hours for Practicum: Practice of Family Therapy (MCPY 666). Students also must take MCPY 692 Practicum: Clinical Supervision (3 credits) during the Practicum Semester.** For most students, Practicum will begin sometime during their second year of course work in the program.

## MAMFT INTERNSHIP

1. MAMFT students complete internship at a community agency. Students need to accrue 340 direct client contact hours during their masters degree (40 in practicum + 10 hours each week during Internship A + Internship B). 50% of these hours need to be with couples and families.
2. Supervision for MAMFT students must be from AAMFT Approved Supervisors OR licensed supervisors approved by Regis MAMFT Program Chair. 50% of supervision must be based on live or recorded sessions (not case report). Students must maintain a ratio of client contact to supervision of 5:1.
3. Students must present their Capstone projects during Internship B or, if needed, Internship C. Students must PASS their Capstone presentation in order to receive a passing grade in Internship B. See the Practicum/Internship Manual for more details.

## MAMFT CLINICAL PLACEMENT OVERVIEW

Students must complete a minimum of 3 semesters of Regis group supervision while working clinically at the Counseling Lab or at an approved agency site. Students are encouraged to complete the required 340 clinical hours within the three semesters. Those who have not completed their clinical hours within three semesters must register for a fourth semester, Internship C. Students may choose to go beyond the requirement and take an additional semester of clinical placement for their own benefit. This semester is termed Internship C and includes an individualized contract based upon program requirements and/or student needs.

Students need to complete each segment of the placement, (Practicum, Internship A, Internship B, Internship C) by the end of each semester, or they will receive an Incomplete for that semester. If students receive an incomplete, they will register for the next semester in the sequence. The incomplete grade will be changed to Pass once the required hours for that previously incomplete semester are completed.

Practicum and Internship placements begin at the beginning of the semester. The following ingredients are essential to successfully completing a clinical placement.

- The total number of hours necessary to complete the clinical experience is 340 hours.
- The Practicum, Internship A and Internship B must be taken in consecutive semesters.
- The number of hours taken each semester is variable. For the Practicum, one must complete a minimum 40 hours of direct client contact, reflecting team, and supervision.
- For Internship A plus Internship B. 300 total hours are required. We recommend that students try to divide their hours evenly over the two Internship semesters (that is, 150 hours each semester). These hours include direct client contact, reflecting team, and supervision hours. Students will track their indirect hours, but indirect hours won't count towards the required 300 hours.
- By the end of these three semesters, student's direct client contact, reflecting team, and supervision hours must add up to a minimum of 340 total hours.

Other exceptions or variations in the hours accrued must be approved by the Regis Faculty Group Supervisor, the Site Supervisor, and the Program Clinical Coordinator.

## Professional Liability Insurance

**Students are required to have liability insurance in order to participate in Practicum/Internship. At the time of each student's Practicum application, students will submit proof of their enrollment in professional liability insurance through the American Counseling Association.** Students will be provided with additional Professional Liability Insurance through Regis throughout their approved internship clinical placement. This coverage will remain in effect throughout a student's Practicum/Internship training at Regis. This insurance provides a standard level (\$1,000,000/3,000,000) of coverage. Students are ultimately responsible for ensuring that they have sufficient liability coverage. AAMFT offers free student liability insurance to student members. Please visit [www.aamft.org](http://www.aamft.org) for more information.

## PERSONAL PSYCHOTHERAPY REQUIREMENT

In addition to the academic and clinical knowledge required in the counseling profession, self-knowledge is also essential. To facilitate this personal exploration, the MAMFT program requires that each student complete a minimum of 20 individual and/or group psychotherapy sessions with a licensed mental health psychotherapist, or an unlicensed psychotherapist practicing under supervision of a licensed practitioner.

- Students may choose to participate as a client at the Counseling Lab to complete their 20 hours of psychotherapy at no cost to the student. **The 20 hours of counseling using the lab will only be allowed during the students first 6 core courses of the program. Students in MCPY 635 Techniques I and all courses thereafter may not use the lab services for their personal psychotherapy requirement.** Because there are some unavoidable dual relationships when students choose to use the lab for their psychotherapy requirement, faculty and student practicum counselors will make all possible efforts to honor confidentiality of participating student clients. Limits of confidentiality are also necessary as mandated by the American Association of Marriage and Family Therapy (AAMFT) ethical code and Colorado legal guidelines. These are detailed in the client consult forms at the lab.

- Students also have the option to use a licensed therapist from the community, or an unlicensed psychotherapist practicing under the direct supervision of a licensed clinician to fulfill the psychotherapy requirement. A list of licensed therapists who are willing to offer a reduced fee to Regis students is available from RASCA (Regis Alumni Student Counseling Association).

The sessions must be concurrent with the student's program, and it is **strongly** recommended that they be initiated prior to or at the beginning of the placement experience. The faculty believes that the first requirement for being a good therapist is maintaining your own psychological health and well-being.

## CAPSTONE PRESENTATION

The Counseling Program Capstone Project consists of two parts.

- The first is a **written clinical case presentation**.
- The second is an **oral presentation** based on the clinical case description.

In their fieldwork, students will have an opportunity to work with many different clients. For the Clinical Presentation, a student should focus on a specific case that he/she found to be a challenging and interesting. It should be a case that the student believes enhanced their clinical learning and skills. In addition, students are encouraged to choose a case that has completed treatment or is near termination. Child, adolescent, adult, geriatric, family or couples cases are all acceptable for this presentation. The case should involve a therapy case, not just crisis intervention or an intake assessment, with which the student has had ongoing involvement during their training.

The design and presentation of the clinical case will be strongly influenced by the therapeutic approach and treatment modality that was used. The structure of the oral and written presentations is described in the following pages.

The capstone project serves as the student's master's research project in a clinical case study format. Students should be aware that they must protect client confidentiality during this project as informed by the following codes of ethics:

The AAMFT Code of Ethics:

2.1 Marriage and family therapists disclose to clients and other interested parties, as early as feasible in their professional contacts, the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures. (AAMFT Code of Ethics, 2001, Section 2 Confidentiality).

This capstone project will be a part of the student's academic record and could potentially be viewed by clinical faculty, and other Regis University designees who have a need to review student files for academic purposes. It is the responsibility of the student to protect the confidentiality and disguise information that could lead to identification of clients.

A student's written case description and oral presentation will be reviewed and evaluated by two MAMFT faculty members. Other students in the Graduate Counseling (MAC or MAMFT) program will also observe the oral presentation. Students will be notified whether they passed or not within two weeks following the oral presentation. A No Pass on the Capstone Project will require a student to meet with their faculty advisor to

discuss how to improve the presentation and make needed revisions. A grade of Pass is required for completion of the MAMFT degree. All written capstone projects must be submitted electronically to the program's Administrative Assistant and are included as part of the students academic record.

For more information about the Capstone Presentation, please refer to the Practicum/Internship Manual at [http://regis.edu/content/cpedcn/pdf/Denver\\_Clinical\\_Manual.pdf](http://regis.edu/content/cpedcn/pdf/Denver_Clinical_Manual.pdf)

## Post-Graduate Certificates

### Post-Graduate Certificate in Counseling Children and Adolescents

The Post-Graduate Certificate in Counseling Children and Adolescents (CCA) is designed to prepare professional counselors or therapists who wish to specialize in counseling children and adolescents. The certificate is a planned program of study which includes 18 graduate credits (6 courses). Certificate coursework is offered in evening formats so that students may complete the coursework within 1 calendar year.

This certificate is designed for community professionals with a Master's degree in counseling or closely related area of clinical psychotherapy are eligible for admission to the certificate program.

Current graduate students in the Graduate Counseling Program may also be admitted to the CCA certificate program concurrently during their Master's degree coursework. The CCA certificate cannot be awarded to current students until the semester following graduation from the Graduate Counseling Program and completion of the certificate coursework.

### Center for Counseling and Play Therapy

In March 2010, the CCA certificate program developed the new Regis University Center for Counseling and Play Therapy which earned designation as an Approved Center of Play Therapy Education by the Association for Play Therapy (APT). Consequently, students enrolled in the CCA certificate program have an opportunity to attain the 150 clock hours (3 courses) of play therapy training required for those interested in pursuing their Registered Play Therapy (RPT) credential.

#### CCA Certificate Plan

- MCPY 664** - Family Origins and Life Cycles (3)
- MCPY 668** – Play in Family Therapy (3)
- MCPY 670** – Advanced Play Therapy: Grief, Trauma and Loss (3)
- MCPY 677** – Counseling Pre-Adolescents and Adolescents (3)
- MCPY 678** – Introduction to Play Therapy (3)
- MCPY 679** - Sandtray Therapy Techniques (3)

#### CCA Certificate Coursework

**MCPY 664 FAMILY ORIGINS AND LIFE CYCLES (3.00)** An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding. NOTE: MACP Program students only.

**MCPY 668 PLAY IN FAMILY THERAPY (3.00)** Examines theoretical foundations and the process of utilizing play and filial therapy techniques with children, adolescents, and families from diverse populations. Individual, group, and systemic techniques will be applied to the assessment and treatment of families. NOTE: MACP Program students ONLY. Prerequisite(s): MCPY 635

**MCPY 670 ADVANCED PLAY THERAPY: GRIEF, TRAUMA AND LOSS (3.00)** Explores interdisciplinary theories and advanced level techniques specific to the use of play therapy and other creative approaches in individual and group counseling with children and adolescents affected by abuse, divorce, grief/loss, trauma, and violence. Imagery, storytelling, dance, music, psychodrama, writing/poetry, movement, dream work and visual arts will be demonstrated and explored. NOTE: MACP Program students ONLY. Prerequisites: MCPY 635; MCPY 678 or MCPY 668

**MCPY 677 COUNSELING PRE-ADOLESCENTS AND ADOLESCENTS (3.00)** Examines theories and techniques specific to developmental needs of pre-adolescents and adolescents (ages 11-18). Emphasizes individual and systemic approaches to prevention, assessment, counseling techniques, and consultation skills that pertain to: body and self image, peer and family relationships, conflict resolution, sexuality, drug and alcohol abuse, multicultural issues, and identity development. Creative interventions will pertain to art therapy and the use of poetry, drama, music, role play scenarios, games, and humor in the process of counseling. NOTE: MACP Program students only. Prerequisite(s): MCPY 635

**MCPY 678 INTRODUCTION TO PLAY THERAPY (3.00)** Includes a historical and theoretical basis of play therapy. Emphasizes Child-Centered, Gestalt, Adlerian, Reality Therapy/Choice Theory, Cognitive Behavioral, and other philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated. NOTE: MACP Program students ONLY. Prerequisite(s): MCPY 635

**MCPY 679 SANDTRAY THERAPY TECHNIQUES (3.00)** Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. NOTE: MACP Program students only. Prerequisite(s): MCPY 635

## Post-Graduate Certificate in Transformative Counseling

The certificate in Transformative Counseling (TC) requires 18 graduate credit hours. For current students as well as licensed, unlicensed counselors/therapists, and other related professionals, a graduate Transformative Counseling Certificate provides a revisioning of psychology and counseling which recognizes the role of cultural, archetypal, and mythological patterns in human experience.

The courses are as follows and have no prerequisites for students who have been accepted unconditionally into the Graduate Counseling Program.

<b>MCPY 681</b>	Transformative Counseling: A Depth Perspective (3)
<b>MCPY 682</b>	Personal Mythology and Narrative (3)
<b>MCPY 683</b>	Approaches to Dream Work (3)
<b>MCPY 687</b>	Cultural Narratives: Literature, Myth, and Fairy Tale (3)
<b>MCPY 674</b>	Grief Therapy and Life Transitions (3)
<b>MCPY 676</b>	Ecopsychology: A Transformative Perspective (3)

### TC CERTIFICATE COURSEWORK

**MCPY 681 TRANSFORMATIVE COUNSELING: A DEPTH PERSPECTIVE (3.00)** Introduces Transformative Counseling. Explores transformative processes through imagination and dreaming. Includes Jungian-based readings, film, journaling, image and dream work, role play, expressive arts, and demonstrations in class. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

**MCPY 682 PERSONAL MYTHOLOGY AND NARRATIVE (3.00)** Examines how the personal life story gives symbolic form to a person's core values and meaning. Emphasizes the relationship between personal stories, myths and therapeutic, transformative processes. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

**MCPY 683 APPROACHES TO DREAM WORK (3.00)** Explores the value that dream images, symbols, and motifs have for clinical practice for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

**MCPY 687 CULTURAL NARRATIVES: LIT/MYTH/FAIRY TALE (3.00)** Explores the role of imagination in fashioning the narrative and transformative patterns of our daily lives. Identifies traditional and universal themes which appear in cultural, political, ecological and personal texts. Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required.

**MCPY 674 GRIEF THERAPY AND LIFE TRANSITIONS (3.00)** Explores life transitions and grief therapy as a necessary psychological experience for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required. Prerequisite(s): MCPY 635

**MCPY 676 ECOPSYCHOLOGY: A TRANSFORMATIVE PERSPECTIVE (3.00)** Explores and imagines the transformative possibilities of the earth-human relationship and the psychological and spiritual well being of individuals, families, communities, and the world. Applies transformative, clinical and eco-psychological perspectives. Additional Prerequisite(s): Master of Arts in Counseling students or Post Graduate Certificate students only or permission of Assistant Dean required. Prerequisite(s): MCPY 610

## **Post-Graduate Certificate in Counseling Military Families**

The Post-Graduate Certificate in Counseling Military Families is an 18-credit program (6 courses) for master's level counselors who desire specialized training in counseling the military population, beyond their coursework in Clinical Mental Health Counseling or Marriage and Family Therapy. The coursework is offered in weekend intensive and evening formats, so students may complete the plan in approximately one year.

Community professionals with a Master's Degree in counseling or closely related area of clinical psychotherapy are eligible for admission to the certificate program.

Current graduate students in the MAC or the MAMFT program may also be admitted to the CMF certificate program after completion of MCPY 635 Counseling Techniques I. CMF certificate courses may be taken concurrently during their Master's degree coursework, with the exception of MCPY 699C Supervision Internship, which must be completed Post-Master's. The CMF certificate will not be awarded to current students until the semester following graduate from the MAC or the MAMFT\* program, following successful completion of the MCPY 699 Supervised Internship.

### CMF Certificate Plan

- MCPY 660** SUBSTANCE ABUSE COUNSELING (3)
- MCPY 664** FAMILY ORIGINS AND LIFE CYCLES (3)
- MCPY 672** CRISIS, TRAUMA, AND LOSS (3)
- MCPY 667** MARITAL SYSTEMS AND COUPLES THERAPY (3)
- MCPY 663** COUNSELING MILITARY FAMILIES (3)
- MCPY 699C** SUPERVISED INTERNSHIP C: SPECIAL POPULATIONS (3)

### CMF Certificate Coursework

Prerequisites: Master's degree in Counseling, Marriage and Family Therapy or related clinical mental health degree and the following courses: MCPY 630 Group Counseling, MCPY 645 Appraisal: Test and Measurement, and MCPY 650 Career Counseling.

**MCPY 660 SUBSTANCE ABUSE COUNSELING (3.00)** Examines the psychological, spiritual, and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

**MCPY 664 FAMILY ORIGINS AND LIFE CYCLES (3.00)** An in-depth study of family life cycle including adult development, nontraditional family structures and special populations. The impact of transitions such as career, marriage, divorce, military deployment, and death at different stages of the family life cycle as guides to therapeutic understanding.

**MCPY 672 CRISIS, TRAUMA, AND LOSS (3.00 credits)**. Impact of trauma, & loss on military personnel/ families, and survivors of natural disasters, violence, and terrorism. Emphasis on counselors' immediate response, assessment and treatment protocols for recovery, trauma & addiction, post-traumatic stress, suicide prevention & assessment.

**MCPY 667 MARITAL SYSTEMS AND COUPLES THERAPY (3.00)** Provides an overview of theories of couples therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crisis, and the therapeutic process and interventions. NOTE: MACP Program Students only. MCPY\*635

**MCPY 663 COUNSELING MILITARY FAMILIES (3.00 credits)**. Impact of military culture on the family, cycle of deployment, post-deployment, and integration into the community. Special emphasis on counseling spouse and children including: secondary trauma, substance abuse, domestic violence, attachment & intimacy.

**MCPY 699C SUPERVISED INTERNSHIP C: SPECIAL POPULATIONS (3.00)** Clinical supervision of counseling military veterans, active service individuals, their partners, and families.

**\*Please Note: For MAMFT students adding the CMF Certificate Prerequisites (MCPY 630 Group Counseling, MCPY650 Career Counseling, and MCPY645 Appraisal) for CMF certificate can be substituted for MCPY 660, 664, 667.**

## **Post-Graduate Certificate in Marriage and Family Therapy (NOT available for MAMFT students)**

The Post Graduate Certificate in Marriage and Family Therapy is an 18 graduate credit program (6 courses) for counselors who desire to specialize in counseling couples and families beyond their coursework in Community Counseling. The coursework is offered in weekend and evening formats so that students may complete the plan in one year.

This certificate is designed for community professionals with a Master's degree in counseling or closely related area of clinical psychotherapy are eligible for admission to the certificate program.

Current graduate students in the MAC program may also be admitted to the MFT certificate program concurrently during their Master's degree coursework. The MFT certificate will not be awarded to current students until the semester following graduation from the MAC program.

### **MFT Certificate Plan**

**MCPY 617** - Gender Development and Sexuality in Counseling (3)

**MCPY 664** - Family Origins and Life Cycles (3)

**MCPY 665** - Theories of Family Therapy (3)

**MCPY 666** - The Practice of Family Therapy (3)

**MCPY 667** - Marital Systems and Couples Therapy (3)

**MCPY 699** - Supervised Marriage and Family Therapy Internship (3)

### **MFT Certificate Coursework**

#### **MCPY 617 (3) Gender Development and Sexuality in Counseling**

Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in gendered or sexual behavior, and common sexual and relationship concerns are applied to theories and techniques of sexuality counseling.

#### **MCPY 664 (3) Family Origins and Life Cycles**

An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

#### **MCPY 665 (3) Theories of Family Therapy**

This course explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on influences of the family system and larger social contexts.

#### **MCPY 666 (3) The Practice of Family Therapy**

Focuses on the practice and techniques of various approaches used to treat couples and families in therapy. Bowenian, Structural, Strategic, Solution-focused, and Narrative therapies will be explored through role-playing and videotaping.

**MCPY 667 (3) Marital Systems and Couples Therapy**

Provides an overview of theories of couple's therapy, focusing on the components of the marital system, covering premarital factors, dysfunctional marital styles, the developmental cycle of marriage, marital crises, and the therapeutic process and interventions.

**MCPY 699 (3) Supervised MFT Internship**

Clinical supervision of individual, couple, and family counseling focusing on the principles and practice of Marriage and Family Therapy. Prerequisites: Admission to MAC program and completion and permission of MAC Clinical Coordinator.

***Admission to Post-Graduate Academic Certificate Programs***

Post-Graduate Certificates in counseling specializations are intended for psychotherapy professionals in the community already having a Master's degree in Counseling and/or those who practice as psychotherapists in Colorado:

- Unlicensed State Registered Psychotherapists with a completed Master's Degree in Counseling or a closely related psychotherapy field;
- Licensed Professional Counselors;
- Licensed Marriage and Family Therapists;
- Licensed Psychologists, or
- Licensed Clinical Social Workers

Certificate plans are also available to current students admitted to the graduate counseling program who wish to enhance their clinical expertise and training beyond the degree requirements.

***Certificate Admission Requirements***

Current students may apply to the Post-Graduate Certificates utilizing the mini-application provided below to:  
 Dr Sondra Medina, Marriage and Family Therapy Chair  
 Dr. Terry Christensen, Child and Adolescent Chair  
 Dr. Pat Sablatura, Transformative Counseling Chair.  
 Linda Osterlund, Counseling Military Families Chair.

Certificates must be completed within six years of being accepted.



## **STUDENT PERFORMANCE EVALUATION**

The Counseling program recognizes its obligation to ensure the scholastic, professional skill-based, ethical preparation and intellectual competencies of its students. In addition, emotional maturity should be demonstrated in interactions with others. Consequently, we are committed to consistently evaluating students in all of these areas. Faculty members, liaisons and supervisors using professional judgment are responsible for evaluating the performance and progress of counseling students. These evaluations will be made formally and informally from observations in classroom situations and in fieldwork placements throughout the course of the program.

The Student Performance Evaluation is completed by the instructor at the end of three courses: Human Growth and Development, Theories of Counseling or Theories of Family Therapy, and Counseling Techniques. They will also be used at the discretion of any faculty member who deems it valuable to give this form of evaluative feedback to a student and to the program core faculty. These evaluations will be shared with the student and then forwarded to the faculty advisor and the program chair. Unsatisfactory progress as demonstrated by scores of one or less on the Student Performance Evaluation will be discussed by the advisor and the student. If the advisor and or faculty remains concerned about the student meeting program standards, the student will be informed and referred to the program Remediation & Support Committee. At this point, a meeting with the Remediation & Support Committee, the student and other involved parties may be convened at the request of the student or faculty member.

Within 10 days of this meeting, a decision will be conveyed to the student as follows:

- No further action,
- A written remediation support plan with a plan to support for retention includes remedial work, special restrictions and a time line for student completion,
- A recommendation for dismissal from the program to the Program Chair.

## Student Performance Evaluation

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Faculty \_\_\_\_\_ Course Number \_\_\_\_\_

Rating Scale				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
<b>Communication Skills and Abilities</b>				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2
<b>Professional Responsibility</b>				
1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2

**Student Performance Evaluation (page 2)**

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
<b>Maturity</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
<b>Integrity</b>				
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

**ACADEMIC**

1. The student writes with good grammar, form and organization.	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section.	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized.	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research.	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts.	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic.	N	0	1	2
7. The student participates in class and interacts appropriately.	N	0	1	2
8. The student submits written work in a timely fashion.	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Date

Created by the Southwest Texas State University Educational Administration and Psychological Services Department. (3/6/2000).  
Revised by the Regis University LPC Program. (8/1/02).

White: Permanent Student File

Yellow: Course Instructor

Pink: Student

Fall 2004

## Policy for Student Complaints of Faculty

If students have complaints regarding a Counseling Program faculty member, they should follow the following policy to address their concerns:

1. Email the faculty member outlining student concerns and request to set up an in person meeting with the faculty member to discuss these concerns. This email contact must be initiated by the student within 30 days of the end of the semester in which the incident prompting the complaint occurred.
2. The student can request that another faculty member be present at this meeting.
3. If the concern is not alleviated after the in person meeting, the student should send a detailed email to the program chair (or chair's designee). This email should include:
  - a. all correspondence with the faculty member that pertains to this concern,
  - b. the student's account of his or her concerns regarding the faculty member,
  - c. the student's account of the face to face meeting,
  - d. and what continues to concern the student.

This email must be submitted to the program chair within 10 days of the in person meeting.

4. At that point, the program chair (or designee) determines the course of action. The chair (or designee) will communicate this decision via email to the student within 14 days.

## Grade Appeals

Appeals of grades earned in the College for Professional Studies must be initiated within sixty (60) days after the last official day of the term in which a course is taken. Students who wish to contest a grade earned in a course should use the following procedures:

1. The student contacts the instructor of the course to request a review of the issue. The written request must be initiated within sixty (60) days after the last official day of the term in which the course in question was taken.
2. If the dispute is not resolved with the instructor, the student submits the request for review of the grade to the Program Chair (Dr. Theresa Christensen, Community Counseling Chair; Dr. Sondra Medina, Marriage & Family Therapy Chair). The document must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The document will include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.
3. If the grade dispute is not satisfactorily resolved, the student may appeal the decision to the Assistant Dean, School of Education & Counseling (Dr. JoLynne Reynolds). This written appeal must be submitted within two (2) calendar weeks of receipt of the decision in step 2 above.
4. The individual named above will review the proceedings and any additional information provided by the student. The decision of the individual named above is final.

## **PROGRAM RESOURCES**

The Counseling Program has faculty members that specialize in various areas of counseling psychology and education. They come from a variety of backgrounds and, in addition, have experience and expertise in counseling practice.

The full-time program faculty also serves as faculty advisors, sit on the program Remediation & Support Committee and supervise the academic and clinical components of the MAMFT and MAC programs. Currently, Dr. JoLynne Reynolds is the Assistant Dean in the School of Education & Counseling, Dr. Betsy Hall is the Community Lab Chair, Dr. Sondra Medina is the Marriage & Family Therapy Chair, and Dr. Teresa Christensen is Community Counseling Chair. Dr. Pat Sablatura is the Clinical Chair.

Affiliate faculty, liaisons and course consultants are mental health professionals and academicians who are active in their profession in the community. They bring their understanding of the current practices, constraints and opportunities that exist in Colorado. They, too, come from a variety of backgrounds and offer rich and diverse perspectives about counseling theory and practice.

## Program Faculty & Advisors

JoLynne Reynolds, Ph.D., LPC  
 Professor  
 Assistant Dean, School of Ed. & Counseling  
 303-964-5386  
[jlreynol@regis.edu](mailto:jlreynol@regis.edu)

Terry Christensen, Ph.D., LPC, RPT-S  
 Associate Professor  
 Community Counseling Chair  
 303-964-5727  
[tchrste@regis.edu](mailto:tchrste@regis.edu)

Pat Sablatura, Ph.D., LPC  
 Associate Professor  
 Clinical Chair  
 303-458-4387  
[psablatsu@regis.edu](mailto:psablatsu@regis.edu)

Linda Osterlund  
 Assistant Professor  
 Colorado Springs Coordinator  
 719-264-7011  
[losterla@regis.edu](mailto:losterla@regis.edu)

Annamarie Fidel-Rice, Ph.D., LPC  
 Associate Professor  
 303-964-5759  
[afidelri@regis.edu](mailto:afidelri@regis.edu)

Camille DeBell, Ph.D., LPC  
 Associate Professor  
 303-625-1252  
[cdeb主@regis.edu](mailto:cdeb主@regis.edu)

Joanna Stratton, Ph.D., LP  
 Assistant Professor  
 303-625-7338  
[jstratto@regis.edu](mailto:jstratto@regis.edu)

Jennifer Cates, Ph.D.  
 Assistant Professor  
[jcates001@regis.edu](mailto:jcates001@regis.edu)

Sondra Medina, Ph.D., LMFT  
 Associate Professor  
 Marriage & Family Therapy Chair  
 303-964-5158  
[smedina@regis.edu](mailto:smedina@regis.edu)

Steve Bennett, Ph.D., LPC  
 Professor  
 303-458-3565  
[sbennett@regis.edu](mailto:sbennett@regis.edu)

John Arman, Ph.D, LPC  
 Associate Professor  
 303-964-5051  
[jarman@regis.edu](mailto:jarman@regis.edu)

Betsy Hall, Ph.D., LCSW  
 Associate Professor  
 Remediation Coordinator & Lab Chair  
 303-964-5749  
[ehall@regis.edu](mailto:ehall@regis.edu)

Marty Munoz, Ph.D.  
 Associate Professor  
 303-964-5116  
[mmunoz@regis.edu](mailto:mmunoz@regis.edu)

Tom Lonneman-Doroff, MA  
 Assistant Professor  
 303-625-1242  
[tlonnema@regis.edu](mailto:tlonnema@regis.edu)

Jim Ungvarsky, Ph.D  
 Assistant Professor  
 719-264-7032  
[jungvars@regis.edu](mailto:jungvars@regis.edu)

Jody Huntington  
 Assistant Professor  
[jhunting@regis.edu](mailto:jhunting@regis.edu)

**NOTE: Please email to schedule appointments with faculty**

For a list of the all Faculty and Affiliate Faculty, including descriptions of their expertise, academic backgrounds and credentials, and contact information visit [www.regis.edu](http://www.regis.edu)

## REGIS WEBSITE

The Regis Website is a central location for information about the University in general, the Library, various academic resources and specific information about the MAC Program. It is located at <http://www.regis.edu/> Click **Current Students** to access current program information including forms, syllabi, book lists, course schedules, approved fieldwork placement sites and a list of affiliate faculty

## PRACTICUM/INTERNSHIP MANUAL

For up-to-date information about Practicum, Internship, and Capstone requirements, please refer to the Practicum/Internship Manual online at [http://regis.edu/content/cpedcn/pdf/Denver\\_Clinical\\_Manual.pdf](http://regis.edu/content/cpedcn/pdf/Denver_Clinical_Manual.pdf) or [http://regis.edu/content/cpedcn/pdf/CS\\_Clinical\\_Manual.pdf](http://regis.edu/content/cpedcn/pdf/CS_Clinical_Manual.pdf) for the Colorado Springs Practicum/Internship Manual.

## UNIVERSITY ADDRESS:

Regis University, College for Professional Studies	303-964-5446
MAC, Mail Code K-10	1-800-727-6399
3333 Regis Boulevard	303-964-5538 (Fax)
Denver, CO 80221-1099	

Regis University, College for Professional Studies  
MAC LAB, Mail Code P-20  
11001 W. 120<sup>th</sup> Ave  
Broomfield, CO 80021

## RESOURCE LIST

Tricia Baker/Middleton Administrative Coordinator	303-458-4313 tbaker@regis.edu	Kristyn Roe Clinical Administrative Assistant	303-458-4334 kroe@regis.edu
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Jill Sobel  
Administrative  
Assistant  
303-964-6009  
jsobel@regis.edu

Grades	303-458-4126		
<b>Financial Aid</b>	303-458-4126	Accounts Payable	303-458-4130
Campus Safety	303-458-4122	Campus Weather Line	303-458-1818
Enrollment Services Registrar (transcripts) & Student Accounts	303-458-4126	<b>CPS Registration</b> Main Line	303-458-4126
Libraries Dayton Memorial Colorado Springs	303-458-4030 719-264-7080	Campus Associates Information Technology Services	303-458-4050

## Who To Ask

**First: Check the Regis Website: [www.regis.edu/](http://www.regis.edu/)**

**Questions to ask advisor:**

Grading policies for a course  
 Coursework to be transferred in  
 Degree Plan  
 Academic advising questions- course rotation, order, etc.  
 Future career questions, interests  
 Questions about the Capstone Project  
 Concerns about instructors, faculty supervisor, clinical placement, supervisor, etc.  
 Concerns about academic progress and grades  
 Problems completing a course (speak to instructor first)  
 Problems concerning a course (speak to instructor first)

**Questions to ask instructors:**

Questions that help to clarify expectations, assignments or other course criteria  
 Problems completing a course (also speak to advisor)  
 Problems concerning a course  
 Questions about grading  
 Academic questions about a course

**Questions to ask faculty group supervisor:**

Specific questions about a training site for practicum and internship  
 Questions about the suitability of a site  
 Concerns about a site or supervisor  
 Concerns about not getting enough supervision

**Available on the Regis website and WebAdvisor**

List of classroom courses available - <http://www.webadvisor.regis.edu>  
 Who is teaching what? <http://www.webadvisor.regis.edu>  
 Counseling Program clinical placement sites available and related forms  
 Current Student Manual  
 Academic calendar  
 Questions about problems with registration  
 Questions about financial aid  
 Information about graduation and the graduation application form  
 Change of name or address - call 303-458-4126  
 Access to the library  
 List of current textbooks and syllabi  
 Getting a phone number – call 303-458-4126  
 Form and process for incomplete  
 Availability of textbooks

# MAMFT PROFESSIONAL AFFILIATION

## AAMFT Code Of Ethics

[http://www.aamft.org/resources/lrm\\_plan/Ethics/ethicscode2001.asp](http://www.aamft.org/resources/lrm_plan/Ethics/ethicscode2001.asp)

Students enrolled in the Graduate Counseling Program are required uphold all ethical and legal guidelines of the profession as outlined in the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics & Standards of Practice and the Colorado Mental Health Statute and the Colorado Board of Licensed Marriage and Family Therapist Examiner Rules. These laws and rules can be obtained by contacting the board at the following address:

State Board of Licensed Marriage & Family Therapist Examiners  
1560 Broadway, Suite 1350  
Denver, CO 80202  
303-894-7766

<http://www.dora.state.co.us/mental-health/mft/index.htm>

## **AAMFT Membership**

To facilitate the identification and participation of students with their future marriage and family therapist role, it is highly recommended that students in the Program join their professional association. The American Association for Marriage and Family Therapists (AAMFT) provides a wide variety of resources to professional counselors such as educational programs and workshops. Students may obtain an AAMFT brochure in the Graduate Counseling office, Broomfield/Interlocken Campus, Regis University or request information directly from AAMFT by calling (703)-838-9808 or by contacting their website at [www.aamft.org](http://www.aamft.org).

Regis University is seeking accreditation according to AAMFT's **Commission on Accreditation for Marriage and Family Therapy Education** (COAMFTE). COAMFTE is a specialized accrediting body that accredits master's degree, doctoral degree, and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. Since 1978, the COAMFTE has been recognized by the United States Department of Education (USDE) as the national accrediting body for the field of marriage and family therapy. In addition, the Council for Higher Education Accreditation or (CHEA) officially recognizes the COAMFTE. CHEA is a non-governmental organization that works to foster and facilitate the role of accrediting bodies in promoting and insuring the quality and diversity of American post-secondary education. The USDE and CHEA regularly review the policies and practices of the COAMFTE for continued recognition.

The Standards for COAMFTE accreditation can be found at:

Commission on Accreditation of Marriage and Family Therapy Education  
American Association for Marriage and Family Therapy  
112 South Alfred Street, Alexandria, VA 22314  
Phone: (703) 838-9808 - Fax: (703) 838-9805  
*E-mail:* [coamfte@aamft.org](mailto:coamfte@aamft.org)

## **Licensed Marriage and Family Therapist Application**

The Colorado State Board of Licensed Marriage and Family Therapist Examiners requires the Licensed Marriage and Family Therapy examination. Details about the Marriage and Family Therapist examination and application can be found on the DORA website. Examination deadline dates can be found on the website of the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) at [www.amftrb.org/examdate.cfm](http://www.amftrb.org/examdate.cfm). Regis University does not administer the exam and does not award the Marriage and Family Therapist License. Students are encouraged to contact the State Licensing Board early in the program to acquire licensing information to assist in planning their course work and to assist in planning post-graduate experience. The information includes the Colorado Mental Health Statute, the Licensed Marriage and Family Therapist Examination Rules and Regulations and application forms. These materials are also available at the Counseling Program Seminars scheduled each semester. To acquire information, contact:

State Board of Licensed Marriage and Family Therapist Examiners  
1560 Broadway, Suite 1350  
Denver, CO 80202  
303-894-7766  
[www.dora.state.us.co](http://www.dora.state.us.co)

## **Required Counseling Program Forms**

A signed Student Informed Consent Contract, signifying agreement with all of the requirements and procedures contained in the Counseling Program Student Handbook, is required of all students enrolled in the Regis Counseling program. The Student Informed Consent Contract will be signed by the student during orientation and placed in the student's advising file.

In addition, all students in the Counseling Program must sign the No Private Practice Agreement at orientation. This form will also be kept in the student's advising file.



**Graduate Counseling Program**  
***STUDENT INFORMED CONSENT CONTRACT***

**Description of Course Expectations and Program Experiences**

The course content and experiential activities in the Graduate Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance in a manner in accordance with the professional standards. (Refer to the Student Performance Evaluation form for specific criteria regarding these standards.) This feedback will come from faculty, supervisors, peers, and clients. You will be expected to incorporate this feedback in a mature and professional manner.

The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various methods courses, practicum, and internships, will require that you develop and demonstrate your counseling skills as you work with classmates in role-play scenarios and with clients in actual counseling sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your counseling activities and experiences consistently and systematically.

The 1995 American Counseling Association Code of Ethics (Section F.3.a) states that faculty members:

.....assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors (faculty members) seek professional consultation and document their decisions to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

If, in the professional judgment of a faculty member, a student's behavior is deemed below minimum program standards, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review. At that time the Program Remediation and Support Committee will be called to review the performance, record, and behavior of the student and to make recommendations to the Program Chair and Assistant Dean of the Graduate Community Counseling Program.

**Graduate Counseling Program Formal Endorsement Policy**

Program faculty endorsement is given only:

- a) On the basis of demonstrated proficiency specific to the vocation and/or credentialing for which endorsement is sought;
- b) After the candidate has completed a substantial portion of the program, necessarily including the practicum and internships during the Graduate Counseling program at Regis University; and

- c) For the professional credentials for which the candidate has been prepared, necessarily including appropriate coursework and practicum and internship placements.

I have read the (check one):

\_\_\_\_ ACA Code of Ethics and Standards of Practice (Appendix D for MAC Students)

\_\_\_\_ AAMFT Code of Ethics (Appendix E for MAMFT Students)

and all relevant material in the Counseling Student Handbook including the Student Performance Evaluation. I am willing to adhere to the principles and requirement as described. I have also read the description of course requirements and program experiences required in the curriculum. I will be willing to participate fully in the courses and requirements of the Counseling Program. I further understand that a course grade of B- or better must be obtained to progress in and graduate from the program and successful completion of the Graduate Counseling Program Capstone Project.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Student Name



**Private Practice Agreement**

I \_\_\_\_\_ agree not to operate an independent private  
Print name

practice while I am enrolled in the Graduate Counseling program (MAC or MAMFT) at Regis University.

I understand that in order to be ethical practitioners, “counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience” (ACA Code of Ethics, 2005, p. 9). In addition, “counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others” (ACA Code of Ethics, 2005, p. 10). Additionally, “marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies” (AAMFT Code of Ethics, 2001, Principle 3.11). I have read and understand this policy. I understand that violation of this policy will result in remediation or dismissal from the Graduate Counseling program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Appendix G:**

**Chi Sigma Iota- Resources & Benefits of Membership**

## **What is Chi Sigma Iota?**

Chi Sigma Iota (CSI) is the international honor society for counselors in training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

Rho Upsilon Chi (RUC), the Regis University chapter of CSI, was established in 2007. It offers members acclaim upon graduation as well as lifetime benefits through CSI.

If you would like to become a member of RUC, please visit our chapter website at:

<http://academic.regis.edu/csi/> or the national website: <http://csi-net.org>

## **Benefits of Becoming a Member**

### **Professionalism**

CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing standards and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active service-oriented university based chapters composed of neophyte and experienced professional counselors.

### **Recognition**

Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of the individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do.

### **Additional Benefits**

- Develop leadership skills and network with other professionals
- Receive discounts or partial funding for professional workshops, presentations, and conferences
- Have an opportunity to socialize with other students in Counselor Education and work toward common goals
- Participate in educational and community service projects
- Receive quarterly newsletters from CSI national chapter
- Wear graduation honor cords that signify your outstanding academic achievement

## **Who is Eligible for Membership?**

Chi Sigma Iota is open to all degree seeking students in the Master of Arts in Counseling program at Regis. To become a member of CSI you must meet the following requirements:

- Have completed 9 semester hours of course work at the graduate level
- Maintain a GPA of 3.5 or higher
- Participate on a Rho Upsilon Chi committee, in a service, or advocacy project.

For information on joining, visit our website at <http://academic.regis.edu/csi/> or contact any executive officer at: [chisigma@regis.edu](mailto:chisigma@regis.edu).

### **Background Checks**

It is becoming common practice for agencies and/or field placement sites to have policies requiring drug screening and/or criminal background checks for their employees, volunteers, and for students who are assigned to the facility.

In accordance with the ethical and legal demands of the professional counseling field, students in the Counseling program will be required to have a background check before being approved for Practicum (MCPY 692 & 693/666). Background checks are required for all applicants to the program

Regis University will assist students with understanding and complying with the requirements. However, the responsibility for providing such information, and the associated costs, rests with the student and not with Regis University. Failure to submit to such testing or to provide such information as required as a condition of a clinical placement or internship may result in disqualification from further study at the University. Similarly, results from drug screening tests or criminal records may result in disqualification from further study at the University.

### **DISQUALIFYING OFFENSES**

Convictions and deferred adjudications of the following offenses will automatically disqualify an applicant from admission to the Counseling Program at Regis University:

- Crimes against persons (homicide, assaults, kidnapping, and unlawful sexual behavior) as defined in Title 18-3-101 through 18-3-405.5 C.R.S.
- Any crime of child abuse or incest, as defined in Title 18-6-401 and 18-6-301 C.R.S.
- Any act of domestic violence, as defined in Title 18-6-800.3 C.R.S.
- Any offense involving moral turpitude (prostitution, public lewdness, indecent exposure, etc.), unlawful sexual behavior as defined by Colorado law.
- Registered sex offenders.
- Any crimes of theft, burglary or robbery except misdemeanor shoplifting.
- Felony crimes of arson, criminal mischief, fraud or forgery.
- Any offense related to the unlawful possession, use, sale, manufacture, transfer or distribution of a schedule I, II, III, IV, or V controlled substance.

- Any offense related to the unlawful possession, use, sale, manufacture, transfer, or distribution or more than one ounce of marijuana or any amount of marijuana concentrate.
- Multiple DUI offenses or Driving with Ability Impaired (DWAI) offenses (The MAC Admissions Committee will consider DUI and DWAI offenses on a case-by-case basis for review).

The University reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students or other persons whose personal history, medical history, background or behavior indicates that their presence in University facilities, programs, or activities, or use of University services would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or others, or would interfere with the orderly performance and conduct of the University's or affiliated agencies' functions.

Approved August 3, 2005