To: College Curriculum Committee

From: Corine Fitzpatrick

Date: January 7, 2012

Re: Memorandum - Marriage and Family Therapy (MFT) – M.S. Graduate Counseling - SOE

 As per your request, the following memorandum includes a discussion of a) whether the proposed new program duplicates aspects of any existing program at Manhattan College (including the School of Continuing and Professional Studies); b) the anticipated impact of the new program on enrollment in other departments, especially in other schools; c) detailed learning goals for the program; d) a full curriculum map; e) a schedule for the assessment of the learning goals articulated in Item c; f) the explicit designation of either a person or position responsible for assessment; and g) the specific types of assessment tools to be used.

1. The program does not duplicate aspects of any existing program including the School of Continuing and Professional Studies. Within the current Mental Health Counseling graduate program, much of the curriculum of the new proposed program is already offered since the NYS requirements overlap in several areas (e.g., human development; psychopathology). As such, we anticipate the development of only 3 - 4 new courses (see Table 1b third column of the proposal to NYS). EDUG 819 and 894 already run for Mental Health but the State may require a separate section for those seminars for MFT as was required when we were approved for the MHC degree. We prefer to keep them together. We already include curriculum related to MFT in other courses but we will engage in a more thorough curriculum review with our outside evaluator to make sure that NYS required course content for MFT is adequately threaded throughout those courses (e.g., EDUG 726 – Foundations). Our outside evaluator will review and advise us regarding inclusions into currently existing courses as part of the review of the proposal prior to sending it the State. These steps are the same as we were required to follow in the MHC proposal.
2. There should be little or no impact of the new program on enrollment in other departments, especially in other schools
3. The learning goals of the program include:
4. Developing expertise in providing individual, couple, family, and group therapy;
5. Developing expertise in assessment, diagnosis, and treatment
6. Developing expertise in content areas needed for passage of examination for licensure (e.g., DSM – diagnosis and treatment planning)
7. Developing a concern with fostering optimal development of individuals and families throughout their life span (general goal of all 4 current programs)
8. Developing an understanding of the scientist – practitioner model of counseling including competency in research
9. A curriculum map to the required content areas follows.

 This guideline for curriculum mapping is based on the NYS requirement for number of hours and curriculum exposure in those hours. Please note that currently, NYS requires a 45 credit degree. We are proposing a 60 credit degree so we have more courses meeting the NYS requirements listed below.

 Programs intended to prepare individuals for licensure in a [profession licensed by the State Education Department](http://www.op.nysed.gov/prof/) will be evaluated by the Department’s Professional Education Program Review office, in the [Office of the Professions](http://www.op.nysed.gov/).

NYS required curricula and MC courses designated to provide curricula.

1. NYS - Marital and Family Studies: (courses must equal 9 semester or 12 quarter hours) – family development and interactional patterns across the life cycle of the individual as well as the family; family life cycle; theories of family development; marriage and/or the family; sociology of the family; families under stress; the contemporary family; the family in a social context; the multi-cultural family; youth/adult/aging and the family; family subsystems; individual, interpersonal relationships (marital, parental, sibling).

**MC - Courses**: Life Span Development (EDUG 723); Marriage and Family Counseling (EDUG 715); Cross Cultural Counseling (EDUG 859).

1. NYS - Marital and Family Therapy (courses must equal 9 semester or 12 quarter hours) – family therapy methodology; family assessment; treatment and intervention methods; overview of major clinical theories of marital and family therapy (communications, structural, strategic, transgenerational, experiential, object relations, contextual, and systemic).

**MC Courses:** EDUG 721 (Theories of Counseling); EDUG 807 (Measurement and Appraisal); EDUG 891 (Foundations in Diagnosis, assessment and Evaluation); EDUG 725 (Practicum in Group Counseling); EDUG 850 (Advanced Practicum in Group Counseling); EDUG 722 – (Techniques of Counseling); EDUG ??? (Couples’ Therapy – new course); EDUG 709: Alcohol and Substance Abuse Counseling: Family Issues and Tx Approaches

1. Human Development. (courses must equal 9 semester or 12 quarter hours) – Significant material on issues of gender, human development, personality theory, human sexuality, psychopathology, and human behavior.

**MC Courses**: EDUG 723 (Life Span development; EDUG 721 (Theories of Counseling); EDUG 780 (Psychopathology)

1. Professional studies (course(s) must equal 3 semester or 4 quarter hours) – professional socialization and the role of the professional organization; legal responsibilities and liabilities; independent practice and interprofessional cooperation; ethics and family law.

**MC Courses**: EDUG 726 (Foundations of Mental Health and Marriage and Family Counseling); EDUG 867 (Professional, Ethical and Legal Issues in Counseling); EDUG 819 and 894 (Internship I and II – Integrated Seminars)

1. Research (course(s) must equal 3 semester or 4 quarter hours) – research design, methods, statistics, and research in marital and family studies and therapy.

**MC Courses**: EDUG 807 (Measurement and Appraisal); EDUG 713 (Research Methods); EDUG 851 (Report Writing and Analysis)

1. NYS – Internship. The program included a supervised practicum/internship appropriate to the practice of marriage and family therapy.

 YES NO – **MC - Yes** – EDUG 819 and 894 (Internship I and II). Internship = 600 hours and will more than meet the minimum requirements as outlined by NYS below.

►NYS - **For this requirement, please include proof of completion with this form.**

**If the masters or doctoral degree was awarded in 1979 or after,** the applicant must prove that s/he completed a minimum of 300 hours of supervised practicum/internship, or a combination of the two, in the principles and practice of marriage and family therapy. The practicum/internship must include at least 15 hours/week, of which approximately 8-10 hours are spent in face-to-face contact with individuals, couples, and families for the purpose of assessment, diagnosis, and intervention.

All MC courses listed above:

EDUG 723 (Life Span Development)

EDUG 715 (Marriage and Family Counseling)

EDUG 859 (Cross Cultural Counseling)

EDUG 721 (Theories of Counseling);

EDUG 807 (Measurement and Appraisal);

EDUG 891 (Foundations in Diagnosis, assessment and Evaluation);

EDUG 725 (Practicum in Group Counseling);

EDUG 850 (Advanced Practicum in Group Counseling);

EDUG 722 (Techniques of Counseling);

EDUG ??? (Couples’ Therapy – new course).

EDUG 723 (Life Span development;

EDUG 780 (Psychopathology)

EDUG 867 (Professional, Ethical and Legal Issues in Counseling);

EDUG 726 (Foundations of Mental Health and Marriage and Family Counseling);

EDUG 819 (Internship I)

EDUG 894 (Internship II)

DUG 713 (Research Methods);

EDUG 851 (Report Writing and Analysis)

EDUG 709: Alcohol and Substance Abuse Counseling: Family Issues and Tx Approaches

1 elective course

TOTAL – 20 courses = 60 credits.

1. A schedule for the assessment of the learning goals articulated in Item c includes ongoing internal and external assessment. Regarding internal assessment, such assessment will occur in courses throughout the program by professors, by self ratings (video tapes in various classes), by peer ratings (e.g., presenting case studies including case conceptualization, diagnosis, and treatment plan) and by faculty during internships. External assessment is done during internships by outside supervisors and includes a mid semester review, a final review, and meetings/consultations with faculty internship advisor (this process is very similar to that in the MHC program). Feedback assessment to program faculty is also accomplished by clinical questions as part of the site supervisor review related to student competency and program improvement. These comments are provided to faculty and kept year after year so we can assess if we are improving or not doing well in a particular area. This model is used in all other counseling programs and will be utilized here.
2. The Program Director will oversee all assessment generally; internship faculty will be responsible for overseeing the external assessments generated during the internship experiences and the feedback component as described above.
3. The specific types of assessment tools to be used include among others:
4. Knowledge assessment in courses via examinations, case notes, case studies, presentations, etc.
5. Use of assessment measures. We have a test bank of 384 tests in library from which our students can draw as well as more controlled tests (C level) in our department office. Students must take EDUG 807 (Measurement and Appraisal), EDUG 891 (Foundations in Evaluation, Assessment and Diagnosis) and EDUG 709 (Alcohol and Substance Abuse Counseling: Family Issues and Treatment Approaches) – all dealing with learning how to assess and to be assessed in performing related competencies.
6. Use of videotaping and/or audio taping of students in presenting cases and in modeling expertise (this does not include taping in internship on site).
7. Use of the Marriage and Family Therapy Core Competencies (<http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf>) which are currently under revision.
8. Successful completion of the research paper through EDUG 713 – 851. This experience includes the development of and completion of a research project. The project must be completed through data collection prior to admittance into the internship year. This schedule is similar to most graduate programs involving a clinical internship experience (e.g. counseling/clinical/school psychology programs, mental health counseling). The early focus on the research project enables students to have most if not all of the major paper requirements completed prior to internship. They can then focus more specifically on the internship. Completion of the paper is required for graduation.