

STUDENT HANDBOOK
FOR
Master of Science in Education
in
Marriage and Family Therapy,
Mental Health Counseling
&
Counseling and Research

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INTRODUCTION

Welcome to the Counseling Program at the University of Miami! We are delighted that you have decided to join us for your graduate study. We hope that you will have an enjoyable and informative experience with us and we look forward to working closely with you in your training.

We have compiled this Student Handbook to provide you with a written orientation to the Master's in Counseling Program in the Department of Educational and Psychological Studies in the School of Education. This handbook provides information to guide you in understanding and navigating the requirements for completion of the MS.Ed. degree in Marriage and Family Therapy, Mental Health Counseling, or Counseling and Research. It is important that you be familiar with policies and procedures linked to your graduate program, and you should keep a copy of the handbook pertinent to your entering year. This handbook is for the 2009-2010 year. Please sign the form at end of the Handbook indicating that you have read it and understand it.

You should also be familiar with the Master's Handbook for the School of Education, which delineates more general requirements, and with the University of Miami Graduate School Bulletin, which presents University regulations. Appendix A at the end of this document provides information regarding online access to those handbooks and other information you will need throughout your studies here at University of Miami. If you have any questions or confusion about what you need to do, please contact your advisor, the Program Director, or any other member of the faculty for assistance. We want you to understand how to succeed in the Program, and wish to support and guide you in your training.

MISSION

Our mission is to provide excellent preparation for professional practice or doctoral education in counseling and related fields through the integration of skills, theory, and research. Consistent with the Mission Statements of the University of Miami and the School of Education, our goals are to educate and nurture students, to produce knowledge, to provide service, and to prepare the next generation of leaders, researchers, and agents of change and well-being in the community. We strive to uphold the highest ethical principles, and to abide by the ethics codes of our relevant professional organizations. As clinicians in training, you will also be expected to conduct yourself in an ethical fashion throughout your training experiences. Links to the ethics codes of a range of relevant professional organizations can be found in Appendix B.

The Master's in Counseling program is designed to provide you with the academic preparation and initial practicum experience necessary for high quality professional careers in counseling related fields. Our program includes a range of interrelated objectives: to provide a broad, research-based understanding of

human functioning; to promote the development of skills and behaviors essential for ethical and effective clinical work in diverse settings with diverse populations; and to facilitate professional development. Faculty members work from a variety of theoretical orientations, and you will be exposed to a range of perspectives in your academic and clinical work. We are committed to providing a collaborative training experience. We welcome students from diverse backgrounds and we strive to respect human diversity.

OVERVIEW OF PROGRAM OF STUDY

There are three tracks within the Master's in Counseling Programs in the Department of Educational and Psychological Studies: Marriage and Family Therapy, Mental Health Counseling, and Counseling and Research. All lead to the Master of Science in Education degree (M.S.Ed). Two tracks prepare students for professional practice. The Marriage and Family Therapy (MFT) track meets the academic requirements for licensure as a Marriage and Family Therapist in the State of Florida. The Mental Health Counseling (MHC) program allows students to meet the academic requirements for licensure as a Mental Health Counselor in the State of Florida. States vary with regard to specific requirements for licensure. Students wishing to pursue licenses in states other than Florida should consult the requirements for the particular state. The third track—Counseling and Research—focuses on providing students with extensive grounding in the foundations for conducting research in the counseling field. Many students take this track in preparation for applying to doctoral programs in psychology. Although the track is not geared toward preparing students for professional practice and licensure, students may also take additional coursework to complete the academic requirements for licensure in Florida. Links to licensure information can be found in Appendix B.

The Program of Study refers to your selected track (Marriage and Family, Mental Health Counseling, or Counseling and Research), and how long you will take to complete it (two, three or four years). You must complete all of the requirements for the master's degree within six years.

Sometime in the first semester, you must specify your program of study. This involves the submission of a specific form, and is also a School of Education requirement. The form is also referred to as the Course Sequence Plan. The Course Sequence Plan projects your courses over the length of your program. This signed form must be submitted to your advisor, the Program Director, or the Graduate Enrollments Office by the end of the first semester of enrollment; otherwise a stop will be placed on future registration. Weblinks to the Course Sequence Plans for all tracks and lengths of enrollment can be found in Appendix D. The Plans are also in the Documents of the Masters in Counseling Blackboard site.

Below are specific elements of the program. Included are resources as well as requirements. A rough timeline for accomplishing the various requirements is presented in Appendix G.

I. APPOINTMENT OF ADVISOR AND REGISTRATION FOR COURSES

Prior to the first semester's registration, you must schedule an appointment with the Director of the Master's Programs in Counseling. The Program Director will assist you in identifying your program of study (MFT, MHC, or CRES track), and in selecting the courses that are appropriate for your first semester.

During the first semester, you will be assigned a permanent advisor. Your advisor is a faculty member in the Counseling Program and will be available throughout your enrollment to answer questions and assist you in navigating the requirements of the Program. We encourage you to meet with your advisor and become acquainted during your first semester. We also recommend that you meet with your advisor each semester to go over your experiences in the Program and to verify your sequence of courses. If you decide you would like to change advisors for any reason, you are free to do so. Typically, you would make an appointment with the person to whom you would like to switch. If you come to a mutual agreement, both of you should fill out and sign a Change of Advisor Form. The signed form should be turned in to the Office of the Senior Associate Dean (MB Room 222).

Each term, you should review your Course Sequence to determine which courses you should take, and discuss them with your advisor. Your advisor will provide you with your Personal Identification Number (PIN) that you will need in order to register for classes via myUM. If you have difficulty with myUM, you may register by completing a Course Request Form that must be signed by your advisor and turned in to the Graduate Enrollments Office.

Drop/Add forms are used to drop or to add courses after you have registered or after the first day of classes. Your advisor should review and sign your Drop/Add form. You should submit your signed form to the Graduate Enrollments Office. Allow 24 hours for processing. To drop/add please consult the UM calendar for appropriate dates; there are usually charges for courses dropped after classes have begun. If the alteration to your schedule is anything other than a section change, forms such as the Change of Course Sequence Plan must be required. Retroactive adds or drops are not permitted.

If you and your advisor decide to change your program of study, or to replace the courses in your program of study at any time during your program, you must submit a Change of Course Sequence Plan to the Graduate Enrollments Office in MB 313C. The form must be signed by your advisor. These and all forms can be found on the School of Education website (www.education.miami.edu) under Resources and Forms.

Continuous enrollment is expected in the Program; this policy is elaborated in a later section.

II. CURRICULUM

Students in the Marriage and Family and Mental Health Counseling Tracks complete 60 credits; students in the Counseling and Research track complete 54 credits. The Master's Counseling Program has a core of eight courses (24 credits) required for all students; all students also take 15 credits of practicum. Beyond that, the tracks vary.

Core Courses, Required for All Tracks:

- EPS505 Lifespan Human Development
- EPS510 Professional, Legal & Ethical Issues in Counseling
- EPS512 Assessment Strategies for Counselors
- EPS513 Counseling Process & Practice
- EPS514 Psychosocial Bases of Social and Cultural Diversity
- EPS612 Counseling Theories & Practice
- EPS613 Psychopathology for Counselors
- EPS618 Practicum in Counseling I (6 credits total)
- EPS619 Practicum Laboratory I (9 credits total)
- EPS624 Theory and Practice with Children & Adolescents

Mental Health Counseling Track (Required)

- EPS511 Lifestyle & Career Counseling
- EPS526 Counseling in Community Settings
- EPS610 Group Theories & Practice
- EPS614 Counseling & Sexuality
- EPS623 Substance Abuse & Addiction: Theories & Practice
- EPS625 Research & Program Evaluation in Counseling

Marriage and Family Therapy Track (Required)

- EPS515 Dynamics of Marriage & Family Systems
- EPS614 Counseling & Sexuality
- EPS615 Family Therapy
- EPS616 Therapy for Couples
- EPS623 Substance Abuse & Addiction: Theories & Practice
- EPS625 Research & Program Evaluation in Counseling

Both MFT and MHC also require one elective (see advisor)

Counseling and Research Track (Required)

- EPS553 Introduction to Statistics
- EPS554 Essentials of Research in Social and Behavioral Sciences
- EPS610 Group Theories & Practice
- EPS671 Group Comparative Research Designs & ANOVA Methods
- EPS672 Regression Methods

Complete lists of the specific course requirements for each track can be found in Appendix C.

In the masters in counseling program, full time students take nine to 12 credits each fall and spring semester. Students may complete the program requirements on a part-time basis. Summer coursework is required. All classes, except practicum, are held in the evening.

Each track of the Master's Program in Counseling was designed to be completed within two years. Some students may wish to complete their programs in three or four years, and course sequences have been established to allow this. All students must decide how long they will take to complete their programs, and follow the relevant course sequence. As indicated above, however, the Graduate School requires that masters programs be completed in **six** years. Links to the various course sequences for two-year, three-year, and four-year plans can be found in Appendix D and on the program Blackboard site.

III. PRACTICUM

The Program faculty is heavily committed to the practicum experience and has devoted many other resources to make it an outstanding learning experience. You will complete an 11-month practicum under direct faculty supervision at the Program's on-campus community counseling center, the Institute for Individual and Family Counseling (IIFC). Practica conform to the Florida requirements for Marriage and Family Therapists and Mental Health Counselors with regard to the pre-internship clinical experience. The IIFC is the primary practicum training site, and all trainees complete a substantial part of their practicum experience there. The Director of the IIFC, a faculty member, oversees its daily management.

As a practicum student, you will provide a range of possible services, depending on your track. These may include individual, couple, family, and group psychotherapy, career and lifestyle counseling, assessment, and other related psychological services to clients from the community. You will receive weekly individual (1 hour) and group (2 hours) supervision by a faculty member for your work at the IIFC. The Institute has eight individual and group therapy rooms, each equipped with video equipment. Submission of videotapes is an expected part of the supervised experience. Some of the rooms are also constructed with a one-way mirror for live supervision. A children's therapy room and an assessment computer are also available.

You will also provide therapeutic services at an outplacement site during your practicum. The outplacement is arranged with the Director of the IIFC and matched with your expressed career interests. The outplacement site provides an important way to further develop your expertise with a particular population or professional setting. Group therapy experiences are available at many outplacement sites. Additional supervision occurs at the site. A list of outplacement sites can be found on the program website and Blackboard site.

The practicum experience at the IIFC and in outplacements provides a very rich set of opportunities. Clientele includes a substantial percentage of Spanish-speaking clients, and there are related options for participating in bilingual practicum supervision. You will have the opportunity to work with diverse populations including clients with a wide variety of ages, ethnic backgrounds, lifestyles, and issues at both the IIFC and outplacement sites.

A total of 1000 hours of practicum, including 180 hours of direct service, is required in order to graduate. These requirements are consistent with Florida's graduate training requirements prior to internship for Marriage and Family Therapy. Florida's training requirements differ for Mental Health Counselors, and students wishing to pursue internship and licensure in Mental Health Counseling will need to acquire 280 hours of direct service during their 1000 hours of practicum. Information about requirements for licensure in Florida is available at <http://www.doh.state.fl.us/mqa/491> . Students wishing to pursue licensure in other states should inform themselves of the state's requirements and make arrangements to acquire the necessary hours. All students are encouraged to obtain direct service hours beyond the minimum required to graduate. Students are responsible for retaining copies of documentation of their practicum experience as needed for applying for licensure. Please do not hesitate to speak with your advisor, supervisor, or the program director if you have questions.

To complete the practicum during one academic year, you must be able to commit at least 20 hours per week for practicum activities. Although practicum time can be arranged on Saturdays and in the evening, you should expect to be available for up to about five hours during regular business hours for supervision and staff meetings. By special arrangement, the practicum can at times be completed over two years. Students on the four year track who extend their practica should keep in mind the Graduate School's six-year limit on completing a master's program.

Most students enroll in practicum during fall, spring and summer of their second year. Some students may be able to begin practicum in the summer; this is not always an option, and must be approved by faculty. During practicum, the EPS619 course signifies full time enrollment, even though it is only taken for 1-3 credits at a time. During the preceding spring semester, you will attend a pre-practicum meeting to discuss particulars linked to the practicum. There is also an extensive orientation prior to practicum that is mandatory, and typically occurs in

late summer for students beginning practicum in the fall. You must acquire professional liability insurance prior to doing clinical work. You will not be allowed to participate in practicum without both the orientation and liability insurance. You will receive information regarding how to obtain insurance when you attend the pre-practicum meeting in the spring.

IV. COMPREHENSIVE EXAMINATION

A Comprehensive Examination is required for MFT and MHC students. The Examination is usually offered in the spring semesters. **The deadline for registering is posted in the School of Education calendar and on the program's Blackboard site. You are responsible for registering for the examination by the deadline.** Application forms, application deadlines, and Examination dates are available on the School of Education website. You may apply for the examination if:

- You are approaching the last semester of coursework and plan on taking the examination in that last semester.
- You have a GPA of 3.0 or higher for all graduate courses.
- You have no Incompletes in your coursework
- You have completed your Personal Growth Experience (see below)

The examination is six hours long and occurs in the spring semester. It is given on one day with a one-hour lunch break. The examination covers all of the areas of study in the Program in an integrated manner and attempts to test the practical application of knowledge gained throughout the Program.

There is typically at least one information session regarding the Comprehensive Exam so that students can become oriented to the process and clear about general expectations. Information about the exam structure is also posted on Blackboard on the Masters in Counseling site.

The Counseling faculty evaluates Comprehensive Examinations, and students are notified of results by mail. The University policy states that the faculty decides if the student passes or fails.

Faculty readers pass or fail each question independently. If one reader fails and another passes the student on any question, then a third faculty member will read the question. If two of the three read the question as a failure, then the student fails that question. There will be no averaging between readers.

A student who fails the Examination is given one opportunity to retake it. It may be several months before the Examination is offered again.

V. ADDITIONAL REQUIREMENTS

As part of program requirements, you will be required to participate in a self-examination or therapeutic experience. This is referred to as the **Personal Growth Experience**, and occurs outside of coursework. There are two main reasons for this requirement:

1. To experience counseling from the consumer's perspective, and
2. To maximize your potential as a counselor by addressing personal characteristics that might hinder counseling effectiveness.

Because the personal and the professional are so intertwined in the counseling fields, such activities are strongly encouraged. This requirement is a part of your professional development, and is an excellent opportunity for learning. You may elect to meet this requirement in a variety of ways. These include being a client of a private therapist, a counselor at a community mental health center, or a therapist at the University Counseling Center or the Psychological Services Center. There is no requirement for a minimum number of sessions, or a report from your therapist.

When you have completed this requirement, you and your advisor will complete a form attesting to that fact, and the form to the Graduate Studies Office. The form documenting your participation **must be submitted prior to taking the comprehensive examination**. You may download the form from <http://www.education.miami.edu/studentintranet/pdfs/mast-spec/personalgrowth.pdf>

Counseling is a profession requiring proficiency in oral and written language. We strongly encourage students to develop these skills. Bilingual, multilingual, and international students are welcomed, and opportunities to develop English language proficiency early in the program are available through the University's Division of Continuing and International Education (www.miami.edu/asap). The Department also has a postgraduate Latino Mental Health certificate program for fluent Spanish speakers.

Students who have challenges in written expression may be required to obtain assistance. School of Education requirements include that students who are admitted to the program with a GRE analytical writing assessment score below 4.0 must work with their academic advisor to devise a plan to demonstrate writing competency. The University provides writing help through the Writing Center.

You will be expected to adhere to style requirements of the American Psychological Association's (APA's) publication manual in your written work. The Richter Library provides workshops to assist with this. Students are strongly encouraged to be familiar with, and make use of, the APA manual's recommendations regarding writing style.

In addition, students must be familiar with how the University of Miami's Honor Code informs their written work, and be clear regarding what constitutes plagiarism (see Appendix A). During orientations to the Graduate School, the School of Education, and the program, students are informed about particulars linked to plagiarism and related forms of cheating. A lack of awareness is not considered excusable. Decision-making regarding consequences for plagiarism and other forms of cheating rest with the faculty. Consequences may range from grade reductions or zeroes on assignments to course failure. Faculty members frequently make use of programs to detect plagiarism.

VI. PERFORMANCE EXPECTATIONS AND REMEDIATION POLICY

We as a faculty work very hard to select the very best students for training in the Counseling Programs. Our offer of admission to you signifies that we have confidence in your ability to complete the requirements for a Master's degree in counseling. There are instances, however, when trainees are unable to complete the requirements of the Program satisfactorily. As a general policy, the Program faculty will notify any student who has not met training expectations, will specify the expected tasks that the student has not performed to criteria, and will outline a remedial plan. There are three general areas in which deficiency could require remedial attention: performance in coursework; ethical behavior and professional conduct; and clinical competence.

Performance in Courses

Consistent with the policies of the Graduate School, the Program requires that you maintain a minimum of a 3.0 grade point average during your training. Failure to maintain a 3.0 GPA jeopardizes continuation in the Program. If your GPA drops below 3.0, you will receive a probation letter informing you that you have one semester to raise your GPA above 3.0. If the GPA remains below 3.0, prior to dismissal there would be a consultation between the Associate Dean and the department chair and/or the student's academic advisor. In cases where the student has made significant progress towards achieving a 3.0 GPA, the student may be permitted to continue in the program. The student stays on probation until either dismissed from the program or achieves a 3.0 cumulative GPA.

In addition, it is expected that incomplete work in a course be completed within 12 months after the grade of Incomplete was issued. After 12 months, an Incomplete may change to an F. In addition, you may not sit for the Comprehensive Examination until all previous coursework is complete. Students who do take more than one Incomplete in a given semester will be required to come up with a plan for completing the work with their advisor and the program director. If concerns arise about the number of Incompletes, completion of previous coursework may be required before a student is allowed to continue in the program.

If a student was conditionally admitted and performance during the first semester was a condition, dismissal may occur without a probation period if performance is unsatisfactory.

Ethical Behavior and Professional Conduct

As indicated in the early paragraphs of this handbook, ethical behavior is deemed to be of highest importance in counseling related fields. You are thus expected to be familiar with and abide by ethics codes pertinent to your chosen area of work. You are also expected to abide by the law and to adhere to the Academic Honor Code and Policies and Procedures of the University of Miami Graduate School. Links to the ethics codes of a range of professional organizations, as well as to resources regarding student responsibilities at University of Miami, can be found in Appendices A and B.

We hope to instill a deep understanding of—and ability to apply-- the principles informing professional ethics. Clients must experience a safe environment, which includes privacy and respect. For example, discussing client related information with your family members and friends is unethical, and you must represent yourself accurately and openly as a trainee when providing professional services. At times, ethical dilemmas and challenges may arise, and it is expected that you will discuss these with your supervisor, advisor, or program director as appropriate.

Ethical lapses require a corrective response from the program. At times this may simply involve feedback from a supervisor; at other times the response may be more intensive. Problems in the realm of ethical behavior may include (but are not limited to) such things as failure to inform clients of trainee status; misrepresenting facts to supervisors; divulging client confidences without permission; engaging in harassing or harmful behavior; failure to respect client boundaries; cheating and plagiarism. Some ethical issues overlap with issues of professional conduct (see below), and require varying levels of remediation. Some ethics violations are also violations of University policy, and may result in disciplinary actions. Some ethics code violations may be grounds for dismissal from the program. Some are also illegal and may require notifying authorities.

We recognize that graduate training is an exciting but challenging endeavor. The level of work and learning often facilitates substantial personal and professional growth, but can simultaneously stretch cognitive and emotional capacities. Training can be a stress-inducing experience; adjusting to new demands at each level of training can create difficulties for some students. For the vast majority of students the level of difficulty experienced is normal, and fairly mild. Trainees are generally able to respond effectively to feedback about their reactions to these psychological stresses or to feedback when their behavior negatively affects others. Trainees are usually able to correct these difficulties in a reasonable

length of time. Difficulties do not become pervasive and they are generally manageable.

For some students, however, the stress of graduate training can become difficult to manage and may result in psychological symptoms, unprofessional behavior, or ethical lapses that compromise functioning as a counselor-in-training. When a trainee has more significant difficulties or has difficulty in modifying his or her behavior following ordinary feedback, the problem requires a more formal response. The following characteristics, adapted from Lamb et al., (1987) and Palmer (1998) will be used, singly or in combination, to distinguish between ordinary stresses and significant professional difficulties:

- The student does not acknowledge, understand, or address the problematic behavior when it is identified;
- The problematic behavior is not merely a reflection of a skill or knowledge deficit that can be rectified by academic training;
- The quality of the psychological services delivered by the student is frequently negatively affected;
- The problematic behavior is not restricted to one area of professional functioning;
- A disproportionate amount of attention from training personnel is required to address the difficulties;
- The student does not change his or her behavior in response to feedback or remedial efforts;
- The student's behavior negatively affects the public image of the University, the Program, or an agency providing a practicum or internship placement.

Unacceptable professional conduct can result from any number of causes, including, but not limited to, extreme personal stress, individual psychopathology, or substance abuse. In evaluating the suitability of students for continued study, the faculty attends to problematic behavior that has been observed and documented. Unprofessional conduct can arise in any of the domains of training including, but not limited to: participation in classes; participation in supervision groups; relationships with faculty, non-faculty supervisors, peers, or clients; assistantship work; or practicum activities. Unprofessional conduct includes, but is not limited to, dishonesty, cheating, plagiarism, sexual harassment, discrimination on the basis of race, ethnicity, religion, sexual orientation, or disability, and inappropriate interpersonal behavior.

It is up to you to fulfill your responsibilities in a timely and professional manner, to represent yourself and your work honestly, and to treat others with dignity and respect.

Clinical Competence

Clinical competence includes a range of skills and behaviors that emerge in early coursework, but are most evident in practicum. In addition to behaving ethically and professionally, you must be able to apply your knowledge and to demonstrate good insight and judgment when interacting with clients. You must be able to facilitate the development of a positive and trusting relationship in which clients feel able to share their concerns safely. You must also be able to collaborate with clients in the development and implementation of treatment plans.

Faculty members are aware that there is a developmental trajectory for the acquisition of the skills necessary for good clinical work, and evaluation occurs accordingly. Students begin practicing with each other in the classroom, adding to their skills over the first year. Students' abilities in a range of clinically relevant areas (for example, basic listening skills) are evaluated in addition to academic performance. Practicum at the IIFC begins slowly, is closely supervised, and is "feedback rich." For most students, skill development and practice are both exciting and stressful. Performance anxiety and a sense of awkwardness are common and normal, as is feeling challenged by certain types of clients. At times, however, students may find that the work is not a good fit for them and makes them inordinately uncomfortable; at times faculty may ascertain that a student is not well suited for the field.

Remediation Process and Possible Actions

The Counseling faculty reviews the progress of the students in the Program regularly. These reviews consist of examining available information from a variety of sources and contexts relevant to the students' training, including, but not limited to, performance in courses (including role plays), practicum training, performance in a graduate assistantship if applicable, professional behavior in all Program activities, and the ability to interact appropriately with others.

If some aspect of a student's functioning becomes problematic in the opinion of the faculty, the student will be notified formally as soon as possible. A meeting will be arranged during which the student will be informed of the specific difficulty. The faculty will solicit the student's understanding of the identified difficulty as well. The student may write a formal response to the faculty's statement of the difficulty. A specific plan will be devised to address the identified lapse, including a time period during which the remedial steps must be taken and following which the outcome of the plan will be assessed.

There are three different plans that could be employed, depending on the seriousness of the concern or problem behavior. First, in the least serious instances, formal feedback will be given to the student and recommendations for improvement will be noted. Second, in cases of intermediate difficulties, a specific remedial plan will be devised that will include concrete steps that the student must follow within a given time period. Third, in the most extreme cases,

the student can be dismissed from the Program. Written statements will be included in the student's file to document the nature of the problem, the student's response, the remedial plan, and the outcome of the remediation.

There are many different actions that can be required to address deficiencies in grades, ethical behavior, or professional conduct, depending on the type, severity, and chronicity of the problem. The student's ability to recognize the difficulty and his or her willingness to follow through on remedial action will play a significant role in determining the most appropriate remedial response to the difficulty. Remedial actions could include the following, but they are not limited to these alternatives: additional course work; a decreased course load; increased supervision; a decreased client case load; temporary cessation of practicum; an increased frequency of faculty review of student work; a leave of absence; psychotherapy; academic probation, or withdrawal/dismissal from the Program. If psychotherapy is part of the remedial plan, then the rights and responsibilities of the student and the therapist will be specified at the outset and agreed to by the student, the therapist, and the Program faculty.

If the student does not agree with the Counseling faculty's assessment of her/his behavior or the remedial plan, he or she can appeal the faculty's determinations. Such an appeal should be made in writing to the Chairperson of the Department of Educational and Psychological Studies. Should the student wish to appeal further, he or she can seek a hearing with the Senior Associate Dean of the School of Education in writing. Prior to making his decision, the Senior Associate Dean confers with all parties and the Dean. Additional appeals would then move from the School of Education to the UM Graduate School, on up to the Provost's office.

VII. STUDENT APPEALS PROCEDURES

The Counseling Program, the School of Education, and the University of Miami are committed to ensuring that decisions and evaluations made about your academic and professional activities are made fairly. For this reason, there are standard procedures for appeals and organized structures through which students may seek redress. Procedures are detailed in the Graduate School's Policies and Procedures, but are described briefly below.

Procedures may vary, depending on the issue at hand. There are three general categories of decision in which students may make appeals: grades; disciplinary (linked to a violation of University Policy, including the Honor Code), or remedial (addressed above in conjunction with ethical or professional conduct, or clinical competence). In addition, there are procedures for addressing issues of grievance linked to alleged improper or unfair treatment (in cases not involving grades or the Honor Code).

If you want to appeal a grade for a course within the Department of Educational and Psychological Studies, you would first talk with the faculty member. However, you should be aware that the School of Education deems course grades to be the sole responsibility of the instructor, and that grades can be successfully challenged only under specific circumstances (if a computation error was made, or if the instructor did not follow his or her grading policy). If the dispute remains unresolved, you may speak with the Program Director. Further appeals may be made by presenting your concerns in writing to the Chairperson of the Department of Educational and Psychological Studies, and finally to the Dean of the Graduate School. Appeals beyond the Graduate School Dean are set by faculty Senate and Graduate Council Policies. Appeals regarding grades in other departments would follow an analogous procedure.

In the case of disciplinary action for violating the University's Graduate Student Honor Code, or other infractions linked to University Policy, appeals procedures are detailed in the Graduate School website under Policies and Procedures, and Student Rights and Responsibilities (see Appendix A for links). If there is a dispute about an infraction of a policy or Honor Code, the initial sequence is essentially the same as for disputing a grade. However, the student could skip having a conference with the faculty member who raised the issue (or any other person not believed to be impartial).

To appeal a decision reached by the Counseling faculty for difficulties with ethical or professional conduct, you would use the same progression, beginning with the Program Director (see information under Remediation Process).

In any disciplinary procedure, a petitioner or respondent student may ask the University's Ombudsperson for advisory assistance. It is your right to use these procedures, structures, and resources if you think that you have not been evaluated fairly. The Graduate Student Grievance Procedures may also be utilized in some situations after other methods have been exhausted; for example, when the grievance alleges improper dismissal or treatment by a faculty member or program. Those procedures may not be used for issues of grades, recommendations, or the like.

The Office of Equality Administration would be the resource in cases of allegations of discriminatory treatment linked to age, race, gender, sexual preference, handicap, national origin, or religion. Links to all of these resources can be found in Appendix E.

VIII. LENGTH OF ENROLLMENT AND LEAVES OF ABSENCE

All work in Master's Programs must be completed within **six** years of admission. Exceptions may be granted by the Dean of the Graduate School at the request of the Graduate Program Director.

Although the Program faculty requires continuous enrollment until all requirements for the degree are met, it recognizes that unforeseen circumstances that make it necessary for a student to request a leave of absence can arise. In such a situation, you would first consult with your advisor or the Program Director to discuss reasons for the absence, alternatives, and consequences of any decision. A student may apply for a leave of absence by writing a letter to the Chairperson of the Department of Educational and Psychological Studies. The letter must specify the length of leave and include a statement of the factors that make the leave necessary. A leave may normally be granted for up to one academic year. A leave in excess of one year may be granted only in unusual circumstances. At times (e.g., for medical leaves), time may be added to the time required to complete the program. Only one leave of absence is allowed.

Requests for leave must be approved by the Chairperson of the Department of Educational and Psychological Studies, by the School of Education Senior Associate Dean, and by the Dean of the Graduate School. The EPS Chairperson will notify the student of the final decision. A student on official leave of absence earns no credit towards fulfilling Program or University requirements.

Students who do not maintain continuous registration (with the exception of an official leave) may be required to apply for readmission to the Program. Readmission is not guaranteed. Students who take a break from their program without an approved leave may also be required to sign up for a 700 level course to maintain enrollment. Although this course is taken for zero credits, it carries tuition based on one credit.

FINANCIAL ASSISTANCE

The University has an Office of Financial Assistance for help in securing financial aid. Their website and the Graduate School website frequently include information about work programs and external scholarships (see the links in Appendix E). At times there may be limited amounts of scholarship money available through the Department to students with excellent credentials. Occasionally there may be project or other assistantships available.

Most students support their education with part-time employment and student loans. Full time employment may prove challenging because of the time demands linked to the graduate curriculum (practicum requirements in particular may pose scheduling conflicts). You should discuss the impacts of employment with your advisor as you develop your course sequence plan.

RESOURCES

The training Program that you are joining is ambitious. We want you to learn a great deal while you are with us. At times, the workload or the personal experiences you have in the course of your training might be distressing. This is part of graduate study in all fields, but the personal nature of this work can create additional stressors for students. Keep in mind that you are not alone in this process. You have many resources available to you. If you do experience difficulties that go beyond ordinary stresses, please talk them over with your faculty advisor, the Program Director, or any other faculty member with whom you feel comfortable. Students often find significant support with the other students in the Program. In addition, there are many campus resources available to you, such as the Student Counseling Center, the University Ombudsperson Office, the Financial Aid Office, the Writing Center, the Academic Resource Center, and the Toppel Career Center.

You also have a student representative to the Counseling Program. The Master's Program in Counseling representative is elected by program students, and attends the monthly Counseling Psychology meetings with the faculty. Your representative is there to assist you in addressing program concerns, and to help make your voice heard. The University also has a Graduate Student Association and a Graduate Student Council. You have a Senator representing you at the Graduate Student Association. You will be introduced to your representatives during orientation, and their names will be posted on the Masters in Counseling Blackboard site.

Contact information for these resources is available in Appendix E. Access to this document and other information pertinent to your experience here is also available on the Blackboard website for the Master's Programs in Counseling. That site will be expanded and updated as needed to facilitate a positive experience during your enrollment. Our goals are to help you succeed in the Program and become an outstanding mental health professional.

APPENDIX A

WEBLINKS TO GRADUATE SCHOOL AND PROGRAM INFORMATION

The Graduate School www.miami.edu/grad

This site provides a wealth of information. There is a section specifically focused on new students, and should be of assistance in helping you to get oriented and navigate the campus. The section on current students is also information-packed

UM Graduate Bulletin www.miami.edu/umbulletin

School of Education (SOE) www.education.miami.edu

SOE Master's Programs Handbook, Academic Calendar and Forms you will need in the Program: www.education.miami.edu/studentintranet

Graduate Programs in Educational and Psychological Studies:

- MFT specifics:
http://www.education.miami.edu/Program/Programs.asp?Program_ID=19
- MHC specifics:
http://www.education.miami.edu/Program/Programs.asp?Program_ID=20
- CRES specifics:
http://www.education.miami.edu/Program/Programs.asp?Program_ID=123

MyUM (Blackboard and Course Info) www.myum.miami.edu

UNIVERSITY OF MIAMI POLICIES AND PROCEDURES

Graduate School Handbook

<https://www6.miami.edu/grad/pdf/GraduateStudentHandbook2010-2011.pdf>

Graduate Student Grievance Procedures:

https://www6.miami.edu/grad/download_docs/GRADUATE_COUNCIL_GRIEVANCE_GUIDELINES_4-2009.pdf

Honor Code and Honor Council:

http://www6.miami.edu/dean-students/pdf/graduate_honorcode.pdf

APPENDIX B

LINKS TO ETHICS CODES

American Association of Marriage and Family Therapists:

http://www.aamft.org/resources/LRM_Plan/Ethics/ethicscode2001.asp

American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American Mental Health Counselors Association: <http://www.amhca.org> ; click on About AMHCA and scroll to Code of Ethics

American Psychology Association: <http://www.apa.org/ethics/code2002.html>

LINKS TO LICENSURE AND PROFESSIONAL DEVELOPMENT WEBSITES

Florida Department of Medical Quality Assurance/Licensing Board information

<http://www.doh.state.fl.us/mqa/491>

American Association of Marriage and Family Therapists: <http://www.aamft.org/>

American Counseling Association: <http://www.counseling.org/>

American Mental Health Counselors Association: www.AMHCA.org

American Psychological Association: www.apa.org

APPENDIX C

COMPLETE COURSE SEQUENCES FOR PROGRAM TRACKS

Mental Health Counseling Specialty (60 credits)

- EPS505 Lifespan Human Development
- EPS510 Professional, Legal & Ethical Issues in Counseling
- EPS511 Lifestyle & Career Counseling
- EPS512 Assessment Strategies for Counselors I
- EPS513 Counseling Process & Practice
- EPS514 Psychosocial Bases of Social and Cultural Diversity
- EPS526 Counseling in Community Settings
- EPS610 Group Theories & Practice
- EPS612 Counseling Theories & Practice
- EPS613 Psychopathology for Counselors
- EPS614 Counseling & Sexuality
- EPS618 Practicum in Counseling I (6 credits total)
- EPS619 Practicum Laboratory I (9 credits total)
- EPS623 Substance Abuse & Addiction: Theories & Practice
- EPS624 Theory and Practice with Children & Adolescents
- EPS625 Research & Program Evaluation in Counseling
- Elective

Marriage and Family Therapy Specialty (60 credits)

- EPS505 Lifespan Human Development
- EPS510 Professional, Legal & Ethical Issues in Counseling
- EPS512 Assessment Strategies for Counselors I
- EPS513 Counseling Process & Practice
- EPS514 Psychosocial Bases of Social and Cultural Diversity
- EPS515 Dynamics of Marriage & Family Systems
- EPS612 Counseling Theories & Practice
- EPS613 Psychopathology for Counselors
- EPS614 Counseling & Sexuality
- EPS615 Family Therapy
- EPS616 Therapy for Couples
- EPS618 Practicum in Counseling I (6 credits total)
- EPS619 Practicum Laboratory I (9 credits total)
- EPS623 Substance Abuse & Addiction: Theories & Practice
- EPS624 Theory and Practice with Children & Adolescents
- EPS625 Research & Program Evaluation in Counseling
- Elective

Counseling and Research Track (Required)

- EPS505 Lifespan Human Development
- EPS510 Professional, Legal & Ethical Issues in Counseling
- EPS512 Assessment Strategies for Counselors
- EPS513 Counseling Process & Practice
- EPS514 Psychosocial Bases of Social and Cultural Diversity
- EPS553 Introduction to Statistics
- EPS554 Essentials of Research in Social and Behavioral Sciences
- EPS610 Group Theories & Practice
- EPS612 Counseling Theories & Practice
- EPS613 Psychopathology for Counselors
- EPS618 Practicum in Counseling I (6 credits total)
- EPS619 Practicum Laboratory I (9 credits total)
- EPS624 Theory and Practice with Children & Adolescents
- EPS671 Group Comparative Research Designs & ANOVA Methods
- EPS672 Regression Methods

APPENDIX D

LINKS TO COURSE SEQUENCE PLANS

Note: The course sequences changed in the 2009-2010 Academic Year. Students beginning in earlier years should use sequences from their year. These are available through the Master's in Counseling Blackboard site.
Program of study and course sequence plans are subject to change.

2-year Plans

Marriage and Family Therapy

<http://www.education.miami.edu/program/SequencePlan/cmft-2.pdf>

Mental Health Counseling:

<http://www.education.miami.edu/program/SequencePlan/cmhc-2.pdf>

Counseling and Research:

<http://www.education.miami.edu/program/SequencePlan/cres-2.pdf>

3-year Plans

Marriage and Family Therapy:

<http://www.education.miami.edu/program/SequencePlan/cmft-3.pdf>

Mental Health Counseling:

<http://www.education.miami.edu/program/SequencePlan/cmhc-3.pdf>

Counseling and Research:

<http://www.education.miami.edu/program/SequencePlan/cres-3.pdf>

4-year Plans

Marriage and Family Therapy:

<http://www.education.miami.edu/program/SequencePlan/cmft-4.pdf>

Link to Mental Health Counseling:

<http://www.education.miami.edu/program/SequencePlan/cmhc-4.pdf>

Counseling and Research:

<http://www.education.miami.edu/program/SequencePlan/cres-4.pdf>

Please meet with your advisor to obtain his/her approval signature and submit a copy of the signed Course Sequence Plan to the Graduate Enrollment Office, no later than the end of your first semester of study.

APPENDIX E**ADDITIONAL RESOURCES**

Academic Resource Center www.umarc.miami.edu
GSA (Graduate Student Association) www.miami.edu/gsa
Multicultural Student Affairs www.miami.edu/msa
Office of Financial Assistance www.miami.edu/ofas
Center for Alcohol and Drug Education (PIER 21) www.miami.edu/pier21
Richter Library www.miami.edu/richter
School of Education www.education.miami.edu
Student Account Services www.miami.edu/account-services
Student Counseling Center www.miami.edu/counseling-center
Toppel Career Center www.miami.edu/toppel
University of Miami www.miami.edu
University Ombudsperson Office: www.miami.edu/ombudsperson/
Wellness Center www.miami.edu/wellness
Writing Center www.miami.edu/writing-center

APPENDIX F

FACULTY TEACHING IN THE MFT, MHC AND CRES PROGRAMS

The most recent vitae, biographical sketches, and pictures of the COUNSELING FACULTY can be found on the School of Education web page www.education.Miami.edu Click on Faculty.

Ahn, Soyeon. Assistant Professor, Department of Educational and Psychological Studies - Michigan State University, Ph.D. Measurement and Quantitative Methods, 2008

Aldarondo, Etiony. Associate Dean for Research, School of Education; Associate Professor, Department of Educational and Psychological Studies - University of Massachusetts, Ph.D. Clinical Psychology, 1992 –

Burnett, Kent. Associate Professor, Department of Educational and Psychological Studies - Stanford University, Ph.D. Counseling Psychology, 1984

Fowers, Blaine. Professor, Department of Educational and Psychological Studies - University of Texas, Ph.D. Counseling Psychology, 1987

Lee, Debbiesiu. Assistant Professor, Department of Educational and Psychological Studies - Arizona State University, Ph.D., 2005 - Counseling Psychology

Lewis, Brian. Associate Clinical Professor, Department of Educational and Psychological Studies; Director, Institute for Individual & Family Counseling; Director of Training, Counseling Psychology Program - University of Florida, Ph.D. Counseling Psychology, 1981

McMahon, Robert. Professor, Department of Educational and Psychological Studies - University of Wisconsin, Ph.D. Counseling and Educational Psychology, 1973

Myers, Nicholas D. Assistant Professor, Department of Educational and Psychological Studies - Michigan State University, Ph.D., 2005 - Measurement and Quantitative Methods

Nicolas, Guerda. Chair and Associate Professor, Department of Educational and Psychological Studies - Boston University, PhD. Clinical Psychology, 1997.

Penfield, Randall. Professor, Department of Educational and Psychological Studies - Coordinator, Research, Measurement and Evaluation Program - University of Toronto, Ph.D., 2000 - Statistics and Measurement

Prilleltensky, Isaac. Dean, School of Education. Professor of Educational and Psychological Studies. - Ph.D., University of Manitoba, Psychology, 1989 - Community Psychology

Prilleltensky, Ora. Clinical Assistant Professor, Director of Major in Human and Social Development, Department of Educational and Psychological Studies - University of Toronto (OISE), Ed.D. Counseling Psychology, 1998

Schmitz, Stephanie. Clinical Assistant Professor; Director, Master's Programs in Counseling - University of North Carolina, Chapel Hill, Ph.D. Clinical Psychology, 1987.

APPENDIX G

TIMELINE

During Your First Semester

- **Go to all the orientations (Graduate School, School of Education, Program)**
- **Check the dates by which you must complete tasks for the term**
- **Read School of Education handbook; sign and submit form to Graduate Enrollment**
- **Read program handbook; sign and submit form to your advisor or the Program Director**
- **Make sure you have completed a Course Sequence (Program of Study)**
 - **A stop may be placed on your registration if you do not have this**
- **Meet with your permanent advisor (to be assigned early in fall)**
- **Take care of any Conditions of Admission**
- **Submit Course Waiver Form (Form L), or Course Substitution (Form M) as appropriate**

During Your Second Semester (First year)

- **Attend the Program-wide meetings in Fall and Spring (see next section)**
 - **For most students, this includes the practicum meeting. Apply for practicum as indicated, and fulfill linked requirements**
- **Submit Petition for Transfer of Credit (Form F) as applicable, and linked Course Substitution (Form M) as appropriate**

Prior to practicum year (this is also your second semester if you are in the 2 year track)

- **Attend the Program-wide meetings, including meeting on practicum (spring)**
- **Apply for practicum**
 - **Complete course requirements for practicum (see application)**
 - **Apply by the deadline (TBA) for practicum**
- **Try to complete your Personal Growth Experience**

During your last year

- Continue to attend Program meetings in Fall and Spring
- Submit Personal Growth Experience Form (before Comprehensive Exam)
- Make sure all required coursework is near completion in preparation for graduation
 - review your Program requirements with your Advisor so there are no surprises
 - make sure all required forms are in your file
 - take care of any incompletes
- Apply for Comprehensive Exams (Form I; usually done early in Spring term)

During the Last Spring Semester of Your Program (usually your practicum year)

- Apply for Comprehensive Exams (Form I) early in Spring term
 - Deadline TBA
- Take the comprehensive exam (Date TBA)
- Check the Academic Calendar for the last day to apply for graduation; you must apply for graduation by this deadline in spring for Spring, Summer 1 AND Summer 2 graduations.
 - Sign up on myUM. Indicate the term when you will actually graduate (usually the term you finish practicum).

Graduate!

And please keep in contact and let us know how things go for you afterward!

Remember:

Keep copies of all your syllabi AND your practicum data. These may be needed for licensure AT ANY STAGE OF YOUR PROFESSIONAL CAREER.

When you apply for internship (post-master's requirement for licensure) you will need documentation of practicum completion from the program. The Program Director writes these letters based on your summary of practicum hours.

University of Miami

Department of Educational and Psychological Studies

Master of Science in Education in Marriage and Family Therapy, Mental Health Counseling & Counseling and Research Program

Academic Year: 2010-2011

This is to acknowledge that I have received and read a copy of the *Student Handbook for the Master of Science in Education in Marriage and Family Therapy, Mental Health Counseling & Counseling and Research Program* at the University of Miami. I agree that it is my responsibility to adhere to the procedures and guidelines in this Handbook, as well as to the policies and procedures described in the School of Education *Handbook of Policies & Procedures for Master's and Specialist Students (August 2010)* and the University of Miami Bulletin. I will uphold the University of Miami Honor Code

Please sign and return to your advisor or the program director.

Name of Student

Signature

Date