



# STATE OF CONNECTICUT

## BOARD OF TRUSTEES FOR THE STATE COLLEGES

P. O. BOX 2008                      NEW BRITAIN, CONNECTICUT 06050  
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### RESOLUTION

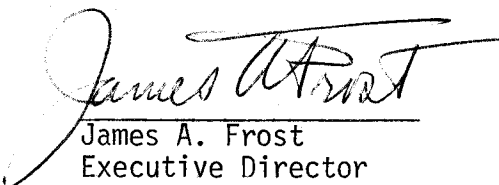
concerning

MASTER OF FAMILY THERAPY  
at  
SOUTHERN CONNECTICUT STATE COLLEGE

June 11, 1982

- WHEREAS, Southern Connecticut State College has for a number of years offered a Masters and Sixth Year Certificate in School Counseling and a Masters and Sixth Year Certificate in Psychology for Counseling in which a growing number of students have specialized in Marriage and Family Counseling, and
- WHEREAS, Emerging professional standards sponsored by the new accrediting agency, the American Association of Marriage and Family Therapists, call for family therapy professionals to be trained in an integrated 60-hour masters program in marriage and family therapy, and
- WHEREAS, Southern Connecticut State College proposes to integrate its existing 30-hour Masters concentration and its existing 30-hour Sixth Year Certificate concentration in Marriage and Family Therapy into a single 60-hour Master of Family Therapy program, therefore be it
- RESOLVED, That under the authority granted the Board of Trustees in Chapter 164, Section 10-109 and Chapter 178, Section 325c of the General Statutes, Southern Connecticut State College is hereby authorized to seek licensure for and implement a Master of Family Therapy program, subject to the approval of the Board of Higher Education.

A Certified True Copy:

  
James A. Frost  
Executive Director

CONNECTICUT BOARD OF HIGHER EDUCATION

OCT 29 1982

PROGRAM SUMMARY

61 WOODLAND STREET  
HARTFORD, CONNECTICUT 06105

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

PROGRAM NAME: **MASTERS DEGREE IN MARRIAGE AND FAMILY THERAPY** DATE OF SUBMISSION TO BHE

TITLE OF DEGREE (and abbreviation): **Master of Family Therapy (MFT)**

PROGRAM CODE NO. TITLE: **4 2 0 6 0 1 Psychology for Counseling**

DEPARTMENT AND SCHOOL OR COLLEGE: **Counseling and School Psychology**

APPLICANT INSTITUTION: **Southern Connecticut State College** PROPOSED INITIATION DATE: **1982 - 83**

GEOGRAPHIC LOCATION OF PROGRAM: **New Haven, CT 06515**

INSTITUTIONAL LIAISON PERSON TITLE TELEPHONE: **Dr. Rocco Orlando Dean/School of Education 397-4410**

BOARD OF TRUSTEES STAFF LIAISON (if applicable): **Dr. Thomas Porter**

SUPPORT (Describe the proposed academic program below and on a separate page if necessary.)

The Counseling and School Psychology Department at Southern Connecticut State College proposes a Masters of Family Therapy degree program. We are requesting the approval of this program under Hegis #2004, now revised to the new Hegis #42.0601-Psychology for Counseling.

The Marriage and Family Therapy Program is a 60 credit graduate level comprehensive program that is comprised of general professional course work in counseling and psychology and a core of specialized study in Marriage and Family Therapy. Students will matriculate through a program that will balance a strong theoretical base with extensive supervised practical experience focusing on technique.

This program offers relevant learning for a wide population made up of those who are updating their skills within a professional position and also individuals who are making a first career choice. Upon completion of the program graduates will be qualified for positions in community agencies, mental health clinics, hospitals, and counseling centers.

The program meets the educational requirements of the American Association of Marriage and Family Therapy. Graduates of the program will thus be eligible to apply for associate membership in the Association.

DO NOT FILL IN	LICENSURE ACTION	ACCREDITATION ACTION
These items will be completed by the BHE staff.	SCA _____	SCA _____
	PAAC _____	PAAC _____
	BHE _____	BHE _____

\* Note: Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by HEGIS).

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501 Crescent Street  
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HEGIS 42.0601

April 23, 1982

## Masters of Family Therapy (MFT)

### 1. Purposes and Objectives

- a. The main goal of the proposed MFT program is the education and training of the best qualified marriage and family therapists. This quality goal is consistent with the opening paragraph in the Introduction of the Mission of Connecticut State College System which stresses high quality higher education opportunities to Connecticut citizens. Also, by providing a high quality education and training experience in a human service area receiving increasing national and state attention, the program goal is consistent with the Mission statement relative to "providing leadership and service to public education, governmental agencies, business and industry, both regionally and state-wide."

Since the family has received and is receiving tremendous interest in professional journals, books and popular periodicals, the main goal of the MFT program is consistent with the item 2 under General Academic Offerings which exhorts the State colleges to respond to "---- justified needs in such areas as the liberal arts and vocational fields such as nursing, business administration, industrial and medical technology."

Also, in the Mission statement relative to the Development of New Post-Baccalaureate Programs and Masters level programs, the statement

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1. Purposes and Objectives

a. (Cont'd)

"These offerings must be broadened and increased in all fields where demand is heavy", supports creativity in program development. There is no question concerning the need for highly trained marriage and family therapists.

The objective of the proposed MFT program is to bring about a more productive and harmonious family structure in those families from which individuals have demonstrated various degrees of anti- and asocial behavior as evidenced, for example, by school related problems and by their coming to the attention of the criminal justice system. The objective of the program is consistent with the Mission statement under "# IV. Future Development of the Four Colleges." This statement stresses the system's obligation to respond to, "the impact of new knowledge on the lives of people," and the need "to solve major social concerns" through education for change and research. The areas cited in the Mission would seem then to support what the Counseling and School Psychology Department sees the proposed MFT program doing: namely, providing the best qualified marriage and family therapists to minister to the needs of families needing assistance in providing a more wholesome family structure for each member.

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1. Purposes and Objectives

a. (Cont'd)

The purpose and objectives of the proposed program described below are consistent with the goals and objectives of the state colleges.

The program of study developed is in response to demonstrated and justified need in the area of family counseling. There is a need for qualified professionals educated in the field of marriage and family therapy at the Masters degree level. This need is expressed repeatedly by professionals in surrounding community agencies. The proposed program is designed to provide graduate students with the knowledge and skill necessary for the development, initiation and implementation of academic and social programs in the area of marriage and family therapy.

The program is designed to prepare students to obtain employment in appropriate counseling agencies as marriage/family therapists and to acquire knowledge and perform research appropriate to the field of marriage and family therapy.

- b. The proposed MFT program is considered an appropriate offering by Southern Connecticut State College because it is addressed to many areas covered by the Mission of the Connecticut State College System,

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## **Masters of Family Therapy (MFT)**

### **1. Purposes and Objectives**

#### **b. (Cont'd)**

because the proposal is addressed to the amelioration of problems of local, State and national concern, and because the Counseling and School Psychology Department faculty and facilities (Family Clinic) are in a position to provide high quality academic and professional training.

The proposed program has been approved by the Presidential Cabinet at Southern Connecticut State College, the Graduate Council and the Board of Trustees of the State Colleges for transmittal to the State Board of Higher Education for licensure.

The program is incorporated as a major goal for the School of Education at Southern Connecticut State College and is also incorporated as a major goal of the college-wide compilation of goals and objectives.

### **2. Administration**

- a. In 1973, after reviewing much of the literature in professional journals related to the preparation of school counselors and other journals and articles both professional and consumer oriented, Dr. William J. Beucler, Chairman, and Dr. Barbara DeFrank-Lynch began the development of a program which would be addressed to broadening the preparation of school counselors

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### 2. Administration

#### a. (Cont'd)

while at the same time satisfying the academic and professional requirements for membership in the American Association of Marriage and Family Therapists (AAMFT). The program was completed and circulated among the members of the Counseling and School Psychology Department. After receiving unanimous support and approval, the program was submitted to the Graduate Council where it was unanimously approved November 9, 1974.

The program was presented as a sixty (60) credit program composed of two parts: the M.S. degree of thirty (30) credits and a Sixth Year Professional Diploma of thirty (30) credits. It was then possible for students preparing to be school counselors to take course work specific to the family and for students with a different professional orientation to complete the academic and professional requirements necessary for membership in the AAMFT, which requirements were based upon proven competency in various phases of marriage and family therapy.

The program shortly received State, national and international recognition because of its innovative nature and because of the competencies demonstrated by the graduates. It soon became obvious that an on-site clinic facility was needed in order to further professionalize the supervision of the students.

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**2. Administration**

**a. (Cont'd)**

On August 2, 1979 the Board of Trustees notified SCSC that the establishment of a Family Counseling Clinic was approved. Also, on the same date the SCSC administration was notified of the approval of a fee schedule for the clinic. On September 27, 1979 Dr. James Frost was notified by Michael Usdan of resolution 79-F28-S which was a resolution approving the establishment of the fee schedule for the Family Clinic at SCSC.

b. Dr. William J. Beucler, Chairman and Dr. Barbara DeFrank-Lynch, Director of the Family Clinic are responsible for the academic and professional preparation of students and for the operation of the Clinic. Ultimately the above named faculty are responsible to Dean Rocco Orlando, School of Education.

**c. 1. SCSC is accredited by the following:**

**New England Association of Schools and Colleges**

**Connecticut State Department of Education**

**American Speech Pathology and Hearing Association**

**National League for Nursing**

**American Association for Library Sciences**

**Council on Social Work Education**



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#### 2. Administration

##### c. (Cont'd)

2. Preparations are now in progress for an AAMFT accreditation visit.

#### 3. Finance

a. Eight full-time faculty members in the Counseling and School Psychology Department have part of their assigned instructional load in the program at present. The cumulative amount of instructional time devoted to marriage and family courses by individual members of the department equals 3-3/4 F.T.E. (Full-Time Equivalent) positions. The present staffing pattern is adequate to offer the proposed program as herein presented. Therefore, there is no request for additional funds to support this proposal.

b. Please find attached pertinent Fiscal Statement.

#### 4. Faculty

a. See attached Resumes.

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5. Curricula and Instruction

a. (1)

Psychology

PSY 511 -- Advanced Developmental Psychology.

Psychological principles applied to the normal and abnormal conflicts of the child's life from birth to puberty. Research findings and procedures as they apply to practical situations. Case studies for the purpose of examining closely the components of children's behavior.

PSY 526 -- Theories of Personality

A comprehensive approach to an understanding of personality through a survey of viewpoints of leading theorists. Social, cultural, and biological determinants are considered.

PSY 527 -- Abnormal Child Psychology.

Examination of the variety of learning and behavior problems of children. Topics discussed include: neuroses, psychoses character disorders, and learning disabilities.

PSY 528 -- Psychopathology.

Advanced course in abnormal psychology and emphasis on differential diagnosis of character, neurotic, psychotic and organic disorders frequently observed in clinic and school settings. Discussion of problems involved in making practical diagnosis using illustrative case material and test protocols. Appropriate disposition of cases and recommendations for treatment.

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5. Curricula and Instruction

a. (1) Cont'd)

PSY 530 -- Statistical Foundations.

Description, calculation, interpretation, and limitation of statistics of central tendency, variability, correlation, probability, sampling, estimation, and test of significant differences; applications of the normal, t, Chi, square, and F distributions; examination of scaling in measurement and evaluation.

PSY 592 -- Psychology and the Law

The interface between psychology and law is examined with respect to mental health practices, social theory and science; human rights and mental health law; criminal justice; recent legal developments.

Counseling and School Psychology

CSP 505 -- Gestalt Therapy Training - Introduction

Participants are introduced to Gestalt methodology and techniques.

CSP 506 -- Gestalt Therapy Training- Intermediate

The interactional process in a Gestalt group.

CSP 507 -- Gestalt Therapy Training - Advanced

Participants experience specific Gestalt methodology and techniques.

CSP 508 -- Gestalt Theory I: Introduction to Gestalt Theory

Historical development and theoretical components of Gestalt Therapy.

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5. Curricula and Instruction

a. (1) (Cont'd)

CSP 509 -- Advanced Gestalt Theory

Theoretical basis for Gestalt approaches, including the functions of Gestalt therapists and the rationale for specific Gestalt approaches in counseling.

CSP 540 -- Understanding Individual Psychological Testing

Psychological testing theory, clinical and practical aspects of individual test administration, educational and clinical diagnosis, interpretation, and non-discriminatory and controversial issues in testing for teachers and others who are not psychological testers.

CSP 543 -- Issues in Divorce

The legal, social, and emotional factors of divorce and their effects on the individual and the family.

CSP 544 -- An Introduction to Transactional Analysis

An overview of the fundamental principles and practices of Transactional Analysis with application for various educational and clinical settings.

CSP 549 -- Issues in Crisis Intervention (Theory and Method)

A course specifically designed to give the counselor/therapist a theoretical and practical background in crisis intervention.

CSP 550 -- Counseling Techniques

Current theories and practices in individual and group counseling; relationships to educational, vocational, social, and emotional development.

CSP 555 -- Sensitivity Training

A didactic-experiential practicum for the study of individual behavior in groups and for the observation of the various aspects of group development.

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**5. Curricula and Instruction**

**a. (1) (Cont'd)**

**CSP 562 -- Structural Family Therapy: Theory and Practicum**

Work with families at the clinic as observers and practitioners employing structural family therapy. In addition, a clinical placement with marriage and family supervision is required.

**CSP 563 -- Transgenerational Family Therapy: Theory and Practicum**

Work with families that have issues involving three generations employing theory from transgenerational family theory.

**CSP 569 -- Humanistic Counseling**

A basic counseling-therapy-theory course.

**CSP 580 -- Problems in Human Sexuality: Identification and Therapeutic Procedures**

Identification and treatment of sexual dysfunctioning and deviation, including a review of the dynamics of psychosexual functioning and the application of appropriate direct and indirect counseling techniques.

**CSP 581 -- Introduction to Psychodrama**

Introduction to psychodrama and sociodrama in a combined experiential and didactic format; basic psychodrama, history and theory, role playing, role training, warm-up methods and techniques, doubling, the introduction to the role of the auxiliary ego, sociometry, and the demonstration of psychodramatic procedures.

**CSP 600 -- Independent Study or Research**

Identification and investigation of a problem germane to the field of counseling. Preparation and presentation of a scholarly document, summarizing the study or research.

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5. Curricula and Instruction

a. (1) (Cont'd)

CSP 601 -- Advanced Counseling Techniques - Gestalt

Review of basic Gestalt techniques, common neurotic styles and the use of Gestalt therapy.

CSP 602 -- Advanced Leadership Training - Gestalt

Understanding of the concepts and theory of Gestalt groups, specific techniques for leading Gestalt groups.

CSP 603 -- Internship I - Gestalt

Students enrolled in this internship must be involved with counseling individuals., Weekly supervision seminars are required.

CSP 604 -- Internship II - Gestalt

Students enrolled in internship must be involved in counseling couples and groups. Weekly supervision seminars are required.

CSP 620 -- Divorce and Family Law

Pertinent litigation issues related to marital and family problems of concern to mental health professionals.

CSP 655 -- Group Dynamics: Theory and Practice

Communication theory related to in-service, training programs, classroom instruction, group work with students and parents, and the consultative role with various school and community personnel.

CSP 656 -- Group Counseling

The student participates in group counseling.

CSP 657 -- Marital and Family Counseling: Theory and Practice

Major theories of marital and family counseling, examining practical applications of theory.

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**5. Curricula and Instruction**

a. (1) (Cont'd)

**CSP 658 -- Advanced Techniques of Marriage and Family Therapy**

Review of specific techniques for marital and family therapy such as strategic interventions, the paradox, etc.

**CSP 660 -- Gestalt Family Counseling Therapy**

An understanding of the theory and practice of family therapy using techniques drawn specifically from Gestalt therapy.

**CSP 661 -- Relationship Counseling: Theory and Practice**

Major theories of premarital and marital therapy. Various modalities for working with a variety of relationships.

**CSP 662--663 Marriage and Family Internship and Seminar**

Students enhance their skills in working with marital and family problems through both in-house and agency settings in a year-long, 600-hour (minimum) experience. In addition, they attend weekly seminar/supervision meetings. 3 credits each.

**CSP 680 -- Techniques of Sex Counseling**

Intervention and counseling techniques for use with sexually dysfunctioning couples and individuals.

**Sociology**

**SOC 565 -- The Family Under Stress**

A study of contemporary families keyed to such problems as poverty, minority status, illness, rapid social change. A study, also, of alternative family life styles and the future of the family.

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**5. Curricula and Instruction**

a. (1) (Cont'd)

**Research, Measurement, and Evaluation**

**RM 594 -- Methods of Research in Behavioral Sciences**

An intensive study of the methods of inquiry, research planning and techniques of making observations and analyzing and presenting data. Topics include: methods of inquiry, the nature of evidence and logic, content analysis, types of research, research as a variance control, experimental and quasi-experimental designs. Appropriate statistical methods will be discussed on relevant topics.

a. (2)

Insofar as possible the course numbering system for the proposed program reflects the College effort to show a progression of difficulty and advancement with lower 500 numbers reflecting basic background. The 600 numbers presuppose a level of competence and knowledge attained in the full range of 500 numbers.

a. (3)

**Basic Information for Marital and Family Therapy Training Program**

The proposed program will consist of the following, which conforms to the academic requirements for membership in the AAMFT Training Program. Individual programs will be designed to meet these requirements.



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**5. Curricula and Instruction**

a. (3)

Human Development: Minimum 9 hrs.

- PSY 511 -- Advanced Developmental Psychology
- PSY 526 -- Theories of Personality
- PSY 527 -- Abnormal Child Psychology
- PSY 528 -- Psychopathology
- \* CSP 580 -- Problems in Human Sexuality: Identification and Therapeutic Procedures
- \* CSP 569 -- Humanistic Counseling

Marital and Family Studies: Minimum 9 hrs.

- \* CSP 657 -- Marital and Family Counseling: Theory and Practice
- \* CSP 658 -- Advanced Techniques of Marriage and Family Therapy
- CSP 660 -- Gestalt Family Counseling/Therapy
- CSP 544 -- Introduction to Transactional Analysis
- CSP 543 -- Issues in Divorce
- SOC 565 -- The Family Under Stress

Marital and Family Therapy: Minimum 9 hrs.

- \* CSP 661 -- Relationship Counseling - Theory and Practice
- \* CSP 562 -- Structural Family Therapy: Theory and Practice
- \* CSP 563 -- Transgenerational Family Therapy: Theory and Practicum

Professional Studies: Minimum 3 hrs.

- CSP 620 -- Divorce and Family Law
- PSY 592 -- Psychology and the Law

Research: Minimum 6 hrs.

- PSY 530 -- Statistical Foundations
- \* CSP 540 -- Understanding Individual Psychological Testing
- \* RM 594 -- Methods of Research in Behavioral Sciences

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**5. Curricula and Instruction**

**a. (3)**

Supervised Clinical Work: Minimum 6 hrs.

- \* CSP 662 -- Marriage and Family Internship I and Seminar
- \* CSP 663 -- Marriage and Family Internship II and Seminar

College and Departmental Requirements include the following course work:

- \* CSP 505 - 509 -- Gestalt (15 credits)
- \* CSP 555 -- Sensitivity Training
- \* CSP 550 -- Counseling Techniques
- \* CSP 656 -- Group Counseling

Electives: May be chosen from the following:

- CSP 549 -- Crisis Intervention
- CSP 581 -- Psychodrama
- CSP 600 -- Independent Study or Research
- CSP 601 - 604 -- Second Year Gestalt (12 credits)
- CSP 655 -- Group Dynamics
- CSP 680 -- Techniques of Sex Counseling

\*These courses constitute the minimum requirements of the department. Based on records of previous course work, individual programs may exceed this minimum.

- b. For the proposed program a maximum of nine (9) credits of appropriate course work may be transferred. There is no provision for credit by examination, experiential learning or noncollegiate sponsored instruction.

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5. Curricula and Instruction

c. (1)

The program has as a requirement two courses that comprise the Practica, CSP. 562, 563 and two, CSP. 662, 663, which are Internship. Each of these are 3 credits for a total of 12 credits in supervised clinical experience involving more than one thousand hours of supervised practica in clinical or agency settings.

c. (2)

Barbara DeFrank-Lynch is the coordinator for this program.  
 (Vitae attached).

c. (3)

In the spring of each year students eligible for Practicum or Internship meet to discuss requirements and to make arrangements for their clinical placement. The following sites are consistently used for student placement:

- \* Alpha House (Yale New Haven Medical Center)
- \* Bristol Hospital Mental Health Unit
- \* St. Mary's Hospital Mental Health
- \* Waterbury Family Services  
 Shoreline Mental Health
- \* Branford Counseling
- \* East Haven Human Services
- \* Hamden Mental Health
- \* Lower Naugatuck Valley Council on Alcoholism

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**5. Curricula and Instruction**

**c. (3) (Cont'd)**

- \* East Hartford Youth Services
- \* West Haven Youth Services
- Milford Youth Services
- The Bridge - Hartford
- \* Methadone Maintenance Clinic - Bridgeport
- Family Services of New London
- \* Mystic Family Services
- \* Gateway Counseling - Essex
- Meriden-Wallingford Hospital Mental Health
- \* North Haven Human Services
- \* Cheshire Youth Services

\* Graduates employed

**c. (4)**

Work activities are structured according to guidelines attached.

**c. (5)**

A contractual agreement is signed by student, agency and college representatives.

**c. (6)**

In addition to a letter summarizing the students experience, evaluation forms are used. See attached.

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6. Resource Centers and Libraries

a. In addition to the College library the program maintains its own (small) reference section at the clinic. In addition there is specific student study space available at all times for student use. The clinic owns:

1. Family Process subscription
2. Journal of Marriage and Family Therapy subscription
3. Collection of Xerox articles updated and added to regularly (see attached).
4. A videotape library which receives additions yearly.
5. ERIC files complete from 1970 to present.

b. and c.

Family General Studies: includes anthropology, history psychology and religion.

- 1) Book and Micro-Fiche; 145 selections, including several volumes of well-known studies.
- 2) Books, essays, addresses, oriented specifically to psychology and sociology, research and theory - 41 selections
- 3) Other areas
  - Collected works of historical/anthropological/sociological literature: 26 books
  - Bibliography: 5 books
  - Case studies: 2
  - Family Life in Education: 25 books Survey: 5 books
  - Fiction: 22 books
  - Family Research (anthropological/sociological): 13 books
  - Research on Family size: 15 books

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6. Resource Centers and Libraries

b. and c. (Cont'd)

Family Psychotherapy

Books: 33

Abstracts, essays, addresses, clinical reports and  
 statistics: 9

Study and Teaching: 2 books

Family Religious Life - 5 books

Psychological Aspects of Family Life

U.S.: 50 books

International: 7 books

Essays: 22 books

Psychotherapy with Families

150 books - 40 essays

Psychometrics (general)

70 books - 8 essays

Human Sexuality

Approximately 250 selections covering general, instructive  
 psychological and ethical areas of interest

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6. Resource Centers and Libraries

b. and c. (Cont'd)

Marriage

Including economic class, sex, race, and age variables  
 as well as law.

29 books

5 bibliographies

220 books on marriage including anthropological,  
 counseling, psychology and history of marriage

20 books on International

Journals

Journals available on families: 105

In addition, Yale University and its library facilities are  
 available as well as search services at Southern Connecticut  
 State College's library.

d. New material will be added either by request to the college library  
 or by addition to the clinic collection. (see a.)

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**7. Admission, Student Personnel, and Graduation Policies**

a. In addition to the general minimum College admission requirement of a 2.5 QPR and the maintenance of a B average, the proposed program requires:

1. Interviews with the Director of the Family and Gestalt Training Programs.
2. Interview with the Chairman of the Counseling and School Psychology Department.
3. Written and/or verbal evaluations of the candidate's potential from three references.
4. Exhaustive written application to the Gestalt Training Program.
5. Constant on-going evaluation of every student's competence at all levels of preparation and training.

b. Academic counseling is provided by all members of the department, full-time and adjunct, to any student who gives evidence of the need or who requests it. Career counseling and job information is provided by a Career and Placement Office and by Dr. Barbara DeFrank-Lynch who is the person most professionally oriented and knowledgeable. Because of her reputation in the field, she very often knows of professional opportunities before they are advertised.



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7. Admission, Student Personnel, and Graduation Policies (Cont'd)

- c. It is estimated that a minimum of 25 full-time students (15 semester hours) will enter the program each year. Part-time students will be accommodated as they are now.

8. Student and Alumni Records

The Dean of the Graduate School has directed the Graduate Council to conduct an evaluation of every graduate program within a department every three years.\* In addition, the members of the Counseling and School Psychology Department conduct an ongoing evaluation of the material in courses, the appropriateness of the courses, and the worth of each program in the department.

The planned program of each student and other relevant academic and professional information will be kept in locked files in the Counseling and School Psychology Department Chairman's office. Records pertaining to families seen at the Clinic, student schedules and internship performance ratings will be kept in files in the Clinic office.

\* Records of these evaluations are on file in the Graduate Dean's office.

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#### 9. Physical Plant and Facilities

In addition to regularly assigned classrooms for seminar or instructional purposes the exclusive clinic facilities provide the setting for live supervision of family therapy performed by the interns and observed by practicum students. These facilities comprise six treatment rooms, four with direct observation facilities, three wired for "bug in the ear" supervision devices which permit direct contact between supervisor and therapist. In addition there are two offices; one clerical and one for the program coordinator, a waiting room and a student study area. (See diagrams attached).

No new classrooms, offices or physical facilities of any kind are needed now since classroom space is ample, each faculty member has an office private enough to allow for uninterrupted work and for personal counseling, and a very functional clinic area with sound and viewing capabilities has been provided which assures high quality supervisory experiences.

#### 10. Catalog and Publication

Graduate Catalog (Pages 39 and 79)

Connecticut Center For Gestalt Training brochure

Marriage and Family Counselor Training brochure

Marriage and Family Counseling Clinic brochure

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**11. Certification**

(See attached)

**12. Time Schedule and Authorizations**

- a) The program has begun the self-study process which is the first step toward accreditation by the AAMFT. Guidelines and procedures are attached.
- b) The earliest date by which a student entering the MFT program in the Fall of 1982 can be expected to complete the program is May, 1984.

**13. Educational Planning Statement**

- a. The two immediate past presidents of SCSC, as part of their long range institutional plans and objectives, encouraged the faculty on numerous occasions to address itself to community, State and national concerns by developing new and innovative programs. The faculty of the Counseling and School Psychology Department has done that by proposing a program that is aimed directly at the amelioration of family dysfunction, a dysfunction which is now the topic of nationwide interest.

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#### 13. Educational Planning Statement

##### a. (Cont'd)

Incorporated in the curriculum of the MFT proposal is required course work in the Psychology Department and the Research and Measurement Department. Some students may elect course work in Special Education and Sociology. Also, in the proposal for the MSW program recently passed are statements indicating cooperation with other departments with the development of cooperative programs as a goal. The family program was specifically singled out for future cooperation.

b. Because of the increasing demand for specially prepared marriage and family therapists and the shortage of those so trained, the proposed MFT program should pose no threat to the recently passed University of Bridgeport program. At present there is no other similar program in Connecticut nor at this time is another being proposed.

c. Relationship to educational opportunities and employment.

The MFT is an appropriate course of graduate study for students with the following undergraduate concentrations:

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13. Educational Planning Statement

c. (Cont'd)

Social Work	Gerontology
Psychology	Early Childhood Education
Sociology	Criminal Justice
Nursing	Community Mental Health
Special Education	Human Services
Drug & Alcohol Counseling	

The program is a terminal degree program. Students do go on to pursue a doctorage in some cases. Past records indicate student matriculation.

East Texas State	U Florida
U Conn	Fordham
U Mass	Union

d. Enrollment

Since it has been a concentration in the Counseling and School Psychology Department, the following enrollment has been noted:

1978 - 1979	25 students full-time and part-time
1979 - 1980	50 " " " " " "
1980 - 1981	100 " " " " " "
1981 - 1982	150 " " " " " "
1982 - 1983	150 projected " " " " "
1983 - 1984	125 projected " " " " "

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**Masters of Family Therapy (MFT)**

**13. Educational Planning Statement**

**d. Enrollment (Cont'd)**

The 150 student figure is a maximum number. Fluctuations between 120 - 150 are projected for the next five years. Students presently enrolled will complete requirements under the existing program format.

**e. Career Opportunities**

Over the past five years a breakdown of students indicates that approximately 60% of all full-time students are already employed and are upgrading their skills within their existing career description. These students are employed in the following areas:

- DCYS, Probations, Parole Offices, Family Relations,
- Youth Services, Family Life Education, School Counseling,
- School Psychologist, Social Workers, Psychiatric Nurse,
- Visiting Nurse, Special Education Teacher, College Professors,
- Drug & Alcohol Counselors, Organizational Development Specialist,
- Industrial Counselor, Ministers and other clerics,
- Religious Sisters, Rehabilitation Counselors,
- Residential Child Care Workers, Agency Counselors and Therapists,
- Crisis Intervention Counselors, Abortion Counselors

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**13. Educational Planning Statement**

**e. Career Opportunities (Con'td)**

Of the remaining 40%, approximately half are women and men who are interested in midlife career retraining, and the remainder are unemployed full-time graduate students. 95% of those seeking postgraduate employment are successful within six months of graduation. Many move into vacancies created as former graduates move upward within the agency or career site. Some unable to be geographically mobile have more difficulty finding employment immediately. Most former graduates are employed in situations which allow them to utilize their skills in family therapy. Sites employing graduates are indicated by an asterisk in 5 c. 3. In addition, graduates out-of-state are employed at U Mass family clinic; Mental Health Services in Palo Alto, California; Counseling Service at Emory University, Georgia; Family Service Organization of E. Texas, Texas; Counseling Associates of Tucson, Arizona.

FISCAL STATEMENT

Proposed New Academic Program: Master of Family Therapy

Institution: Southern Connecticut State College

	Year 1 1982-83	Year 2 1983-84	First Year of Full Operation: 1982-83
<u>Estimated New Expenditure</u> (private institutions list expenditures on General Fund Lines)			
Personnel (Faculty and Support) <sup>1</sup>			
Full-Time positions Number Salaries - General Fund Salaries - Extension Fund	None	None	
Part-time positions Number Salaries - General Fund Salaries - Extension Fund	None	None	
Other Expenses <sup>2</sup> General Fund Extension Fund			
Equipment (incl. Library Books) <sup>3</sup> General Fund Extension Fund			
TOTAL NEW GENERAL FUND EXPENDITURES EXTENSION FUND			

\* This position will be new to the program, but not to the college, i.e. an existing position will be reallocated from another program.

<sup>1</sup>Faculty, professional, managerial, clerical, and other persons employed by institution in support of the proposed new academic program.

<sup>2</sup>Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

<sup>3</sup>Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education  
61 Woodland Street  
Hartford, Connecticut 06105



Proposed New  
Institution: \_\_\_\_\_

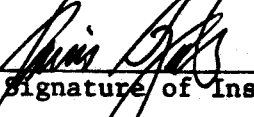
	Year 1 1982-83	Year 2 1983-84	First Year of Full Operation 1983-84
<u>Estimated Revenue and Enrollment</u>			
Projected Enrollment (Headcount)* Full-time Students	25	50	50
Income from Students			
Tuition	\$6,050.00	\$24,200.00	\$24,200.00
Extension Fund Fees			
Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)			

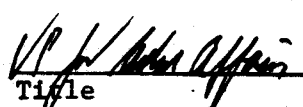
\*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only.


Use of Current Resources: Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

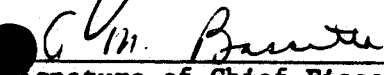
3-3/4 Full-time General Fund Faculty	\$86,633.00
5.0% Prorata Secretarial	6,000.00
Library Expenditures	2,000.00
1 Graduate Teaching Assistant	3,000.00
	<u>\$97,633.00</u>

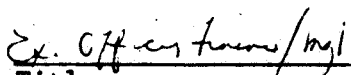
	Year 1 1982-83	Year 2 1983-84	First Year of Full Operation 1983-84
<u>Cost Summary</u>			
New Expenditures	-0-	-0-	-0-
Cost of Existing Resources	\$97,633.00	\$97,633.00	\$97,633.00
Total Program Cost	\$97,633.00	\$97,633.00	\$97,633.00

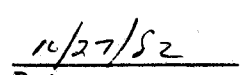
  
\_\_\_\_\_  
Signature of Institutional Fiscal Officer

  
\_\_\_\_\_  
Title

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Chief Fiscal Officer (For System,  
if different than above)

  
\_\_\_\_\_  
Title

  
\_\_\_\_\_  
Date