



The University

The University of Massachusetts Boston is a richly diverse community that prides itself on excellence in teaching, scholarship, research, and public service. Through its seven colleges—the College of Liberal Arts, the College of Science and Mathematics, the College of Management, the McCormack School of Policy Studies, the College of Nursing, the College of Public and Community Service, and the Graduate College of Education—UMass Boston offers undergraduate and graduate study in more than 150 fields. The University has remained committed to serving the urban community by making an excellent university education truly accessible and by being responsive to the specific needs of that community.

The Graduate College of Education is an interdisciplinary graduate college in which the faculty conduct research and do field and instructional work in counseling, school psychology, educational administration, regular and special-needs teacher education, instructional design, and higher education. Operating under the auspices of UMassOnline, the largest provider of web-based distance education in New England, UMass Boston offers undergraduate, graduate, and certificate programs in a variety of fields.

Costs, Financial Aid, and Assistantships

The costs of attending UMass Boston are moderate. Students who qualify as residents of Massachusetts can attend based upon in-state fees. Financial aid is available, and a limited number of graduate assistantships exist for students pursuing on-campus study. Those assistantships cover tuition, waive part of the fees, and provide a small stipend. The costs of attending the online program are also moderate. For more information on the online program, please visit www.ccde.umb.edu.

Admission Requirements

- A completed Graduate Application Form.
- An official transcript from each institution attended (both graduate and undergraduate).
- Undergraduate transcript with at least a 3.0 cumulative average.
- CAGS candidates must have maintained an overall 3.25 GPA while earning a master's degree in counseling or its equivalent.
- Submission of test scores: Applicants must submit a test score for either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) unless the applicant already holds a graduate degree from a U.S. university (with graded course work). TOEFL scores are also required for international students.
- Three strong letters of recommendation indicating the applicant's ability to work well with others.
- Statement of intent.
- A minimum of five undergraduate social science courses.
- At least two years of paid or volunteer work in a human services organization or equivalent setting is required.
- A group interview with candidates and faculty.
- For more details on admission requirements, please refer to the instructions in the application.

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GET IN TOUCH!

For general information, or to obtain application materials and a graduate catalog:
Call us

617.287.6000

APPLICATION DEADLINE: FEBRUARY 1ST

For additional information about the Family Therapy Program, contact Amy Cook at
amy.cook@umb.edu
617.287.7661

Online application available at:

www.umb.edu/admissions

University of Massachusetts Boston
Department of Counseling and School Psychology
Graduate College of Education
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MS IN FAMILY THERAPY

Family therapists are committed to equity through the promotion of collaborative, dialogical, inclusive, and integrative systemic interventions that strengthen individuals, families, and communities.



Graduate College of Education

*Department of Counseling
and School Psychology*

MS in Family Therapy

The Family Therapy Program at the University of Massachusetts Boston is committed to a vision of strengthening healthy families by preparing ethical and qualified professionals who embrace an inclusive perspective of interconnected systems. The program's curriculum is composed of basic professional counseling content and theory and provides comprehensive framework for learning family therapy. The courses lead students to view families as entities within larger social systems and promote collaborative, inclusive, and integrative systems approaches. The curriculum offers students in the Family Therapy Program an optimal perspective for supporting individuals, families, and communities in urban environments and provides them with a framework for developing skills to facilitate dialogue with marginalized individuals, families, and communities.

The Family Therapy Program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and it prepares students to meet the academic requirements for licensure in family therapy (LMFT) by the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts.

Program Objectives

The Family Therapy Program prepares students to work with relational systems that include families, couples, and community institutions. The objectives of the Family Therapy Program are the following:

- to understand people and their institutions within a social context;
- to introduce major theoretical concepts and intervention modalities that have influenced the formation of the family therapy profession and will shape its future development;
- to identify social contexts and their interrelatedness as a primary focus of assessment and intervention;
- to provide opportunities to practice and evaluate methods and techniques of family therapy;
- to apply theoretical concepts and intervention modalities through observational and skill development, self-knowledge, and collaborative reflection; and
- to promote professional practices and commitments that are based on ethical, relational, and social justice principles.

Internship

The Family Therapy Program requires a minimum of **900** internship hours to be completed at an approved placement site. The internship is a supervised field experience in an organization (e.g., community agency, hospital, outpatient clinic, school clinic) serving families, couples, or human systems from a relational perspective. All students who intend to graduate from the Family Therapy Program must have this supervised field experience, which is accompanied by a weekly seminar held at the university. To fulfill the requirements of an internship, students must work in a supervised field placement a total of 900 hours spread evenly over one continuous academic year, three semesters: beginning in the Summer Sessions, continuing through the Fall Semester (September) and concluding in the Spring Semester (June). The amount of time a student spends at a supervised field placement is approximately 25 hours a week. Included in the 900 hours, students must also complete 500 direct client contact hours. Students and field placement supervisors are informed that students may have to complete more than 900 hours in order to meet the requirement of 500 direct client contact hours.

Capstone Experience

The purpose of a capstone experience is to evaluate students' ability to integrate their course work with their clinical experiences into a unified working approach to multiple human systems. Since the focus of family therapy is contextual, students must demonstrate an awareness and responsiveness to client populations and their social contexts. Students are also required to demonstrate their competence and skill in advocating the urban mission of the university and the Family Therapy Program. The Capstone Experience Portfolio includes:

- The Portfolio Collection
- Clinical Case Analysis
- Future Plan for Professional Development

The Capstone Experience Portfolio is submitted for review to the family therapy faculty committee.

The Curriculum

<i>COU 601</i>	Research & Evaluation in Psychology
<i>COU 614</i>	Counseling Theory & Practice I
<i>COU 621</i>	Introduction to Family Therapy
<i>COU 620</i>	Clinical Application of Human Development
<i>COU 622</i>	Family Therapy Theories
<i>COU 606</i>	Ethical Standards & Professional Issues in Counseling
<i>COU 608</i>	Abnormal Psychology
<i>COU 624</i>	Sexuality & Intimacy in Families & Family Therapy
<i>COU 625</i>	Family Therapy Assessment & Intervention

<i>COU 626</i>	Collaborative Consultation & Larger Systems
<i>COU 627</i>	Therapy with Couples
<i>COU 628</i>	Contemporary Family Therapies
<i>COU 653</i>	Perspectives in Cross-Cultural Counseling
<i>COU 672</i>	Substance Abuse & the Family
<i>COU 698</i>	Internship in Family Therapy (3 semesters, 6 credits each)

Total credits required: 60

Online Option

The MS in Family Therapy is also offered online and operates on a cohort model, with all students completing the program of study together over a three-year period. Clinical courses are taught over two weeks during the second summer of the program at UMass Boston's field station on Nantucket Island. The remaining courses are delivered in a web-based, online format following the regular semester calendar. The online program requirements are the same as the on-campus Family Therapy Program. The COAMFTE does not accredit online family therapy programs; consequently, the Family Therapy Online Program is not accredited. For more information about the online program, please visit www.ccde.umb.edu.

CAGS in Family Therapy

The CAGS is designed for students already holding a master's degree in one of the counseling fields or its equivalent. The professional development opportunities offered through the CAGS curriculum enable students to acquire licensure in a second specialty area, including family therapy, mental health counseling, rehabilitation counseling, and school counseling. Students entering UMass Boston holding a master's degree in counseling must complete a program of study of at least 30 academic credits, through which they meet the curriculum requirements of one of the above counseling programs as well as licensure requirements. Applicants who are seeking a master's degree from one of the four designated programs (Family Therapy, Mental Health Counseling, Rehabilitation Counseling, and School Counseling) may continue their graduate training beyond the 60-credit master's to earn a 78-credit combined MEd or MS/CAGS degree. Students complete 18 credits (or more, depending on program and licensure requirements) beyond the 60-credit master's in any of the four counseling programs of interest. The additional credits beyond the master's degree enable students to complete the requirements for two programs, preparing graduates to be eligible for dual licensure and additional employment opportunities.

Employment

Community agencies, hospitals, or outpatient facilities serving families, couples, or human systems from a relational perspective employ graduates from the Family Therapy Program.

Core Faculty and Areas of Expertise

Gonzalo Bacigalupe, EdD, University of Massachusetts Amherst, MPH Candidate, Harvard University, Family Health, Immigration, Health Disparities

Alisa Beaver, EdD, University of Massachusetts, Amherst, Relationship Commitment, Racism, Trauma, and Narrative Approaches to Teaching and Counseling

Terry Bontrager, PhD, Texas A&M University, Assessment of English Language Learners, Curriculum-Based Measurement

Robin Coddling, PhD, Syracuse University, Assessment and Intervention in Schools

Lisa Cosgrove, PhD, Duquesne University, Conflicts of Interest in the Psychopharmaceutical Industry, Bias in Psychiatric Taxonomy, Women's Health Issues

Virginia Harvey, PhD, Indiana University, Professional Development of School Psychologists, Supervision, Academic Proficiency of Children and Adolescents, Human Development

Rick Houser, PhD, University of Pittsburgh, Ethical Decision-Making, Application of Social Learning Theory to Counseling, Use of Virtual Reality in Counseling

Varda Konstam, PhD, Fordham University, Adaptation to Chronic Illness, Emerging and Young Adulthood, Forgiveness

Ilana Lehmann, PhD, Southern Illinois University Carbondale, Effects of Legislation and Labor Market Factors on Employment Rates of Individuals with Disabilities

Laurie L. Lopez Charlés, PhD, Nova Southeastern University, Larger Systems Crisis Intervention, Appreciative Inquiry, Community-Based Family Therapy

Esmaeil Mahdavi, EdD, Indiana University Bloomington, Optimism, Emotions, Conduct Disorder, Clinical Supervision, Culture and Families, Group Therapy, Online Teaching

Melissa Pearrow, PhD, Northeastern University, Mental Health in Schools, Youth Empowerment Programs, School Psychology Practice

Rebecca Schumacher, EdD, University of Maine, Group Work in Schools, School Counseling Programs: Roles, Perceptions, Accountability, Preparation of School Counselors

Felicia Wilczenski, EdD, University of Massachusetts Amherst, Department Chair, Service Learning Applications, Processes and Outcomes