

Retention Policy

We make every effort to ensure all students complete the MFT program successfully. Retention is a two-way street. First, we continually strive to create a strong program so that students want to stay. This is done by collecting regular feedback from students, faculty and administrators, clients, and community partners. We use this feedback to continually improve the program. Students can refer to the MFT Policy and Procedures for Student Complaints, Concerns and Grievances in the MFT Program Clinical Administrative Manual. Second, we strive to provide students with a clear indication of their development and competence in all areas of the program so students will be able to successfully complete the program. If at any time a student is struggling with courses or thesis, the student and the instructor of the course or their thesis advisor will communicate about the issue and work together to resolve it. See the HDFS Graduate Handbook for further detail. During practicum and internship, all students will receive ongoing formal and informal feedback on their clinical skills. Students must be functioning at an (A) appropriately developing toward competence or (C) competent level. If at any point in the MFT program, a student is functioning at a level below (A) or (C) in any area of the AAMFT core competencies or the AAMFT Code of Ethics, the student will be given an unsatisfactory (UN) in that area and an action plan will be developed. At the beginning of the program, all students review this policy and sign an agreement that they have reviewed the AAMFT Core Competencies, AAMFT Code of Ethics, and the policy. (The blank form is saved on Canvas; the signed form is saved in each student's S-drive portfolio). Once a student receives a (UN), an action plan will be created with the student, the CFCT Director and the Program Director with the intention of setting goals to move toward success.

Retention is also a part of our Program Diversity Plan. A series of evaluation surveys are given to all MFT students at the end of each semester that include questions related to issues of diversity. Additionally, students are given information about advocacy and diversity support available at CSU. This information is on the CSU website, in the HDFS graduate handbook and is posted on the MFT Canvas site. Because diversity is a central value of our program, faculty and supervisors are expected to create a warm and welcoming environment for all students. Therefore, maintaining a social justice lens and attending to cultural issues are central to courses and supervision. MFT faculty and supervisors are expected to continue their cultural competence training in an on-going fashion and diversity efforts by faculty are part of their annual evaluations with the department head. Faculty are also encouraged to be particularly sensitive to student requests that might be related to issues of identity and/or culture (i.e. issues related to religion or language). If a student leaves the program for any reason, an exit interview will be conducted. Among other questions, supervisors will assess if there was anything related to diversity issues that led to their departure.