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The Marriage and Family Therapy Program

is one of the three graduate degree programs within the

Department of Counseling and Family Therapy

Location on Campus: Mercy Hall, Lower Level

Administrative Assistant: Kathleen Hunter, M.A., M.Ed., Room #3

kihunter@usj.edu

Tel: 860-231-5598

Fax: 860-231-5774

Department Chair-Dr. Richard Halstead: Room #1

rhalstead@usj.edu

Tel: 860-231-5213

MFT Program Director- Dr. Michele Parker

mparker@usj.edu

Tel: 860-231-5210
USJ Graduate Account Creation

Registration for graduate classes, whether or not the student is matriculated, triggers the creation of the student’s network accounts. Upon registration, graduate students will receive a welcome email from the Office of Graduate and Professional Studies, which includes the following instructions for establishing email, MyUSJ and Blackboard accounts:

1. **Email information**
   a. Email accounts are typically the first initial and last name, i.e. zsmith@usj.edu
   b. Default password will be USJ-the student’s USJ ID number
   c. The link for the email website is [https://webmail.usj.edu](https://webmail.usj.edu)

2. **MyUSJ information**
   a. User Account is the student’s full USJ email account
   b. Default password will be USJ-the student’s USJ ID number

3. **Blackboard login information**
   a. User Account is the student’s USJ email account
   b. User Password is the student’s USJ ID number
   c. The link for the Blackboard website is [http://bb.usj.edu/webapps/login](http://bb.usj.edu/webapps/login)

Additional Notes:

Student’s email and MyUSJ accounts will be created within one business day of the student registering for a course.

Students will have access to Blackboard within 48 hours to allow sufficient time to become familiar with the online environment and to utilize the sample coursework. Access to actual online courses is made available one week prior to the start of the course or within one business day if registering for the course after the start date of the course.

**Useful Information for Graduate Students at the University of Saint Joseph:**

Log on to: [www.usj.edu](http://www.usj.edu)
Click on My USJ in the upper right hand corner
User Account = USJ e-mail account
Default Password = USJ ID Number
Click on Graduate Tab, then Graduate Documents
Click on *Graduate Student Handbook* under Handbooks

This Handbook will give you up-to-date information regarding parking, recreation, student health services, registration, graduation, USJ offices and services, USJ policies, emergency procedures and information, weather-related closings, library offerings, food services, the Center for Academic Excellence and many other topics.

*Please review this document for helpful information*
Mission and Purpose

The Office of Graduate and Professional Studies at the University of Saint Joseph

The Graduate Programs at the University of Saint Joseph offer intensive study oriented both toward depth of knowledge in specific fields and broadening of perspectives in related fields. Opportunities for research, practica, and independent study contribute significantly to the advancement of knowledge, as well as the integration and effectiveness of the service-oriented professions. By maintaining excellence of faculty, students, and resources, Graduate Programs seek to foster scholarship and the intellectual life, to transmit to coming generations the heritage of the past, to cultivate a spirit of inquiry designed to increase this heritage, and to establish the criteria for judging its worth. Students are encouraged to reexamine their sense of values and to develop those which will enrich and unify their professional and personal lives.

The Graduate School was established in 1959, originally designed to serve the higher education needs of prospective and in-service teachers. Co-educational from the beginning, The Graduate School has expanded to serve the needs of special educators, scientists, home economists, dietitians, counselors, religious education directors, pastoral ministers, child welfare professionals, nurses, helping professionals serving the elderly, and others.

Graduate Programs are designed primarily for working professionals and for persons holding a bachelor’s or master’s degree in one field, but seeking redirection into a new field of study. Individuals seeking re-entry to a professional area after a prolonged absence are welcome, as are those who are seeking a broader acquaintance with liberal studies.

The Master of Arts Program in Marriage and Family Therapy

The program prepares competent professional practitioners who are able to meet the public's need for marriage and family therapy through attainment of licensure in the state of Connecticut. This is accomplished by providing students with solid core knowledge about the field of marriage and family therapy, training them in current professional practices through participation in clinical internships, supporting their ability to consider self-of-the-therapist experiences, and guiding students toward skilled approaches to collaborating with clients, colleagues, the profession and the community.

The Master of Arts Program in Marriage and Family Therapy is designed to provide students with a solid core of knowledge about marriage and family therapy, as well as to train them to become professional marriage and family therapists. The Master of Arts in Marriage and Family Therapy is a fifty-two (52) credit graduate degree. The program's basic orientation is a “Family Systems” paradigm within which students are exposed to the major modalities of the discipline. The program emphasizes a broad blend of theory and therapeutic approaches, with the primary goal of training competent clinicians and scholars in the field of marriage and family therapy.
Accreditation Status

The University of Saint Joseph is accredited by the New England Association of Schools and Colleges. The Master of Arts Program in Marriage and Family Therapy is also nationally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy. It also has been approved by the Board of Governors of the Department of Higher Education for the State of Connecticut.

Policies and Procedures

University of Saint Joseph Affirmative Action

University of Saint Joseph does not discriminate on the basis of race, color, creed, national origin, age, gender, sexual orientation, marital status, or handicap in the administration of its educational policies, admissions policies, scholarship, and loan programs. The University strives to create a community in which a diverse student population can live and work with tolerance and respect for the rights of each individual. In accordance with the provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the University is committed to the goal of achieving equal educational opportunities and full participation in higher education for all persons.

University of Saint Joseph has established the following goals for a diverse campus:

- University of Saint Joseph will synthesize diversity with unity and decision-making that balances the exercise of freedom with the common good;
- University of Saint Joseph will offer academic and co-curricular programs that attract and retain a multicultural, diverse student population reflective of society;
- University of Saint Joseph’s faculty and staff will reflect relevant populations.

The Marriage and Family Therapy Program seeks to further these objectives by:

- Encouraging students to volunteer for the Diversity Committee of CTAMFT;
- Seeking to recruit minority adjunct faculty for newly-opening positions;
- Providing needy student(s) with graduate assistantships;
- Recently revising our Matriculation Standards to allow students to secure financial aid prior to attending their first classes.
- Eliminating standardized entrance exams (GRE, GMAT, etc.) which some have said to be racially or otherwise biased.
Degree Requirements

Time to Degree
Requirements for the degree should be completed within six years from the date of matriculation. The Department Chair or Academic Dean may grant an extension for completion of the degree.

Degree Application
October 15 of the academic year in which a student expects to receive a graduate degree, the student must file a Diploma Application form which is available in the Graduate Admissions Office and Office of the Registrar. A student who expects to complete all requirements by the official end of the summer session may petition to participate in the May Commencement ceremony of the same year. For a student to be eligible for an August conferral date the only outstanding requirement should be one 3-credit course. The deadline for the petition to be submitted to the degree auditor in the Office of the Registrar is the same as the date set for the degree application. If the petition is approved and the student is permitted to participate in the commencement ceremony, the student’s name will be listed in the program alphabetically and will be called in normal rotation. An asterisk will appear next to the student’s name in the Commencement program indicating degree requirements will be met by the end of the summer session. The diploma will be received by the student with an August conferred date. Before a petition will be considered, graduate students must have applied for and passed their comprehensive examinations no later than the February exam period prior to May graduation. A student completing degree requirements by the end of the fall semester prior to May will have a conferred date of December on their diploma, which will be conferred at the following May’s commencement ceremony and received by the student immediately following the ceremony. The student’s name will be listed in the commencement program alphabetically and will be called in normal rotation. A double asterisk will appear in the commencement program to denote a December graduate.

Transfer Credits
A maximum of six credits may be transferred from another accredited graduate school into a University of Saint Joseph graduate program although exceptions to this limit may occur. To be eligible for transfer credit, a course to be transferred must carry a grade of B or higher. Transfer of credits is not granted automatically. Application forms for transfer of credit are available in the Graduate Admissions Office. The course work in such transfer requests must have been completed within the last seven years. An official transcript of the credits and a completed transfer of credit form must be received in the graduate office. A student must also submit the course syllabus for review by the department chairperson. No transfer credit will be considered until the student has been matriculated.
**Grading System: (Graduate School)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade points</th>
<th>Grade</th>
<th>Definition</th>
<th>Grade points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4.000</td>
<td>A-</td>
<td>92-90</td>
<td>3.670</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.330</td>
<td>B</td>
<td>86-83</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.670</td>
<td>C+</td>
<td>79-77</td>
<td>2.330</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.000</td>
<td>C-</td>
<td>72-70</td>
<td>1.670</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
<td>1.330</td>
<td>D</td>
<td>66-63</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
<td>.670</td>
<td>F</td>
<td>less than 60</td>
<td></td>
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**C, D, or F Grades**

A grade of C or below is subject to review by department in which the student is matriculated. The acquisition of a grade of C or below in two course necessitates a reconsideration of candidacy and the possibility of repeating course work. Receipt of a grade of D or F in a required course, necessitates repeating the course and a reconsideration of candidacy.

**GPA to Graduate**

In addition to department requirements, all students must have a grade point average of 2.67 or better to graduate from the USJ Graduate School.

**Evaluation for Professional Development**

Students are evaluated for professional development over the course of study. In the event concerns are identified by an instructor, a Formative Feedback for Professional Growth will be completed and submitted to the Program Director for review. The Director will construct and complete a Plan to Address Formative Feedback form to be included in the student’s file. The plan will be emailed to the student and a meeting to discuss the evaluation will be held. Once the steps are completed by the student, a follow up addendum to the plan can be added to the student’s file.
Department of Counseling and Family Therapy

Formative Feedback for Professional Growth

Student Name: _____________________________________________________________________

Course: ____________ Faculty Name: ____________________________________________________

Date: ________________________________ Semester/Year: ________________________________

Concern about this student relates to the following area(s). Check all that apply.

_______ Class Participation
_______ Communication of Learning
_______ Interactional
_______ Attendance/Tardiness

_______ Interpersonal/Self in Role
_______ Interpersonal Integrity
_______ Interpersonal Communication Skills
_______ Interpersonal Openness

_______ Documentation (Written Work)
_______ Communication of Learning
_______ Technical Requirements
_______ Time Management

_______ Course Content/Mastery of Material

_______ Integration of Theory and Practice

_______ Concerns re: Clinical Competency

Has this been discussed with the student? _____Yes _____No

Feel free to recommend steps (on back) for the plan to address concerns.

Faculty Signature: _____________________________________________ Date:_______________
Department of Counseling and Family Therapy

Plan to Address Formative Feedback

The following concerns have noted in the Formative Feedback for Professional Growth form completed on ____________________________ (Date)

1. 
2. 
3. 

In order to ensure that the student successfully completes the designated courses, the faculty recommend the following steps to be completed:

1. 
2. 
3. 

• The faculty recommend a follow up meeting to be held at the completion of the semester to review the recommended steps and discuss the student’s progress in the program. It is the student’s responsibility to schedule the follow up meeting with the faculty involved in the plan for remediation at the completion of the semester.

• In accordance with due process, the students may include a written response to the concerns noted above that accompany this document.

_________________________________________  _______________________
Program Director                              Date

CC: Course Instructor
Department Chair
Student File
Academic Integrity Policy
Absolute integrity is expected of every student in all academic undertakings. An atmosphere of academic integrity is inherent in the philosophy of the University of Saint Joseph and shall be upheld by all members of this community.

Academic integrity is the responsibility a student assumes for honestly representing all academic work. This responsibility implies the student will in no way misrepresent her or his work or unfairly advance her or his academic status and will neither encourage nor assist another student in so doing. Violations of academic integrity include plagiarism, cheating, fabrication, and facilitating academic dishonesty. Definitions of these terms are cited below as a guide and are to be applied within reason by University of Saint Joseph faculty. Students are responsible for determining each professor’s expectations for particular assignments (e.g., Do ideas need to be cited in a written examination? What constitutes cooperation or cheating on a take-home assignment?).

Plagiarism: “The presentation of someone else’s ideas or words as your own,”¹ as in the following examples:
- “Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own,
- “Summarizing or paraphrasing someone else’s ideas without acknowledging your debt,
- “Handing in as your own work a paper you have bought, had a friend write, or copied from another student.”²

Cheating: “Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise”³

Fabrication: “Intentional and unauthorized falsification or invention of any information or citation in an academic exercise”⁴

Facilitating Academic Dishonesty: “Intentionally or knowingly helping or attempting to help another to violate any provision of this code”⁵

² Fowler and Aaron, page 686.
⁴ Kibler, Nuss, Paterson, and Pavela, pages 69-70.
⁵ Kibler, Nuss, Paterson, and Pavela, pages 69-70.

While cheating in various forms and failure to acknowledge the proper sources of ideas can be an integrity problem using any communication medium or in any learning environment, the most
common problem in today’s college learning environment is the practice of constructing papers or written discussion postings by electronically copying text from a variety of sources, and submitting it as one’s own writing. Whether the sources are cited or not, this is not acceptable academic behavior.

1. Included within the Academic Integrity Policy is all academic work including quizzes, tests, mid-term examinations, final examinations, theses, comprehensive examinations, research projects, take-home assignments, laboratory work, papers, essays, threaded-discussions, and all other forms of oral or written academic endeavor.

2. An individual with questions concerning the Code of Academic Integrity should consult the Dean of Graduate and Professional Studies/ Director of Graduate Student Services. It is the responsibility of each (non-student) member of the graduate college community to refer any perceived threat to this Graduate Academic Integrity Policy to the Dean of Graduate and Professional Studies.

3. An Academic Integrity Committee is convened on an ad hoc basis to deal with all challenged cases of academic dishonesty within the Graduate School. In addition to any duplicate records kept by Graduate Program Directors, all files and records regarding academic integrity shall be maintained in the Office of the Graduate School.

4. The committee shall consist of three graduate students, three tenured graduate faculty members, preferably from different departments, appointed by the chair of the Graduate School Committee; one additional faculty member may be appointed to the committee for a particular case by the Dean of Graduate and Professional Studies. If possible, this additional faculty member should be the Department Chairperson of the faculty member alleging a violation of academic integrity. The Dean of Graduate and Professional Studies votes only in the case of a tie. The instructor/professor and/or student involved are allowed to attend the meeting(s) of the committee, but neither is required to be present.

**When Academic Dishonesty is Suspected in a Graduate Course:**

1. Students noticing a breach of integrity policy should inform the instructor in the class.

2. An instructor being informed of a breach of integrity policy, or noticing such herself/himself, assembles evidence of improper behavior. (e.g., The faculty member downloads a color coded “Originality Report” from www.turnitin.com.)

3. The instructor then fills out the *Academic Integrity Form*, including recommended remediation/penalty.

4. The instructor sends the form (retaining a copy) and copies of evidence to the student. This can be done electronically or hardcopy, whichever is most expedient. If sent electronically, the faculty member should use email receipt acknowledgement methods. A copy of the evidence of receipt is kept by faculty member. However, even if there is no response from the student, the process moves forward after 5 working days. The
instructor should keep documentation of attempts made to contact the student (e.g. copies of emails, copies of letters, etc.).

5. The student should respond to the faculty member by signing the Academic Integrity Form either agreeing or disagreeing with the finding and the remediation/penalty. Whether or not any supplemental verbal communication has occurred, everything must be forwarded in writing. Note: When the student responds to the faculty member, she/he may add any additional explanation or justification - but ultimately the student must either agree or reject the faculty member’s findings and recommendations/sanctions.

6. The signed form, evidence, and student additions are forwarded to the Director of Graduate Student Services by the instructor/professor. These documents are printed and placed in the student’s folder in the Graduate Office. Color-coded Turnitin Originality Reports that could be misunderstood without the color-coding should be printed in color.

7. If the student has agreed with the current allegations, recommendations, or sanctions, these remediations/penalties are carried out.

8. If the student has not responded to the faculty member within 5 working days, the unsigned forms, evidence, communications, receipts of notification, and any additional documentation are forwarded to the Director of Graduate Student Services. These documents are printed and placed in the student’s folder in the Graduate Office.

9. When the form is filed in the student’s folder, the entire file should be inspected and the Director of Graduate Student Services and the Dean of Graduate and Professional Studies should confer.

9a. If the student disagrees with the allegation and/or recommendations/sanctions, the Director of Graduate Student Services calls for an Integrity Committee (composition noted above) to be formed to hear the case. The Director of Graduate Student forwards a copy of the form to the Director of the Graduate program in which the student is enrolled.

9b. If there are any earlier Integrity Policy violations in evidence in the folder the documentation of all integrity violations are then reviewed by the Graduate Student Services Director or Dean of Graduate and Professional Studies. Even if the student has agreed with the current violation/sanctions, if more than one infraction has indeed occurred, an Integrity Committee (composition of committee noted above) hearing of the case is then called by the Dean of Graduate and Professional Studies.

9c. The findings and recommendations of the Academic Integrity Committee are then executed. Assuring the implementation of these recommendations is the responsibility of the Dean of Graduate and Professional Studies/Director of Graduate Student Services. A copy of the findings and recommendations of the Academic Integrity Committee is forwarded to the Graduate Program Director of the program in which the student is enrolled for information purposes.
**Procedures for an Academic Integrity Committee Hearing**

1. The student will be informed of the hearing date, time, and location. The student has the right to examine, prior to a hearing, any written evidence or exhibits the Committee will consider, although these typically would have already been shared with the student (see above).

2. A hearing may be conducted in the absence of a student who fails to appear after the Committee has made a reasonable effort to provide adequate advance notice of the hearing time, date, and location.

3. The hearing is not open, but may take place in person or through electronic medium (e.g., conference calls, web cam, etc.)

4. The student may bring to the hearing an advisor of her or his choice from within the University community. The advisor is there to provide advice to the student, not to act as their representative. A reasonable effort should be made to accommodate the schedule of an advisor who will assist the accused student. The Committee has broad discretion in granting continuances.

5. Any individual (e.g. faculty member) who has been involved in investigating the case should not serve on the Committee while it is reviewing the particular case.

6. The student’s guilt shall be established by clear and convincing evidence. Circumstantial evidence may be used, as may “hearsay” evidence.

7. The student may speak and discuss findings with committee members.

8. The hearings shall be recorded by use of tape or digital recorder. The original record of the hearing shall be retained in a confidential file in the Graduate Office for a period of seven years after the event. Following the hearing, only the Director of Graduate Student Services or Dean of Graduate and Professional Studies shall have access to these records. The proceedings of the hearing as well as all written documents arising out of it are to be held in the strictest confidence.

9. A decision is made by majority vote of the Committee.

10. A student who is found guilty shall be given a written statement of reasons for the determination. The committee may consider a pattern of lying and fabrication by the student at the review and may impose a more severe penalty as a result.

11. After the formal review, the Committee shall determine what disciplinary sanctions should be imposed. The student will be informed of these within 10 days after the hearing by registered mail, as well as by email.

12. The student has the right to appeal hearing results to the Provost within 10 days of receiving the formal notification informing her/him of the sanctions. Note: If either the student or the faculty member feels that justice has not been served by the committee, either individual may appeal to the Provost for a review of the case. The Provost’s decision is final.
Decision of the Committee on Academic Integrity

1. The Committee on Academic Integrity may determine to dismiss a case or may decide on an appropriate sanction.
2. Each potential breach of Academic Integrity should be considered individually and decisions concerning sanctions shall be made on a case-by-case basis as per the sequence outlined above. This means that there is not a specific sanction(s) associated automatically with a particular violation.

Examples of Sanctions

Academic sanctions range from a warning to failure of the course to expulsion. Sanctions include, but are not limited to:
- Written warning
- A grade of zero for the assignment
- Failure of the course
- An “XF” grade for the course (An XF grade is an indication that the student has failed a course because of a violation of academic integrity. When the grade is assigned, the transcript shall indicate the meaning of this notation. The XF grade is awarded only with the concurrence of the instructor and the Committee. The awarding of an XF grade should be a rare occurrence and reserved for the most serious breaches of academic integrity.)
- Probation, suspension, or expulsion from the University.

The report of the Academic Integrity Committee and/or the notification to the student of the findings shall be forwarded to:
- Graduate Office, to be placed in the student’s Academic Integrity File.
- Dean of Graduate and Professional Studies
- Provost

Student Grievance Procedure

A student with a grievance should confer first with the instructor and her/his advisor. If the grievance needs further discussion, the student brings it to the department chair. Should further consideration of the issue be required, it is brought to the dean of the school, who then calls together an ad hoc committee consisting of another graduate student, instructor, advisor, department chair, dean of the school, and provost.

Incomplete Grades:

Incomplete (I) grades will only be assigned to a graduate student whose work is otherwise satisfactory but due to illness or unusual and extenuating circumstances is prevented from completing the work during the semester in which she/he is registered. The student has the primary responsibility for requesting an I grade from the course instructor prior to the final examination or culminating activity of the course. If the instructor agrees to the request, it is the
student’s responsibility to arrange with the course instructor to complete the course **work within six weeks**. Under special circumstances, students may petition the Academic Dean to extend the time limit in which course work may be completed. Forms to request an incomplete grade are available in the Registrar’s Office. A student who does not arrange with the course instructor to complete the course work, or does not satisfactorily complete the course work as arranged will receive a grade of F for the course.

**Repeated Courses**

MFT students receiving a grade of C- or below in any core course must retake the course. A student successfully repeating a course previously failed received additional GPA credits, graduation credits, and grade points. A student successfully repeating a course previously passed with an inadequate grade receives additional GPA credits and grade points but does not receive additional graduation credits.

**Dropping/Adding Courses**

During the first two weeks of the semester, students may drop and/or add courses. If a student officially drops a class prior to the close of the second week of a semester, the course will be voided from the record. **Changing sections of multi section classes** is allowed prior to the close of the second week of a semester but **only if the section requested is open** and with permission of department chair.

**Audit Policy**

Auditing carries no credit and no grade. Even though the course is entered on the student’s transcript, it does not affect a student’s part-time or full-time status. Audited courses may not be repeated as credit courses in subsequent semesters. Audited courses are on a space available basis and are billed at one-half tuition.

Prior to the third week of classes, an audited course may be changed to a credited course with the appropriate tuition adjustment or may be added or dropped by completing an add/drop form in the Registrar’s Office.

**W Grades**

Withdrawal from a course while in good standing (W grade will only be given if the student completes an official Course Withdrawal Form (available from the Registrar’s Office) and is receiving a passing grade in the course at the time of the request. Discontinuance of class attendance and/or notification of the course instructor does not constitute an authorized withdrawal. Unauthorized withdrawal will be recorded as an F grade for the course.
Leave of Absence (for matriculated students)

A student in good standing who wishes to interrupt his/her university program may request a leave of absence for up to one year (two semesters exclusive of summer) from the date of the leave of absence. Leaves are arranged through the Registrar’s Office after the Academic Dean’s approval is obtained. For students going on a leave of absence, the Registrar will drop all current courses or issue a grade of W for all courses if the leave is initiated after the ten-day add/drop period.

The leave of absence option allows the student to re-enroll at the University within the following year without going through the readmission procedures. A student who does not enroll at the end of the leave period will be administratively withdrawn from the University by the Registrar. Should this student later decide to return to USJ, it will be necessary to apply for readmission.

Withdrawal from the University (for matriculated students)

A student wishing to withdraw entirely from the University may obtain withdrawal forms from the Office of the Registrar. An exit interview must be scheduled with the dean who will sign the form. If the withdrawal is initiated within the 10-day add/drop period, the Registrar will drop all courses for which the student is registered. If the withdrawal is initiated after the 10-day add/drop period, the Registrar will issue a grade of W for registered courses. Students will also be dropped from all pre-registered courses. Students who have withdrawn from the University and later decide to return must reapply for admission.

Administrative Withdrawals of Matriculated Students

The Registrar will administratively withdraw students who do not show registration activity for four consecutive semesters (exclusive of summer). These students must reapply for admission upon their return. To prevent an administrative withdrawal, matriculated students are strongly encouraged to apply for an official leave of absence if they anticipate an extended absence between semesters.

Transcript Requests

Students may obtain “student issued” copies of their graduate transcripts at no charge for their duration of study at the University of Saint Joseph. Applications for these transcripts are made in writing at the Registrar’s Office only. Upon graduation a complimentary official transcript will be issued to students who have completed degree requirements.

A small fee is charged for official transcript requests to be issued to an official or second party. Applications for these transcript requests are made in writing to the Registrar’s Office with the correct remittance. The name and address of the official to whom the information is to be mailed should be included. For walk-in transcript requests, students must complete the
request in the Registrar’s Office and remit payment. Students will receive a copy of their request as receipt of payment. All indebtedness to the University must be adjusted before a transcript of credits will be released. Official transcripts, bearing the University seal, are sent by the University directly to the receiver and may not be transmitted by the applicant.

Course Schedule Changes

The Graduate School reserves the right to change instructors, to withdraw or to add any course or change any fees, when circumstances necessitate.

Policy Addressing Students' Class Attendance

The three credit hour of graduate course is universally understood to mean 45 hours of classroom work across the course of one academic semester or its equivalent. When a grade is assigned at the end of the semester, it is taken to mean that the student met the semester hours of classroom instruction and participation requirement. For this reason, students are expected to meet all class sessions. The Faculty understands that there may be a rare emergency that could have an impact on one's attendance. It must be clear, however, that missing a class, regardless of the reason, does not relieve the student of the responsibility for work missed and can have an impact on one's final grade in the course.

Graduate Student Financial Aid

All Graduate students accepted to a Graduate Degree Program, approved graduate certificate program or enrolled in a Teacher Certification Program and who are enrolled in at least six credits per term are eligible to apply for financial assistance from the University. Most graduate students apply for the Federal Stafford Loan to help meet the cost of tuition. The maximum annual amount a student may borrow through this program is $18,500. The University also provides payment plan options that can be coordinated with a student’s employer paid tuition benefit. For specific information on the Federal Stafford Loan Program, use this quick link to the U.S. Department of Education’s financial aid Web site: www.ed.gov/studentaid.gov. Detailed, up-to-date information on the financial aid programs and policies mentioned in this section can be obtained by calling Student Financial Services toll free at 1.866.442.8752, or 860.231.5223, or by e-mail at financialaid@usj.edu

Disabilities Statement

At the University of Saint Joseph, we value our diverse community. An ADA Coordinator is available to facilitate academic success for all students with special needs by arranging reasonable accommodations. Please contact Student Services for further information.
Marriage and Family Therapy Curriculum
Required Courses (Credits)

I. Theoretical Foundations of Marriage and Family Therapy
   MFTH 550 Introduction to Therapy Skills and Methods (3)
   MFTH 560 Communication and Systems Theory (3)

II. Assessment and Treatment in Marriage and Family Therapy
   MFTH 545 Treating Addictions in the Family (3)
   MFTH 549 Psychopharmacology (1)
   MFTH 561 Family Therapy I: Theories of Family Assessment (3)
   MFTH 562 Family Therapy II: Intervention Methods (3)
   MFTH 563 Family Therapy III: Couples Therapy (3)
   MFTH 564 Family Therapy IV: Interventions in Larger Systems (3)
   MFTH 581 Discourses in Psychopathology (3)

III. Human Development and Family Studies
   MFTH 580 Human Development I (3)
   MFTH 582 Gender Issues and Diversity in Therapy (3)
   MFTH 583 Human Sexuality: Behavior and Treatment (3)

IV. Ethics and Professional Studies
   MFTH 530 Ethics, Law & Professional Issues in Marriage & Family Therapy (3)

V. Research
   MFTH 597 Research Methods (3)

VI. Supervised Clinical Practice
   MFTH 571 Marriage and Family Therapy Practicum I (3)
   MFTH 572 Marriage and Family Therapy Practicum II (3)
   MFTH 573 Marriage and Family Therapy Practicum III (3)
   MFTH 574 Marriage and Family Therapy Practicum IV (3)
   MFTH 575 Marriage and Family Therapy Practicum V (3)
   MFTH 576 Marriage and Family Therapy Practicum VI (3)
   A minimum of 12 consecutive months - 3 practicum classes - is required.
   Most students complete four practicum classes.

VII. Comprehensive Examination
    After having completed MFTH 561, MFTH 562, MFTH 563, MFTH 564 and at least 400 clinical
    contact hours, students may sit for the comprehensive examination. Students also may decide to wait
until after completing all their course and practica requirements to do so. The comprehensive examination requires that students demonstrate their competence in the theory and practice of marital and family therapy. Students are expected to demonstrate their competence by means of both a written examination, as well as an oral examination. The oral examination will be based largely upon a videotaped case presentation of the student's clinical work.

The Comprehensive Exam is administered during the fall and spring semesters of each year. It is the responsibility of the graduate degree candidate to file an application with the Marriage and Family Therapy Office for the comprehensive examination for the fall by August 15 and for the spring by December 15 of the academic year in which they intend to take their comprehensive examination. Applications are available in the Marriage and Family Therapy Office in Mercy Hall, Lower Level Room 3. The written comprehensive examination must be composed in standard written English using APA style.

Applications for May Graduation must be submitted to the Registrar by October 15th.

Clinical Experience and Supervision

Criteria for Internship

For a student to be approved for internship they must have completed MFTH 550: *Introduction to Therapy Skills and Methods*, MFTH 560: *Communication and Systems Theory*, and MFTH 561: *Family Therapy I: Theories of Family Assessment*, as well as MFTH 581: *Discourses in Psychopathology*, and MFTH 530: *Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists* and have obtained at least a 2.67 GPA in the program. In addition, the student must have an Interpersonal and Professional Skills Evaluation from MFTH 550 completed by the instructor. Any of the student’s areas for growth, including any Formative Feedback for Professional Growth evaluations in the student’s file will be considered in the evaluation by the Program Director. The student must be recommended by the advisor and approved by the Program Director as indicated by a signed Application for Internship Form.

In situations where deficiencies emerge as a result of the evaluation of the applicant, MFT program faculty will review the student’s record and determine a remediation process appropriate for the student. At the end of the designated time period appropriate for remediation, the faculty will meet again to review the student’s process. A student will be approved for their internship only after completing the remediation process.

The Practicum Experience

The practicum experience provides a guided transition from the academic setting to the professional field of work at an unpaid supervised entry level position. Students are evaluated by the MFT faculty to determine their clinical readiness to begin practica training. An off-site internship commences at the beginning of a semester in which the student simultaneously enrolls in an on-campus practicum class. Generally, full-time students begin the clinical practicum at
the start of their second year of training. Student interns are placed in a variety of selected off-site settings, including mental health centers, child guidance clinics, and counseling service agencies. Any students participating in a clinical setting and has client contact must participate in on-campus supervision by registering for an MFT practicum course.

In their practica, each student participates in a supervised clinical experience providing treatment for individuals, couples, and families. Practicum activities are many and varied, drawing upon students’ entire range of preparation and experience. The activities and requirements of the practicum are aimed at preparing competent professional marriage and family therapists for a diverse field of practice. Such preparation involves the continued development of the therapist as a person, further acquisition of specialized skills and knowledge, as well as first-hand exposure to the day-to-day job requirements in which therapists are expected to function in specific work settings and with different population groups.

Supervision in these clinical settings is provided by staff members who have supervisory experience and clinical membership in the American Association of Marriage and Family Therapy (AAMFT), and are licensed as a marriage and family therapists. In addition, most of the clinical supervisors hold the AAMFT "Approved Supervisor" designation or its equivalent. Students may receive individual as well as group supervision at their sites. In addition, students meet weekly on campus to receive intensive supervision of their clinical cases. The on-campus supervisor is a Marriage and Family Therapy faculty member. The practicum class qualifies for group supervision since the class size never exceeds ten students.

**Tips for Choosing a Practicum Site and Interview Advice**

Note: A list of sites the USJ Marriage and Family Therapy Program has worked with in the past is available from the Administrative Assistant for the Department and/or the MFT faculty.

**General Resources**

- USJ faculty/advisor
- Department Handout on sites previously used by USJ practicum/internship students
- Connecticut Association for Marriage and Family Therapy (CTAMFT)
- Networking with student peers and alumnae/i
- United Way list of agencies and phone numbers
- CT Department of Mental Health listings
- Newspapers – search the job classifieds and volunteer opportunities. Look under “counselor”, “mental health”, “therapist”, “healthcare”, “social services”, or a specific discipline such as “drug and alcohol”.
- Phone books – under “counseling”, “mental health”, “social services”, “child care”, “hospitals”, etc.
- Run a computer search for “Connecticut Social Services” or “Connecticut Counseling Agencies” etc.
Using a Job as a Practicum
On occasion, students are employed in a setting, which provides experiences appropriate for a practicum. For a job to be considered an internship, however, students must be able to arrange the experience in a way that will allow them to be considered a "learner." In such cases, students are required to discuss this arrangement, and to seek the approval of their faculty advisor and the Director of the Marriage and Family Therapy Program.

Using Private Practice as a Practicum
Students are generally discouraged from using private practices as placement sites. Since the practicum is a training experience, most private practices do not have the resources to provide the broader training an internship should provide. Generally, a private practice is viewed as appropriate for professionals who have completed their training. Moreover, working within an agency provides students with the necessary supervision and a colleague/peer system within which to share learning, ideas and problems. Agencies afford students a broad learning experience working with a variety of clients. In addition, students have the protection of working under an agency's "umbrella."

Having Two Practicum Placements
Occasionally, students seek diverse and varied training experiences. They are encouraged to consult with their advisor for further clarification in meeting their training needs. It is considered optimal to complete the entire practicum requirement in one setting for reasons of continuity, integration into an agency, and exposure to a given system. In some instances, it is allowable and appropriate to divide time between two placements. Each of the off-campus practicum sites, the respective supervisors, and the Director of the Program need to be made aware of such an arrangement. A student is not allowed to be interning in three or more sites concurrently.

Applying for a Practicum
Students must be matriculated into the Marriage and Family Therapy Program and complete all the aforementioned required coursework in order to enroll in a practicum. After consultation with a faculty advisor, the student may begin to apply at possible sites for the practicum experience. When a decision is made about the student’s preferred placement, she/he must complete an Application for Practicum form with their faculty advisor. The application is then submitted to the Program Director for approval prior to beginning their on-site practicum experience.
Department of Counseling and Family Therapy
Marriage and Family Therapy Program

Application for Practicum

1. Name: ________________________________________________________________

   Address: ______________________________________________________________

   ______________________________________________________________

   Phone #: ___________________________________________________________________

   E-mail address: ___________________________________________________________

2. I plan to do my practicum (dates):

   ______________________________________________________________

3. Practicum Setting:

   Name of Site: ___________________________________________________________

   Address: ______________________________________________________________

   ______________________________________________________________

   Phone #: ___________________________________________________________________

   Name of Supervisor: _______________________________________________________

4. Date Matriculated (Required): __________________________

5. My assigned faculty advisor at the University of Saint Joseph is:

   ______________________________________________________________

6. MFTH 550 - Interpersonal and Professional Skills Evaluation Attached __________ (Check)
7. Grades in Required Coursework:

- MFTH 550: Introduction to Therapy Skills and Methods
- MFTH 560: Communication and Systems Theory
- MFTH 561: Family Therapy I: Theories of Family Assessment
- MFTH 581: Discourses in Psychopathology
- MFTH 530: Ethical, Professional Identity and Legal Issues for Marriage and Family Therapists

8. Recommendation of Advisor: (Please provide a rationale.)

I recommend this student for practicum. _________ (Check)

I recommend this student for practicum under the following conditions:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I do not recommend this student for practicum at this time. _________ (Check)

Advisor’s Signature: ____________________________ Date: ________________________

Student’s Signature: ____________________________ Date: ________________________

Program Director’s Signature: ______________________ DATE: ____________________

Comments:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**Marriage and Family Therapy Program**

**Interpersonal Skills Evaluation (Sample)**

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Semester: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deficient</strong></td>
<td><strong>Exceptional</strong></td>
</tr>
<tr>
<td>1. Student’s willingness to accept peer feedback to class videos and presentations.</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>2. Student demonstrated efforts to improve the skills by incorporating the suggestions of others.</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>3. Student’s ability to offer feedback, encouragement, and critique to other students to contribute to class discussion.</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>4. Student communicates and interacts with peers respectfully and professionally during group assignments.</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>5. Student’s professional development was appropriate by adhering to assignment deadlines, attending all classes, and arriving to class on time.</td>
<td>1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Instructor:** __________________________  **Date:** __________________________
Practicum Guidelines

Basic Requirements

Time:
Each semester, the practicum is a three (3) credit hour course with approximately one hundred and fifty (150) clinical hours in an approved field setting. There is a certain amount of flexibility in how the hours are met (i.e. either fewer or greater hours within a particular time period). The time commitment depends on the student's and the practicum site's needs and time demands. A total of five hundred (500) hours are required for the Master of Arts in Marriage and Family Therapy degree, and these hours must be accrued over at least a consecutive twelve (12) month period. If the student wishes to do the work on a part-time basis, a longer period of time will be required to accumulate the requisite number of hours. A minimum case load of eight (8) to ten (10) client contact hours weekly is customary for a full-time student in a two-year program. Part-time students in programs of three (3) or more years should maintain at least five (5) direct client contact hours per week while enrolled in a clinical practicum. At least 250 of the 500 required clinical contact hours must be relational (i.e. with couples or families).

Students who have not completed all of the required hours by the end of the third practicum may continue group supervision in additional practicum classes until their clinical hours are completed. The student(s) will need to continue individual supervision with their on-site supervisor and abide by their contract with the placement site until all hour requirements are completed.

Supervision:
There is a minimum requirement of one (1) hour per week of on-site (off-campus) individual supervision. This experience is in addition to the weekly two hour and forty-five minute group supervision practicum class, which is held on campus. Qualified supervisors are trained professionals who possess a graduate degree and training in marriage and family therapy, as well as clinical experience and expertise.

N.B. According to AAMFT Accreditation Standards:

Supervision must focus on raw data from the student's current clinical work made available to the supervisor by means of direct observation, video tapes, or audio tapes. Oral reports and the discussion of written materials should never constitute more than fifty percent of the supervision provided for each student.

Recordings:
Because of the nature of this training, all therapy sessions are to be recorded (DVD/video/tape) whenever possible for the purposes of consultation and supervision. The off-campus site should be made aware of this requirement from the outset, and be requested
to provide the necessary authorizations. Primarily, it is the student's responsibility to obtain the requisite permissions required by their particular site/agency, to secure appropriate permissions from their clients, to ensure professional confidentiality in regard to all recording, to arrange for the use of any equipment, and to abide by any specific regulations at their site concerning these recordings.

Each semester, students are required to submit to their on-campus practicum supervisor as part of their course work, four (4) recorded sessions that include a case assessment as well as a self-reflection. Students are responsible for submitting high quality recordings. Media of poor technical quality are not acceptable.

**Practicum Class:**

Each student intern participates in a weekly seminar class held on campus in addition to the field experience. This seminar is devoted to small group supervision in which students present raw data from their clinical work for review, as well as receive feedback from their peers and on-campus supervisors. The primary purpose of the practicum seminar is to promote each student's understanding of the roles and skills of a family therapist, as well as to facilitate her/his ability to fulfill this responsibility with clients. Typically, seminar groups use a variety of educational methods to accomplish this purpose, such as: the reflecting team, case presentations, theme centered discussions and role plays to explore professional, theoretical and ethical issues related to the practicum experience. A student's practicum supervisor becomes the liaison between the institution and the placement site.

**The Site Supervisor:**

The Site Supervisor is a practicing marriage and family therapist who has been authorized by her/his employing institution and by the Marriage and Family Therapy Program to provide appropriate guidance, direction, and supervision to the practicum student. The Site Supervisor fulfills the following duties and responsibilities:

1. Negotiates the practicum contract between the student and the placement site with respect to specific expectations and time commitments;
2. Gains clearance from appropriate administrators and working colleagues relevant to accommodating the practicum experience;
3. Orient the student to the work setting and the agency's policies and procedures;
4. Arranges the student's work schedule;
5. Monitors the student's on-the-job performance;
6. Meets with the student at least one (1) hour weekly for individual supervision, case review, tape critique, and personal feedback; and
7. Evaluates the student at mid-semester (optional), and at the end of each semester.
The Practicum Contract:

A practicum contract is an agreement between an off-campus training site and the student intern, mutually negotiated, and freely entered into, that defines the scope, purpose and expectations of the educational field experience for both the practicum student and the sponsoring agency. It also specifies how individuals should deal with one another in this context. Ordinarily, contracts are drawn up on a semester basis, and may be renegotiated as warranted.

The essential elements of the practicum contract include:

- Professional duties and requirements of the practicum student, specifically on-site hours, attendance at meetings, case notes and treatment plans;
- Number and types of clinical cases;
- Professional duties of the field supervisor, particularly type of supervision and frequency of supervision;
- Student goals and learning outcomes for the practicum;
- Evaluation methods; and
- Financial arrangements, if applicable.

It is the student's responsibility to complete the "Practicum Contract" by the second week of each semester. Copies should be given to the on-campus practicum supervisor, the on-site supervisor, and the Marriage and Family Therapy Office for placement in the student's file.

Changes in a Practicum Contract:

Students need to keep in mind that no breach in the contract that they have established with the practicum site supervisor is permitted without first consulting, and then securing the permission of the Director of the MFT Program. It is necessary to follow this procedure. Unilateral changes by an intern can have untoward repercussions upon the clients you are serving in therapy. Such actions also can have a deleterious impact upon a site, its operations, and its ability to deliver services. Further, a breach of contract can impact the program’s relationship with the site, potentially jeopardizing further student placements.
Marriage and Family Therapy Program

Student Practicum Contract

___________________________________________ will be a practicum student at _______________________

from _____________________ to ____________________ for at least ________ hours per week on the following days:_____________________________________________

except for: ______________________________________________________________

The practicum student will engage in the following activities: (indicate the number of direct client contact hours and other professional activities)

________________________________________________________________________

________________________________________________________________________

The practicum student will receive the following supervision:

► The Primary Supervisor ____________________________ will meet with the practicum student ______ hours per week to discuss __________________________________________

► The Secondary Supervisor ___________________________ will meet with the practicum student ______ hours per week to discuss __________________________________________

The practicum student will be compensated as follows: ___________________________

Please state your goals and objectives in this placement on the back of this contract after discussing them with your on-site supervisor.

__________________________________________________

Site Supervisor

__________________________________________________

Practicum Student

__________________________________________________

Date

__________________________________________________

Date

Please return a copy of this contract to your on-site supervisor, practicum supervisor and to the Marriage and Family Therapy Program Office. Thank you.
Professional Commitment and Identity:

When a student is accepted for a practicum, the student becomes the link between the sponsoring agency and the Marriage and Family Therapy Program. In accepting this responsibility, students are expected to fulfill their obligations to the practicum site during the specified period of time which has been negotiated according to their formal practicum contract. Student interns as therapists-in-training must understand their ethical and professional responsibilities to their clients, to the sponsoring agency, and to the Marriage and Family Therapy Program. They are expected to fulfill their professional commitments, to demonstrate effective ways of communicating with agency personnel, and to negotiate their obligations in accordance with the agency’s policies.

When students contract with a site, they must fulfill their obligations and the term of that contract. In certain situations, students may need to change sites or add another site to the existing one. In such cases, students must secure the approval of their academic advisor. The Program Director must be informed and grant approval prior to any changes in a student’s contract with a practicum site. Students should consult their on-campus practicum supervisors to facilitate learning experiences, and to address potential problem areas as these arise. Faculty advisors in the Marriage and Family Therapy Program are available also to discuss clinical and professional concerns which may arise during the internship experience.

Professional Liability Insurance:

All practicum students are encouraged to obtain professional insurance before they begin seeing clients at their practicum sites. CPH & Associates, Inc., 711 South Dearborn, Suite 205, Chicago, IL 60605 provides students with the appropriate professional insurance to cover liability while they are performing their duties at practicum sites as part of the school curriculum. This insurance program is designed in cooperation with the American Association for Marriage and Family Therapy. Students may obtain this insurance online at www.cphins.com or by calling 1-800-875-1911.

Confidentiality Statement:

The Department of Marriage and Family Therapy has developed a Confidentiality Statement that is included in the practicum materials handed out at the beginning of each semester in practicum class. This statement is also sent to the site supervisors and site directors. (See following page.) Students are encouraged to review this document periodically.
Confidentiality Guidelines

Student interns are responsible for securing the confidentiality of all video tapes, DVDs, CDs, audio tapes, and written reports regarding clients, and so guard their client’s confidentiality at all times. In fulfillment of this obligation, the following is required:

Case Exchange Policy
a. Each student submits only one printed document of the case assessment to the peer reviewer.
b. The peer reviewer should add two printed peer reflections to the envelope, and hand it off to the instructor.
c. The instructor prints one reflection of the case, and returns it in the envelope to the student.
d. Do not send case assessments or reflections attached to emails.
e. All genograms shared in practicum class are returned to the presenting student, and that the student properly disposes of the material, preferably through shredding.

Transporting
a. Recordings are never to be left in any vehicle
b. Recordings will be transported in a secure case
c. Recordings will be identified by initials only
d. Assessment reports and genograms will contain no identifying information

Viewing/Listening
Recordings are only to be viewed/heard in secure locations:
a. The offices of the University of Saint Joseph Marriage and Family Therapy Program
b. The offices of onsite supervisors
c. Recordings viewed at home must be in private rooms where other family members will not overhear the conversations.

Written Reports
a. All written reports on a personal computer must be kept in a separate, password-protected file
b. Back-up copies of reports must be stored in a locked file drawer
c. At the termination of cases and when records are complete, reports must be deleted from the personal computer.
d. Back-up records must be shredded before being thrown away
e. Confidential/Personal information should never be E-mailed.

Case Supervision
a. Do not include any identifying information outside of first names in all oral or written reports
b. Avoid any discussion of case material outside of practicum seminars or designated supervisory sessions
c. Supervisors as well as group members must excuse themselves from supervision or case discussion if cases of clients they know personally are presented.

Written Consent
a. Written consent must be obtained from the client before recording or requesting any specific information from outside persons and/or referral sources
b. Disclose any information concerning clients to an outside person and/or referral source only with the client’s written permission to release that specific information to the person requesting it
c. A written request is required from a person and/or referral source stating the specific purpose and intended use of the requested information
Commission on Accreditation Requirements

Client Contact and Supervision Hours:

Assuming that all supervision and client contact hours meet the requirements of the AAMFT Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) as outlined in the AAMFT Manual, students count client contact and supervision hours according to the following specifications.

1. **Supervision behind a one-way mirror.**
   a) Students behind a one-way mirror in groups of up to ten persons may receive group supervision, provided an appropriate supervisor is present and all the students are actively participating in the session. Passive observation of other students' cases is not counted as supervision.
   b) Up to two students seeing a client on the other side of the one-way mirror may concurrently receive client contact hours and individual supervision hours, provided the supervisor is actively supervising the case (i.e., phone-ins, consultations, etc.). Supervision behind the one-way mirror is considered live supervision.

2. **Video tapes in individual and group supervision.**
   a) When a student presents a video tape to a supervisor, either alone with a supervisor or with one other student present, the student receives individual supervision hours. Supervision based on recorded material is considered case supervision.
   b) When a student presents a audio/video recording in group supervision, the student receives group supervision, provided that no more than nine additional students (a total of ten interns) are present with a supervisor. The additional nine or fewer students present also receive group supervision provided they are actively involved in the process.

3. **Group supervision.**
   Group supervision consists of a supervisor and ten (10) or fewer students. Regardless of the number of supervisors present, a group cannot exceed ten students and qualify for group supervision. For example, a group consisting of fifteen students and two supervisors is not appropriate, and does not qualify, because the number of students exceeds ten.

4. **Therapy and supervision involving supervisors and supervisees/interns.**
   If a supervisor and no more than two interns are physically present in the treatment room, the interns may receive client contact hours (when the supervisor and interns are co-therapists), or supervision hours, but not both. The role of the supervisor (as supervisor or co-therapist) and the role of each intern should be clearly defined prior to the session.
5. **Individual, group, couples and family client contact hours.**
   a) When only one member of a relational unit is present, the time counts as an individual client contact hour.
   b) When more than one member of a relational unit is present, the time counts as a family contact hour.
   c) When a couple is present, the time counts as a couple contact hour.
   d) When group therapy involves unrelated individuals, the time counts as an individual client contact hour.
   e) When group therapy involves more than one related couple or more than one group of siblings, the time counts as a family contact hour.

**Documenting Client Contact and Supervision Hours.**

There are two categories of supervision hours to be recorded on the supervision form: **Group Supervision** and **Individual Supervision**.

**Group Supervision:**

Within this category there are two types of group supervision: On-Campus Practicum Supervision and Off-Campus Site Supervision.

a) **On-Campus Practicum Group Supervision:**
   When the number of supervisees does not exceed ten, practicum supervision hours count as group supervision. The group supervision time for a practicum class is two and three-quarters hours. When a student presents an audio or video tape of a clinical session during a practicum class, the student presenting the tape records one hour of individual raw data, and uses either "audio" or "video" on the form. (Other students record one hour of group video/audio.) This procedure is the same for any group supervision, whether it be a practicum class on-campus, or group supervision at an off-campus placement site, as long as the number of supervisees does not exceed ten. (USJ attempts to limit practica enrollment to eight students.)

b) **Off-Campus Site Supervision:**
   Students are to record the length of time spent in group supervision when the number of supervisees in the group does not exceed ten.

**Individual Supervision:**

Within this category, there are two types of supervision:

On-Campus Practicum Supervision and Off-Campus Site Supervision.

a) **On-Campus Practicum Supervision Requirement:**
   During each semester's practicum, each student is required to submit four (4) video tapes to her/his practicum faculty supervisor. Each tape is to be counted as one hour of individual supervision and should be recorded as such, and as one hour of raw data.
b) Off-Campus Site Supervision:

At the placement site, supervision of students individually or in a dyad is considered to be individual supervision, and should be recorded as such. The length of time of each supervisory session is to be recorded. If the student has presented an audio or video tape excerpt of a clinical session during that supervision, the total time of the tape is counted as raw data, and recorded as such. If the off-campus site supervisor views the tape at another time, then the student also may record the entire time of the tape as raw data.

All students in group supervision may record an hour of raw data supervision when an audio or video tape of a clinical session is presented.

Please Note:

AAMFT requires that students record (audio/video) their clinical sessions as often as possible in order to present them to their supervisors for individual and group supervision. Accordingly, in the interests of the student's professional training and development, the Marriage and Family Therapy Program faculty strongly recommends the submission of recorded clinical sessions for supervision whenever possible. Practicum students must view fifty (50) audio/video/DVD recordings during their 12-month (or more) practicum experience to fulfill their practicum requirements.

Team Practice:

The following standard clarification has recently been implemented by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) regarding clinical training:

“...observing someone else do therapy does not constitute team practice. There must be an on-going and collaborative therapeutic effort, in which all team members have a shared responsibility for a case to be treated, and a shared authority to make treatment decisions (subject to supervisor approval). Clients should understand that they are being treated by a team rather than by an individual.”

Please make sure you check any team work with your on-campus practicum supervisor as well as your site supervisor to insure compliance with COAMFTE standards.

Evaluations:

At the end of each semester (and as an option mid-semester), the field supervisor completes evaluation forms which include specific questions and comments about the student's progress and skill acquisition. These evaluations should be mutually discussed and signed, after which they are to be forwarded to the Marriage and Family Therapy Program Director for review with the student's faculty advisor prior to filing. Additionally, each semester students also evaluate their off-site supervisor.
Hour Forms and Documentation for the MFT Office:

It is each student's responsibility to keep accurate records of internship activities including: clinical case load, types of cases, audio and DVD/video recording, client contact hours with individuals, families, couples and groups, and the necessary supervisory hours. Completed forms reflecting client contact hours, and individual and group on-site and on-campus supervision hours, are to be submitted monthly to the on-campus practicum supervisor. Both on-site and on-campus supervisors need to sign these forms.

The timely documentation for your clinical and supervision hours is an exercise and demonstration of professional development and counts toward the final grade in practicum. These are official documents and open to review by COAMFTE. The forms are a permanent record in your MFT file, so it is in your own best interest to follow the guidelines below:

- The forms must be filled out in pen, black ink preferred. No pencil please.
- In general, forms must be neat and easy to read. At some point, all records will be audited, so it is imperative that they be free of mistakes. Please review prior to submitting. (Check your addition and be sure to total all columns, including recorded entries)
- You are responsible for filling out your forms correctly. Ultimately it is your responsibility should an arithmetic error occur.
- Please be aware of the fact that the department tracks your hours according to the site where it occurs. Therefore, if your Group Supervision occurs at the University of Saint Joseph, please fill out a Group Supervision Sheet with “University of Saint Joseph” listed as the Practicum Site. Group supervision with more than ten students does not qualify as recordable supervision hours. Every attempt is made to limit the USJ groups to 8 or fewer students.
- Please fill out a separate sheet for each site. This is applicable to both Client Hours and Site Supervision Hours.
- Please keep copies in your own files of each of the forms you submit.
- All client and supervision hours are to be submitted during the first week of the next month.

If you have any questions, please call the MFT office at 231-5598 or E-mail kihunter@usj.edu.
Practicum-Related Forms

1. Student Record of Client Contact Hours
2. Sample Form for Client Contact Hours
3. Student Record of Supervision Hours
4. Sample Form for Supervision Hours
5. Case Notes Outline Form
6. Student Evaluation of Site Supervisor Form
7. Supervisor Evaluation of Student Intern Form
8. Marriage and Family Therapy Practicum Evaluation Form
   (This form is completed by your USJ practicum instructor.)
9. Definition of Practicum Evaluation Criteria
10. Student Withdrawal from Practicum Training Site Form
    (This form is used if student is leaving prior to scheduled end date.)
# University of Saint Joseph
## Marriage and Family Therapy Program

## Student Record of Client Contact Hours

<table>
<thead>
<tr>
<th>Student:</th>
<th>Month/Year:</th>
</tr>
</thead>
</table>

### Location:
(One site per form)

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting with Single Units</th>
<th>Meeting with Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Individual # Hours</td>
<td>Group of Individuals # Hours</td>
</tr>
<tr>
<td></td>
<td>One Couple # Hours</td>
<td>Group of Couples # Hours</td>
</tr>
<tr>
<td></td>
<td>One Family # Hours</td>
<td>Group of Families # Hours</td>
</tr>
</tbody>
</table>

### TOTALS

Site Supervisor's Signature:

Student's Signature:
# University of Saint Joseph
## Marriage and Family Therapy Program

### Student Record of Client Contact Hours

**Student:** Sample Page  
**Month/Year:**

**Location:** (One site per form)

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting with Single Units</th>
<th>Meeting with Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Individual # Hours</td>
<td>One Couple # Hours</td>
</tr>
<tr>
<td>10-5-13</td>
<td>2</td>
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<td>10-12-13</td>
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<td>10-19-13</td>
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<td>10-21-13</td>
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</tbody>
</table>

**TOTALS:** 4 4 13 2 3

**Site Supervisor's Signature:** Site Supervisor

**Student's Signature:** Ms. Good Student
# Student Record of Supervision Hours

<table>
<thead>
<tr>
<th>Supervisor's Initials</th>
<th>Date Mo/Day/Yr</th>
<th>Modality</th>
<th>Case Report</th>
<th>Video</th>
<th>Audio</th>
<th>Live</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**TOTALS**

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<td>Audio</td>
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Student's Signature:
## Student Record of Supervision Hours

**Student:** Sample Page  
**Month/Year:**

**Location:**

<table>
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<tr>
<th>Supervisor's Initials</th>
<th>Date (Mo/Day/Yr)</th>
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<th>Audio</th>
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</table>

**TOTALS**

|            | Individual | 2 | Group | 6 | 3 | 1 |

**Student's Signature:** Ms. Good Student
Case Notes
Initial Assessment and Treatment Plan

Date: _______________________________

Family Name: ___________________________________________________________

Identified Client(s): _______________________________________________________

Family Therapist(s): _______________________________________________________

Network Agencies Involved: ________________________________________________

I. Referral

II. Description of Family, Family History

III. Presenting Problems – Family’s View, Therapists’ View

IV. Family Development Stage(s)
   Performance of task appropriate to stage(s)

V. Current Life Context
   Sources of Support, Sources of Stress

VI. Structural Assessment
   Include family structure, subsystem organization (including extended family and
   agency helpers as necessary), function of symptomatic behavior in maintenance of current
   structure.

VII. Family’s Response to Therapy
    Include initial interventions and family’s responses

VIII. Treatment Goals
# Marriage and Family Therapy Program
## Student Evaluation of Site Supervisor

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Please answer the following questions about your site supervisor for the current semester. This form is confidential and need not be discussed with your supervisor. Please hand it in to the MFT office at the end of the semester.

<table>
<thead>
<tr>
<th></th>
<th>Provides me - in a competent way - with useful feedback regarding my behavior as a therapist.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Makes supervision a positive and constructive learning process.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Provides me with specific help in the areas I need to work on yet adequately emphasizes my strengths and capabilities.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Addresses issues relevant to my current concerns as a therapist.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Helps me explore new and alternative therapy strategies that I can use with my clients.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Helps me focus on how my behavior as a therapist affects my clients.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Assists me in brainstorming solutions, responses, and techniques that would be helpful in future therapy sessions.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Enables me to become actively involved in the supervision process.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Deals appropriately with the affect generated in my therapy sessions.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Helps me develop case management skills and is helpful when critiquing my report writing.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Motivates me to assess my attitudes and behavior as a therapist.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Helps me use assessment methods constructively in therapy.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>1</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Appropriately addresses interpersonal dynamics between the two of us and accepts my feedback.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>1</td>
<td>5</td>
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<table>
<thead>
<tr>
<th></th>
<th>Helps me develop increased skill in critiquing and gaining insight from my therapy tapes.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>14</td>
<td></td>
<td>1</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>15.</td>
<td>Allows and encourages me to evaluate myself.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>16.</td>
<td>Explains the criteria for evaluation clearly in behavioral terms and applies criteria fairly in evaluating my therapy performance.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Clarifies his/her expectations of me throughout semester.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Helps me identify the processes operating between me and my clients, including transference and countertransference.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Helps me identify my position within the larger systems, as well as the therapy system.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Facilitates my attention to the balance of initiative within the therapy system.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21.</td>
<td>Confirms my experience of the clients’ in-session behavior.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Listens to my audio recordings and observes my video recordings.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Supervisor used my raw data or observed for approximately ________ hours over the semester.</td>
<td></td>
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</tr>
<tr>
<td>24.</td>
<td>Please rate your overall experience with this supervisor this semester.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>If you had the opportunity, would you seek further supervision from this supervisor?</td>
<td>yes</td>
<td>maybe</td>
</tr>
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</table>

Comments:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

43
Marriage and Family Therapy Program
Supervisor Evaluation of Student-Intern

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Evaluation</th>
<th>Supervisor Name</th>
</tr>
</thead>
</table>

Thank you for your time and attention to the student review process. In the event that you find a particular area needs attention or is a notable strength of the intern, please provide your feedback or recommendations in the open-ended section below. We greatly value your feedback.

<table>
<thead>
<tr>
<th><strong>Initial Stage of Therapy</strong></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intakes/referrals handled promptly and appropriately.</td>
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<tr>
<td>2. Clearly discusses expectations for treatment (e.g., consent, frequency, duration).</td>
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<tr>
<td>3. Establishes contact with larger systems (e.g., other therapists, agencies, medical professionals).</td>
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<td>4. Engages appropriate members of the system in treatment (e.g., spouse, parent).</td>
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<tr>
<td>5. Establishes appropriate and measureable goals for treatment of the presenting problem.</td>
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<tr>
<td>6. Forms positive therapy alliance by communicating respect and empathy toward family members.</td>
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<table>
<thead>
<tr>
<th><strong>Advanced Therapy Skills</strong></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Attention</th>
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</thead>
<tbody>
<tr>
<td>7. Assesses the nature of the family system appropriately (e.g., structure, development, beliefs).</td>
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<tr>
<td>8. Employs appropriate basic therapy skills throughout treatment (i.e., attending, reframing, reflective listening).</td>
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<tr>
<td>9. Intervenes effectively from core MFT models that are appropriate for the client(s) (i.e., enactments, exception-seeking, externalizing, circular questioning).</td>
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<tr>
<td>10. Demonstrates sensitivity to client and family diversity.</td>
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<tr>
<td>11. Guides the direction of therapy toward established goals/outcomes from intake to termination.</td>
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<td>13. Avoids triangulation by establishing appropriate boundaries.</td>
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<tr>
<td>14. Effectively terminates with clients at appropriate times.</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>15. Paperwork completed accurately to the standards of the site.</td>
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<tr>
<td>16. Paperwork submitted in the expected time frame.</td>
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<tr>
<td>17. Communicates effectively and professionally with colleagues.</td>
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<tr>
<td><strong>Supervision</strong></td>
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<tr>
<td>19. Utilizes video tape/live supervision of cases.</td>
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<tr>
<td>20. Seeks consultation when needed.</td>
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Major Strengths:

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

General areas to refine:

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Suggestions/Comments:

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Supervisor signature: ___________________________ Date: _______________
# Marriage and Family Therapy Practicum Evaluation

**Semester:** __________________________

**Student:** ______________________________________

**Practicum Supervisor:** __________________________

**Developmental Level:** (check)

- [ ] _____ Beginner  (first 50 & 100 hours)
- [ ] _____ Intermediate  (between 100 & 350 hours)
- [ ] _____ Advanced  (between 350 & 500 hours)

**Practicum Semester # ____**

<table>
<thead>
<tr>
<th>Inadequate Information 0</th>
<th>Deficient 1</th>
<th>Below Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
<th>Exceptional 5</th>
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<tbody>
<tr>
<td><strong>Case Assessment</strong></td>
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<td>Comments:</td>
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<td><strong>Hypothesizing</strong></td>
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<td>Comments:</td>
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<tr>
<td><strong>Intervention &amp; Therapy Process</strong></td>
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<td>Comments:</td>
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<td>Reflecting Process</td>
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<td>Self-of-the-Therapist</td>
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<tr>
<td>Written &amp; In-class Presentations</td>
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<td>Comments</td>
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<td>TOTAL SCORE:</td>
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**Rating Scale**

5 = Exceptional: Skills and understanding significantly beyond developmental level
4 = Exceeds Expectations: Strong mastery of skills and thorough understanding of concepts
3 = Meets Expectations: Understanding of concepts/skills based on developmental level evident
2 = Below Expectations: Concepts/skills used inconsistently or in error; in process of developing
1 = Deficit: Significant remediation needed; deficits in knowledge/skills
NA = Not Applicable: Unable to measure with given data (do not use to indicate deficit)

**Grading (add column totals)**

30-26 = A  25-21 = A-  20-18 = B+  17-15 = B  14-12 = B-  11-9 = C+  8-6 = C  5-1 = C-

**FINAL SEMESTER GRADE**  =   

**SIGNATURE:** _______________________________  **DATE:** ____________

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Marriage and Family Therapy Program

Definition of Practicum Evaluation Criteria
(For Preceding Practicum Evaluation)

Case Assessment
The student

- uses systemic principles and perspectives to understand human interaction, normal family process and the presenting problem.
- can articulate how principles of human development, family development and life cycle relate to the case. Recognizes hierarchies, boundaries, dynamics of triangling and family behavioral patterns, and can articulate their influence maintenance of the presenting problem.
- is able to clarify the presenting problem, gather information regarding structure, sequence and patterns, and determine the strengths and resources a family brings to therapy.
- is able to create assessment strategies that are sensitive to gender, race and cultural issues.

Hypothesizing
The student can formulate a systemic hypothesis as well as articulate long and short term treatment plans based on hypotheses.

Intervention and Therapy Process
The student demonstrates an understanding of intervention techniques by using interventions appropriate to the situation. The student uses theory specific interventions appropriately and is able to articulate a rationale for these interventions. The student can articulate the link between theory, assessment and hypotheses/intervention.

Reflecting Process
Student is able to offer multiple descriptions, understandings and meanings about the problem situation from a position of interest, curiosity and not-knowing. Reflections are framed as speculative, tentative. Student is able to show how reflections influence the course of therapy in subsequent sessions.
**Self-of-the-Therapist**

The student…
- is aware of how his/her communication style impacts therapy and is curious in learning about himself/herself.
- is able to manage his/her own anxiety the therapeutic interview.
- shows appropriate boundaries regarding self-disclosure to the client.
- can be flexible and analytical, express him/herself authentically and accept feedback.
- recognizes how his/her developmental or other issues affect the therapeutic process.

**Written and In-class Assessment**

Written assessments are well organized with good use of standard writing mechanics.

Assessments include:
- Case description
- Genogram
- Session number
- Presenting problem
- Systemic hypothesis
- Description of prior interventions and therapy process
- Question for reflectors
Written Notification of Student’s Withdrawal from Practicum/Internship Training Site Prior to the Normally Scheduled End-Date

**Procedure:** After verbally informing their site supervisor, campus supervisor, and advisor of their decision to withdraw, students should complete the following form and submit it to their advisor, with copies to their site supervisor, campus supervisor, the Department of Counseling and Family Therapy Practicum/Internship Coordinator, and the Department Chair.

<table>
<thead>
<tr>
<th>Date Submitted to Site Supervisor</th>
<th>____________________________</th>
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</thead>
<tbody>
<tr>
<td>Agreed Upon Date of Completion</td>
<td>____________________________</td>
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<tr>
<td>Student’s Name</td>
<td>____________________________</td>
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<tr>
<td>Student’s Signature</td>
<td>____________________________</td>
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<tr>
<td>Practicum or Internship Site:</td>
<td>____________________________</td>
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<tr>
<td>Site Supervisor’s Name</td>
<td>____________________________</td>
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<tr>
<td>Site Supervisor’s Signature</td>
<td>____________________________</td>
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<tr>
<td>Reason(s) for withdrawal:</td>
<td>____________________________</td>
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<tr>
<td>Did you give a two-week notice to your site supervisor:</td>
<td>Yes ___ No ___</td>
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<tr>
<td>If No, please explain:</td>
<td>____________________________</td>
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<tr>
<td>Please send the original of this form to your advisor, with copies to your site supervisor, campus supervisor, the Department of Counseling and Family Therapy Practicum/Internship Coordinator, and the Department Chair. (Feel free to add additional comments on the back of this form or by attaching notes to this form).</td>
<td></td>
</tr>
</tbody>
</table>