STUDENT HANDBOOK 2022-2024

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**SPECIALIZATION IN MARRIAGE & FAMILY THERAPY PROGRAM**

**STUDENT HANDBOOK 2022-2024**

## MISSION

The mission of the Specialization in Marriage and Family Therapy Program is to educate and train the next generation of culturally conscious couple and family therapists who are grounded in systemic theories and ethical clinical practice that provide research informed therapeutic services to diverse individuals, couples, families and communities.

## PROGRAM DESCRIPTION

The Specialization in Marriage and Family Therapy (SMFT) within the Applied Human Development and Family Sciences (AHDFS) program is a 54-credit M.S. degree program comprised of academic education and clinical training. The program typically is completed in two academic years comprised of five consecutive semesters when pursued on a full-time basis. Students may take up to six years to complete the program. Our process of education and training is carefully planned to facilitate clinical growth in core competencies, the mastery of student learning outcomes and graduation as a skilled entry-level couple and family therapist.

The 2022-2024 Plan of Study may be found in Appendix ET 1. The SMFT Program is accredited by the Commission for the Accreditation of Marriage and Family Therapy Education (COAMFTE). The Re-accreditation process began in October 2020 with the goal of re- accreditation in 2022.

## PREPARATION FOR THE PROGRAM

**Criminal Background Checks**

Each student in the incoming cohort must complete a criminal background check prior to the beginning the program. The background check is required to provide services for clients. In June, members of the new cohort will be contacted by the Couple and Family Therapy Clinic Director with instructions for completing the background check. A student can also meet this requirement if they have completed the Illinois background check successfully through NIU within the last year. The background checks are conducted by Castle Branch at the cost to the student of $22.75.

## Prerequisite Undergraduate Courses

Students admitted to the program are required to complete three requisite undergraduate courses with a “B” or better, which are the equivalent of:

HDFS-230 (Child Development) or HDFS-280 (Human Development) HDFS-284 (Introduction to Family Relationships)

HDFS-432 (Theories of Child Development) or HDFS-484 (Family Theories)

The undergraduate transcript of each student will be reviewed after admission into the program. In the official admission letter, each student will be notified if it is necessary to complete any of the prerequisite course(s). It is strongly recommended that students complete the course(s) in the summer prior to beginning the program in the fall. The student may opt, however, to take the prerequisite course(s) in the first fall semester. Prerequisite courses may be taken at NIU, a local college, or an online university. If the student chooses to take the course at NIU, they should

contact Kristine Radtke at [kradtke@niu.edu](mailto:kradtke@niu.edu) or (815) 753-7353 for assistance in registering for the course.

## Registering for Classes

After you communicate your acceptance of our invitation to attend the SMFT Program to the Program Director, the Graduate School at NIU will send you an electronic message with instructions on how to formally enroll as a graduate student for the Fall Semester. This will include your student ID. Once you have formally enrolled at NIU, you may register for the fall classes. If you experience any difficulties in registering contact Dr. Harris-McKoy at [dharrismckoy@niu.edu](mailto:dharrismckoy@niu.edu) or Kristine Radtke at [kradtke@niu.edu](mailto:kradtke@niu.edu) or (815) 753-7353. **NOTE**: In early August, you will be told which HDFS-639 (Practicum) course to register for.

## Key First-Year Dates at a Glance

|  |  |  |  |
| --- | --- | --- | --- |
| **First Year – Fall Semester 2022** | | **First Year – Spring Semester 2023** | |
| **Graduate School**  **Orientation** | August 18 | **Internship Interviews** | January 2-6 |
| First Day of Classes | August 22 | **CFTC Orientations** | **January 12,19,26** |
| **CFTC Orientations** | Sept 1, 2, 16 | **Start Practicum (2-8 P.M.)** | **Jan. 17/18/19 or 20** |
| **Teaming/Practicum Begins** | Sept: 6, 8, 12 | Assignment/First Clients | Late January |
| **PREPARE/ENRICH**  **Training (virtually)** | September 23 | **Internship Placements** | Late January |
| **IAMFT Conference** | November 3-5 | Spring Recess: CFTC Closed | March 13-19 |
| **Internship Lunch** | November 18 | **IAMFT Futures**  **Conference** | April |
| **Gottman I Training**  **(virtually)** | September-  December | Transition Clients | April |
| **Phone Training** | December 2 | **Gottman II Training**  **(virtually)** | June-August |
| **Internship Application**  **Letters** | Early  December | **Begin Internship** | Late May-Early  June |

The NIU Academic calendar may be found at <https://www.niu.edu/academics/calendars>

## STUDENT LEARNING OUTCOMES

**AHDFS (Applied Human Development and Family Sciences) Student Learning Outcomes**

1. Demonstrate the ability to understand and apply theories of human development, family relationships, and human ecology to individual and family development across the lifespan.
2. Demonstrate the ability to apply ethical and reflective approaches to the study of and practice with individuals, couples, and families.
3. Show proficiency in professional oral and written communication skills and the use of empirically-based information on human development and family sciences.
4. Demonstrate the ability to understand, apply and synthesize research related to the study of human development and family sciences.
5. Demonstrate the ability to work with a diverse set of families and individuals by using culturally-relevant research, theory, skills and approaches.

Specialization in Marriage and Family Therapy Student Learning Outcomes

1. Demonstrate an understanding of human development across the individual life span and the family life cycle and the ability to integrate theories of development into their clinical work.
2. Display a comprehension of systems theory, including classic and contemporary CFT theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.
3. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.
4. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.
5. Exhibit sensitivity to cultural diversity and awareness of the contextual factors that impact clients along with the ability to skillfully integrate this cultural awareness in therapy with diverse individuals, couples, and families.
6. Demonstrate a beginning- level knowledge of MFT research; an understanding of the research conducted by the CFT Clinic and the capacity to use this research in their therapy with clients.
7. Display a comprehension of the [AAMFT Code of Ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx) and legal issues pertinent to couple and family therapists. Demonstrate the capacity to assess and to apply an ethical decision- making model to ethical and legal issues in clinical work.

## ACADEMIC PREPARATION - Year I

The academic education of the first year focuses on building a strong knowledge foundation of systemic clinical theories including their perception of dysfunction, theory of change, assessment model and intervention skills. Furthermore, academic preparation facilitates the development of the clinical skills of assessment, developing hypotheses, case conceptualization, treatment planning and intervention.

## Fall I Semester

The primary educational and training goal of the first semester is to prepare students academically and clinically to provide competent care for clients beginning in the spring semester. Full-time students typically take 13 academic credits in their first semester comprised of four (4) academic courses and Practicum. The Fall I schedule appears below:

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TITLE** | **DAY/TIME** | **DESCRIPTION** |
| HDFS- 601 | *Seminar in Human Development and Family Studies* | Monday Afternoons (TBA) | Increases knowledge of MFT research on human development & develops the ability  to conduct a literature review. (Blended:**3 Credits**) |
| HDFS- 784 | *Theoretical Foundations of Family*  *Therapy* | Tuesdays: 9:30-12:10 | Provides foundational knowledge of the primary modern and post-modern systemic  theories and models. (**3 Credits**) |

|  |  |  |  |
| --- | --- | --- | --- |
| HDFS- 691 | *Assessment in Marriage and Family Therapy* | Wednesdays: 9-11:40 | Trains students to make accurate DSM-5 diagnoses, to conduct systemic assessments and make at-risk/safety evaluations. (**3**  **Credits**) |
| ETR-521 | *Educational Statistics* | As Scheduled | *Statistics* prepares students to read research  and do statistical analysis for the research thesis option. (**3 Credits**) |
| HDFS- 639 | *SMFT Practicum* | Monday, Tuesday, or  Wednesday | 2022 Cohort participates in group supervision, trainings, and teams on cases.  (**1 Credit**) |

## Spring I Semester

The second semester comprises the heaviest academic load of the program. Its primary educational and training goals include building on the academic foundation of the first semester with in-depth study of systemic clinical theory and practice along with the development of core clinical skills through coursework and clinical supervision. The Spring I schedule appears below:

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TITLE** | **DAY/TIME** | **DESCRIPTION** |
| HDFS- 693 | *Addiction & Substance Abuse in MFT* | Mondays: 9-11:40 | Provides clinical education in the diagnosis  and treatment of substance disorders. (**3 Credits**) |
| HDFS- 695 | *Approaches to Marriage and Family Therapy* | Tuesdays: 9:30-12:10 | Provides an in-depth focus on Bowen Family Systems & Attachment theory and practice and therapy with Trauma. (**3**  **Credits**) |
| HDFS- 604 | *Research Methods* | Wednesdays: 9-11:40 | Trains students in the fundamentals of understanding, critically reading and  designing clinical research (**3 Credits**) |
| HDFS- 694 | *Marriage & Family Therapy Techniques: Children and*  *Adolescents* | Thursdays: 9-11:40 | Prepares students to assess, conceptualize, plan, and intervene with families and children grounded in systemic theories (**3**  **Credits**) |
| HDFS- 639 | *SMFT Practicum* | Designated Day: 2-8 P.M. | The cohort receives dyadic, group & live supervision for therapy with clients (**2**  **Credits**) |

## Summer Semester

The primary educational and training goals for the Summer Semester include growth in MFT clinical skills, smooth transition into Internship and an in-depth understanding of and ability to apply the AAMFT Code of Ethics. The Summer semester schedule appears below:

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TITLE** | **DAY/TIME** | **DESCRIPTION** |
| HDFS- 692 | *Professional Issues In Family Therapy* | Tuesdays:9- 12  & Online | Provides education in core ethical issues and the Code of Ethics along with training  in ethical decision-making. (Blended, **3 Credits**) |

|  |  |  |  |
| --- | --- | --- | --- |
| HDFS- 588 | *Working with Ethnically Diverse Children & Families in the United*  *States* | Online | *588* prepares students to integrate awareness of and sensitivity to cultural/contextual factors for clients in  therapy. (**3 Credits**) |
| HDFS-  639 | *SMFT Practicum III* | Monday or  Tuesday | Ongoing supervision for clinical work in  the CFTC (**3 Credits**). |
| HDFS-  633 | *SMFT Internship in*  *Community Agencies* | 2 Days as  Scheduled | Additional clinical training and experience  in a community agency setting (**1 Credit)** |

## CLINICAL TRAINING

**SMFT Training Philosophy**

Conducting therapy under close supervision is the core of clinical training since students grow primarily through the combination of experience, reflection, and guidance. Thus, openness to supervisory feedback, follow-through on recommendations and working on growing edges are essential to therapist growth. Supervision facilitates development from a foundation of basic counseling skills to an effective personal therapeutic style rooted firmly in systemic theory by growth in a) confidence; b) clinical skills; and c) intentionality. Supervision also addresses when clinical work is impacted adversely by personal factors. It is expected that every student will act in a professional manner and abide by the AAMFT Code of Ethics.

## Practicum I: HDFS-639

Practicum is supervised clinical training comprised of individual/dyadic, group and live supervision. SMFT students are assigned to a practicum group by the Clinic Director and participate in Practicum all five semesters of the program. In addition to supervision, Practicum students either team on or see clients on their practicum day. The grade for HDFS-639 is either Satisfactory or Unsatisfactory.

Practicum I (First Fall) is a **1-credit course** that begins in the 3rd week of classes. It is comprised of a) participation in weekly group supervision of student-therapists; b) Teaming; c) Orientation and d) Basic skills training. Students are expected to complete a basic skills practice session, team for 50 hours, and pass a Readiness Assessment to begin clinical work with clients in the CFTC in the Spring Semester.

### *Orientation*

First-year students participate in several orientation sessions as part of their preparation to see clients in the CFTC. Orientation includes a) CFTC Policies and Procedures; b) Confidentiality;

c) Basic Skills; d) Teaming Policies; e) Being Culturally Informed; f) Fundamentals of MFT Ethics; g) Clinical Documentation and h) Crisis Management Skills.

### *Treatment Team Policies*

In their first semester, students begin Teaming on cases. Treatment Team members comprise a reflecting team by observing therapy sessions from behind the mirror then consulting with the therapist regarding treatment a *minimum of 5-10 minutes* following the session. Team members may actively keep case notes and are encouraged to contribute to case discussions in group and live supervision. The policies for treatment team participation include:

1. Prior to teaming on cases, students must review and sign the Teaming Agreement (ET2) and complete a training on confidentiality.
2. Each student is assigned two (2) teaming cases on their first day of Practicum, which starts the 3rd week of classes. Three (3) new cases will be added by October 1st and again by October 15th, creating a caseload of eight (8) for the semester. The caseload will be a mixture of cases assigned by the Clinic Director and ones that are selected by the student. ***All teaming cases will be approved by the Clinic Director.***
3. Students will team weekly on their caseload through the termination of a case.
4. When a team member has an excused absence, he/she must watch the digital recording *before the next live session*. Watching recording in lieu of live sessions should occur sparingly.
5. Students are expected to maintain a full caseload. If a client regularly misses sessions or moves to a new day, the case may be dropped to team on another case at the same time *with the permission of their supervisor.* The student will communicate caseload changes to the Clinic Director and Clinic GA.
6. To qualify for Readiness Assessment, first-semester students need to accumulate 50 teaming hours.
7. Students may count 100 teaming hours toward the 500 clinical hours required for graduation. After reaching 50 teaming hours and completing the first semester, students typically continue teaming for the remainder of the program strategically selecting cases with the Clinic Director and GA.
8. Students must record their teaming hours weekly on the Therapist Log Excel Spreadsheet. Logs sheets are due every Friday.

### *Basic Skills Practice Session*

Each first-semester student conducts a 50-minute practice counseling session recorded in the CFTC. The mock session is an initial session with an individual client. The primary foci of the evaluation of the session include a) joining effectively with the client; b) demonstrating active listening; c) using a repertoire of responses that communicate effective listening; d) gathering good information and; e) creating sustained interactions that focus on an important topic for several minutes. Each student will receive detailed feedback that identifies strengths and growing edges as well as effective responses.

### *Readiness Assessment*

The Readiness Assessment is conducted by the Practicum Supervisor and is comprised of a) evaluation of participation in supervision and teaming; b) skills displayed in three practice sessions and; c) feedback on performance in HDFS-691{diagnostic/assessment skills} and HDFS-784{theoretical understanding}. A copy of the Readiness Assessment may be found in Appendix ET3.

## Practicums II-V: HDFS-639

Practicum II (Spring1) is a **2-credit hour course** where students begin to see clients in the CFTC and receive clinical supervision after passing the Readiness Assessment and completing additional clinical orientation. Students continue to provide therapy, receive supervision, and participate in practicum for the remaining three semesters (Practicums III-V). Practicums III-V

are **3-credit hour** courses. Practicum runs from 2 P.M. to 8 P.M. The policies and procedures of Practicum are described in the following sections.

### *Student-Therapist Expectations*

The Student-Therapist (ST) provides individual, couple and family therapy over four semesters in the SMFT Program under the mentorship of faculty supervisors. The ST is available in the Clinic for two (2) days and 16 hours per week including late afternoon/early evening hours each day. The ST carries an average caseload of 8-10 clients and is responsible for the timely completion of clinical documentation for each client. On occasion, additional hours may be required to complete paperwork.

### *Supervision*

Students receive an hour of individual/dyadic and group supervision weekly and frequent live supervision from their Practicum Supervision. In crises or perplexing situations, supervision is provided by the On-Call Supervisor, an SMFT faculty member designated to cover that Clinic on that day. Faculty supervisors are available for impromptu supervision as needed when on campus. Every Friday, the Student-Therapist will log their supervision hours into the Therapist Log Excel Spreadsheet.

### *Assignment of Clients*

The assignment of clients is coordinated by the Clinic Director using these guidelines:

1. Clients are typically assigned to a therapist by the Intake Therapist following the intake procedure delineated in the *CFTC Policy and Procedures Manual*.
2. First-year therapists will be assigned their first clients by the Clinic Director in late January. The initial clients will be seen by the therapist on their Practicum day. The client caseload will build slowly to a maximum of 10 clients over the remainder of the first semester.
3. In the Spring Semester, second-year therapists are the priority for the assignment of relational cases until spring break (or later if necessary) to fulfill graduation requirements for relational hours. When needed, the Clinic Director will determine the order in which therapists are assigned relational cases.
4. After spring break, the majority of new intakes are assigned to first-year therapists.
5. With the permission of their supervisor, first-year students may function as a co-therapist on new relational cases with the expectation that he/she would continue as the solo therapist after the graduation of the second-year therapist.
6. As their caseload builds in the Spring Semester, first-year students will see clients on a second day in the Clinic. The Clinic Director will create the therapist schedule in collaboration with students and the Clinic GA.

### *The Spring Transition*

In March of the Spring Semester, second-year therapists begin the termination process with clients by:

1. Determining with each client whether they would like to a) terminate therapy; or b) transition to another therapist to continue therapy after the graduation of their therapist.
2. The therapist will notify the Clinic Director and their Supervisor about client decisions.
3. A new therapist will be assigned to clients who opt to transition in conjunction with the Supervisor.
4. When possible, the transition to a new therapist should be a three-session process comprised of a) the new therapist watches the first two sessions behind the mirror; b) the new therapist is introduced to the client(s) at the end of the second session; c) the new therapist is a co- therapist in the third session taking the lead with the support of the terminating therapist.
5. Once the case is transitioned to the first-year therapist, the outgoing therapist will team on the case until graduation to provide support and guidance for the new therapist.
6. All transitions must be completed by finals’ week. During finals’ week, graduating students are expected to collect their personal belongings, complete all paperwork, and return keys to the Clinic.
7. In order to graduate, all Student-Therapists will complete the paperwork due to the Clinic Director and required to close or transition all client files. The graduating student will ensure that all paperwork is reviewed by the Clinic Director.
8. When first year therapists begin seeing cases independently of second year therapists, each practicum supervisor will provide at least an hour of supervision each week for first year therapists.

### *Theory of Change Papers*

The primary goal of therapy is to facilitate change with clients. Consequently, it is essential for therapists to develop an in-depth understanding of how he/she promotes change in therapy. A clear theory of change provides a strong foundation for one’s clinical work. The Theory of Change paper is an evolving document due at the end Practicums III and V. It plays a key role in therapist development by helping each student to formulate and articulate their personal theory and style of facilitating change. The guidelines for each Theory of Change paper may be found in Appendix ET 4a & 4b.

### *Evaluations*

Students are evaluated by their Practicum Supervisor at the end of each semester for Practicums II-V. The evaluation process includes a) written evaluation by the supervisor; b) written evaluation by the student and: c) face-to-face review of the evaluations. The written evaluations are designed to assess developmental progress, strengths, and growth areas. It is comprised of narrative comments and ratings on key items using a 5-point Likert scale. Student evaluation forms appear in Appendix ET5a-d.

The evaluation process is goal-focused devised to promote development growth in the competency of the student-therapist. Each Practicum has specific developmental goals for the cohort described in the syllabus. In addition, individual goals are established for the next semester by the student and supervisor in the evaluation process. Any “2” ratings should become a learning goal for the next semester.

Occasionally, a serious problem with clinical competency and/or skill development emerges during the semester or in the evaluation process. This problem may be a critical incident or a persistent difficulty in client sessions, which lead to a “1” rating in the evaluation. In these instances, a detailed plan must be created with SMFT faculty to strengthen the competency and/or to rectify the critical incident. Similarly, serious violations of CFTC policy and procedures (e.g. breaking confidentiality) necessitates disciplinary action from SMFT faculty that may include a) meeting with faculty; b) written warning; c) response plan; d) educational steps; or e) dismissal from the program.

## INTERNSHIP

In addition to the clinical days in the CFTC, students will begin an off-campus internship in the summer that will continue through the Fall 2 and Spring 2 semesters. The internship enables students to obtain the minimum 500 clinical hours required for graduation and provides valuable experience in an agency setting. It also can be an opportunity to work with a specific population (e.g. adolescents; mentally ill). Students typically commit 16 hours over two days to provide client services at their internship site.

### *Internship Sites*

The SMFT Program has approved several agencies in the community as internship sites. Many of the sites have worked with our students for several years. Each agency interacts regularly with the CFTC and has agreed to meet SMFT training expectations including a) individual and relational hours; b) weekly supervision and c) clinical evaluations of students. In turn, students are expected to comply with agency policy and procedures regarding case documentation, client services, confidentiality, and crisis management. Internship sites must provide a minimum of one hour of supervision per week from an on-site clinical supervisor who is an independently licensed mental health professional in the state of Illinois.

### *Placement Process*

Students are placed in an internship site through the following process:

1. An Internship Luncheon is held annually in November on campus. Prior to the luncheon, students are provided with information about each agency providing an internship. A representative from each agency or facility will give a brief summary of the clinical services and the opportunities for interns at their site. Students then sit down one on one with agency personnel to discuss the agency’s services and approach to training. Students use this experience to determine their preferred internship sites.
2. In the first week of December, students apply to the preferred internship sites by mailing an application letter and resume to the site supervisor. The Clinic Director is a resource for assistance with letters and resumes.
3. Agencies will contact students to schedule interviews, which usually take place in early January. Students are encouraged to bring their resumes to interviews.
4. Agencies typically extend an offer to students in mid-to-late January. Placements are coordinated by the Clinic Director. Students usually will be notified of their official placements by the end of January. If a student encounters a problem with placement, the Clinic Director will work with them until a site is finalized.
5. On occasion, a student may wish to find an alternative internship site for personal reasons or to work with a specific client population. In these instances, the student must begin working with the Clinic Director to find an internship site in October of the first semester.

### *Beginning Internship*

1. Early in the Spring Semester, an agreement must be made between the student and the on-site internship supervisor regarding work hours and days. Required hours vary among internship sites. The Student Intern usually commits 16 hours over two days to provide client services at their site. Students should use caution in scheduling excessive hours at internship in order to meet all of the program requirements for graduation.
2. In scheduling internship, the student will keep in mind the summer schedule for HDFS-639 (Monday or Tuesday) and HDFS-692 (Tuesday, 9-12). The internship schedule will be communicated to and approved by the Clinic Director. All approved internship sites have agreed to provide 8 or more hours of clinical contact on weekly basis.
3. At the beginning of internship, the Site Supervisor and the Student Intern will sign the SMFT Internship Agreement provided by the Clinic Director and return it to the Clinic Director.
4. The Site Supervisor and the Student Intern will complete a Learning Contract (Appendix ET6) within one month of beginning the internship and return it to the Clinic Director The Student Intern will sign the Internship Agreement (Appendix ET7) required by NIU and give this signed form to their SMFT supervisor prior to beginning the internship. When an agency requires its own agreement document, it is the agency’s responsibility to provide it.
5. Malpractice insurance is provided by NIU through course fees. If a student wishes to augment the NIU insurance, Student Members of AAMFT are provided malpractice insurance through their membership.

6.

7. The Student Intern is registered for **1 credit** of HDFS-633 typically for three semesters (Summer, Fall, Spring of the second year). Three credits of HDFS-633 are required for graduation.

### *During Internship*

1. The Student Intern is expected to provide an average of 8 and no more than 12 clinical hours weekly throughout their internship. Interns will conduct themselves in a professional manner at the Internships site.
2. Student Interns will engage clients in different phases of the therapy process. This engagement might include telephone conversations, intake interviews, diagnosis and assessment, treatment planning, implementing interventions, assessing outcomes, and making appropriate terminations or referrals.
3. The clinical work of the Student Intern will be supervised by the Site Supervisor. The Supervisor will provide one hour of supervision per week. This supervision may be in an individual or group format, and may involve case review, live observation, or video review.
4. Interns will comply with agency policies and procedures including paperwork requirements, confidentiality policies and emergency/crisis procedures. They will also engage in case management activities such as case notes and record-keeping, staff meetings, travel, administrative activities, consultation with appropriate community members, professionals or agencies, and case conferencing.
5. After every month, students are required to have their internship supervisor review and sign off on their hours. Students will give the signed copy to the Program GA to place in the student’s file.
6. The student will document the clinical and supervision hours at internship weekly on the Therapist Log Excel Spreadsheet.
7. The clinical hours obtained at Internship count toward the 500 hours required for graduation.
8. At the beginning of each semester, the Site Supervisor and the Intern will receive a copy of the HDFS-633 syllabus, which includes the SMFT Program’s development goals for each Student Intern.

### *Evaluation*

At the end of each semester, the Clinic Director will send the SMFT Intern Evaluation Form electronically to the Site Supervisor (Appendix ET8a-c) and notify the Intern to complete the Student Evaluation Form (Appendices ET9a-c). The evaluation process includes a) written evaluation by the supervisor; b) written evaluation by the student and: c) face-to-face review of the evaluations.

The written evaluations are designed to identify student strengths and growth areas and to assess progress on learning goals. These developmental goals are comprised of SMFT Program goals, communicated through the HDFS-633 syllabus and individualized goals established with the Site Supervisor at the beginning of each semester. Any “2” ratings should become a learning goal for the next semester.

The Site Supervisor will report a serious problem with clinical competency, skill development or professional comportment to the Clinic Director. In these instances, a remediation plan must be created with the internship site to strengthen the competency and/or to rectify professional conduct. Serious violations may result disciplinary action including dismissal from the program.

### *At the End of the Internship Period*

The intern will complete the form Intern's Evaluation of Internship Site (Appendix ET10) and submit it to his/her practicum supervisor before the end of the spring semester. This form will be kept on file for future students to familiarize them with the internship sites.

## ACADEMIC PREPARATION- Year II

The primary educational and training goal for the Fall II semester is to facilitate significant clinical growth through extensive clinical experience and supervision and advanced coursework. Students may elect to take ***their elective*** this semester. The Fall II schedule appears below:

## Fall II Semester

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TITLE** | **DAY/TIME** | **DESCRIPTION** |
| HDFS- 697 | *Marriage & Family Therapy Strategies:*  *Treatment of Couples* | Mondays: 9-11:40 | Provides advanced education in the theory and practice of couple therapy (**3 Credits**) |
| HDFS-  633 | *SMFT Internship in*  *Community Agencies* | 2 Days as  Scheduled | Additional clinical training and experience  in a community agency setting (**1 Credit)** |
| HDFS-  639 | *SMFT Practicum IV* | Designated  Day: 2-8 P.M. | Ongoing clinical supervision and practice  (**3 Credits**) |
| Take Comprehensive Exam | | | |

**Spring II Semester**

The main goal of the final semester of the program is to foster the advanced development of clinical competence of the therapeutic skills, including MFT core competencies, necessary to fulfill the SMFT Student Learning Outcomes and to graduate as strong entry-level couple and family therapists. Students ***must*** take ***their elective*** this semester if the requirement as not been met.

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TITLE** | **DAY/TIME** | **DESCRIPTION** |
| HDFS- 785 | *Sex Therapy* | Mondays: 9-11:40 | Provides clinical education and training in the diagnosis and treatment of sexual  disorders. (Blended) (3 Credits) |
| HDFS-  633 | *SMFT Internship in*  *Community Agencies* | 2 Days as  Scheduled | Advanced training & development toward  becoming an entry-level CFT (**1 Credit)** |
| HDFS-  639 | *SMFT Practicum V* | Designated Day:  2-8 P.M. | Advanced training & development toward  becoming an entry-level CFT (**3 Credits)** |
|  | *Elective* |  |  |

## PROFESSIONAL DEVELOPMENT

**AAMFT/ IAMFT Membership**

Students are strongly encouraged to join the American Association for Marriage and Family Therapy (AAMFT) and/or the Illinois Affiliation of Marriage and Family Therapists (IAMFT) as a student member by September of their first year. Membership can be a vital part of establishing and maintaining your professional identity as a couple and family therapist. These organizations promote the profession nationally and locally protecting the MFT license and working to ensure that MFTs are competitive in the marketplace. They also provide opportunities for education, legal consultation, and low-cost insurance.

## IAMFT Conference

Each Fall, IAMFT hosts a state conference at NIU’s Naperville campus. First-year students are required to attend **one day** of the conference (Friday or Saturday) at their own expense, while Second-Year students are required to attend **both** Friday and Saturday at their own expense. In addition to the workshops, students have the opportunity to network with MFTs throughout the state, learn of job openings and make poster presentations. There often are volunteer and scholarship opportunities through IAMFT that may help to reduce the cost of the conference.

## Licensure

It is essential to career development and professional opportunities to become a state-licensed marriage and family therapist. Graduates typically are eligible for licensure two-years post- graduation. Licensure often is a two-step process. First, a graduate can obtain an Illinois Associate Marriage and Family Therapist (AMFT) license shortly after graduation that validates their education and approves them to take the national licensing exam. *It is a significant advantage to take and pass the exam in the first year or so after graduation.* In Illinois, the educational requirements for licensure are accepted automatically for SMFT graduates because we are a COAMFTE- accredited program. Illinois also accepts 100 hours of supervision provided by the SMFT faculty.

In the two years following graduation, the therapist is required to obtain clinical experience which differs by state. The state of Illinois requires 1,000 hours of face-to face client contact. At least 350 of the 1,000 hours must be relational hours. During the two years post-graduation, the therapist is required to have at least 200 clinical supervision hours. ***We strongly recommend that you apply for the AMFT prior to graduation.***

While most states have standard academic and training expectations for an LMFT, there are states with requirements that are not met by the SMFT Program. As a result, students who are planning or considering obtaining a license outside of Illinois are *strongly encouraged* to consult with the Program Director in the first semester of the program to develop a plan for meeting the license requirements of that state. The licensing requirements of all 50 states may be found on the [SMFT website](https://www.chhs.niu.edu/facs/programs/human-development/marriage-family-therapy/documents.shtml) to assist current students in determining the portability of their education and training at NIU.

## REQUIREMENTS FOR GRADUATION

Graduates of the program receive a Master of Science degree in Applied Human Development and Family Sciences with a Specialization in Marriage and Family Therapy. The academic and training requirements for graduation from the SMFT program are described below:

## Academic Requirements

***Credits***: Completion of 54 academic credits including 39 academic credits (13 courses) and 15 clinical training credits (12 Practicum credits and 3 Internship credits). The academic courses and clinical training credits are described in detail above.

***Certifications:*** Each student must complete certification in Gottman I-II Level trainings and as a PREPARE/ENRICH facilitator. This is typically completed in the first year of the program.

***Theory of Change Papers/Presentations:*** Required Integrative Experience for HDFS-639 (III & V)

***Comprehensive Exams****:* Successfully passing three (3) Comprehensive Exams including a) General Question; b) Research Question; and c) Special SMFT Question.

***Thesis Option:*** Students may opt to do a research thesis in lieu of the Comprehensive Exams. The thesis option requires six (6) additional credits (699A) for consultation with the Thesis Chair and committee members.

## Clinical Requirements

***Practicum:*** Passing 12 credits (5 courses) of Practicum (HDFS-639) across 5 consecutive semesters including satisfactory evaluations of clinical growth and competency.

***Internship:*** Passing three (3) consecutive semesters (1credit each) of internship including satisfactory evaluations of clinical growth and competency.

***Client Contact Hours:*** Complete 500 client contact hours including a) 400 or more face-to-face therapy hours; and b) maxium100 Teaming hours. A minimum of 200 of the 500 contact hours must be relational hours (couple or family).

## Supervision Requirements

***Approved Supervision:*** Each student must complete 100 hours of supervision provided by an AAMFT Approved Supervisor. This supervision will be provided by SMFT faculty or their designee.

***“Raw Data” Supervision:*** Students must accumulate a minimum of 50 hours of “raw data” supervision, defined as either a live session or video of a session is observed and discussed with a supervisor.

## GRADUATION PROCEDURES

The following tasks are required or recommended to complete and graduate from the program.

## Closing Case Files

1. Complete all client paperwork listed from the April chart audit and have your supervisor sign off that everything has been completed.
2. All charts will have a Transition summary or Termination summary. The sole exception is when you have been a co-therapist with a 1styear student. In lieu of a summary, the Progress Note should document your last session as a co-therapist.
3. When you are waiting for termination research feedback, write a note in Titanium with this information in the chart so that the chart can be closed but not filed until research feedback can be filed in the chart.
4. Shred any client-related material not in the chart, such as process notes or genograms.

## Evaluations and Documentation of Hours

1. Practicum evaluations have to be completed, reviewed, and signed by you and your supervisor.
2. Internship evaluations have to be completed, reviewed, and signed by you and your supervisor.
3. The Student Evaluation of Internship Form (Appendix ET 10) needs to be completed and submitted to the Clinic Director at checkout.
4. Document in the Therapist Hours Log approved clinical and supervision hours for Practicum and Internship. Each Student Therapist will be provided with a Final Clinic and Supervision Report by the Program GA that documents their clinical and supervision hours accrued in the program.

## Check-Out

Each graduating student will meet with the Clinic Director to:

1. Verify the closing of all clinical charts with completed documentation
2. Provide Practicum and Internship evaluations including the Intern’s evaluation of the site (ET10)
3. Turn in the CFTC key
4. Verify the final documentation of clinical and supervision hours

## Reference Requests

A student or graduate may wish for SMFT faculty and/or internship supervisors to provide a professional reference and/or write a letter of recommendation for positions in the community or for further education. Prior to graduation, the student can request that a faculty member serve as a reference by using the Recommendation Request Form (Appendix ET11), which authorizes faculty to provide references. The same form may be used with internship supervisors. It is best practice to alert the reference when the need for a recommendation is impending.

## Exit Tasks

1. Complete the Exit Survey
2. Participate in an optional Exit Interview with the Program Director
3. Complete the Associate MFT licensing application for Illinois including obtaining the necessary signatures from the Program Director.
4. Request References/Recommendations
5. Take home any personal items from the Pod, CFTC mailbox and/or kitchen

## DISMISSAL FROM THE PROGRAM

A student may be dismissed from the SMFT Program for:

1. Poor academic and/or clinical performance including endangering the psychological health of clients
2. Violation of Confidentiality or of Ethical Conduct
3. Violation of the Policy and Procedures of the CFTC at NIU

Dismissal occurs only after efforts at remediation have failed to correct the infraction or improve performance or when multiple violations occur *except when the violation is especially egregious*.

## SCHOOL POLICIES AND RESOURCES

**Tuition and Fees**

At Interview Day, applicants are provided the current information on tuition and fees. They also are encouraged to apply for a Tuition Waiver and Graduate Assistantship for the first program year. The [Graduate School Catalog](http://catalog.niu.edu/content.php?catoid=51&navoid=2604) provides detailed information for tuition, fees and financial aid.

## Diversity:

Northern Illinois University celebrates diversity in all its forms and strives to create a learning environment that enables students to understand and accept our differences. The NIU Diversity Statement may be found at [https://www.niu.edu/diversity/about/index.shtml.](https://www.niu.edu/diversity/about/index.shtml) Furthermore, it is essential for couple and family therapists to be culturally informed to clinically work with a myriad of clients.

## ANTI-Discrimination Policy

The SMFT Program upholds the NIU Mission to value “A Community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual” with an intentional consideration of contextual factors such as race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, ability, health status, religion, spirituality, political beliefs, and/or nation of origin. It is the intention of the faculty and

supervisors to promote an atmosphere at the CFTC and the SMFT program in which all students are given equal respect and opportunity. If you should come to feel that this ideal is not met at any point in the semester, we encourage you to bring it to our attention. We assure you that we will do our best to facilitate each student having an equal voice.

## Disability Resource Center

The SMFT Program is committed to providing an accessible educational environment in collaboration with the [Disability Resource Center](https://www.niu.edu/disability/students.shtml) (DRC). The DRC is located in the Campus Life Building Suite 180 and can be reached at 815-753-1303 (V) or [drc@niu.edu.](mailto:drc@niu.edu) A student requiring an academic accommodation should let each course professor know at the beginning of the semester.

## The Writing Center and NIU Library

Quality writing skills are essential to academic performance and as a professional therapist. The [University Writing Center](https://www.niu.edu/writing-center/about/index.shtml) provides a safe place to become a skilled writer. The Center offers formal and informal opportunities for guidance. For assistance, contact Gail Jacky at 753-6636 or [gjacky@niu.edu.](mailto:gjacky@niu.edu) MFT students are strongly encouraged to make use of this resource.

[Founders Memorial Library](https://library.niu.edu/university-libraries/) has six levels with a seating capacity for 1600 students. The library participates in the I-Share Online Catalog System, which means that students can access books and journals from universities throughout Illinois. Materials not owned by NIU can be obtained quickly from other I-Share member libraries. Many recent publications may be accessed electronically through the library.

## The Graduate School

The [website](https://www.niu.edu/grad/index.shtml) for The Graduate School provides a wealth of information for current graduate students. We courage all graduate students to visit the website. The Graduate School provides information concerning the admission process, costs and funding, professional development. Students can also view the latest [graduate catalog](http://catalog.niu.edu/index.php?catoid=51) on the website, which provided information about general rules and regulations.

## Grade Appeal

A graduate-level student may formally appeal a course grade alleged to have been assigned capriciously. The definition of capricious grading is limited to: (a) the assignment of a grade to a particular student on some basis other than performance in the course, (b) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course, or (c) the assignment of a grade by a substantial departure from the instructor’s standards announced during the first fourth of the course. A grade appeal may not be based upon disagreement with the judgment of an instructor in assessing the quality of a student’s work. The student must submit a formal written appeal to the departmental Grade Review Board, through the chair of the department (Dr. Thomas Pavkov) offering the course, by the end of the fourth week of the fall or spring semester immediately following the term for which the course grade was assigned. A full description of procedures governing the appeal of allegedly capricious semester grades for graduate-level students may be obtained from the ombudsman, department offices, college offices, and the office of the dean of the [Graduate](http://www.niu.edu/grad)

[School](http://www.niu.edu/grad) and online at <https://www.niu.edu/academicaffairs/appm/III8.shtml>; and this should be consulted before appealing a grade.

## Student Complaints and Grievances

Professional development is also a part of the training program. Students are encouraged to first have a cordial and professional conversation with the other party (peer, faculty member, or supervisor) involved when issues arise. When a student has an ethical concern about or a conflict with another student, faculty member, or supervisor that cannot be resolved through direct means, the student should:

1. Address the complaint to the SMFT Program Director. If the complaint is about the SMFT Program director, then the student will make the complaint for the FACS Chair, Dr. Thomas Pavkov (tpavkov@niu.edu.).
2. If the complaint is not resolved satisfactorily, then the student appeals to the FACS Chair, Dr. Thomas Pavkov (tpavkov@niu.edu.).
3. If the student continues to be dissatisfied with the resolution of their grievance, an appeal may be made first to the Associate Dean of Academic Affairs and after that to the Dean of College of Health and Human Sciences.

Claims of discrimination or harassment by fellow students shall be addressed to the Chair of FACS and/or the [Student Conduct Office.](https://www.niu.edu/conduct/about/index.shtml) The Office of the Ombudsperson (815-753-1415) provides information on University procedures and is available as a resource for students at NIU. [Students’ Legal Assistance](https://www.niu.edu/legal/index.shtml) (815-753-1701) offers free legal services to current NIU students.

## Social Media Policy

Social media has become a daily part of our lives. In addition to being a representative of the Specialization in Marriage and Family Therapy Program at Northern Illinois University, you are also seen as mental health professional in training. Students need to be cognizant of their social media presence, especially if they have a public page. Student’s social media presence should uphold the mission of the SMFT program, the Area of Human Development and Family Science, the School of Family and Consumers Sciences, the College of Health and Human Sciences, and the University. Students are not allowed to look up their client’s social media pages or search for information about their client on the internet. Students are not allowed to “follow”, “friend”, or “connect with” their clients. Students are not allowed to discuss confidential or educational information about their peers on social media, which is a violation of Family Educational Rights and Privacy Act of 1974 (FERPA). Students are not allowed to discuss information about clients on social media or have posts in which client information can be seen, which is a violation of HIPAA. Do not share information that could identify clients.

Student postings that may represent a potential violation of the [Student Code of Conduct](https://www.niu.edu/conduct/student-code-of-conduct/index.shtml), or other applicable university policies, will be referred to Student Conduct.

## Impaired Student -Therapist Policy

The SMFT Program can be very stressful, which can seriously impact personal, academic, and clinical functioning. Students are encouraged to seek support from faculty when personal stress

is impacting their academic and/or clinical performance. When faculty determine that a student's performance is impaired significantly by personal stress, intervention is essential for the well- being of the student and clients. Faculty and the student will collaborate on a recovery plan that may require temporary respite from or reduction in clinical work until the faculty determines that the student is no longer significantly impaired. Students can also call (815-753, 8300), email (studentsssistance@niu.edu) or visit the [website](https://www.niu.edu/student-affairs/student-assistance/index.shtml) of the Center for Student Assistance for a variety of resources available to students.

## Personal Therapy for Students

SMFT faculty believe that therapy can be extremely beneficial for students both to cope with the stress of this intensive program and for personal growth. Thus, students are encouraged to seek personal therapy during the program. Students are ***never required*** to participate in therapy even in the event of serious impairment in functioning. SMFT faculty are available to assist students in finding a therapist.

## Sexual Harassment

NIU is committed to a learning environment free from sexual harassment and discrimination. Sexual harassment is not tolerated from faculty members, staff, student colleagues, or third parties. NIU has procedures and resources to assist students who have experienced or witnessed sexual harassment, which may be found at https://[www.niu.edu/sexual-misconduct/education-](http://www.niu.edu/sexual-misconduct/education-) training/annual.shtml. All new students are required to complete the Annual Sexual Misconduct Awareness and Prevention.

## Academic Dishonesty

Academic dishonesty will not be tolerated. You are here to learn. Understand that dishonesty in the classroom, through cheating, plagiarism, or other dishonest acts, defeats this purpose and disgraces the mission and quality of a Northern Illinois University education. If you are caught doing any of the acts listed above, you will receive an unsatisfactory grade for the semester and may be suspended or dismissed from the university. Definitions, types, causes, and consequences of academic dishonesty can be found on the [Academic Integrity Student Tutorials.](https://www.niu.edu/academic-integrity/students/index.shtml)

## The NIU Graduate School—Career and Professional Development

Career and professional development resources are available to all graduate students through the NIU Graduate School office. The Community Portal provides access to an array of graduate career and development resources. Additional resources include self-discovery through the UNIV 601 course, career exploration supports, skill building activities, the development of an Individual Development Plan, and opportunities to optimize LinkedIn profiles. More information is found [here.](https://www.niu.edu/grad/professional-development/index.shtml)

## APPENDIX ET

**Education & Training**

ET1: PLAN OF STUDY

ET2: TEAMING AGREEMENT ET3: READINESS ASSESSMENT

ET4a: THEORY OF CHANGE – SPRING 1 ET4b: THEORY OF CHANGE – SPRING 2 ET5a: PRACTICUM II EVALUATION ET5b: PRACTICUM III EVALUATION ET5c: PRACTICUM IV EVALUATION ET5d: PRACTICUM V EVALUATION

ET6: INTERNSHIP LEARNING AGREEMENT ET7: INTERNSHIP CONTRACT

ET8a: SITE SUPERVISOR EVALUATION-SUMMER ET8b: SITE SUPERVISOR EVALUATION-FALL ET8c: SITE SUPERVISOR EVALUATION-SPRING

ET9a: STUDENT INTERNSHIP EVALUATION-SUMMER ET9b: STUDENT INTERNSHIP EVALUATION-FALL ET9c: STUDENT INTERNSHIP EVALUATION-SPRING ET10: INTERN EVALUATION OF INTERNSHIP SITE ET11: RECOMMENDATION REQUEST FORM

# Specialization in Marriage & Family Therapy Program

## APPENDDIX ET1: SMFT PLAN OF STUDY

**2022 Cohort**

## Fall 2022:

* 1. **Credits**

### *Required for Full-Time:*

**HDFS-601: *Seminar in Human Development* Dr. Xie**

Blended: Some Mondays In-Class 3 Credits

**HDFS -784**: ***Theoretical Foundations of Family Therapy* Dr. Shi**

Tuesday 9:30-12:10 3 Credits

**HDFS-691: *Assessment in Marriage and Family Therapy* Dr. Harris-McKoy**

Wednesday 9-11:40 3 Credits

**HDFS-639: *Practicum: Marriage and Family Therapy* SMFT Faculty**

Monday 2-8 – TBA 1 Credit

Tuesday 2-8 - Shi

**OR** Wednesday 2-8 -Harris-McKoy

**NOTE**: Your practicum day is assigned in August

**ETR-521: *Educational Statistics I*** 3 Credits

## Spring 2023:

* 1. **Credits**

### *Required for Full-Time:*

|  |  |  |
| --- | --- | --- |
| **HDFS-693:**  **HDFS-695**: | ***Addiction and Substance Abuse in MF***  Monday 9-11:40  ***Approaches to Marriage and Family Therapy*** | **TBA**  3 Credits  **Dr. Shi** |
|  | Tuesday 9:30-12:10 | 3 Credits |
| **HDFS-604:** | ***Research Methods***  Wednesday 9-11:40 | **Dr. Surjadi**  3 Credits |
| **HDFS-694:** | ***Marriage and Family Therapy Techniques: Treatment of Children and Adolescents***  Thursday 9:30-12:10 | **TBA**  3 Credits |

**HDFS-639: *Practicum* SMFT Faculty**

Monday 2-8 – TBA 2 Credits

Tuesday 2-8 - Shi Wednesday 2-8 – Shi

**OR** Thursday 2-8 – Harris-McKoy

## SUMMER 2023

**10 Credits**

### *Required for Full-Time:*

**HDFS-692: *Professional Issues in Marriage and Family Therapy* Dr. Harris-McKoy**

|  |  |  |
| --- | --- | --- |
|  | Tuesdays 9am-12pm | 3 Credits |
| **HDFS-639**: | ***Practicum***  Monday/Tuesday | **SMFT Faculty**  3 Credits |
| **HDFS-633**: | ***Internship in Marriage and Family Therapy***  Internship Site – TBA | **Same as Practicum**  1 Credit |
| **HDFS-588:** | ***Working with Ethnically Diverse Children*** | **TBA** |

***and Adolescents in the U.S.*** 3 Credits

## SECOND YEAR

**Fall 2023**

## 7-10 Credits

### *Required for Full-Time:*

|  |  |  |
| --- | --- | --- |
| **HDFS-697:** | ***Marriage and Family Therapy Techniques:***  ***Treatment of Couples*** | **Dr. Shi**  3 Credits |
| **HDFS-639:** | Monday 9:00-11:40  ***Practicum: Marriage and Family Therapy*** | **SMFT Faculty** |

Monday 2-8 – TBA 3 Credits Tuesday 2-8 - Shi

**OR** Wednesday 2-8 – Harris-McKoy

**HDFS -633**: ***Internship Foundations of Family Therapy* Same as Practicum**

TBA – Internship Site 1 Credit

### *Elective If Needed*

***Required for Full-Time:***

## Spring 2024:

**7-10 Credits**

**HDFS-785: *Sex Therapy* TBA**

Monday 9-11:40 3 Credits

**HDFS-639: *Practicum: Marriage and Family Therapy* SMFT Faculty**

Monday 2-8 – TBA 3 Credits

Tuesday 2-8 - Shi Wednesday 2-8 – Shi

**OR** Thursday 2-8 – Harris-McKoy

**HDFS -633**: ***Internship Foundations of Family Therapy* Same as Practicum**

TBA – Internship Site 1 Credit

## Elective if Needed

**APPROVED ELECTIVES**

*Each student selects one elective (3 credits) during the two years of the program. Listed below are courses that have been approved to meet this requirement.*

PHHE 506- Dimensions of Human Sexuality HDFS 538 - Parent Education

HDFS 582 - Child Abuse and Neglect

HDFS 583 - Social Policy, Children and Families HDFS 584 - Family Theories

HDFS 586 - Aging and the Family

HDFS 589 - Topical Issues in Human Development and Family Sciences HDFS 637 - The Child in the Family

HDFS 684 - The Family with Adolescents

HDFS 685 - Family Stress and Structural Diversity

HDFS 689 - Readings in Human Development and Family Sciences HDFS 705 - Introduction to Medical Family Therapy and Counseling

**NOTE:** *Students can request approval from the Program Director for other graduate courses to meet the elective requirement. These courses may fulfill special clinical interests (e.g. eating disorders; trauma) and/or to begin to pursue additional certifications (e.g. Certified Sex Therapist).*

# Specialization in Marriage & Family Therapy Program

## APPENDIX ET2: TEAMING AGREEMENT

*Teaming is a Practicum requirement that prepares students for seeing clients in the CFTC through observation of sessions, participation in supervision and interaction with the therapist. Teaming hours are part of the 500 clinical hours required for graduation. Prior to teaming on cases in the Couple and Family Therapy Clinic, it is essential that each first-year student has been provided with and fully understands the following SMFT program and CFTC information.*

*I have been provided with:* 1Student Handbook 1CFTC Policy & Procedures Manual

*I understand the following policies and procedures:*

1Client Confidentiality (CFTC Manual; p. 2-3) 1Teaming Policies (Student Handbook p. 4-5) 1Documentation of Teaming

1SMFT Student Learning Outcomes (Student Handbook P. 2) 1SMFT Education and Training Dates (Student Handbook P. 2) 1Graduation Requirements (Student Handbook P. 10-12)

1 Dismissal Policy (Student Handbook P. 12)

*I also understand that a student may be dismissed from Practicum for the following reasons:*

1. Violation of Confidentiality
2. Unethical Conduct
3. Repeated Violations of CFTC Policies and Procedures
4. Endangering the Physical and Psychological Health of Clients

Dismissal from Practicum means that a student will not be able to complete the SMFT Program. *I understand the policies outlined above asking and receiving clarification if needed. I freely sign my name indicating my consent to these conditions for becoming a therapist in the CFTC.*

Student Therapist Date CFTC Director Date

## APPENDIX ET3: READINESS ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name** |  |  | **Date** |  | |
| **Practicum I:**  Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Teaming: | 1 | 2 | 3 | 4 | 5 |
| Conducted Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| **Skills Demonstration:** |  |  |  |  |  |
| Basic Skills Practice Session: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment Session: | 1 | 2 | 3 | 4 | 5 |
| Suicide Risk Assessment: | 1 | 2 | 3 | 4 | 5 |
| DSM-5 Diagnosis (HDFS-691): | 1 | 2 | 3 | 4 | 5 |
| Basic Understanding of MFT Models: (HDFS-784) | 1 | 2 | 3 | 4 | 5 |

**Teaming Hours: Completed Minimum of 50 Hours**

## APPENDIX ET4a: THEORY OF CHANGE PAPER

**Summer I**

*The primary focus of your second Theory of Change Paper is to add new insights to your first paper based on two semesters of clinical experience.*

* 1. **Therapeutic Relationship**
     + What facilitates connecting effectively with clients?
     + How can the therapeutic relationship promote change for clients?
     + What role does Self-of-the-Therapist play for you in the relationship with clients?
     + Reflect on your strongest therapeutic relationship to date. What has been the key(s) to forming this effective working relationship? How has it helped to facilitate change?
     + How would you describe your use of Self with your clients?
  2. **Client Interactions**
     + How does your basic counseling skills encourage good client interactions?
     + How do your interactions with clients promote growth and change?
     + What role does guiding the client interactions with one another play in your theory of change?
     + In relational cases, how do you try to alter their problem interactions? How can you help individuals to alter interactions?
     + What theoretical constructs (e.g. feedback loops) help you to understand client interactions?
  3. **Assessment**
     + What are the key elements of your style of assessment?
     + What role does an effective assessment play in the process of helping clients to change?
     + What systemic theoretical constructs are guiding your emerging style of assessment? Where did you draw these constructs from?
  4. **Conceptualization to Treatment Plan**
     + Describe your assessment to conceptualization to treatment plan process.
     + What role does a good conceptualization and treatment plan play in the process of helping clients to change?
     + Based on your goals for change and your therapeutic strategy, how do you determine the interventions to try with clients?
     + Which systemic theory(s) play the dominant role in shaping your conceptualizations and treatment plans?
     + What systemic interventions have you frequently used with clients this semester? Why these?
  5. **Theoretical Orientation**
     + Each family therapy theory has a theory of change. What aspects of these theories make sense to you and/or seem to be a good fit for your therapeutic style?
     + How do these aspects facilitate change for clients?
     + Have you employed any of these aspects in your therapy to date?
  6. **Theory of Change**
     + In 1 or 2 paragraphs, articulate your theory of change integrating key reflections from the previous sections
     + How will you use this to guide how you conduct therapy sessions?
  7. **Second Semester Case**
     + Identify a case this semester where the client(s) made progress. Briefly describe the progress
     + Based on your Theory of Change, what helped to facilitate this progress?

## APPENDIX ET4b: THEORY OF CHANGE PAPER

**Spring II**

*For the final Theory of Change Paper, review your previous paper and write a concise and focused summary of your graduating position on the role of each element for the process of change.*

* 1. **Therapeutic Relationship**
     + Summarize your final position of the role of the therapeutic relationship in the process of change.
     + What additional insights would you add to your understanding of the role that relationship plays in the process of change for clients? Are there elements of your prior paper that you would change or take out of your emerging Theory of Change?
     + Do you experience differences in forming therapeutic relationships between individual and relational therapy? If so, describe the difference.
     + Describe the role of the therapeutic relationship with the clients in your Case Presentation.
     + If applicable, how do you use the therapeutic relationship to facilitate change and share a case example where you employed this type of intervention.
  2. **Client Interactions**
     + Summarize your final position on the role of client interactions for the process of change?
     + What new insights add to your understanding of the role that interaction in the change process? Are there elements of your prior paper that you would change or take out?
     + In addition to altering client interactions, what do you focus on with your interactions with the client? How does your interactions with clients facilitate change?
     + Describe your work with interactions in your Case Presentation.
     + When you present your Theory of Change, show a clip of intervening with client interactions. Explain the intervention in theoretical terms.
  3. **Assessment to Conceptualization to Treatment Plan to Intervention**
  4. Summarize your final position on the role of clinical skills in the process of change.
  5. What additional understanding of the use of these therapy skills in the change process have you gained over the past two semesters? Are there elements of your prior paper that you would change or take out?
  6. In what ways has your therapy become more intentional? Do you see yourself becoming clearer about how and why you are intervening with clients?
  7. As you apply these therapy skills to client cases, are they grounded in theory? Is there a congruent theoretical flow from assessment to conceptualization to planning and intervention? Explain your alignment between assessment, conceptions, planning, and intervention.
  8. Provide the Clinical Assessment, Treatment Plan, 1-2 Progress Notes that describe progress (e.g. 6th, 18th session), Progress Reports (e.g. 12th, 24th sessions) and the Termination Summary (if applicable) for your supervisor when you submit your Theory of Change.
  9. **Theory of Change**
     + Summarize your Theory of Change fully integrating your primary clinical theory(s). Articulate your growing theory of change integrating key reflections from the previous sections.
     + In your Case Presentation, apply your Theory of Change to the session clips.
  10. **Case Presentation (Oral/Live)**
      + Select one of your CFTC cases (relational is strongly preferred).
      + Present 4 clips over the course of therapy including:

**Clip 1:** A clear illustration of a key Presenting Problem from Session 1 or 2.

**Clip 2:** An early intervention intended to facilitate change

**Clip 3:** A later intervention intended to facilitate change

**Clip 4:** An illustration of change for the clients and/or their relationship

* + - Apply your Theory of Change to the clips.
    - Discuss what the keys to the progress made by the clients

## APPENDIX ET5a: PRACTICUM II EVALUATION

**Student-Therapist**

## Student-Therapist Name:

**Learning Goal #1:**

## Learning Goal #2:

**Learning Goal #3:**

## Student Narrative: (Comment on strengths and learning goals)

**Practicum II (Spring I)**

HDFS-639 Semester II is comprised of first year SMFT students doing their initial clinical work in the CFTC and slowly building to a full caseload. The primary foci of supervision are a) the competent care of clients; b) demonstration of basic counseling skills and c) a beginning-level application of MFT theory.

**Evaluation Rubric:** Semester II students are evaluated as competent beginning-level couple and family therapy interns with a focus on joining with clients, demonstrating basic clinical skills and implementation of supervisory recommendations. The 5-point scale is defined in the following manner:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Diagnosis: 1 2 3 4 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention:  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:** |  | | | | |
| Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Participates in Teaming | 1 | 2 | 3 | 4 | 5 |
| Follows Through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professionalism:** |  | | | | |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Student-Therapist Signature Date

## APPENDIX ET5b: PRACTICUM III EVALUATION

**Student-Therapist**

## Student-Therapist Name:

**Learning Goal #1:**

## Learning Goal #2:

**Learning Goal #3:**

## Student Narrative: (Comment on strengths and learning goals)

**Practicum III (Summer)**

HDFS 639 Semester III provides ongoing supervision for rising second-year students in their second semester of clinical work in the CFTC. Student-Therapists are expected to build on their basic counseling skills to become more aware of the therapy process and more intentional with intervention. Furthermore, the Student-Therapist will demonstrate a *beginning-level* application of theory to assessment, case conceptualization, treatment planning and intervention.

**Evaluation Rubric:** The following 5-point scale assesses clinical growth beyond basic skills as well as a beginning-level application of theory to their clinical work:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Diagnosis: 1 2 3 4 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:** |  | | | | |
| Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows Through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professionalism:** |  | | | | |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Student-Therapist Signature Date

## APPENDIX ET5c: PRACTICUM IV EVALUATION

**Student-Therapist**

## Student-Therapist Name:

**Learning Goal #1:**

## Learning Goal #2:

**Learning Goal #3:**

## Student Narrative: (Comment on strengths and learning goals)

**Practicum IV (Fall 2)**

Semester IV is comprised of second year SMFT students who have completed two semesters of clinical work in the CFTC. In addition to continuing growth in clinical awareness and planful intervention, Student-Therapists are expected to demonstrate significant growth in the use of MFT theory in case conceptualization, treatment planning and intervention. The new cohort will team on cases thus the Student-Therapist is expected to engage in clinical discussions with students observing their sessions.

**Evaluation Rubric:** The 5-point scale assessing proficiency in awareness, planfulness and application of MFT Theory is defined in the following manner:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Diagnosis: 1 2 3 4 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:** |  | | | | |
| Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows Through on Recommendations: | 1 | 2 | 3 | 4 | 5 |
| Engages with Team Members: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professionalism:** |  | | | | |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time: | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| Ethical Decision-Making: | 1 | 2 | 3 | 4 | 5 |
| Identifies Cultural/Contextual Factors: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Student-Therapist Signature Date

## APPENDDIX ET5d: PRACTICUM V EVALUATION

**Student-Therapist Student-Therapist Name:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Student Narrative: (Comment on strengths and learning goals)**

## Semester V (Spring 2)

In Semester V, students are expected to a) demonstrate entry-level clinician proficiency in application of clinical theory b) continue to develop their clinical skills; c) provide entry-level clinician therapy to clients; d) articulate a clear, effective theory of change; e) mentor first-year students; f) terminate with clients or facilitate transitions to a new therapist in a professional manner.

**Evaluation Rubric:** Semester V Student-Therapists are evaluated for readiness to graduate as an entry-level couple and family therapist. Students are expected to continue clinical growth post-graduation.

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| Use of Clinical Theory:  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |
| **Supervision:**  Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows Through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Professionalism:**  Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time: | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| Ethical Decision-Making: | 1 | 2 | 3 | 4 | 5 |
| Identifies Cultural/Contextual Factors:  ***Comments*** | 1 | 2 | 3 | 4 | 5 |
| Student-Therapist Signature |  |  | Date |  |  |

*Specialization in Marriage & Family Therapy Program*

## APPENDIX ET6: LEARNING CONTRACT FOR INTERNSHIP SITES

Student Name: Date:

Site:

Address: Phone Number:

Supervisor: Phone Number:

## (Goal #1 is specific to the clinical work at your internship site) Goal # 1:

**Strategy A:**

## Strategy B:

**Strategy C:**

## Strategy D:

**Strategy E:**

**Evaluation:** In supervision I will use the following as a means to evaluate learning goals: 1.

2.

3.

4.

## Goal 2:

**Strategy A:**

## Strategy B:

**Strategy C:**

## Strategy D:

**Strategy E:**

**Evaluation:** In supervision, I will use the following as a means to evaluate learning goals: 1.

2.

3.

4.

## Goal 3:

**Strategy A: Strategy B: Strategy C:**

## Strategy D:

**Strategy E:**

**Evaluation:** In supervision, I will use the following as a means to evaluate learning goals: 1.

2.

3.

4.

## Goal 4:

**Strategy A:**

## Strategy B:

**Strategy C:**

## Strategy D:

**Strategy E:**

**Evaluation:** In supervision, I will use the following as a means to evaluate learning goals: 1.

2.

3.

4.

Contract reviewed and approved:

Graduate Student Intern Signature Date

Site Supervisor Signature Date

NIU Supervisor Signature Date

## APPENDIX ET7: SMFT INTERNSHIP CONTRACT



*Specialization in Marriage & Family Therapy Program*

Agency Name

Agency Address

Agency Phone and Fax Number

Intern Name Phone Number

On-Site Clinical Supervisor E-mail Address

Our agency has agreed to accept as an intern

Student Name

from to

Starting Date Ending Date The major clinical responsibilities will be:

Weekly Schedule:

The student will be supervised by an on-site supervisor. The supervision format and schedule:

*I have reviewed and agree to the terms stated above:*

Agency Supervisor Date

Student Intern Date

## APPENDIX ET 8a: SITE SUPERVISION EVALUATION-SUMMER

**Student-Therapist Name:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Supervisor Narrative: (Comment on strengths and learning goals)**

## Internship (Summer Semester)

Summer Semester is comprised of first year SMFT students doing their initial clinical work at internship sites and slowly building to a full caseload. The primary foci of supervision are a) the competent care of clients; b) demonstration of basic counseling skills; c) a beginning-level application of MFT theory; d) fitting in with the agency.

**Evaluation Rubric:** Summer Semester students are evaluated as competent beginning-level couple and family therapy interns with a focus on joining with clients, demonstrating basic clinical skills and implementation of supervisory recommendations. The 5-point scale is defined in the following manner:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:**  Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Professionalism:**  Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time: | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

**New/Ongoing Learning Goals for Fall Semester:**

#1:

#2:

#3:

## Site Supervisor Date

**Therapist Intern Date**

## APPENDIX ET8b: SITE SUPERVISOR EVALUATION-FALL

**Student-Therapist Name:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Supervisor Narrative: (Comment on strengths and learning goals)**

## Fall Semester Internship

In the Fall Semester, Therapist-Interns are expected to build on their basic counseling skills to become more aware of the therapy process and more intentional with intervention. The Intern also will demonstrate a growing ability to apply theory to assessment, case conceptualization, treatment planning and intervention.

**Evaluation Rubric:** The following 5-point scale assesses clinical growth beyond basic skills as well as a beginning-level application of theory to their clinical work:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Supervision:**  Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations: | 1 | 2 | 3 | 4 | 5 |
| **Professionalism:**  Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time: | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

**New/Ongoing Learning Goals for Spring Semester:**

#1:

#2:

#3:

## Site Supervisor Date

**Therapist Intern Date**

## APPENDIX ET8c: SITE SUPERVISOR EVALUATION-SPRING

**Student-Therapist Name:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Supervisor Narrative: (Comment on strengths and learning goals)**

## Spring Semester Internship

**Evaluation Rubric:** In the Spring, Therapist-Interns are evaluated for readiness to graduate as an entry-level couple and family therapist. Students are expected to continue clinical growth post-graduation.

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory:  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention:  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:**  Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| **Professionalism:**  Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

**New Learning Goals:**

#1:

#2:

#3:

## Site Supervisor Date

**Therapist Intern Date**

## APPENDIX ET9a: STUDENT INTERNSHIP EVALUATION-SUMMER

**Therapist Intern:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Student Narrative: (Comment on strengths and learning goals)**

## Internship (Summer Semester)

Summer Semester is comprised of first year SMFT students doing their initial clinical work at internship sites and slowly building to a full caseload. The primary foci of supervision are a) the competent care of clients; b) demonstration of basic counseling skills; c) a beginning-level application of MFT theory; d) fitting with the agency.

**Evaluation Rubric:** Summer Semester students are evaluated as competent beginning-level couple and family therapy interns with a focus on joining with clients, demonstrating basic clinical skills and implementation of supervisory recommendations. The 5-point scale is defined in the following manner:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Supervision:** |  |  |  |  |  |
| Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| **Professionalism:** |  |  |  |  |  |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues:  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |

Therapist Intern: Date:

## APPENDIX ET9b: STUDENT INTERNSHIP EVALUATION-FALL

**Therapist Intern:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Student Narrative: (Comment on strengths and learning goals)**

## Fall Semester Internship

In the Fall Semester, Therapist-Interns are expected to build on their basic counseling skills to become more aware of the therapy process and more intentional with intervention. The Intern also will demonstrate a growing ability to apply theory to assessment, case conceptualization, treatment planning and intervention.

**Evaluation Rubric:** The following 5-point scale assesses clinical growth beyond basic skills as well as a beginning-level application of theory to their clinical work:

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intervention: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Supervision:** |  | | | | |
| Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professionalism:** |  | | | | |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

**Therapist Intern**: Date:

## APPENDEX ET9C: STUDENT INTERNSHIP EVALUATION-SPRING

**Student-Therapist Name:**

## Learning Goal #1:

**Learning Goal #2:**

## Learning Goal #3:

**Intern Narrative: (Comment on strengths and learning goals)**

## Internship (Spring Semester)

In the Spring Semester, students are expected to a) demonstrate entry-level clinician proficiency in application of clinical theory b) continue to develop their clinical skills; c) provide entry-level clinician therapy to clients; f) terminate with clients or facilitate transitions to a new therapist in a professional manner.

**Evaluation Rubric:** In the Spring Student-Therapists are evaluated for readiness to graduate as an entry-level couple and family therapist. Students are expected to continue clinical growth post-graduation.

5 = Exceptional, 4= Above Average, 3= Average, 2= Below Average, 1= Very Poor

## Growth Assessment: Rate Progress in the Following Areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Forming Therapeutic Relationship: | 1 | 2 | 3 | 4 | 5 |
| Basic Counseling Skills: | 1 | 2 | 3 | 4 | 5 |
| Systemic Assessment: | 1 | 2 | 3 | 4 | 5 |
| Application of Clinical Theory  ***Comments:*** | 1 | 2 | 3 | 4 | 5 |
| Diagnosis: | 1 | 2 | 3 | 4 | 5 |
| Case Conceptualization: | 1 | 2 | 3 | 4 | 5 |
| Treatment Planning: | 1 | 2 | 3 | 4 | 5 |
| Intervention: | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use of Clinical Theory | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Supervision:**  Open to Supervision: | 1 | 2 | 3 | 4 | 5 |
| Prepared for Supervision: | 1 | 2 | 3 | 4 | 5 |
| Active Participation in Supervision: | 1 | 2 | 3 | 4 | 5 |
| Follows through on Recommendations | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |
| **Professionalism:** |  |  |  |  |  |
| Conduct Self in Professional Manner: | 1 | 2 | 3 | 4 | 5 |
| Timely Completion of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Quality of Documentation: | 1 | 2 | 3 | 4 | 5 |
| Starting Sessions on Time | 1 | 2 | 3 | 4 | 5 |
| Awareness of Ethical Issues: | 1 | 2 | 3 | 4 | 5 |
| Ethical Decision-Making | 1 | 2 | 3 | 4 | 5 |
| Identifies Cultural/Contextual Factors | 1 | 2 | 3 | 4 | 5 |
| ***Comments:*** |  |  |  |  |  |

Therapist Intern: Date:

*Specialization in Marriage & Family Therapy Program*

## APPENDIX ET10: INTERN EVALUATION OF INTERNSHIP SITE

Name of Student Intern:

Name of Internship Site:

Name of Site Supervisor:

Date of Evaluation:

Description of the Site

1. Who were the typical clientele of the site (consider age, culture, economic status, specific treatment concerns)?
2. On average, how many individual client hours were available to you each week?

2a. How many conjoint client hours were available to you each week? 2b. What were the best way(s) to get additional client hours?

1. What models of therapy are acceptable to use at the site? (Be specific if only one model is acceptable.)
2. What is the training background of the site supervisor (i.e. family therapy, social work, clinical psychology, counseling psychology)?
3. Who are the AAMFT approved supervisors or AAMFT supervisors-in-training, if any, at the site?
4. What are the terms of interning at the site (e.g., must be there for two full days of the week; must work at least 20 hours, must attend staff meetings, etc.)?

## Yes/No Evaluative Items

*Respond with "yes" or "no" or "N/A" (not applicable) to the following questions:*

The site supervisor was available when I needed to discuss anything with him/her.

The site supervisor treated me with respect.

The site provided enough new client cases for me when I needed him/her.

The site was able to provide enough conjoint cases for me.

The therapy room conditions at the site were adequate (easy enough to schedule a therapy room, therapy rooms are comfortable and attractive, etc.).

The other physical work conditions at the site were adequate (have easy access to office supplies, have access to computer if needed, have desk space to work, etc.).

The AAMFT site supervisor supervised me at a one-to-five-hour ratio each week.

The non-AAMFT site supervisor provided at least one hour of supervision per week.

The site followed through on the contract between the site and the NIU SMFT.

I feel that I was integrated as well as possible into the staff of the site.

The site supervisor provided supervision which is truly helpful to me.

## Elaborate on any of your yes/no answers here:

**Open-Ended Evaluative Questions**

Would you recommend or not recommend this site to other SMFT students? Why?

Describe those parts of your experience which were exceptionally good.

Describe those parts of your experience which were challenging or negative.

Was the site helpful to your professional development, and in what ways?

Student Signature Date

NIU Supervisor Signature Date

## APPENDIX:ET11 RECOMMENDATION REQUESTION FORM

**Specialization in Marriage and Family Therapy School of Family and Consumer Sciences Northern Illinois University**

## Authorization for the Release of Non-Directory Student Information

I, , authorize NIU SMFT faculty and supervisors to disclose all information regarding my academical and clinical performance to:

Any and all prospective employers

Other (Please indicate name, position, and address)

Other (Please indicate name, position, and address)

Other (Please indicate name, position, and address)

The purpose of this disclosure is:

I understand that education records pertaining to me and maintained by Northern Illinois University may be protected under the Family Educational Rights and Privacy Act (FERPA). I certify that this Authorization to release information from such education records has been given freely and voluntarily.

I may revoke this Authorization at any time by providing written notice of such revocation to the University department or employee who maintains the records subject to this Authorization. I understand and accept that any such revocation shall not affect disclosures previously made by Northern Illinois University in reliance upon this Authorization and prior to the receipt of any such written revocation.

The Recipient of the information designated in this Authorization will be informed at the time of disclosure that the information disclosed about me may ***not*** be re-disclosed to others as a result of this Authorization unless I independently authorize such re-disclosure.

I have read this Authorization for the Release of Information and understand its terms and provisions. I hereby give authorization for the disclosure of information set forth in this form.

Signature of Student Date

Printed Name of Student: NIU ID No.: