



UNIVERSITY OF
SAINT JOSEPH

CONNECTICUT

Marriage and Family Therapy Internship Handbook

2021-2022

Contents

INTERNSHIP OVERVIEW	3
PROFESSIONAL COMMITMENT & IDENTITY	3
CLIENT CONTACT & SUPERVISION GUIDELINES	4
CLINICAL REQUIRMENTS	5
INTERNSHIP POLICIES & PROCEDURES	6
INTERNSHIP PLACEMENTS	7
STUDENT EVALUATION	8
ETHICAL GUIDELINES	8
PROCESS FOR MANAGING SITE DIFFICULTIES	9
APPENDICES	
Appendix A – MFT Internship Application	10
Appendix B – MFT Student Internship Site Agreement	12
Appendix C – MFT Internship Sites	16
Appendix D – Beginning Practicum Rubric	18
Appendix E – Intermediate Practicum Rubric	20
Appendix F – Advanced Practicum Rubric	22
Appendix G – Site Supervision Evaluation of Student	24
Appendix H – Marriage & Family Therapy Clinic (MFTC) Map	26
Appendix I – Student Acknowledgment: Receipt & Review of Internship Handbook	27

INTERNSHIP OVERVIEW

The MFT internship experience provides students with advanced clinical training and offers a guided transition from the academic setting to professional practice. Each student participates in a supervised clinical experience providing treatment for individuals, couples, and families. Students will have the opportunity to implement the various clinical approaches learned in the core theories courses to develop his or her personal theory of therapy. Internship activities are many and varied, drawing upon students' entire range of preparation and experience aimed at preparing competent professional marriage and family therapists for a diverse field of practice. Such preparation involves the continued development of the therapist as a person, further acquisition of specialized skills and knowledge, as well as first-hand exposure to the day-to-day job requirements in which therapists are expected to function. Interns are placed in a variety of selected off- site settings, including mental health centers, child guidance clinics, and counseling service agencies.

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

PROFESSIONAL COMMITMENT & IDENTITY

In order to meet the MFT Educational Outcome XI: Students will meet the academic requirements to be eligible for licensure as an MFT in Connecticut, students enrolled in the program must become student members of the American Association for Marriage and Family Therapists (AAMFT), which also includes membership in the Connecticut organization (CTAMFT) their first semester in the MFT Program. The organization provides additional support and resources that enhance student training toward becoming competent MFT practitioners. Additionally, affordable liability insurance is offered through the organization. To obtain membership visit www.aamft.org.

When a student is accepted for a practicum, the student becomes the link between the sponsoring agency and the MFT Program. In accepting this responsibility, students are expected to fulfill their obligations to the practicum site during the specified period of time that is negotiated in the formal practicum contract. Student interns must adhere to the ethical and professional responsibilities of the profession by fulfilling their professional commitments and obligations in accordance with the agency's policies.

CLIENT CONTACT & SUPERVISION GUIDELINES

Client Contact Hours

COAMFTE Guidelines (2021) define direct client contact as face-to-face (therapist and clients) therapy with individuals, couples, families, and/or groups from a relational perspective. Assessments may be counted as direct client contact if they are face-to-face processes that are more than clerical in nature and focus. Individual therapy is defined as face-to-face contact with an individual, where student and client are both in the same room. Relational hours are defined as contact with a couple, a family, a child and that child's caregiver, siblings, or other individuals related by blood or marriage, and/or living in the same household. Group sessions are considered relational if there are couples or family members in the group.

Supervision Hours

COAMFTE Guidelines (2021) state that the supervision of students must be face-to-face or live supervision conducted by AAMFT Approved Supervisors, Supervisor Candidates, or the equivalent. Individual supervision is defined as supervision of one or two individuals. Group supervision does not exceed eight students per group. Students will receive at least 100 hours of face-to-face supervision; at least one hour of supervision for every five hours of direct client contact. Supervision will occur at least once every week in which students have direct client contact hours. Students will receive at least 50 hours of supervision based on *direct observation or videotape*.

On-Site Supervisor

The On-Site Supervisor is a licensed marriage and family therapist who has been authorized by her/his employing institution and by the Marriage and Family Therapy Program to provide appropriate guidance, direction, and supervision to the practicum student. Under extenuating circumstances when a licensed marriage and family therapist is unable to provide supervision at an off-campus site, the student should talk with the MFT Program Director. In special cases, The Program Director will grant an exception to allow the licensed mental health provider (e.g., LPC or LCSW) approval to provide off-site supervision. The Site Supervisor fulfills the following duties and responsibilities:

- Negotiates the practicum contract between the student and the placement site with respect to specific expectations and time commitments.
- Orients the student to the work setting and the agency's policies and procedures
- Meets with the student at least one (1) hour per week for individual supervision
Evaluates the student at the end of each semester (See End of Semester Evaluation for specific competencies of evaluation).

On-Campus Supervisor

The On-Campus Supervisor is a licensed marriage and family therapist and an Approved Supervisor or Approved Supervisor-in-Training by the American Association for Marriage and Family Therapy. The on-campus supervisor is responsible for conducting a 3-credit practicum course where students' clinical progress is evaluated based on the MFT Practicum Rubric. The On-Campus Supervisor fulfills the following duties and responsibilities

- Provides individual supervision, as needed
- Reviews each student's clinical development based on the expectations of the program.
- Coordinates with on-site supervisor and MFT Program Director regarding student progress and clinical concerns as needed.
- Evaluates the student at the end of each semester by completing the appropriate developmental rubric (See Appendix J, K, and L).

CLINICAL REQUIREMENTS

Client Contact Hours

A minimum of three hundred (300) *direct client contact* hours accrued over a minimum of three semesters to complete a Master of Arts in Marriage and Family Therapy. At least 100 of the 300 required clinical contact hours must be relational (i.e. couples or families). There is a certain amount of flexibility in the timeline for completing the required hours (i.e. either fewer or greater hours within a particular time period). The time commitment depends on the student's and the internship site's needs. If the intern wishes to see clients on a part-time basis, a longer period of time will be required to accumulate the requisite number of hours. Students who have not completed all of the required hours by the end of the third practicum may continue group supervision in additional practicum classes until their clinical hours are completed.

Supervision Hours

There is a minimum requirement of one (1) hour per week of on-site (off-campus) individual supervision. This experience is in addition to the weekly 2.5-hour group supervision practicum class, which is held on campus. Students are required to have 100 hours of supervision at the completion of their client contact hours. A minimum of 50 of those hours must be individual supervision, which is usually obtained during on-site supervision. Occasionally, students meet with the on-campus supervisor outside of practicum class, which also counts toward individual supervision.

Clinical Case Presentations

Students are required to present at least three (3) video recorded sessions to their on-campus practicum supervisor and peers as part of their practicum course. However, it is recommended that all therapy sessions be video recorded (DVD/video/tape) whenever possible for the purposes of consultation and supervision. Audio recording is not sufficient for the purpose of practicum presentations. The student should discuss this requirement with the off-campus site prior to accepting the position so the site can provide the necessary authorizations.

Advanced Practicum

MFT Practicum is based on a cohort model that is informed by a specific set of skills for each level. Advancement to the next level of practicum (Beginning, Intermediate, Advanced) is achieved once the supervisor determines that the student has met the designated goals for the respective practicum stage. Students must successfully complete at least one semester of Advanced Practicum prior to graduation.

INTERNSHIP POLICIES & PROCEDURES

Application for Internship

Each student should submit an Internship Application (Appendix A) to the MFT Office approximately one semester prior to beginning the position. Once a student has been offered an internship position, they should complete a USJ Internship Contract (Appendix B) with the site supervisor and return it to the MFT Office.

Internship Contracts

In addition to the USJ Internship Contract, some internship sites also use a separate contract that is specific to the site. The MFT Office must approve any additional internship contracts that are required by the organization. These should be submitted to the MFT Program Director for review. Interns are not allowed to break the contract with site prior to the end date that was agreed upon when the contract was signed.

Liability Insurance

Each student that is engaged in client contact at an internship site must have active liability insurance on file with the MFT Office. Policies are generally issued for 12 months, therefore documentation must be updated annually with the MFT Office. AAMFT Student Membership includes free liability insurance as part of the annual membership dues.

Practicum Enrollment Requirement

Students who participate in any form of client contact at an internship site (i.e., direct client contact, shadowing, co-therapy) must be enrolled in a practicum section to obtain on-campus supervision. The Advanced Therapy Skills course may also be counted as MFT on-campus supervision for students who have begun their internship placement. This should be discussed with the instructor at the beginning of the semester. In the event that a student completes the minimum 300 hours prior to the end of the semester, students must continue to meet the requirements for the course and clients must be seen until the conclusion of the semester unless otherwise dictated by the needs of the site.

Changes in Internship Site

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

Documentation

The MFT Program requires all students beginning practicum summer or fall (2020) and beyond to use the Time 2 Track software for submitting their clinical hours to the program. Each student will

be required to purchase **Time2Track Platinum (student subscription yearly)** and will use this cloud-based service to document: student data tracking, individual student reports, Time2Track Online Supervisor Approvals, as well as Time2Track Online Forms and Evaluations. The MFT Program Director will provide students with more information to help orient them and begin routine reporting using Time to Track.

It is each student's responsibility to keep accurate records of internship activities including: clinical caseload, types of cases, DVD/video recording, client contact hours with individuals, families, couples and groups, and the necessary supervisory hours. The timely documentation of clinical and supervision hours is an exercise and demonstration of professional development and counts toward the final grade in practicum. Completed forms reflecting client contact hours (Appendix C), on-site supervision (Appendix D), and on-campus supervision hours (Appendix E) are to be signed by the respective supervisors. These documents should be scanned and emailed collectively (all at once) to the MFT support staff by the 3rd day of the month. It is recommended that students maintain a copy of all hours that are submitted to the MFT office for their personal records. Students' hour summary maintained in the MFT Office supersedes records maintained by students; therefore, it is each student's responsibility to verify there are no discrepancies in records. In an effort to increase the oversight of hour submission, *all* records of client contact and supervision hours for must be approved by the on-campus, practicum supervisor prior to submission to the MFT Office each month.

INTERNSHIP PLACEMENTS

New Internship Sites

A list of potential MFT internship sites is available in Appendix I. Due to on-going changes in clinical staff, the list is not an exhaustive source of potential sites. Students are encouraged to identify new internship placements with an LMFT on staff that is willing to provide 1 hour/week of clinical supervision. Once the student identifies a potential internship site, an MFT faculty member will schedule a site visit to meet with the personnel and supervisor.

Two Internship Placements

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

Private Practice

Students are generally discouraged from using private practices as placement sites. Since the practicum is a training experience, most private practices do not have the resources to provide the broader training an internship should provide. Working within an agency provides students with the necessary supervision and a colleague/peer system within which to share learning, ideas and

problems. Agencies afford students a broad learning experience working with a variety of clients. In addition, students have the protection of working under an agency's "umbrella." However, points for consideration of a private practice placement include: Adding the private practice as a secondary site in conjunction with a primary agency placement; Supervision in the private practice with a supervisor who holds an established affiliation with the University; Supervision of a specialized clinical focus that cannot be received in an agency setting.

In-Home Therapy Placements

Students may obtain an internship placement with a site that conducts in-home therapy services. With such placements, it is the student's responsibility to work with his/her supervisor to distinguish the aspects of in-home care that are unique and different from services offered in the context of a clinic-based/office setting. Additionally, it is encouraged that the student obtain additional therapy experience within a clinic-based/office setting either through the MFTC and/or through a secondary internship placement.

Internship at Place of Employment

On occasion, students are employed in a setting which provides the types of therapy experiences appropriate for a practicum. For a job to be considered an internship, however, students must be able to arrange the experience in a way that will allow them to be considered a "learner." In such cases, students are required to discuss this arrangement, and to seek the approval of their faculty advisor and the Director of the Marriage and Family Therapy Program.

STUDENT EVALUATION

MFT Practicum Rubrics

The evaluation of students' progress in the MFT Practicum course is based on set of skills that are specific to his or her developmental level; Beginning, Intermediate, and Advanced levels. Students' progress to the next level of practicum when the supervisor determines that the student has effectively demonstrated the skills specified in the corresponding practicum rubric (Appendices G, H, I). Students should refer to the course syllabus to determine how the rubric will be incorporated into the final grade, as the rubric may not necessarily be used to calculate the final grade. Students will receive a copy of the practicum rubric with the supervisor's feedback at the end of the semester, which also becomes part of the student file.

Site Supervisor Evaluation

In addition to the on-campus supervisor, the site supervisor provides an evaluation of the intern's performance at the conclusion of each semester. It is each student's responsibility to provide the site supervisor with the evaluation (Appendix M). When the evaluation is reviewed between the intern and site supervisor, the student should submit the evaluation to the MFT office prior to the last day of classes of the semester. Failure to submit the site supervisor evaluation by the deadline will adversely affect the final practicum grade.

ETHICAL GUIDELINES

MFT students who are participating in a clinical internship are held to all of the AAMFT ethical guidelines. Client Confidentiality and Duty to Warn, as they are related to on-campus

supervision are discussed below. However, this is not an exhaustive list of the required criteria for clinical practice. A thorough list of FAQs may be accessed at this website:

http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Fact_Sheets.aspx

Video Recordings

It is the student's responsibility to obtain the requisite permissions required by their particular site/agency, to secure appropriate permissions from their clients, and arrange for the use of any recording equipment. This includes a written consent for video recording that is signed by all clients who will be viewed in the video. Please note HUSKY clients may not be video recorded. Students are expected to ensure professional confidentiality in regard to all recording, which includes encryption of video files and secure transport of videos. **Students are required to destroy (not simply delete) all videos at the completion of the academic semester for which it is presented.** Contact IT for assistance in confidentiality and destruction of videos at (860) 231-5310 or helpdesk@usj.edu.

Written Documentation

All handouts or written assignments should include every effort to maintain confidentiality. This may include the use of pseudonyms or initials for clients and collection of all handouts that are distributed during the class. Electronic submission of written work that includes client information or client video should NOT be sent electronically through email or cloud storage as these are not secure forms of communication.

Exceptions to Confidentiality

In circumstances related to client safety and duty to warn, the student should immediately contact the on-site supervisor for direction. The consultation with the on-site supervisor and the actions taken (or lack of action taken) should be documented appropriately in the client's case file. USJ MFT Program students are not allowed to share their personal contact information, such as cell phone, email addresses, or social media accounts with clients. This is not a secure form of communication and poses a threat to client safety and confidentiality. Clients in need of immediate response should be directed to the after-hours procedures of the site or to call 911.

PROCESS FOR MANAGING SITE DIFFICULTIES

When site-related problems arise, students should follow the student concerns and complaints guidelines found in the MFT Student Handbook. Every effort should be made to work with both the site supervisor and appropriate USJ contacts (i.e., practicum supervisor, academic advisor, and/or Program Director) so that steps can be taken to improve the situation.

When a student is accepted for a practicum and agrees to/signs the internship contract, the student becomes the link between the sponsoring agency and the MFT Program. In accepting this responsibility, students are expected to fulfill their obligations to the practicum site during the specified period of time that is negotiated in the formal practicum contract. Thus, only in rare circumstances when steps toward remediation have been exhausted and after consulting with on-site supervisor(s) and USJ contacts, can a student withdraw from their internship site. When all parties agree that withdrawal is the only viable option, a student should provide a minimum of 2-weeks' notice to his/her site supervisor. The student should follow verbal notification with written notification of the withdrawal. It is important for the student's clients, site supervisor, the student, and the MFT Program that an appropriate, ethical withdrawal occurs.



UNIVERSITY OF
SAINT JOSEPH
CONNECTICUT

Marriage and Family Therapy Program

MFT Internship Application

I. Student Information

Name: _____

Home Address: _____

Phone #: _____ E-mail address: _____

AAMFT Member ID number: _____

II. Internship Site Information:

Name of Internship Site: _____

Address: _____

Site Phone #:

Name of Supervisor:

Supervisor's email address:

Expected start and end dates of internship:

III. Coursework Prerequisites

Grade earned in course (Indicate WIP for Work in Progress if currently enrolled):

_____ MFTH 550: *Basic Therapy Skills and Methods*

_____ MFTH 560: *Family Systems Theory*

_____ MFTH 561: *Family Therapy I: Modernist Models*

_____ MFTH 581: *Psychopathology & DSM Diagnoses*

_____ MFTH 530: *Ethics & Professional Identity*

*Must earn at least a C+ in all prerequisite courses to begin Internship.

IV. Application Checklist

- Proof of liability insurance
- MFT Internship Contract
- MFT Supervisor résumé

V. Faculty Approval

Academic Advisor: _____

I approve this student for practicum.

I do not approve this student for practicum for the following reason:

Academic Advisor's Signature: _____ Date:

Program Director's Signature: _____ Date:



MFT Student - Internship Site Agreement

Marriage & Family Therapy Program

MFT Student - Internship Site Agreement

I. Student Information

Name:
E-mail:
Telephone:
AAMFT Member ID number:

II. Internship Site Information

Agency Name:
Telephone:
Agency mailing address (including zip):
Agency website (if applicable):

III. Site Supervisor Information: Please include a copy of the supervisor's CV with this contract.

Site Supervisor's Name:
Supervisor's telephone:
E-mail:
Supervisor's license # & state:
Supervisor's AAMFT Approved Supervisor Status: (Please circle one):
AAMFT Approved Supervisor / AAMFT Supervisor Candidate / Neither
Expiration Date of Current Status:
Relevant supervision experience (Please include dates and affiliations of previous supervision experience and attach and updated résumé):

IV. Statement of Goals and Objectives

The following expectations are the goals that have been designated by the MFT Program for the student to achieve during on-site supervision. (Please feel free to add to this list.)

Introduction to Internship Goals - Required by the University of Saint Joseph

1. Introduction to clientele served, policies and procedures of the organization
2. Obtains additional information about the topics and issues prevalent among the clients served
3. Documentation skills (e.g., treatment planning, case note documentation, mandated reporting process)
4. Professional development skills (e.g., timely submission of documentation, promptness, effective use of supervision)
5. Additional Goals suggested by Site Supervisor

Basic Therapy Skills Goals - Required by the University of Saint Joseph

1. Builds and maintains the therapeutic alliance
2. Accurate assessment of DSM diagnoses
3. Demonstrates basic therapy skills
4. Establishes measurable goals for therapy
5. Additional Goals suggested by Site Supervisor

Advanced Therapy Skills Goals - Required by the University of Saint Joseph

1. Development of systemic case conceptualizations
2. Effective responses to crisis and high-risk clients
3. Articulate rationale for the application of best practice for presenting problems
4. Additional goals suggested by Site Supervisor

V. Internship Agreement Information

This agreement is between the University of Saint Joseph MFT Program and:

Agency Name: _____

Regarding the internship placement and clinical supervision of:

Student Name: _____

From: _____

To:

V. Internship Schedule

Indicate the times for each day that the student will be at the internship site:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

VI. Ethics and Confidentiality

AAMFT Ethical Guidelines

MFT students who are participating in a clinical internship are held to all of the AAMFT ethical guidelines. Client Confidentiality and Duty to Warn, as they are related to on-campus supervision, are discussed below. However, this is not an exhaustive list of the required criteria for clinical practice. A thorough list of FAQs may be accessed at this website: http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Fact_Sheets.aspx

Video Recordings

It is the student's responsibility to obtain the requisite permissions required by their particular site/agency, to secure appropriate permissions from their clients, and arrange for the use of any recording equipment. This includes written consent for video recording that is signed by all clients who will be viewed in the video. Please note HUSKY clients may not be video recorded. Students are expected to ensure professional confidentiality in regard to all recordings, which includes encryption of video files and secure transport of videos. Students are required to destroy (not simply delete) all videos at the completion of the academic semester for which it is presented. Contact IT for assistance in confidentiality and destruction of videos at (860) 231-5310 or helpdesk@usj.edu.

Written Documentation

All handouts or written assignments should include every effort to maintain confidentiality. This may include the use of pseudonyms or initials for clients and collection of all handouts that are distributed during the class. Electronic submission of written work that includes client information or client video should NOT be sent electronically through email or cloud storage as these are not secure forms of communication unless they are equipped with HIPPA Compliant features.

Exceptions to Confidentiality

In circumstances related to client safety and duty to warn, the student should immediately contact the on-site supervisor for direction. The consultation with the on-site supervisor and the actions taken (or lack of action taken) should be documented appropriately in the client's case file. USJ MFT Program students are not allowed to share their personal contact information, such as cell phone, email addresses, or social media accounts with clients. This is not a secure form of communication and poses a threat to client safety and confidentiality. Clients in need of immediate response should be directed to the after-hours procedures of the site or to call 911.

VII. Grievances

PROCESS FOR MANAGING SITE DIFFICULTIES

When site-related problems arise, students should follow the student concerns and complaints guidelines found in the MFT Student Handbook. Every effort should be made to work with both the site supervisor and appropriate USJ contacts (i.e., practicum supervisor, academic advisor, and/or Program Director) so that steps can be taken to improve the situation.

When a student is accepted for a practicum and agrees to/signs the internship contract, the student becomes the link between the sponsoring agency and the MFT Program. In accepting this responsibility, students are expected to fulfil their obligations to the practicum site during the specified period of time that is negotiated in the formal practicum contract. Thus, only in rare circumstances when steps toward remediation have been exhausted and after consulting with on-site supervisor(s) and USJ contacts, can a student withdraw from their internship site. When all parties agree that withdrawal is the only viable option, a student should provide a minimum of 2-weeks' notice to his/her site supervisor. The student should follow verbal notification with written notification of the withdrawal. It is important for the student's clients, supervisor, the student, and the MFT Program that an appropriate, ethical withdrawal occurs.

VIII. Internship Requirements for Graduation

We understand the student is required to meet the following COAMFTE requirements for graduation as part of their internship placement: 300 hours of client contact with an AAMFT approved supervisor; at least 100 hours of relational client contact; 1 hour of individual supervision per week. Time2Track is the current medium used for student clinical hours, both on-site and on-campus. All students should visit <https://app.time2track.com/login> to log clinical hours. USJ MFT students are also required to acquire clinical experience in Couple or Marriage and Family Therapy with diverse, marginalized, and/or underserved communities. We require that our Internship Site partners are able to provide our students with clinical experience in which they will be able to serve diverse, marginalized, and/or underserved communities.

___ Please check to indicate the internship site's willingness and ability to provide clinical experience to USJ MFT students with clients from diverse, marginalized, and/or underserved communities.

*Please see Internship Handbook for COAMFTE definition of client contact, relational hours, and supervision.

On-site Supervisor's

Signature: _____ Date: _____

Students

Signature: _____ Date: _____

USJ Program Director's

Signature: _____ Date: _____

Marriage & Family Therapy Internship Sites

The following sites are locations with previously or currently established internships. The list is intended to provide some direction for the application process, but it is not exhaustive. Please provide the Program Director with any updates to this list.

City	Site	Address	Phone Number
Avon	50 Albany Turnpike, New Day Counseling Center	Canton, CT	(860) 269-0510
Bridgeport	Boys and Girls Village, Inc.	170 Bennett Street, Bridgeport, CT 06605	(203) 877-0300
Bridgeport	Family Re-entry Inc., DAPA	126 Washington Avenue, Third floor, Bridgeport, CT 06604	(203) 361-9166
Bristol	Bristol Youth Services	51 High Street; Bristol, CT 06010	(860) 314-4690
Cromwell	Children's Home of Cromwell	60 Hicksville Road, Cromwell, CT 06416	
East Hampton	East Hampton Youth Services	240 Middletown Avenue, East Hampton, CT 06424	(860) 267-9982
East Hartford	Town of East Hartford Department of Youth Services	740 Main Street, East Hartford, CT 06108	(860) 291-7179
Enfield	North Central Counseling Services of Enfield	47 Palomba Drive, Enfield, CT 06082	(860) 253-5020
Fairfield	Fairfield Counseling Services/ Life Bridge	125 Penfield Rd, Fairfield CT 06824	(203) 255-5777 or (203) 368-5540
Farmington	The Counselors, Inc.	318 Main Street, Farmington, CT 06032	
Glastonbury	Saint Francis Behavioral Health Clinic	27 Sycamore Road, Glastonbury	(860) 714-4000
Haddam- Killingworth	Youth and Family Services	91 Little City Rd, Higganum	860.345.7498
Holyoke, MA	Brightside for Families & Children – Providence Hospital	1233 Main Street, Holyoke, MA 01040	(413) 539-2480
Hamden Ledyard	The Children's Center of Hamden	1400 Whitney Avenue, Hamden, CT 06517	203-248-2116
Ledyard	Ledyard Youth and Social Services	741 Colonel Ledyard Hwy, Ledyard, CT 06339	(860) 464-3213
Manchester	Community Child Guidance	317 North Main St, Manchester, CT 06042	(860) 643-2101

Meriden,	Franciscan Life Center	271 Finch Avenue, Meriden, CT 64450	(203) 237-8084
Milford	Milford Youth & Family Services	150 Gulf St., Milford, CT 06460	(203) 783-3200
Moodus	East Haddam Youth and Family Services	387 E Haddam-Moodus Rd, Moodus CT 06469	(860) 873-3296
Naugatuck	Naugatuck Youth Services	13 Scott Street, Naugatuck, CT 06770	(203) 720-5673
New Britain	Community Mental Health Affiliates Child Guidance Clinic	26 Russell Street, New Britain, CT 06052	(860) 826-1358
New Britain	Hospital for Special Care	360 Osgood Ave. New Britain, CT 06053	(860) 223-2761
New Haven	Clifford Beers Guidance	93 Edwards Street, New Haven, CT 06511	203 772-1270
Newington	Community Residences, Inc.,	50 Rockwell RD, Newington CT 06111	(860) 621-7600
New London	United Community and Family Services	351 North Frontage Rd, Suite 24, New London, CT 06320	(860) 442-4319
Norwalk	Family Re-Entry Inc., DAPA	9 Mott Avenue, Suite 104, Norwalk, CT 06850 CT 06360	(203) 838-0496
Norwich	Family Services,	47 Town Street, Norwich,	(860) 892-7042
Norwich	Catholic Charities Behavioral Health Services	331 Main Street, Norwich, CT 06360	(860) 889-8346
Old Saybrook	Old Saybrook Youth and Family Services	322 Main Street, Old Saybrook, CT	(860) 510-5042
Plainville	Wheeler Clinic	91 Northwest Drive, Plainville, CT 06062	(860) 793-3500
Stafford	Stafford Family Services	21 Hyde Park Road, Stafford, CT 06075	(860) 684-4239
Stamford	Stamford Counseling Center	Stamford, CT 06901	(203) 323-8560
Waterbury	Waterbury Hospital Child and Adolescent Behavioral Health	88 Grandview Avenue, Waterbury, CT 06708	(203) 573-7121
Waterbury	Wellmore Behavioral Health	70 Pine Street, Waterbury, CT 06710	(855) 935-5667
Waterford	Connections Counseling and Wellness Center	163 Boston Post Road, Waterford, CT 06385 .,	(860) 444-8774
West Hartford	The Bridge	1022 Farmington Ave, West Hartford, CT 06107	(860) 521-8036

Marriage and Family Therapy Practicum: Beginning Evaluation

Student: _____ Practicum Supervisor: _____ Sem: _____

<i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Joining Skills						
<ul style="list-style-type: none"> • Actively, accurately, and/or sufficiently explores and reflects clients' expression of affect, content or meaning. • Deepens the therapy alliance by demonstrating the ability to display respect, warmth, non-judgmental attitude, empathy, and authenticity. • Adapts to clients' language, pacing, and contextual influences. • Applies minimal encouragers and acknowledgments with intentionality to enhance therapy relationships. 						
Therapy Skills						
<ul style="list-style-type: none"> • Appropriate use of eye contact and facial expressions. • Effective use of silence and interruptions that enhance the therapy experience. • Demonstrates intentional use of reflection of meaning and reflection of emotion. • Directs the skills, questions, interventions, etc. based on established goals for therapy. 						
Assessment Skills						
<ul style="list-style-type: none"> • Identifies symptoms and presenting problems to formulate appropriate diagnoses. • Adequately explores areas of functioning to develop clinical assessment (biological, psychological, and contextual influences). • Clearly articulates relational dynamics into assessment for treatment of presenting problems. • Addresses areas of high-risk behavior during client assessment (Suicide/homicidal ideation, domestic violence, etc.) 						
Therapy Goals						
<ul style="list-style-type: none"> • Effectively develops realistic goals for therapy outcomes that are measurable and outcome-based. • Collaborates with clients to develop goals for treatment that are consistent with the clients' needs. • Goals for therapy are clearly aligned with the presenting problem and systemic hypothesis. 						

<i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Systemic Hypotheses						
<ul style="list-style-type: none"> Formulates reasonable systemic hypotheses regarding the clients' presenting problems. Identifies systemic functioning that may be maintaining or exacerbating the identified concerns for therapy. Clearly articulates a rationale for the proposed hypotheses that is based in the assessment information. 						
Diversity & Contextual Considerations						
<ul style="list-style-type: none"> Identifies contextual factors in client assessment that influence clients' individual and relational functioning. Demonstrates multicultural awareness by highlighting the cultural beliefs and values affecting the therapy process. Identify personal biases and experiences that may influence the therapeutic relationship. 						
Beginning Self-of-Therapist Development						
<ul style="list-style-type: none"> Uses self-reflection to identify personal resources and areas for growth that may be used to work with clients. Articulates <u>sources</u> of anxiety (e.g., personal themes) regarding particular presenting problems, client interactions, or position of the therapist. Clear and intentional use of self-disclosure that is appropriate for treatment or supervision. 						
Responsiveness to Supervision						
<ul style="list-style-type: none"> Contributes to supervision by articulating any questions or issues to be explored with the supervisor. Accepts responsibility for issues affecting for the feedback received toward professional development and/or clinical effectiveness. Able to exhibit a "learner" stance during practicum class, where feedback is accepted and considered. Demonstrates specific examples where previous feedback and direction are integrated into clinical work with clients. 						
Final Recommendations	Final Grade Assigned					
Continue at Beginning Level:	Progress to Intermediate Level:			Other (See Comments):		

Marriage and Family Therapy Practicum: Intermediate Evaluation

Practicum Supervisor: _____ Semester: _____

Student: <i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Therapeutic Interventions						
<ul style="list-style-type: none"> • Interventions are demonstrated that are appropriate for the treatment goals and assessment information. • A variety of interventions are demonstrated and refined over the course of the semester (e.g., enactments, scaling). • An informed rationale is offered for implementing a particular intervention that is appropriate/effective for the presenting problem. In other words, “Why was this particular intervention implemented for this client?” 						
Therapy Tenets						
<ul style="list-style-type: none"> • Demonstrates a variety of therapeutic tenets that are appropriate for each client (e.g., directive, collaborative, and not-knowing stance). • Accurately identifies the tenets when they are demonstrated in the video. • Identifies therapeutic tenets that inform the personal approach to therapy (e.g., mechanism of change). 						
Therapy Goals						
<ul style="list-style-type: none"> • Clearly explains specific therapy goals that are addressed in each session. • Identifies when therapy goals need to be reassessed or amended due to no-change or regression. • Intentional movement through phases of therapy that include an assessment phase, achievement of therapeutic goals, and either termination of therapy or reformulation of goals. 						
Systemic Hypothesis						
<ul style="list-style-type: none"> • Refines original hypotheses as new information is gained over the course of therapy. • Implements treatment approach that is appropriate to test systemic hypothesis. • Goals and direction of therapy are influenced and reviewed as assessment and systemic hypotheses are refined. 						

<i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Diversity & Contextual Considerations						
<ul style="list-style-type: none"> Develop therapeutic goals in treatment plan that include the clients' contextual influences Facilitate an in-session discussion regarding the clients' contextual or cultural beliefs, values, etc. that influence the therapeutic process. Identify ways in which personal worldview influenced therapeutic relationship 						
Intermediate Self of Therapist Development						
<ul style="list-style-type: none"> Biases, strengths, or areas for growth are clearly identified as an influence over the course of therapy. Identifies the role of therapist in the process of change, including isomorphic processes that may be inhibiting progress. Specifically challenges themselves to expand his/her experiences in therapy (directive v. one-down; insight oriented v. experiential). 						
Responsiveness to Supervision						
<ul style="list-style-type: none"> Able to exhibit a "learner" stance during practicum class, where feedback is accepted and considered. Demonstrates specific examples where previous feedback and direction are integrated into clinical work with clients. Actively contributes to the therapy process by offering peer feedback from the presenter's clinical approach. 						
Final Recommendations			Final Grade Assigned			
Continue at Intermediate Level:		Progress to Advanced Level:		Other (See Comments):		

Marriage and Family Therapy Practicum: Advanced Evaluation

Student: _____ Practicum Supervisor: _____ Sem: _____

<i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Therapeutic Interventions						
<ul style="list-style-type: none"> • Interventions are demonstrated that are appropriate for the treatment goals and assessment information. • A variety of interventions are demonstrated and refined over the course of the semester (e.g., enactments, scaling). • An informed rationale is offered for implementing a particular intervention that is appropriate/effective for the presenting problem. In other words, “Why was this particular intervention implemented for this client?” 						
Therapy Tenets						
<ul style="list-style-type: none"> • Demonstrates a variety of therapeutic tenets that are appropriate for each client (e.g., directive, collaborative, and not-knowing stance). • Accurately identifies the tenets when they are demonstrated in the video. • Identifies therapeutic tenets that inform the personal approach to therapy (e.g., mechanism of change). 						
Therapy Goals						
<ul style="list-style-type: none"> • Clearly explains specific therapy goals that are addressed in each session. • Identifies when therapy goals need to be reassessed or amended due to no-change or regression • Intentional movement through phases of therapy that include an assessment phase, achievement of therapeutic goals, and either termination of therapy or reformulation of goals. 						
Systemic Hypothesis						
<ul style="list-style-type: none"> • Refines original hypotheses as new information is gained over the course of therapy. • Implements treatment approach that is appropriate to test systemic hypothesis. • Goals and direction of therapy are influenced and reviewed as assessment and systemic hypotheses are refined. 						

<i>Numeric Values are for Program Use Only</i>	<i>Inadequate Information</i> N/A	<i>Deficient</i> 0	<i>Below Expectations</i> 1	<i>Meets Expectations</i> 2	<i>Exceeds Expectations</i> 3	<i>Exceptional</i> 4
Diversity & Contextual Considerations						
<ul style="list-style-type: none"> • Develop therapeutic goals in treatment plan that include the clients' contextual influences • Facilitate an in-session discussion regarding the clients' contextual or cultural beliefs, values, etc. that influence the therapeutic process. • Identify ways in which personal worldview influenced therapeutic relationship 						
Advanced Self of Therapist Development						
<ul style="list-style-type: none"> • Biases, strengths, or areas for growth are clearly identified as an influence over the course of therapy. • Identifies the role of therapist in the process of change, including isomorphic processes that may be inhibiting progress. • Specifically challenges themselves to expand his/her experiences in therapy (directive v. one-down; insight oriented v. experiential). 						
Responsiveness to Supervision						
<ul style="list-style-type: none"> • Able to exhibit a "learner" stance during practicum class, where feedback is accepted and considered. • Demonstrates specific examples where previous feedback and direction are integrated into clinical work with clients. • Actively contributes to the therapy process by offering peer feedback from the presenter's clinical approach. 						
Final Recommendations			Final Grade Assigned			
Continue at Advanced Level:		Meets Expectations of Advanced Level:			Other (See Comments):	



Site Supervisor Evaluation of Student Intern

Student Name

Supervisor Name

Date

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

Professional Development	Needs Attention	Meets Expectations	Exceeds Expectations	Does Not Apply
Communicates effectively and professionally with colleagues.				
Paperwork is submitted in the expected time period.				
Engages in collaborative care with other providers (e.g., agencies, school personnel, medical professionals).				
Seeks consultation and supervision when it is appropriate.				
Therapy Skills				
Employs appropriate basic therapy skills throughout treatment (i.e., attending, reframing, reflective listening).				
Forms positive therapy alliance by communicating respect and empathy toward family members.				
Assigns accurate DSM diagnoses based on the criteria presented by the client(s).				
Establishes appropriate and measurable goals for the treatment of the presenting a problem.				
Client Diversity				
Demonstrates awareness of personal assumptions, values, and biases related to multicultural issues with clients.				
Shows knowledge of the contextual influences when working with clients.				
Develops culturally appropriate interventions and techniques for diverse clients.				
Ethical and Legal Issues				
Inform clients and legal guardians of limitations to confidentiality and parameters of mandated reporting.				
Completes documentation in accordance with professional standards and state/provincial laws.				

USJ Program Policies/Procedures				
The MFT faculty at USJ correspond in a timely manner if/when I raise concerns				
The MFT Program at USJ provides appropriate structure and guidance for the student's internship (e.g., Internship Handbook, on-campus supervision, etc.)				
The MFT Program at USJ provides students with the education required to meet clinical requirements necessary for his/her internship requirements				

Areas of Strength:

Areas for Improvement:

Additional Suggestions/Comments:

Please include any additional feedback that will help us advance the clinical training and supervision in the MFT program at USJ.

Supervisor signature: _____ Date: _____

Marriage & Family Therapy Clinic (MFTC)



The School for Young Children
238 Steele Road
West Hartford, CT 06117-2791

Marriage & Family Therapy Program

Student Acknowledgment: Receipt and Review of Internship Handbook

By signing this document, you are acknowledging you have access to/ received the Internship Handbook for the Marriage & Family Therapy (MFT) Program at University of Saint Joseph (USJ) which includes information about internship requirements, policies, and procedures. Students will use Time2Track software to: document their clinical hours, student reports, online supervisor approvals, as well as online forms and evaluations. We request that students read the Internship Handbook carefully and keep it available as a reference throughout the Program. This Handbook and all of the necessary forms for Internship can be retrieved online on the MFT Program webpage.

Your signature below indicates that you have read the complete copy of the USJ MFT Internship Handbook for 2021-2022 and that you understand and agree to abide by its policies and procedures.

If you have any questions regarding any of the information in the Internship Handbook please contact the Program Director.

Student Name: _____

Student Signature: _____

Date: _____

*****PLEASE PRINT AND SIGN AND SCAN THIS form to the MFT PROGRAM DIRECTOR
(email to jcalvert@usj.edu)**