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The mission of the Marriage and Family Therapy (MFT) Program at the University of Saint of Joseph is to prepare students to provide mental health treatment to diverse populations of individuals, couples, and families from a relational, systemic perspective. The MFT Program mission is accomplished by training students to implement ethically competent, theory-driven approaches, while enhancing multi-cultural awareness. Training and supervision occur in a supportive environment where students are encouraged to explore the influence of personal challenges, biases, and experiences on their clinical practice.

The Marriage and Family Therapy (MFT) Program at the University of Saint Joseph (USJ) is committed to the promotion of diversity within the practice, training, and research of MFT. As part of this commitment, the Program strives to maintain a diverse composition among the student body, faculty, instructors, and clinical supervisors. The MFT faculty emphasize a training environment that values and respects diversity with the goal of preparing students to meet the therapeutic needs of clients with diverse experiences, values, and worldviews. This goal is addressed by encouraging in-class discussion, incorporating readings, developing course assignments, and providing supervision that addresses issues of diversity in all MFT courses. Specifically, students must demonstrate clinical competence working with clients whose sex, gender identity, age, race, ethnicity, sexual orientation, family structure, socioeconomic status, spirituality, ability, health status, immigration status, and/or any contextual influences that affect the clients’ wellbeing. Training and supervision in the MFT Program is grounded in the philosophy that therapists must also explore their own values, biases, and assumptions to meet the needs of diverse clients through ethically competent practice. We understand the personal difficulty associated with challenging one’s own personal worldview, however, we view this as a necessary element of clinical development. Accordingly, all USJ MFT students, faculty, and supervisors must adhere to these standards for diversity in clinical practice, training, and supervision. We maintain that clients’ right to non-discriminatory services supersedes those of the students’ rights to avoid treating clients for any reason that is considered by the supervisor and/or faculty to be discriminatory. Any student, prospective student, clinical supervisor, or faculty member whose expectations are inconsistent with the USJ MFT statement of diversity are encouraged to pursue an affiliation with an institution that is in accordance with their personal perspective on client diversity.
The MFT Program at USJ offers several support services to our graduate students. Below is a list of on-campus offices that are available to meet the needs of students.

**Health Services 860-231-5530**
- A nurse practitioner and a registered nurse regularly staff the office for care of common illnesses.
- An appointment is not necessary for most services.
- A physician and registered dietitian are available on a weekly basis by appointment.
- There is no fee or insurance charge for most services provided in the office.
- Starting doses of over-the-counter and some prescription medications are available.
- Any full-time student who has submitted the required health records may use the office.
- Students do not have to be a participant in a school-affiliated insurance plan to receive services.

**Counseling and Wellness Center 860-231-5530**
- The Center provides the following services, free of charge:
  - Counseling for stress, relationship issues and adjustment problems, depression, anxiety and other mood and psychological disorders
  - Confidential individual counseling by appointment
  - Limited psychiatric consultation or medication evaluation
  - Immediate support for students in crisis

**Information Technology (I.T.) 860-231-5310**
- A usj.edu email account
- Technical support
- Access to high-speed wireless network throughout campus
- Access to Windows and Mac-based computers
- Free antivirus software
- Access to and support for Blackboard, a web-based learning system used for class assignments, grades, and announcements

**Library Services 860-231-5209**
[http://www.usj.edu/academics/library/](http://www.usj.edu/academics/library/)
- Circulation: Find information about library collections, borrowing privileges, loan periods, and more
- References: Get help from our librarians, who provide research and instruction.
- Reserves: Access instructor-assigned course materials.
- Interlibrary Loan (ILL): Learn about requesting materials from other libraries.
- Specific MFT journals and other resources
  - [http://usj.libguides.com/familystudies](http://usj.libguides.com/familystudies)
  - [http://usj.libguides.com/marriagefamilytherapy](http://usj.libguides.com/marriagefamilytherapy)
Title IX Coordinator/Deputies 860-231-5390
- Responsible for overseeing the prompt investigation and resolution of sexual misconduct
- Investigates, supports, and protects any involved parties
- Oversees annually published security reports and coordinates prevention initiatives
- Ensure the safety and well-being of the campus community

Financial Aid Services 860-231-5223 http://www.usj.edu/admissions-financial-aid/tuition-and-financial-aid/ The office of financial aid provides graduate students support for:
- Federal student loan support
- Graduate Assistantships
- Tuition Reimbursement
- Academic Scholarships
- Yellow Ribbon Program and Veterans Services

- Assigned and recommended textbooks
- USJ apparel
- Study supplies
- Graduation regalia

The Office of Accessibility Services strives to provide equal access to programs, facilities and services to qualified students with documented disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.
- It is the student's responsibility to self-identify to the Coordinator of Accessibility Services.
- You must submit a request for accommodations and support services each semester.
- Accommodations are not retroactive; therefore, we advise students to disclose and request accommodations early in the semester.

Center for Academic Excellence (CAE) 860-231-5514
http://www.usj.edu/academics/academic-services/writingtutoring-center/
- One-on-one consultations, small-group tutorials, study tables and other advisement delivery modes
- Education on the values of compassionate service and the rewards of academic excellence
- Skills to enhance students' competencies in written expression and critical reasoning across and within the disciplines
- Leadership development for students who serve as tutors
- Faculty assistance with integrating writing within their teaching, including writing assessment and pedagogical support
- Supplemental instruction for students to advance their abilities to learn complex concepts
**COAMFTE ACCREDITATION**

The University of Saint Joseph is accredited by the New England Association of Schools and Colleges. The Master of Arts Program in Marriage and Family Therapy is also nationally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy. The COAMFTE accreditation ensures the MFT Program at USJ equips graduates with the knowledge and skills required for the post-graduate clinical work settings. It also has been approved by the Board of Governors of the Department of Higher Education for the State of Connecticut.

**Student Learning Outcomes (SLO)**

COAMFTE requires every accredited MFT program to define the specific program goals and associated learning outcomes that students are expected to achieve upon completion of the program. Below are the Program Goals and SLOs integrated into the USJ MFT curriculum. Each MFT student should become familiar with the goals and associated outcomes of the MFT program.

<table>
<thead>
<tr>
<th>Program Goals &amp; Student Learning Outcomes (SLO)</th>
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| 1. **Theory and Application:** Students will demonstrate an understanding and clinical application of the major theoretical approaches specific to MFT.  
  SLO 1: Students will demonstrate their knowledge and application of systemically informed approaches associated with the practice of MFT. |
| 2. **Scholarship:** Students will reflect their competency in evaluating and applying current MFT research.  
  SLO 2: Students will apply current effectiveness research to their clinical practice based on the evaluation of the MFT literature. |
| 3. **Diversity:** Students will integrate their contextual awareness into clinical practice with diverse clients.  
  SLO 3: Students will demonstrate their clinical competency implementing a treatment approach based on the needs of diverse clients. |
| 4. **Self of Therapist & Professional Development:** Students will demonstrate an awareness of “self” as it applies to their clinical practice.  
  SLO 4: Students will demonstrate an appropriate use of self in clinical practice that is consistent with their theoretical approach.  
  SLO 5: Students will demonstrate professional conduct in clinical settings by openness and responsiveness to feedback in all MFT-related activities. |
| 5. **Ethical Practice:** Students will demonstrate their understanding of ethically competent clinical practice by adhering to the AAMFT code of ethics.  
  SLO 6: Students will consider and apply the ethical criteria from the AAMFT code of ethics throughout their clinical training. |
| 6. **Student Achievement Criteria:** Students will meet the academic requirements to be eligible for licensure as an MFT in Connecticut.  
  SLO 7: Students will complete the minimum required client contact hours (300 total 120 relational) while receiving at least 100 supervision hours from an AAMFT Approved Supervisor over a minimum of one calendar year.  
  SLO 8: Students will complete their Program of Studies with a minimum of C+ (79%) in all MFT coursework that is required for licensing in CT. |
COAMFTE Student Achievement Criteria: The University of Saint Joseph MFT program meets all COAMFTE requirements for Student Achievement: (>65% Graduation Rate; >70% Licensing Exam Pass Rate)

**COAMFTE Student Achievement Criteria Data for University of Saint Joseph Accredited: August 7, 1989**

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th># of Students in Program</th>
<th>Graduation Rate (%)</th>
<th>Job Placement Rate (%)</th>
<th>National Exam Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>7</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2008-09</td>
<td>20</td>
<td>70%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>2009-10</td>
<td>19</td>
<td>84%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2010-11</td>
<td>12</td>
<td>58%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2011-12</td>
<td>13</td>
<td>61%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2012-13</td>
<td>18</td>
<td>77%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013-14</td>
<td>21</td>
<td>85%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>2014-15</td>
<td>13</td>
<td>61%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4</td>
<td>25%</td>
<td>100%</td>
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<tr>
<td>2016-17</td>
<td>10</td>
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<tr>
<td>2018-19</td>
<td>8</td>
<td>In Process</td>
<td>In Process</td>
<td>In Process</td>
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<td>2019-20</td>
<td>9</td>
<td>In Process</td>
<td>In Process</td>
<td>In Process</td>
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*Indicates student(s) are currently enrolled in the MFT Program.

* Programs are only required to provide data on the past 10 years/cohort or since the program was initially accredited, whichever is shorter.

** Programs should report graduation rates for program’s Advertised Length of Completion. The Advertised Length of Completion is how long the program is designed to complete as written.

***This is defined as the percentage of graduates from the cohort year listed that are employed within 3 years of their graduation utilizing skills learned in the COAMFTE accredited program. Masters and Doctoral programs are required to provide this information. Post-Degree programs are encouraged to share this with the public.

**** Master programs are required to provide this information. Doctoral and Post-Degree programs are encouraged to share this with the public. For Master’s programs only, COAMFTE has established a benchmark of 70% pass rate for each cohort. Programs in California can use the California Law and Ethics exam for MFTs to meet this requirement.
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.

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.

Alumni Feedback
The USJ program highly values the progress and accomplishments of MFT graduates. Upon completion of the degree, students will be emailed a link to an anonymous Exit Survey to provide feedback that will be used to enhance the MFT program. Additionally, MFT graduates are encouraged to keep the MFT faculty members informed of their professional status (licensing exam, employment in the field, professional accomplishments, etc.).

Letters of Recommendation
Students and graduates of the Program may request letters of recommendation directly from faculty, supervisors, and/or Program Director. When providing a letter, faculty and staff will take into consideration the level of professionalism, academic performance, and clinical competence displayed by the requestor. A current résumé should be provided to the recommender and adequate time in order to accommodate any request.

Connecticut Licensing
For the most up-to-date and thorough information regarding MFT licensing (LMFT) in Connecticut, visit: [https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/MFT/Marital-and-Family-Therapist-Licensure-Requirements](https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/MFT/Marital-and-Family-Therapist-Licensure-Requirements). Upon successful completion of the master’s degree program, graduates are eligible to apply through DPH to take the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) exam. Graduates must also obtain at least one year of supervised post-graduate work experience: 1000 hours of direct clinical contact; 100 hours supervision by a LMFT.
Transferability (Portability)
COAMFTE accreditation is intended to ensure students are provided with the graduate training experience required by its home state (i.e., Connecticut) as the first step toward becoming an LMFT. While we follow policies that align with national standards and are not aware of graduates of USJ’s MFT Program who have been denied licensure in other states, we cannot guarantee that other states will grant reciprocity of a license obtained in Connecticut or accept the training and supervision achieved through USJ’s MFT Program. We encourage students who may want to practice in another state post-graduation to directly contact the licensing board of that state.

Handbook Review and Revision
To maintain the most current University, Department, and Program policies and procedures, this handbook will be reviewed and updated prior to each fall semester. Clarification of policies and procedures from students and faculty should be directed to the Program Director for review. Each student should visit the MFT program website to download a copy of the most recent version of the MFT Student and Internship Handbooks. Please note that the policies and procedures in this document are a guide to offer helpful information that is Program specific. The information provided is not intended to be an exhaustive description of MFT Program information or to supersede any University policies. Address any questions for further clarification to the MFT Program Director. Any feedback for updates and revisions to the student handbook are welcomed by the Program Director to be considered among the Department faculty.

University of Saint Joseph Non-Discrimination & Title IX
The University of Saint Joseph, including the Gengras Center School and the School for Young Children, is accredited by the New England Association of Schools and Colleges, Inc. and the Connecticut Office of Higher Education. The University of Saint Joseph prohibits discrimination against any persons on account of their race, color, religious creed, age, sex, gender identity or expression, sexual orientation, transgender status, marital status, national origin, ancestry, disability (including, but not limited to, intellectual disability, present or past history of mental disorder, learning disability, or physical disability), genetic information, homelessness, prior conviction of a crime, or any other characteristic protected by law, in the administration of its educational policies, admissions policies, scholarship and loan programs, and employment practices (unless there is a bona fide occupational qualification related to employment).

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

- Encouraging all MFT students to participate in the AAMFT Student Organization to offer and receive feedback about program diversity from the organization
- Supervise students’ application for the Minority Fellowship Program through AAMFT
- Recruiting faculty, instructors, and supervisors who belong to minority groups for newly- opening positions
- Eliminating standardized entrance exams (GRE, GMAT, etc.) which some have said to be racially or otherwise biased.
All inquiries concerning the University’s non-discrimination policies may be referred to Deborah Spencer, Human Resources director/Title IX coordinator, telephone 860.231.5390 or email titleIX@usj.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, Five Post Office Square, Boston MA 02109, telephone 617.289.0111, TDD 800.877.8339, fax 617.289.0150, or email ocr.boston@ed.gov.

Documented Disability and Disclosure of Personal Information

The University of Saint Joseph is committed to ensure the full participation of all students in its programs. Accordingly, if a student has a documented disability and, as a result, needs reasonable accommodation(s) to attend, participate, or complete course requirements, then he/she should inform the instructor at the beginning of the course. For further information about services at University of Saint Joseph for students with disabilities, contact the Coordinator of Disability Services. To be provided with reasonable accommodation(s) you must present appropriate full documentation of your disability to the Accessibility Services Coordinator. Please Accessibility Services Coordinator at 860-231-5481.

The MFT faculty members aim to be supportive of the personal issues that often come up for MFT students throughout training. We encourage students to seek guidance from an MFT faculty member when these issues arise. It is to be expected and clinically appropriate for faculty and/or supervisor to discuss these issues with the student should it begin to affect academic or professional conduct. We are also aware that sometimes students may feel uncomfortable sharing this information without knowing if this may harm them professionally or academically. The following are the guidelines used for the disclosure of personal information among MFT or University faculty.

Faculty members share student clinical and academic progress in the context of student evaluation. Personal information specifically related to clinical practice and academic performance may be discussed during these evaluations. The faculty members do not share personal confidences of students unless these directly impact the personal safety of the student or others, or involve abuse of vulnerable populations (e.g., children and elderly). For example, a faculty member may share that a student is struggling during a student evaluation, but will not share the content of these issues unless they relate directly to the above stated areas. Relevant information will be shared among faculty members for the sole purpose of developing the necessary support efforts. Personal information may also be shared by MFT faculty members with prospective employers if the student offers a faculty member as a professional reference.

Professional Readiness Statement

The MFT faculty recognize and take seriously their ethical responsibility to monitor the readiness of students wishing to enter the profession. The AAMFT Code of Ethics (2015) states that MFT faculty and supervisors must provide:

4.4 Oversight of Supervisee Competence. Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.
4.5 Oversight of Supervisee Professionalism. Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

As such, the MFT faculty take steps to evaluate each student's professional development over the course of their training.

Graduate Academic Probation and Dismissal

The MFT Program adheres to the Office of Graduate Studies’ policy regarding the minimal requirements for acceptable academic standing. Additional information may be obtained from the Office of the Registrar and the USJ Academic Catalog under Academic Policies [http://catalog.usj.edu/content.php?catoid=15&navoid=803#graduate](http://catalog.usj.edu/content.php?catoid=15&navoid=803#graduate). MFT Program criteria are as follows:

1. If an MFT student's grade point average (GPA) falls below 2.67 or receives a D or F in a course(s) (inclusive of Academic Integrity violations), the Program Director and MFT Faculty members review the student’s file. The student will then be placed on academic probation.

2. The Program Director sends a letter of notification to the graduate student to inform him/her of the academic probation. The Program Director will also notify the Registrar's office and the Dean of students in School of Interdisciplinary Health and Science about any action taken against the graduate student.

3. Probation cannot be appealed. A graduate student may only be placed on probation once. Should conditions be met for a second probation, academic dismissal proceedings will commence. Note: Academic dismissal can be appealed.

4. Once on probation, the student has 6 credits to raise the GPA to or above 2.67. If the graduate student enrolls in more than 6 credits in one probationary semester, all credits will count toward the graduate student's GPA calculation.

5. After completing the 6 credits, if the graduate student improves his/her GPA to the required standard, the graduate student's academic probation status will be removed, and he/she may continue in the program. If the graduate student does not improve the GPA to the required standard, he/she will be academically dismissed from the graduate program. Note: Academic dismissal can be appealed.

Class Attendance Policy

The three credit hour of graduate course is universally understood to mean 45 hours of classroom work across the course of one academic semester or its equivalent. When a grade is assigned at the end of the semester, it is taken to mean that the student met the semester hours of classroom instruction and participation requirement. For this reason, students are
expected to meet all class sessions. The Faculty understand that there may be a rare emergency that could have an impact on one’s attendance. It must be clear, however, that missing a class, regardless of the reason, does not relieve the student of the responsibility for work missed. To the anticipated absence. The following class, the student should submit documentation of the illness or emergency. Note: Repeated late arrivals (i.e., greater than 10 minutes) may be considered an absence by the instructor.

Substance Use Policy

All MFT students must adhere to the University of Saint Joseph Graduate Student Handbook regarding alcohol and illicit substances on campus or University-related activities (e.g., internship). In the event that a student is in violation of University policy, a meeting will be scheduled with MFT faculty members to discuss the concerns. The response to the concerns will be taken on a case by case basis, based on the individual needs of the student. Potential outcomes may be, but are not limited to documentation of treatment or dismissal from the MFT Program.

MFT PROGRAM CLIMATE

The MFT Program is committed to students’ clinical and professional development by promoting a safe and inclusive setting for training. Safety is summarized as protection from danger or injury, through which all students’ experiences are equally valid and recognized. MFT students can expect a learning environment that fosters safety to explore personal history and experiences. However, members of the class may also experience a sense of discomfort or uneasiness that is expected for growth and development. It is expected that each student will challenge their personal perspectives and understanding, as well as that of their classmates, which may evoke a sense of discomfort. Such responses will be used to apply to a therapeutic setting to enhance clinical practice.

The training philosophy in the MFT Program is based on a collaborative stance that balances an expectation for personal challenge and professional conduct. Students are considered an active participant in their own learning and are, therefore, expected to engage in classroom discussion and assignments and contribute to their own learning. As such, any disclosures that students make in class are to be treated with the same expectations for confidentiality as therapy. Specifically, nothing shared by other MFT students over the course of training is to be discussed by other students outside of the classroom. This includes discussion among other members of the class (i.e., subgrouping) or otherwise.

STUDENT CONCERNS, COMPLAINTS, & GRIEVANCES

Student Concerns and Complaints

Student concerns in the MFT Program are considered an informal disagreement about a program policy, grade, instructor, etc. Informal concerns are handled collaboratively between the student and the appropriate representative of the MFT Program (e.g., assignment or course scores are
directed to the instructor). If a student has a concern or complaint with professor, supervisor, or any aspect of the Program, the student should first discuss the issue with the party involved in the matter of concern. If a satisfactory outcome is not achieved, then the concern should be brought to the MFT Program Director. On the other hand Student complaints in the MFT Program are considered a formal matter to be documented between the student, instructor, and MFT Program Director. In this case, the student should submit a written description of the complaint and schedule a meeting with all parties involved (e.g., the student, instructor and Program Director,). A record of the meeting and the outcomes that were achieved will be filed in the MFT Program office and used for documentation of the meeting and on-going program improvement.

Student Grievance Policy and Grade Appeals
Student grievances are to follow the USJ Catalogue procedure, which can be accessed at: www.usj.edu/catalogue. It is also encouraged to inform Department Administration of the concern for additional department-specific documentation. Note: any grade appeal in a course must be initiated no later than 10 business days of the start of the semester that follows the semester in which you took the class.

Time to Degree
The minimum time to complete the MFT Program is two years and one semester when taking the full-time track, which is equivalent to three courses per semester (i.e., fall, spring, summer). The maximum time to complete the MFT Program is three years and two semesters when taking the part-time track. Additional credits may be required in the event that a student is not able to accumulate the required number of client contact hours (i.e., 300 total). In the event that a student takes a leave of absence or otherwise withdraws from coursework, the University allows up to six years from the date of matriculation to complete the degree (See USJ Student Handbook).

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

Students must successfully complete a minimum of 60 credit hours in the MFT program that is assigned in the program of study. The core areas of study include family therapy theory, clinical skills, lifespan development, empirical support in clinical practice, and supervision.

Internship Requirements

MFT students are required to complete at least 300 direct client contact hours. At least 100 of those hours must be relational hours (i.e., family, couple, family/couple group). Furthermore, 50 hours of the 100 hours must be raw data live or video. In addition to the minimum client contact hour requirement, each student must successfully complete at least one semester of Advanced Level practicum. Additional information about the internship process can be found under “Internship Overview” (this document) or in the Internship Handbook.

Capstone: Theory of Therapy Presentation

MFT students must successfully present his/her Theory of Therapy as part of the MFT Capstone course. The Theory of Therapy presentation is an opportunity for the MFT faculty members to assess students’ ability to integrate the information and skills learned over the course of their program of study. Students submit a written description of his/her model, followed by a professional clinical presentation that includes clinical videos of the described approach. This assessment will be used as a measure of clinical competency and professional readiness in the field of MFT. If a student is unable to successfully demonstrate criteria for the MFT Theory of Therapy and is required to represent, he/she is required to either be enrolled in Practicum (i.e., if he/she still has remaining client contact hours) or enroll in MFTH-599 (i.e., if he/she has completed required client contact hours). MFTH-599 is a zero-credit course structured to provide students with directed supervision for his or her Theory of Therapy while obtaining additional experience and recorded videos required for successful completion of the MFT Capstone course. A student is not permitted to take a directed study nor is a student permitted to not be enrolled in a supervision course.

Application for Graduation

Each graduate student must complete a degree application and pay the graduate fee for the University to assess eligibility for graduation. Degree applications and audits can be found on the Student tab of MyUSJ. Students can apply for graduation on MyUSJ by clicking on the “Graduation Forms” link under the Student tab. There is also a direct link to this page: [www.usj.edu/graduationapplications](http://www.usj.edu/graduationapplications)

DISTANCE EDUCATION

Distance education in the MFT Program takes the form of hybrid and online courses in which 50% or 100% of traditional face-to-face “seat time” on-campus is replaced by online learning activities. Online learning activities are utilized as a means of complementing the face-to-face
learning instead of treating the online component of the hybrid course as an add-on or duplicate of what is being taught in the on-campus classroom. Students are expected to complete all readings, online learning activities (e.g., internet-based lectures), and online assessment activities (e.g., comprehension quizzes) designated on the syllabus during the distance education weeks of the course in preparation for the on-campus curriculum.

Core Theories in Family Therapy

Family Systems Theory
This course establishes the theoretical foundations of the Marriage and Family Therapy field by providing an in-depth study of family systems theory. Students are required to read the fundamental writings of the theoreticians in the field including general systems theory, communication systems, chaos theory, cybernetics and theoretical metaphors used to translate family systems theory into applied contexts.

Modernist Models of Family Therapy
This course introduces students to the theoretical concepts and practical applications of the modernist systemic approaches to family therapy including assessment and treatment interventions for each model. Case conceptualizations will incorporate a contextual perspective, emphasizing diversity in culture, gender, and sexuality. Students will become familiar with and critically evaluate the current literature for the various approaches. A variety of presenting problems will be used for application to the systemic models.

Couples & Sex Therapy Models
This course will provide orientation and structure for conducting couple therapy from a systemic framework. Students will become familiar with and critically evaluate various approaches for treating couples in therapy based on the current literature. Strategies for intervention that take into account the contextual considerations of couple and sexual relationships will be emphasized.

Postmodern Models of Family Therapy
This course is designed to provide students with an introduction to methods of intervention in family therapy from a social construction lens, including postmodern theories and approaches. Clinical approaches that will be examined include narrative therapy, solution-focused therapy, and collaborative language systems. Students will become familiar with and critically evaluate postmodern approaches for treating a variety of presenting problems.

Marriage and Family Therapy Capstone
This course provides advanced marriage and family therapy (MFT) students with the opportunity to demonstrate a cumulative understanding and integration of core theoretical knowledge and clinical competence in the field of MFT. Course assignments will integrate previous course content related to the major theoretical approaches, ethical guidelines, multicultural awareness, and research methods. Supervision evaluations and professional development feedback that the student has received throughout their training will also be included as a measure of clinical competency and professional readiness.
Foundational Clinical Skills

Basic Therapy Skills
This course is an introduction to the skills and methods associated with therapeutic practice. It is designed to introduce students to the various techniques required for developing and maintaining relationships with clients in a therapeutic setting. The course includes tasks and assignments intended to expose each student to the experiential component of conducting therapy. Key concepts and skills are implemented through interactive exercises and presentations.

Advanced Therapy Skills
This course applies the basic therapy skills to advanced clinical issues in preparation for the MFT internship experience. Students will demonstrate their professional readiness in maintaining the therapeutic alliance, creating treatment goals, assessing client progress, and understanding clinical supervision. The course includes experiential tasks and assignments using video and live supervision. Each member of the course is expected to engage in the active evaluation of other students’ work by providing constructive feedback through in-class discussion.

DSM and Psychopathology
This course will focus on familiarizing students with diagnostic procedures using the DSM-V, while challenging the student to understand and evaluate each mental disorder from a broader social constructionist and systemic perspective. Students will review recent knowledge and practice developments within the major diagnostic categories through the lens of cultural and systemic discourse.

Ethical, Professional Identity, and Legal Issues for Marriage and Family Therapists
This course will provide an overview of ethical and legal issues that arise in the practice of marriage and family therapy. Issues dealing with risk management, the provision of ethically informed treatment and the legal and ethical responsibilities of MFT’s will also be addressed. All curricula and learning outcomes focus on the development of proficiency in the core competencies as outlined by AAMFT as necessary for excellence in clinical practice.

Self-of-the-Therapist
This course provides marriage and family therapy (MFT) students with the opportunity to connect personal dimensions of therapy with technical facets of clinical work. Particular emphasis will be placed on the role of the therapist in family therapy, the self of the therapist, and the use of self in therapy. This class will emphasize assisting students in identifying emotional issues, personal values, and biases. With this information, students will explore how self-of-therapist issues manifest themselves in their interactions with others and how these can impact their work within clinical settings.

Couples & Sex Therapy Topics
This course will examine the unique challenges and special considerations when working with couples. Couple relationships will be assessed and examined from a contextual perspective, emphasizing diversity in culture, gender, and sexuality. Students will be provided an introduction to concerns inherent in working with couples.
Lifespan Development

Human Development
This course will provide an overview of human development throughout the lifetime in the family, social, and cultural context. The individual and family lifecycles are viewed as mutually interactive processes that are also affected by such factors as biology/genetics, gender, race, ethnicity, acculturation, religion, etc. The development of the individual is traced chronologically through a survey of a select number of major theoretical approaches. Factors influencing development such as developmental tasks, family, and cultural context are explored concurrently. This exploration serves as a backdrop for client assessment and case conceptualization. All curricula and learning outcomes focus on the development of proficiency in the areas of knowledge, skills, attitudes/values and the behavioral outcomes necessary for excellence in clinical practice.

Child Development and Play Therapy
This course is designed to provide an overview of the field of Play Therapy with children ages two through twelve years of age. Attention will be directed to a variety of children’s issues and an emphasis will be placed on understanding how to therapeutically utilize a combination of play therapy and psychotherapeutic techniques with children. This course will sensitize students to the power of play as a symbolic communication and its capacity for therapeutic growth, healing, and transformation in children. Review of the definition, history and basic assumptions of play therapy will be provided. Special attention will be given to process and skills along with the application of therapeutic strategies to high incidences of childhood emotional and behavioral disorders and problems.

Empirical Support in Clinical Practice

Research Methods
This course is designed to develop an understanding of basic research methods in social science, specifically the field of marriage and family therapy (MFT). This course will attend to processes of applied research methods, including that which relate to research of family system dynamics. Students will develop abilities in research interpretation, critique, and application using APA format.

Gender and Diversity in Family Therapy
This course is designed to increase awareness and competency regarding to the role of gender and diversity in our work as family therapists. Class discussions and assignments will be aimed at critically examining issues of gender and diversity, promoting cultural awareness and sensitivity, examining and deconstructing gender scripts, and increasing the ability to clearly articulate how gender and diversity informs our assumptions, perspectives and values as a clinician.

Collaborative Healthcare Practice
This course is intended to provide an introduction to collaborative healthcare practices using a biopsychosocial lens. Collaborative healthcare approaches that are used to treat the family effects of medical illnesses will address several of the core competencies of medical family therapists (MedFTs). Required readings and assignments provide exposure to current trends in the field.
Evidence Based Practice
This course will provide an introduction to definitions and competencies connected with “Evidence-Based Practice” (EBP) and an overview of the history, theoretical foundations, and implementation of several nationally (and internationally) acclaimed evidence-based in-home family treatment models, as well as a few of Connecticut’s “home-grown” promising practices. Over the course of the semester, students will receive didactic training in the theory and practice of these treatment models, and hands-on training exercises to demonstrate the use of some of the specific treatment tools that are utilized within the models.

MFT Supervision

Marriage and Family Therapy Practicum
MFT Practicum provides students with an advanced clinical experience in marriage and family therapy. Practicum is based on a loose “cohort model”, which is informed by a set of skills that must be demonstrated. Students progress to the next level of practicum when they have achieved the identified goals for that section. 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 will have the opportunity to implement theoretical models in their practicum settings. The practicum also provides the opportunity to reflect upon varying clinical approaches, and to evolve a theory of change to conduct marriage and family therapy.
## Program of Study

### Fall I
- MFTH 550  Basic Therapy Skills (3)
- MFTH 560  Family Systems Theory (3)
- MFTH 580  Human Development (3)
- MFTH 592  Child Development & Play Therapy (3)

### Spring I
- MFTH 561  Family Theory – Traditional Approaches (3)
- MFTH 581  DSM & Psychopathology (3)
- MFTH 597  Research Methods (3)
- MFTH 530  Ethical, Professional Identity and Legal Issues for MFTs (3)

### Summer I
- MFTH 565  Advanced Therapy Skills (3)
- MFTH 567  Self-of-the-Therapist (3)
- MFTH 571  MFT Practicum I (3)
- MFTH 584  Couples & Sex Therapy Topics (3)

### Fall II
- MFTH 596  Collaborative Healthcare Practice (3)
- MFTH 572  MFT Practicum II (3)
- MFTH 585  Couples & Sex Therapy Models (3)
- MFTH 582  Gender and Diversity Issues (3)

### Spring II
- MFTH 562  Family Therapy II: Post-Modern Models of Family Therapy (3)
- MFTH 573  MFT Practicum III (3)
- MFTH 564  Evidence Based Practice (3)
- MFTH 598  MFT Capstone (3)

### Summer II
- MFTH 574  MFT Practicum IV (3 - if needed)

### Fall III
- MFTH 575  MFT Practicum V (3 – if needed)

### Spring III
- MFTH 576  MFT Practicum V (3 – if needed)

*Additional practicum courses (3-9 credits) may be needed to complete practicum hours.*

- Length of time to completion: 2 years
- Total Credit Hours: 60 – 69 hours
- Part-time option is available.
- Discuss alternatives with Program Director.
### GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade points</th>
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<tbody>
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<tr>
<td>B+</td>
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<tr>
<td>B-</td>
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<td>2.670</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.000</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>C-</td>
<td>72-70</td>
<td>1.670</td>
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<tr>
<td>D</td>
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<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>less than 60</td>
<td>.670</td>
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</tbody>
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**C, D, or F Grades**

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

**GPA to Graduate**

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

**Withdrawal “W” Grades**

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

**Incomplete “I” Grades**

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

### REGISTRATION STATUS

**Academic Advisor**

Upon matriculation into the MFT Program, each student is assigned an academic advisor. The role of the academic advisor is to provide guidance on degree completion and professional
development. Students are recommended to schedule a meeting with their academic advisor periodically to discuss their progress and areas of concern. Any changes to the student’s official program of study (e.g., dropping a course) must be approved by his or her academic advisor and documented with the MFT Office and Registrar.

Changes to the Program of Study (POS)
Any changes to the original POS (Appendix B/C) that is assigned upon matriculation must be discussed with the advisor. This includes any added or dropped courses or courses that must be repeated. Verbal confirmation or email correspondence of approval must still go through the official procedures. Registration for any courses that are not consistent with the POS will not be allowed. It is the student’s responsibility to initiate the meeting and allow enough time for the completion of the following required procedures:

1. Schedule a meeting with your advisor to discuss any changes to the POS. This includes dropping or adding a course once the semester has begun. Any implications for this change will also be discussed (e.g., graduation date may be delayed).
2. Pending approval from the advisor, an official “Change in POS Form” (Appendix D) will be completed and signed by the student and advisor.
3. The completed forms are then submitted to the MFT Office for submission to the registrar.

Dropping/Adding Courses
During the first two weeks of the semester, students may drop and/or add courses. If a student officially drops a class during the 10-day add/drop period, the course will be voided from the record.

Leave of Absence (for matriculated students)
A student in good standing who wishes to interrupt his/her university program may request a leave of absence for up to one year (two semesters exclusive of summer) from the date of the leave of absence. Leaves are arranged through the Registrar’s Office after the Academic Dean’s approval is obtained. For students going on a leave of absence, the Registrar will drop all current courses or issue a grade of W for all courses if the leave is initiated after the ten-day add/drop period. The leave of absence option allows the student to re-enroll at the University within the following year without going through the readmission procedures. A student who does not enroll at the end of the leave period will be administratively withdrawn from the University by the Registrar. Should this student later decide to return to USJ, it will be necessary to apply for readmission.

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

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

Audit Policy

Auditing carries no credit and no grade. Even though the course is entered on the student’s transcript, it does not affect a student’s part-time or full-time status. Audited courses may not be repeated as credit courses in subsequent semesters. Audited courses are on a space available basis and are billed at one-half tuition. Prior to the third week of classes, an audited course may be changed to a credited course with the appropriate tuition adjustment or may be added or dropped by completing an add/drop form in the Registrar’s Office.

(See USJ Academic Catalog for complete description)

It is the policy of the University of Saint Joseph that all members of the community act honestly. By enrolling in or working at the University, all members implicitly agree to uphold the University’s policy on academic integrity. All assignments assume this pledge whether or not is made explicit: “I understand the Academic Integrity code, have acted with Academic Integrity, and I have not witnessed any instances of Academic Dishonesty by other students.”

Academic Dishonesty:

Violations of the Academic Integrity policy can take many forms. Some examples include, but are not limited to: plagiarism, unassigned collaboration, cheating, misrepresentations, and/or cyber fraud.

Procedures for Faculty:

A faculty member who believes he or she has found Academic Dishonesty should, within five procedural days of the discovery, electronically submit the Academic Infraction Form (AIF) to the Academic Integrity Officer (AIO). The faculty member may consult with the AIO prior to submitting the AIF, but the AIO will not disclose whether or not the student was found guilty of a prior violation until after the AIF is submitted.

Within five procedural days of receiving the AIF, the AIO will (1) advise the faculty member as to whether or not the alleged infraction could be considered a violation of the Academic Integrity policy, (2) advise the faculty member if the violation qualifies as Incidental, Typical, or Flagrant, and (3) notify the faculty member of any prior violations by the same student.
Categories of Academic Integrity Violations:
Specific procedures and sanctions are associated with the following categories of violations: Incidental, Typical, or Flagrant violations.

EVALUATION OF MFT STUDENT PERFORMANCE

Professional Development
Students are evaluated for professional development among Program faculty once per semester (Fall and Spring). Any students who are evaluated as below expectations for MFT conduct and/or adherence to MFT Program policies will meet with the MFT faculty members to create a plan for remediation using the Formative Feedback Plan for Professional Growth (Appendix E). The formative feedback plan is intended to share the identified concerns and collaboratively design a plan to address the concerns with steps that will allow the student to successfully meet the expectations for graduation. Once the student completes the steps, a follow up addendum to the plan can be added to the student’s file. In the event that the recommendations from the plan are not completed within the designated timeline, the student’s candidacy in the program may be reviewed by the Department administration.

Clinical Competence
The USJ MFT Program is designated by four professional skills that are used to evaluate the program’s effectiveness in preparing student for clinical practice. Specifically, measures of students’ MFT Therapy Skills, Writing & Critical Analysis, Self-of-Therapist Reflection, and Professional Presentations are used to evaluate students’ achievement of the designated learning outcomes. These skills are measured using four standardized rubrics for various assignments throughout the program of study (Appendices G-J). Students are given copies of the rubrics from the instructor of the course. Each rubric is assigned to specific courses so that students’ progress can be monitored.

INTERNERSHIP OVERVIEW

The Practicum Experience
The practicum experience provides a guided transition from the academic setting to the professional field of work at an unpaid supervised entry-level position. An off-site internship commences at the beginning of a semester in which the student simultaneously enrolls in an on-campus practicum class. Generally, full-time students begin the clinical practicum at the start of their second year of training. Student interns are placed in a variety of selected off-site settings, including mental health centers, child guidance clinics, and counseling service agencies. Any students participating in a clinical setting and has client contact must participate in on-campus supervision by registering for an MFT practicum course. In their practica, each student participates in a supervised clinical experience providing treatment for individuals, couples, and families. Practicum activities are many and varied, drawing upon students’ entire range of preparation and experience. The activities and requirements of the practicum are aimed at preparing competent
professional marriage and family therapists for a diverse field of practice. Such preparation involves the continued development of the therapist as a person, further acquisition of specialized skills and knowledge, as well as first-hand exposure to the day-to-day job requirements in which therapists are expected to function in specific work settings and with different population groups.

**Practicum Preview Meeting**

An annual Practicum Preview Meeting is held in the fall semester for students who will begin applying for internship positions in the following year. In the meeting, lists of pre-approved sites and contact information will be distributed to those who attend. When possible, current student interns attend the meeting to answer questions from the student perspective.

**Practicum Application**

Students generally begin applying to internship sites six-eight months prior to the semester when they are scheduled to begin Practicum. Students should work with his/her advisor to determine the appropriate time to begin applying for practicum placements. Once an internship position is offered, the student must complete the Practicum Application and Approval process. See section on Clinical Experience and Supervision for further details and required paperwork.

**Application Requirements**

1. Completed or enrolled in:
   - MFTH 550: *Basic Therapy Skills and Methods*
   - MFTH 560: *Family Systems Theory*
   - MFTH 561: *Modernist Models of Family Therapy*
   - MFTH 581: *Psychopathology and DSM Diagnoses*
   - MFTH 530: *Ethical and Professional Identity for MFTs*
2. AAMFT ID number and verification of professional liability insurance on file with MFT Office.
3. A score of 85% or higher on the Practicum Entrance Exam given in Advanced Therapy Skills.
4. A completed Internship Contract that is signed by the off-site supervisor (Available in the Internship Handbook).
5. Signed approval by the MFT Program Director in the Application for Internship Form (Appendix F).
6. A completed registration for Time 2 Track, a cloud based system designed to help track clinical hours and evaluations.
Supervision

There is a minimum requirement of one (1) hour per week of on-site (off-campus) individual supervision. This experience is in addition to the weekly 3-credit hour group supervision practicum class, which is held on-campus. Qualified supervisors are trained professionals who possess a graduate degree and training in marriage and family therapy, as well as clinical experience.

N.B. According to COAMFTE Accreditation Standards:

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

Student Name: ___________________________________________________________

Student ID# _______________________________ Degree Program: ____________________________

Requested Change:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason for Change:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

* I have discussed these changes to my Program of Study with my academic advisor. I understand the effects of this change may include, but are not limited to, the need for additional coursework beyond the credit hours required for graduation and/or a possible delay in my original graduation date. These changes are reflected in the addendum to my Program of Study.

Student Signature: __________________________________ Date: ________________

Academic Advisor: ___________________________________ Date: ________________

   ___Approve____ Disapprove

Program Director: __________________________________ Date: ________________

   ___Approve____ Disapprove

CC: Department Chair
Student File
Formative Feedback Plan for Professional Growth

Based on the MFT student review meeting, the faculty members have collectively evaluated your performance for the semester and the following concerns were identified. Areas of evaluation that are reviewed include academic performance (e.g., writing skills, exams) and interpersonal skills (e.g., group work, video assignments) for clinical practice. All feedback that is shared below is for the specific purpose of supporting you toward successful professional development.

The following concerns have been observed in course(s)________________:

1. 
2. 
3. 

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

1. 
2. 
3. 

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

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

Program Director

Date

CC: Department Chair

Student File
Marriage and Family Therapy Program

Application for Practicum

1. Name: _____________________________________________________________
   Address: ___________________________________________________________
   ________________________________________________________________
   Phone #: __________________________________________________________
   E-mail address: _____________________________________________________
   AAMFT ID number: ____________________________

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

3. Practicum Setting:
   Name of Site: ______________________________________________________
   Address: __________________________________________________________
   ________________________________________________________________
   Phone #: __________________________________________________________
   Name of Supervisor: ________________________________________________

4. Date Matriculated (Required): ______________________________________

5. My assigned faculty advisor at the University of Saint Joseph is:
   ________________________________________________________________
6. Grades in Required Coursework:

   ______ MFTH 550: *Introduction to Therapy Skills and Methods*

   ______ MFTH 560: *Communication and Systems Theory*

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

   ______ MFTH 581: *Psychopathology & DSM Diagnoses*

   ______ MFTH 530: *Ethics & Professional Identity for Marriage and Family Therapists*

7. Practicum Entrance Exam Score ______________________ (85% minimum)

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

   recommend this student for practicum. _________(Check)

   I recommend this student for practicum under the following conditions:

   ________________________________

   ________________________________

   ________________________________

   ________________________________

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

   Advisor’s Signature: _______________________________ Date: __________________

   Student’s Signature: _______________________________ Date: __________________

   Program Director’s Signature: ________________________ Date: __________________

   Comments:

   ________________________________

   ________________________________

   ________________________________
# MFT Writing and Critical Analysis Skills

Name: ___________________  Course: ___________________  Form Completed by: _______________  Yr/Sem: __________

<table>
<thead>
<tr>
<th>Numeric values for Program use only</th>
<th>Does Not Meet Target</th>
<th>Moving Toward Meeting Target</th>
<th>Meets Target</th>
<th>Exceeds Target</th>
<th>Score</th>
</tr>
</thead>
</table>
| 1. Punctuation and Grammar; Sentence Structure | Paper does not adhere to common rules of punctuation and/or grammar that made it difficult to follow the information that was presented. | Paper adheres to some rules of spelling, grammar, and punctuation. Some errors in capitalization, word choice, tense agreement, sentence structure and correct modification. The information in the paper was still discernable. | Paper adheres to nearly all common rules of spelling, grammar, punctuation, capitalization, word choice, tense agreement, and sentence structure (no fragments or run-ons). | Paper demonstrates a superior level of writing ability clearly adhering to all common rules of spelling, grammar, and punctuation with no errors. | |}
| 2. Flow and Transitions | Ideas are not clearly expressed and/or do not allow for smooth reading and understanding. Difficult to follow direction of paper. | Some ideas are not clearly expressed that interfere with smooth reading and understanding. | Ideas clearly expressed allowing for smooth reading and understanding. Transitions are used to link parts of overall thesis. | Ideas are expertly presented and indicate a sophisticated level of understanding of material; Transitions between elements are well executed. | |}
<p>| 3. Organization | Paper does not move along in an organized fashion; and/or central ideas are not advanced or lack transition. Topics are not organized in a logical manner. | Paper demonstrates some organization, but improvement needed. Unable to clearly identify the thesis of the paper. Subtopics are organized by article instead of the writer’s topic. | Paper moves along in an organized fashion; begins with an introduction that advances central idea(s); Parts are linked by a unifying idea, and paper concludes with a summary of ideas presented. Thesis of paper is clearly identifiable. | Paper is very well organized beginning with an introduction that advances central idea(s) in a sophisticated manner; and conclusion summary includes both material and research. Supporting research is organized by a main thesis. | |</p>
<table>
<thead>
<tr>
<th><strong>4. Elaboration and Detail</strong></th>
<th>Insufficient use of supporting details or examples to develop the main ideas. Included peripheral ideas that were not fully supported within the relevant literature.</th>
<th>Paper demonstrates some supporting details or examples to develop the main ideas. Some elements were not fully supported within the relevant literature, which detracted from main thesis of the topic.</th>
<th>Sufficient use of supporting details, examples, illustrations that convey the development of main ideas. Ideas were fully supported within the relevant literature from scholarly sources.</th>
<th>Exceptional supporting details, examples, illustrations that support the development of main ideas. Literature support of ideas was developmentally advanced.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Format and Research Techniques</strong></td>
<td>Paper is not written in proper APA, and/or does not include proper citation of a variety of references. Informal language or presentation used in paper.</td>
<td>Paper is mostly written in proper APA format. Some improvement needed in APA style such as proper citation of references and smooth integration of source material.</td>
<td>Paper is written in proper APA format including proper citation of an appropriate variety of references; source material is smoothly integrated. Professional language and presentation used.</td>
<td>Paper adheres to all rules of APA formatting and citation of references; expertly and smoothly integrating a wide variety of scholarly material. Advanced use of clinical/professional language used.</td>
</tr>
<tr>
<td><strong>6. Advanced Critical Thinking:</strong></td>
<td>Written material does not demonstrate the ability to analyze, synthesize, and critique material. No clear contribution to the literature.</td>
<td>Written material demonstrates a beginning ability to analyze, synthesize, and critique material or put knowledge/theory/research together into a new and integrated whole. Below developmental expectations.</td>
<td>Written material demonstrates the ability to synthesize or put knowledge/theory together into new and integrated whole, while also making evaluative decisions about the material integrating and assessing from a variety of perspectives and contexts.</td>
<td>Written material demonstrates a sophisticated ability to critically synthesize, critique and evaluate the material integrating a wide variety of perspectives and contexts. Made innovative contribution to the literature.</td>
</tr>
</tbody>
</table>

**Comments:**
## MFT Self-of-Therapist Reflection Rubric

<table>
<thead>
<tr>
<th>Reflection Skills</th>
<th>Does not meet target (0/1)</th>
<th>Moving Toward Meeting Target (2/3)</th>
<th>Meets target (4/5)</th>
<th>Exceeds target (6)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Self-reflection on own strengths and resources</strong></td>
<td>Unable to adequately articulate self-reflection of resources used for assignment; such as personal style, culture, ethnicity, language.</td>
<td>Minimal consideration of personal strengths resources used for assignment; such as personal style, culture, ethnicity, language.</td>
<td>Adequate description and consideration of personal strengths and resources used for this assignment; such as personal style, culture, ethnicity, language.</td>
<td>Sophisticated self-reflections on resources brought to the assignment. Considers personal style, culture, ethnicity, language.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

| **2. Self-reflection on areas for growth.**                                      | Insufficient or minimal reflection on areas for growth related to this assignment. Did not consider personal style, culture, ethnicity, belief system etc. | Some description of areas for growth posed by this assignment. Included some basic consideration of personal style, culture, ethnicity, belief system etc. | Thoughtful description of an area of development posed by this assignment. Includes basic consideration of personal style, culture, ethnicity, belief system etc. Identified general steps to take to meet challenge | Sophisticated description of areas of development posed by the topic. Includes consideration of personal style, culture, ethnicity, belief system etc. Identified in-depth reflections on steps to take to meet challenges. |       |

Comments:

| **3. Family system and self-reflection**                                         | Insufficient awareness of self as part of a family system that affects personal resources/areas for growth in clinical applications. | Beginning to demonstrate awareness of self as part of a family system that affects personal resources/areas for growth in clinical applications. | Adequate integration of self-reflections as part of a family system affected by resources and areas for growth. Identified some systemic patterns that influence personal functioning. | Exceptional integration of self-reflections as part of a family system affected by resources and areas for growth. Identified clear systemic patterns that influence personal functioning and provided specific examples for growth. |       |

Comments:
| 4. Openness to Feedback | Unable to demonstrate personal responsibility for issues affecting the feedback received toward professional development and/or clinical effectiveness. | Some consideration of personal responsibility for issues affecting the feedback received toward professional development and/or clinical effectiveness. However unable to identify ways to integrate feedback. | Thoughtful consideration of feedback on areas for self-reflection; Identified ways in which feedback can be incorporated to enhance professional development. | Advanced integration of feedback on self-reflection areas and displaying personal insight into self-of-therapist. Identified ways in which feedback can be incorporated to enhance professional development. | }

Comments:
# MFT Professional Presentation Rubric

**Name:**  
**Course:**  
**Semester:**  
**Evaluation Completed by:**  

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Target (0/1)</th>
<th>Moving Towards (2/3) Meeting Target</th>
<th>Target (4/5)</th>
<th>Exceeds Target (6)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professionalism</strong> (appearance, presentation, timing)</td>
<td>Presentation skills fall short of professional level (e.g. sitting down to present) /appearance and/or demeanor less than professional. Not able to structure time for the presentation within time allotted.</td>
<td>Speaker(s) demonstrate beginning competency in professional presentation. Improvement may be needed in demeanor, timing, etc.</td>
<td>Speaker(s) demonstrate basic competency in professional presentation; professional demeanor, standing to address audience, time structured appropriately to complete all assigned tasks within time limits. Written documents included professional language and format.</td>
<td>Speakers' presentation skills are exceptional in demeanor, structure of time, appearance, and demeanor. Presenter took responsible for leading the presentation through the various phases, facilitated discussions, and ended the presentation effectively. Seamless transitions through presentation phases.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Organization &amp; Preparation</strong> (materials and content)</td>
<td>Lack of organization or preparation for presentation. If group presentation, lack of balance in contributions among members. Slides, handouts, activities, required documents not finalized prior to presentation.</td>
<td>Speaker(s) demonstrate beginning competency in preparation for presentation. More balance needed between contribution of members. Most elements of presentation were finalized and completed. Some improvement needed.</td>
<td>Presentation well planned and organized to convey accurate and cohesive content (i.e., subtopics were related and progressive in nature). If group presentation, appropriate balance between members.</td>
<td>Presentation demonstrated excellent preparation, use of scholarly material, and polished organization. Phases of the presentation built on one another to clearly convey and integrate information to observers.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Accuracy</strong> (assignment specific tasks)</td>
<td>Some challenges in the understanding or demonstration of assignment. Directions not followed and/or information presented was not accurate.</td>
<td>Speaker(s) demonstrate beginning competency in attending to all elements of assignment. Some elements may be missing or incorrect. Improvement needed.</td>
<td>Accurately attended to all elements of the assignment. Information presented was correct, complete, and in-line with the instructions given.</td>
<td>Professional level mastery and demonstration of all aspects of assignment. Information was accurate and complete; included supplemental/additional elements than assigned.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
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</tbody>
</table>

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*Numeric values for Program use only*
| 4. Multiple methods of presentation | Presenter did not adequately engage observers. A single method of presentation was used that did not result in observer participation or interaction. | Presenter included basic presentation methods; needs improvement with observer engagement. Minimal participation from observers unless prompted. | Presenter attempted to engage observers through the use of multiple methods of presentation that represented the material. Methods that were used led to observer participation in discussion, activities, etc. | Exceptional skills demonstrated to foster observer engagement through multiple presentation methods. Observers were actively engaged in critical thinking of the information beyond the content of the course (e.g., compare material to other courses in the program). |

Comments:
### MFT Therapy Skills Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Course:</th>
<th>Form Completed by:</th>
<th>Yr/Sem</th>
</tr>
</thead>
</table>

#### Numeric values for Program use only

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</thead>
<tbody>
<tr>
<td><strong>1. Therapeutic Relationship</strong></td>
<td>Student does not sufficiently develop an alliance by demonstrating the ability to display positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity and congruence.</td>
<td>Student may be able to demonstrate beginning skill in developing the relationship, but improvement is needed.</td>
<td>Student demonstrates positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.</td>
<td>Student demonstrates exceptional ability in conveying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments** (Notes: Inappropriate pacing of questions/comments; frequent interruptions; questions that are unrelated to interviewee’s responses; incongruent affect)

| **2. Basic Therapy Skills** | Student didn’t include a range of therapy skills or accurately identify the skills that were demonstrated. There was no clear intention for the use of skills. | Student demonstrates a limited range of therapy skills that may include some open-ended questions, summarization, or clarification, but improvement is needed. | Student demonstrates the use of a range of multiple therapy skills including open-ended questions, paraphrasing, reflection of meaning, and reflection of emotion. Skills were used with intention and accurately identified. | Student demonstrates a strong ability to effectively and appropriately utilize a wide range of therapy skills that generated new meaning or understanding in the interview. |       |

**Comments** (Notes: Overreliance on one or two skills; student labels skills incorrectly; Skills are implemented with no intention)

| **3. Structure and Direction** | Student does not demonstrate the ability to maintain structure, focus, and direction of the interview. Questions/comments had no overall purpose. | Student demonstrates a beginning ability to maintain structure, focus, and direction of the interview, but improvement is needed. | Student demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages, and is able to end the interview effectively. | Student demonstrates a strong ability in creating and maintaining clear structure and productive focus over the course of the interview. |       |

**Comments** (Notes: Reading from list of prepared questions; questions/responses are not based on interviewee’s responses; appropriate end to interview that is not abrupt; does not skip around on topics).
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>4. Accurate attention to affect, content and meaning</strong></td>
<td>Student does not actively, accurately, and/or sufficiently explore and reflect client’s expression of affect, content or meaning.</td>
<td>Student demonstrates a beginning ability to explore and reflect client’s expression of affect, content or meaning, but improvement is needed.</td>
<td>Student adequately explores and reflects client’s expression of affect, content or meaning.</td>
<td>Student demonstrates strong ability in attending to client affect, content, and meaning as demonstrated by accurate and effective reflection, exploration and summarization.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>(Notes: Identifies meaningful disclosures made by interviewees; Draws together interviewee’s information to create new meaning; Reflects on affect displayed by interviewee).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Personal Growth Skills</strong></td>
<td>Student does not demonstrate ability for self-reflection, articulation of own struggles, and their impact on the therapy process. Student minimizes impact of own values and bias on the therapy process and/or does not respond positively to feedback.</td>
<td>Student demonstrates beginning ability for self-reflection, articulation of own struggles, and their impact on the therapy process. Student may minimize impact of own values and bias on the therapy process and/or does not respond positively to feedback.</td>
<td>Student adequately demonstrates ability for self-reflection; can articulate how one’s own struggles can influence the therapy relationship; responds positively to feedback. Student adequately demonstrates ability to understand how own values and biases can impede the therapy process.</td>
<td>Student demonstrates a superior ability to self-reflect, articulate own struggles and its impact on the therapy process, and minimize impact of own values and biases on the therapy process. Makes good use of feedback.</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>(Note: Takes personal accountability for interview outcomes; Avoid rationalizations and justifications for evaluation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Marriage & Family Therapy Program Student Acknowledgement

Receipt and Review of Student Handbook

By signing this document, you are acknowledging you have access to/ received the Student Handbook for the Marriage & Family Therapy (MFT) Program at University of Saint Joseph (USJ) which includes pertinent information about the University and MFT Program. Additionally, assessment rubrics used to evaluate students learning outcomes across the curriculum are provided. We request that students read the Student Handbook carefully and keep it available as a reference throughout the Program. This Handbook and all supplementary forms can be retrieved online on the MFT Program webpage.

Your signature below indicates that you have read the complete copy of the USJ MFT Student 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 Student Handbook please contact the Program Director.

Student Name: ________________________________________________

Student Signature: ______________________________________________

Date: ______________________________________________

***Please Print, Sign, Scan and Return this form to the MFT Program Director via email (mail to jcalvert@usj.edu)***