St. Thomas University

Biscayne College

Department of Social Sciences and Counseling
Marriage and Family Therapy Program

*M.S. in Marriage and Family Therapy

Handbook, Practicum, & Internship Guide

Students are advised to use this handbook for all information regarding the program, preparation for Practicum and Internship and to inform supervisors as to requirements. Rules may change from year to year. Always use the most current Handbook for current policy.

http://www.stu.edu/biscayne/Programs/Counseling

** St. Thomas University is accredited by SACS- The Southern Association of Colleges and Schools (a regional accrediting body), and as such, all of its degrees are valid. The marriage and family therapy program meets the current licensure requirements of the Florida Department of Health. It is not independently accredited by COAMFTE (the Commission on Accreditation for Marriage and Family Therapy Education). This particular accreditation is currently being sought.*

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1. Institutional Structure

The University

St. Thomas is a Catholic university in Miami, Florida founded in 1964 with rich cultural and international diversity committed to the academic and professional success of its students who become ethical leaders in our global community. St. Thomas is an urban university situated within a global learning and service-oriented community with rich ties to Latin America, the Caribbean and other international communities including Europe and the Far East. The St. Thomas University graduate is a globally aware professional who rises to professional and community leadership guided by ethics enriched through an understanding of the Catholic social and intellectual heritage.

Its *core values* include:

- Catholic Identity
- Global Diversity
- Student Success
- Leadership Development

St. Thomas University's Mission Statement

St. Thomas will position itself as the leading Catholic university in the Southeast by developing, through its academic programs, recognized global leaders in ministry, science, business, and justice, and will serve as a model resource that prepares its students to engage in the business, legal, social, and scientific universe of the global community.

St. Thomas currently serves undergraduate and graduate students, distributed among Biscayne College, and the School of Business, School of Leadership Studies, School of Science, Technology and Engineering Management and School of Theology and Ministry. It has **20** masters degree programs, **2** doctoral degree programs, **15** graduate certificate programs, **4** joint degree programs and **16** additional specializations across the various graduate programs.

Biscayne College

Biscayne College, the home of Liberal Arts, Social Sciences, and Counseling, is composed of the Department of English and Humanities; the Department of History, Philosophy, and Global Studies; the Department of Social Sciences and Counseling; the Institute for World Languages; the University Honors Program; the Department of Economics; and the Center for Justice and Peace. The Mission of Biscayne College is to empower students as future leaders and career professionals who will make a difference in life. Through teaching, scholarship, and service in the Liberal Arts and Social Sciences, the College cultivates in its students the knowledge to advance human values including peace, justice, and spirituality.

Biscayne College is committed to a rigorous liberal arts and professional education. It provides individualized attention to the nurturing of students and gives them the tools, academic record,

and confidence to succeed in graduate school or law school. The College offers students practical leadership training through participation in interdisciplinary and international programs. The small classes emphasize face-to-face instruction and small group social interaction. Biscayne College offers Master of Science (MS) degrees in three areas: Guidance and Counseling, Marriage and Family Therapy, and Mental Health Counseling. Joint degree programs include JD/MSMFC, and MSM/Justice Administration, along with several certificate programs.

Department of Social Sciences and Counseling

The Department of Social Sciences and Counseling offers undergraduate majors in Criminal Justice, Political Science, and Psychology and several minors and certificate programs, including a minor in Sociology, a minor in International Relations, and a certificate in Homeland Security and Terrorism Control. Students majoring in the Social Sciences are prepared for law school, advanced degrees in psychology and counseling, and important government and international jobs including entry level positions in law enforcement, US Customs, the FBI, the State Department, the United Nations, and the Secret Service.

Within the Department of Social Sciences and Counseling are the three graduate counseling degree programs: the Master of Science in Guidance and Counseling, the Master of Science in Marriage and Family Therapy, and the Master of Science in Mental Health Counseling. All three counseling programs share core coursework; however, the respective curricula vary with regard to specific areas of focus. While students must select one degree based upon their primary area of interest and certification/licensure needs, students are encouraged to explore coursework outside of their primary track from among the other counseling degrees and certificate programs.

The process of therapy requires the development of a trusting relationship between the client and the practitioner through which the client learns new and different ways to cope with personal issues, as well as with life's dilemmas and challenges. As such, its interactive relationship requires both the client and the practitioner to engage in meaningful dialogue, dedicated to problem solving. Consequently, psychotherapy is among the most personally fulfilling, while also among the most emotionally demanding professions. The stressors placed on the counseling professional require a high degree of self-awareness, ethical integrity, and an ongoing responsibility to develop intellectually and emotionally from one's life experiences.

St. Thomas University is committed to providing high quality professional education in the fields of Guidance and Counseling, Marriage and Family Therapy, and Mental Health Counseling. The University seeks to contribute to the emotional health and welfare of consumers of counseling services in schools and communities by preparing knowledgeable, as well as ethically and emotionally mature, practitioners.

Prospective School Guidance and Counseling students pursuing certification in Florida are advised to seek information from the Bureau of Educator Certification, which has the responsibility for the certification of instructional staff for the public school system in Florida (FL Statute 231, and Florida Administrative Code). The Bureau’s home page is http://www.firn.edu and in-state and out-of-state telephone numbers are 800-445- 6739 and 850-488-2317 respectively. Prospective Marriage and Family Therapy as well as Mental Health

Counseling students pursuing licensure and/or certification in Florida are advised to seek information from the Department of Health, and, in particular, the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Licensing and practice information can be found in FL Statute 491 and Florida Administrative Code 64B4. The Board's home page is http://www.floridasmentalhealthprofessions.gov and the telephone is 850-488-0595.

Most graduate counseling courses meet once a week and are offered in the late afternoon and evening in order to accommodate students with full-time jobs and/or other commitments. Full-time students can complete the Marriage and Family Therapy program in two and one half to three years. Part-time students can progress through the program at their own pace and have six years to complete the program. Both full-time and part-time faculty members are researchers, clinicians, and career professionals, strongly committed to sharing their knowledge and skills with students entering counseling fields.

The primary goal of the Graduate Counseling Programs is to prepare highly qualified thoughtful and responsive professionals educated to serve a diverse multicultural urban population as family therapists, mental health counselors and school counselors. The following objectives are necessary for all counseling program curriculum to pursue the University's and Department goals:

1. Students will become knowledgeable and skilled practitioners through training and experiences in:
    - systems theories and the dynamics of family relationships
    - theories of human development, theories of individual and group counseling, theories of abnormal behavior, theories of psychological, educational, and vocational assessment, biological/physiological bases of behavior, dynamics of multicultural influences on individual worldviews and individual uniqueness.
    - the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology.
2. Students will become caring, principled, and respectful professionals through training and experiences in:
    - humanistic and person centered approaches
    - guided practice in acquiring interpersonal skills
    - ethical principles, standards of practice and respect for persons
    - the actual practice of the profession through internship
3. Students will become committed agents of change for social justice through training and experiences in:
    - theories of change, history of their professions, laws and regulations governing the practice of their profession, theories of empowerment, theories of oppression and dominance
4. Students will become committed reflective and critical thinkers through training and experiences in:
    - reading, interpreting and using the professional research literature (becoming a practitioner-scientist).

- theories and techniques of program evaluation and assessments.
- self-evaluation and self reflection activities during practical and internship experiences.
- self-evaluation and feedback through a culminating experience in graduate training (the Comprehensive Exam).

2. Introduction to the Marriage and Family Therapy Program

Trends over the past several years have substantially broadened the practice and responsibilities of mental health professionals, increasing training and employment opportunities in community agencies, hospitals, schools, family service organizations, and private practices. Additional trends include the expansion of licensure and certification for therapists and a growing emphasis on accountability in the provision of therapeutic services. Coupled with these trends, is an increasing diversity among those seeking direct and indirect therapeutic services in terms of age, ethnicity, race, cultural background, lifestyle, sexual orientation, gender preference and socioeconomic status. With an exceedingly diverse consumer base, family therapists also face an increasingly challenging array of clinical issues such as families struggling to adjust to changes in family structure, loss of members due to divorce, death, or incarceration, child and elder abuse, juvenile delinquency, unemployment, physical disability, chemical dependency, and terminal illness. Family therapists today, as well as of the future, must be knowledgeable and skilled practitioners who can draw upon a wide range of theoretical and clinical approaches in order to meet the multifaceted needs of clients in a rapidly changing society.

The Masters of Science degree in Marriage and Family Therapy provides graduate students with the concepts and beginning clinical competencies required to effectively facilitate and manage the process of change. Students are equipped to assist others through a professional helping relationship in achieving optimal personal and relational functioning. The Program is designed to provide clinical training for those who intend to serve, or are currently serving the community as public and private settings. Consistent with the global mission of the university and its urban location, the Program trains family therapists who will work with individuals and families, representing a diverse urban and multicultural population. The Program emphasizes analysis of the social, historical, and cultural contexts that influence well-being and resilience, as well as periods of distress and disorder.

The Marriage and Family Therapy curriculum offers the graduate student foundation and specialization courses designed to enhance theoretical knowledge and clinical skills, as well as personal and professional development. Coursework and hands-on training emphasize the exploration of social, professional, and personal issues as they influence the provision of therapeutic services. The Program fosters in each individual student, self-awareness, compassion, and the ability to think critically about mental health and illness, individuals, families, practice, and diagnoses. Throughout the Program, students are expected to demonstrate practical application of their knowledge and development through projects, papers, community involvement, written papers, clinical and theoretical presentations, and supervised field work.

The Marriage and Family Therapy program is one of the three masters level programs (along with Mental Health Counseling and School Guidance Counseling) within the Department of Social Sciences and Counseling, which is housed in the Biscayne College at St. Thomas

University in Miami, Florida. The program is predominantly a “live” program, with selected online courses. Associated with the Marriage and Family Therapy program and also housed within the Department of Social Sciences and Counseling is the Post Masters Certificate in Family Therapy and the Post Masters Certificate in Guidance and Counseling, as well as opportunities to earn certificates in The Study of Loss and Healing and/or Child and Adolescent Studies. The program partners with the law school to provide a joint degree in law and Marriage and Family Counseling. New certificates for Play Therapy and other specializations are currently being considered.

3. Marriage and Family Therapy Program Mission Statement

The primary mission of the graduate program in Marriage and Family Therapy is to train multi-culturally sensitive ethical systemic family therapists to provide clinical therapeutic services to families, couples, and individuals, by addressing a wide array of relational concerns within the context of the family system, in a rapidly changing world. The Master of Science degree program in Marriage and Family Therapy is designed to provide advanced training for those who intend to serve or are currently serving in a therapeutic capacity within public, private, school, community, organizational, medical, and human service settings.

4. Marriage and Family Therapy Program Outcomes

The Marriage and Family Therapy program outcomes have been developed to align with the Professional Marriage and Family Therapy Principles (PMFTP) developed by COAMFTE, as well as the family therapy competencies created by the American Association of Marriage and Family Therapy (AAMFT). These program outcomes are measured through various methods throughout the program. By completion of the program, the student will be able to:

1. Demonstrate knowledge of family systems models of therapy.

2. Apply systemic/relational clinical skills across a variety of contexts.

3. Identify ethical concerns and articulate potential appropriate actions to clinical issues, based on laws and the AAMFT Code of Ethics.

4. Apply therapeutic interventions from a systemic/relational perspective to diverse client populations, relevant to various practice contexts.

5. Student Learning Outcomes

The following student learning outcomes have been developed to align with the competencies for marriage and family therapists developed by COAMFTE. The specific learning outcomes for each course are displayed on each course syllabus. Each course in the program focuses on at least one of the outcomes below; specialization courses in Marriage and Family Therapy focus on a minimum of three outcomes. Outcomes are utilized through the curriculum to ensure the program goals have been met.

SLO-1. Clearly articulate and apply relational/systemic models to couples, families, and individuals in clinical practice.

SLO-2 Effectively describe and apply theories of individual and family development across the life span to clinical practice.

SLO-3 Apply research outcomes and knowledge of the marriage and family therapy literature to couples, families, and individuals in clinical practice.

SLO-4. Demonstrate critical thinking and writing by analyzing and discussing practice issues relevant to family dynamics, systems theory, and process of therapy.

SLO-5 Communicate effectively through the appropriate use of grammar, in a professional tone, while adhering to APA 6th edition formatting and style.

SLO-6. Deliver culturally and ethnically sensitive clinical services to clients in a variety of settings through application of multi-cultural competencies, recognition of contextual and systemic dynamics, and sensitivity to diversity variables.

SLO-7. Apply the American Association for Marriage and Family Therapy Code of Ethics to the practice of marriage and family therapy, as well as demonstrate and act appropriately according to the legal, ethical, and professional standards of our profession. .

SLO-8. Conceptualize client problems through a systemic/relational perspective, while respecting multiple perspectives and other potential case conceptualizations, to formulate a professional identity as a marriage and family clinician.

6. Admissions Requirements and Application

General Information

- Graduate Admissions Information https://web.stu.edu/Admissions/Graduate/tabid/113/Default.aspx
- Information about the University can be found at www.stu.edu
- Specific questions about the Marriage and Family Program can be directed to the program director, csilitsky@stu.edu, or to the graduate admissions counselor Rene Gascon rgascon@stu.edu

General Admission Requirements

- A completed and signed Application for Admission: https://web.stu.edu/GraduateApplication/tabid/1742/Default.aspx
- A non-refundable application fee of $40 (US Currency). This application fee is waived for alumni of St. Thomas University.

- Official college and/or university transcripts from the institution where the Bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
- Letter of recommendation or recommendation forms (letters of recommendation forms can be obtained online at https://web.stu.edu/Portals/0/Graduate%20Letter%20of%20Recommendation.pdf and the Printable Graduate Application Booklet can be found online at https://web.stu.edu/Portals/0/Admissions/GR%20Application.pdf)
- Admission test scores, personal statements, and resume
- All graduate applicants who have an undergraduate grade point average (GPA) of less than 3.0 and/or low scores on standardized writing/language tests will be required to take a one-credit writing skills course (GRW 500) and/or remedial language coursework. They will be admitted probationally with the additional requirements of completing the remedial work and obtaining grades of "B" or better in their first semester before being provisionally admitted into the Program. Should a prospective student not fulfill any or all of these remedial/academic requirements, they will be disallowed from fully matriculating into the program. See below for more on the different paths to program admission.

Specific Admissions Requirements for the Graduate Counseling Programs

- A cumulative undergraduate grade point average (GPA) of at least 3.0
- Two letters of recommendation to comment on the applicant's potential to work effectively with others
- An autobiographical statement that is no more than six (6) typed pages in length. The statement must include a description of the applicant's life experiences which have led to her/his choice to become a marriage and family therapist.
- A summary of the applicant's personal and professional goals (two-page maximum).
- After all documents have been received by the Graduate Admissions Office, a member from the Social Sciences and Counseling Department will contact the applicant to schedule a face-to-face interview with Program Director (PD). The purpose of this interview is to assess the applicant's potential to serve within the community as a helping professional. The interview also helps to establish suitability for the academic preparation program. In the event that the student is out-of-state or other conditions prevent this face to face interview, and the applicant is deemed a strong candidate, a phone or Skype interview may initially substitute for the face-to-face interview; however, once accepted (provisionally), the student will meet with the Program Director within the first two weeks of attendance for the face-to-face interview.

The factors considered by the Graduate Admissions department in determining an applicant's status are (1) previous academic record, (2) oral and written communication skills, (3) motivation to excel academically, (4) openness to beliefs, lifestyles and values other than one's own, (5) capacity for self-reflection and personal growth, (6) maturity as reflected by one's attitude toward self and others, (7) behavioral/emotional stability as communicated through the admission interview, and (8) a willingness to seek therapeutic assistance should the need arise for be recognized by any of the counseling faculty. In determining an applicant's admission

status, all criteria are equally considered. Admission may be denied by the Graduate Admissions department on the basis of any one or more of the above criteria. Applicants are notified of their admission status by the Office of Graduate Admissions.

Provisional and Probational Admission

Gaining Admission

Prior to full matriculation as a counseling graduate student, applicants may be admitted either on provisional or probational status.

Provisional status means that the entering student has obtained greater than a 3.0 GPA from their undergraduate institution and may proceed through the program to the point that they have earned grades of B's or better in their first 15 credits (to include CPS 730, CPS 733, and CPS 735 or CPS 667, depending on specific program requirements), and has achieved a passing score on a faculty evaluation of their overall performance to that point. In the event that applicants transfer courses into the graduate program, faculty will determine which courses will meet the criteria. Following successful evaluations from faculty, and maintenance of a 3.0 GPA, provisionally admitted students will be fully matriculated into the program. See Appendix B for evaluation form, submitted by faculty after the completion of 15 credits.

Probational status means that the applicant entered the program either with less than a 3.0 GPA from their undergraduate institution, has writing skills that are deemed to be below graduate level standards on the admission writing exam or report life circumstances that may interfere with their performance in or adjustment to the social/emotional demands of graduate school. Probational admission to the MFT degree program does not guarantee eventual full admission status “matriculation”. A change of status from probational to provisional admission status will be contingent upon the applicant obtaining one or more of the following: (1) additional, supplementary educational preparation, (2) a minimum of six months of ongoing individual psychotherapy focusing on personal and professional development, and/or, (3) a minimum of a 3.0 GPA in the first six (6) credits of counseling coursework. If admitted to provisional status, they may continue until completion of the 15 credits as noted above and then provisional procedures will apply. It is at the discretion of the Graduate Admissions department in consultation with the PD that a student fulfills one or more of the above mentioned requirements. Supplementary education and individual psychotherapy lie outside the purview of the Counseling Programs. Thus, it is the responsibility of a student admitted on probation to independently undertake and document the successful completion of any such activities. Documentation must be submitted to the Graduate Admissions Office which will then pass it on to the PD. At that time a student may be admitted with provisional status criteria to fulfill, terminated, or continued on probation. Probational status will not exceed two academic terms.

All fully matriculated students will be evaluated at various points throughout the remainder of their respective program in order to optimize their chances for successful completion of their graduate counseling degree. At minimum, and in addition to the above, students must maintain a

GPA of at least 3.0 each semester or be placed on probation, at which point they will be offered a remedial plan. As with probational status applicants, fully matriculated students with probational status may not exceed two consecutive terms.

Appeal: If a student wishes to appeal the above decision, they must submit, in writing, within 30 days, a document to the department chair, in which they detail their rationale for an appeal

Personal and professional factors to be considered in student readiness for field placement (internship)

Personal and professional development are critical elements in the training of a mental health practitioner. It is imperative that graduate counseling students explore their motivations for choosing this career, examine personal issues that may interfere with their professional effectiveness, and be continually open to feedback from faculty regarding their readiness to transition from the academic to the clinical/experiential portion of their training. Once a student applies for field placement (after completion of required foundation and specialization courses), their progress, both academic and personal/emotional, will be reviewed by the counseling faculty, who will make a recommendation of either readiness or lack of readiness to enter their field placement. In the event that faculty determine a student is not ready for this transition, a formal recommendation for counseling and/or other remedial measures will be made and professional referrals offered. In this circumstance, the student will be permitted to begin field placement once their readiness is determined in collaboration with both the counseling and/or other professionals to whom the student has been referred and the counseling faculty. Readiness is evaluated through a rubric used by counseling faculty, in addition to feedback from core faculty regarding courseroom experiences and interactions with the student. See Appendix F for rubric used by full time faculty.

Transfer of Graduate Credit

1. Upon admission, students may transfer a maximum of twelve (12) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited colleges and Universities within the United States. International credit transfer requests must be approved by the Program Director and the appropriate Dean.
3. It is the responsibility of the student to provide official copy(s) of transcript(s) and both a catalog course description and course syllabus of the work intended to be transferred to be eligible to receive transfer credit.
4. Acceptable course work will be transferred only if it is "equivalent" to a St. Thomas course allowed in the student's degree program. Students may not take an "equivalent" course at St. Thomas and also receive transfer credit for the same course.
5. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
6. Graduate transfer credits may not have been course work which was part of the work used to complete the student's undergraduate degree.

7. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
8. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
9. Only grades of B (3.0) or higher may be applied as transferred credit. A student requesting transfer credit must file a written request with the required documentation to the Program Coordinator during the first semester of enrollment. Verification of all documents is the responsibility of the appropriate Program Coordinator. No requests for transfer of credit will be honored after the first semester of graduate study

Students cannot be enrolled in two programs at the same time. Students may graduate from one program. Each program requires an independent internship.

7. Marriage and Family Therapy Program Faculty and Administration*

Chair, Department of Social Sciences and Counseling; Dr. Gary Feinberg

Dean, Biscayne College: Dr. Pamela Cingel

Director of Marriage and Family Therapy Program: Dr. Cindy Silitsky

*Administrative Secretary***; Grace Bernard 305.628.6568**

Full Time Faculty

Barbara M. Buzzi,(PhD, LMFT). Professor of Education/Counselor Education (Ph.D. in Leadership and Education- Counseling Specialization, Barry University, 1998). Licensed Marriage and Family Therapist, at St. Thomas University since 1986. Research interests include family systems, marriage and family counseling, grief and loss, and work/family balance.

Cindy Silitsky (Ph.D., LMFT). Associate Professor of Education/Counselor Education (Ph.D. Nova Southeastern University, 2000). Licensed Marriage and Family Therapist at St. Thomas University since 2002. Research interests include family systems and marriage and family counseling.

Lawrence C. Rubin, (Ph.D., ABPP, LMHC, RPT-S). Professor of Education/Counselor Education (Ph.D, in Clinical Psychology, Nova University, 1989). Licensed Psychologist, Board Certified Child and Adolescent Psychologist, Licensed Mental Health Counselor and Registered Play Therapist Supervisor, at St. Thomas University since 1991. Research interests include popular culture, media and psychology; counseling and ethics.

Judith B. Bachay (Ph.D., LMHC**).** Professor of Education/Counselor Education (Ph.D. in Leadership and Education- Counseling Specialization, Barry University, 1996). Certified School Counselor, Licensed Mental Health Counselor, at St. Thomas since 1996. Research

interests include community engagement, multiculturalism and counseling, mediation.

Jeffrey Pickens, (Ph.D). Professor of Psychology (Ph.D. in Developmental Psychology, Florida International University, 1990) at St. Thomas University since 2001. Research interests include childhood development, attachment, community engagement.

Adjunct Faculty

Fariah Niazi
Melissa Harper
Robin Gipps
Oren Hernandez
Marilyn Volker
Ramon Rodriquez
Joan Lyons
Martin Murphy
Mariela Matemala
Jeri Moore

*** See Appendix A for chart of all faculty information**

8. Academic & Professional Expectations

For successful completion of the Marriage and Family Therapy, students must demonstrate proficiency in three domains: *academic excellence, ethical behavior, professional behavior and competence.*

Academic Excellence

The Marriage and Family Therapy program complies with the grading practices and regulations specified in the 2015-2016 St. Thomas University Graduate School Handbook (http://web.stu.edu/Portals/0/Admissions/grcatalog.pdf) and the 2015-2016 St. Thomas University Student Handbook (http://web.stu.edu/IMG/pdf/handbookstudent.pdf). Students must maintain a grade point average of B (3.0) or better to continue matriculation in the program, to enroll in an internship, and to graduate from the program.

Ethics

Students are expected to comply with the most current (2015) Code of Ethics of AAMFT (http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx) , as well as those outlined through the American Counseling Association (http://www.counseling.org/resources/aca-code-of-ethics.pdf), and state licensing regulations-FL ST. 491 (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0491/0491ContentsIndex.html&StatuteYear=2014&Title=-%3E2014-%3EChapter%20491) and the Florida Administrative Code 64B4 (https://www.flrules.org/gateway/Organization.asp?OrgNo=64b4).

In addition, students are expected to comply with the standards of academic propriety described in the St. Thomas University Graduate handbook, Student Code of Conduct (see section one entitled "Student Rights, Responsibilities and Conduct"). Failure to do so may result in a referral to the department, college, and/or university ethics committees and ultimately in a

grade of F and dismissal from the program.

Professional Behavior and Competence

Students are expected to exhibit behaviors that demonstrate:

- Ethical conduct in accordance with professional ethical standards and codes
- Acceptance and affirmation of diversity and equity as core ethical values demonstrated in behavior (i.e., gender and sexual orientation, ability, and racial and ethnic identity)
- Overall emotional maturity: responsibility, appropriate interpersonal boundaries, and emotional stability
- Active listening and empathic understanding
- Acceptance of constructive criticism
- Appropriate professional conduct (i.e., appropriate professional appearance, collegiality, and punctuality
- Professional interpersonal communication
- Academic writing fluency
- Collaborative facilitation skills: adaptability, flexibility, rapport, and respect

All matriculated Marriage and Family Therapy students will be evaluated on the above criteria after having successfully completed 15 credit hours (5 courses, which will include at minimum CPS 733-Introduction to Counseling and CPS 735 Group Counseling or CPS 667 Multicultural Counseling). These particular courses are hands-on/interactive classes in which students will be able to demonstrate personal and professional behavior and attitudes, and through which instructors will be able to evaluate them on the criteria noted above.

At the end of the 15 credits, either Full Time faculty, or Adjunct Faculty who led CPS 733 and/or CPS 735 will complete the Professional Counseling/Academic Performance Evaluation (PCAPE-**see Appendix B**), which will then be reviewed by the program director. If the student earns an average score of 3.0 or better, they will be permitted to continue in the program. If the averaged score is below 3.0, and/or there are specific areas of significant perceived weakness, a remediation plan will be developed in a timeframe established for its completion (typically one semester, during which the student may take no more than two courses). While all efforts will be made by faculty to assist the student in addressing areas of weakness, he or she will terminated from the program if remedial efforts are deemed unsuccessful, at which point, that student will be provided with guidance toward alternative professional plans.

Accommodations

Section 504 of the Rehabilitation Act of 1973 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Academic Enhancement Center (305.628.6563/ http://web.stu.edu/Academics/AcademicEnhancementCenter/tabid/150/Default.aspx). The

student must present and discuss these recommendations to each professor within the first few weeks of class, preferably by the end of the university Drop/Add period. Extensions on papers are not considered typical accommodations. Incompletes are also not considered typical accommodations. All accommodation requests should be presented in writing and discussed with the professor.

9. Marriage and Family Therapy Program Curriculum

The curriculum for the Marriage and Family Therapy program is not only designed for excellence and a comprehensive foundation of the family therapy field, but also so that students can meet MFT licensure requirements in the state of Florida and have the benefit of taking courses with students in our two other programs (Mental Health Counseling and School Guidance Counseling).

The Master of Science in Marriage and Family Therapy program combines required and elective coursework and supervised clinical experience in the family therapy field. The program is designed to provide a systemic theoretical and empirical knowledge base and clinical skills training, in pursuit of clinical practice upon graduation. In addition, the program can serve as a basis for pursuit of a further degree in several disciplines, not limited to but including a Ph.D in Marriage and Family Therapy, or doctorate degrees in related fields. The program and schedule (e.g., holding most courses in later afternoon and evening; offering a range of summer courses, and offering some courses on-line) are designed to allow flexibility for individuals who are already currently working, as well as to accommodate the needs of 'non-traditional' students. All courses are offered in a seminar format to facilitate participatory learning. Some instructors may choose to incorporate elements of online learning into their course work. This is especially so for the "weekender" courses

Embedded in the Program is the emphasis on critical thinking, attention to diversity and social justice, across and within courses with the intent that graduates of this program recognize their responsibility as advocates in their capacity as mental health practitioners. Students are challenged to look beyond the status quo and consider relevant issues from diverse perspectives. As such, the program prepares students for work within urban settings (such as Miami) and with members of the international community, and the unique challenges therein.

The program is designed to accommodate a variety of students, including: recent college graduates; individuals changing careers; and those pursuing the degree as support for an existing career. We seek high quality students with a range of personal and professional interests and experiences.

Requirements

The coursework includes 'foundation' courses (21 credits), 'specialization' courses (18 credits) including the two internships, and three elective courses, which may be taken from any graduate program on campus (9 credits) with approval of the advisor. The program is a 48-credit program. The program can be completed in 2-3 years. Based on the most recent cohort data, 74% of the students completed the program in 3 years or less.

MS in Marriage and Family Therapy Course Requirements

Foundation Courses 21 credits

CPS 503 Applied Research Methods	(3 credits)
CPS 730 Theories of Personality and Therapy	(3 credits)
CPS 733 Introduction to Counseling	(3 credits)
CPS 736 Legal and Ethical Issues in Counseling	(3 credits)
CPS 745 Abnormal Psychology	(3 credits)
CPS 746 Human Sexuality Counseling	(3 credits)
CPS 760/667 Multicultural Counseling	(3 credits)

Specialization 18 credits

CPS 740 Introduction to Family Therapy and Evaluation	(3 credits)
CPS 741 Transitions in Family Life	(3 credits)
CPS 742 Intermediate Family Therapy	(3 credits)
CPS 743 Theory and Practice of Counseling Couples	(3 credits)
CPS 792 Field Experience I	(3 credits)
CPS 793 Field Experience II	(3 credits)

Electives 9 credits

Three courses chosen from the following:

CPS 663 Occupational and Educational Principles of Guidance	(3 credits)
CPS 734 Therapeutic Issues of Infancy and Childhood	(3 credits)
CPS 735 Group Therapy	(3 credits)
CPS 737 Therapeutic Issues of Adolescence	(3 credits)
CPS 739 Therapeutic Issues of Aging	(3 credits)
CPS 744 Substance Abuse and the Family	(3 credits)
CPS 747 Individual Assessment and Treatment Planning	(3 credits)
CPS 749 Intermediate Counseling	(3 credits)
CPS 750 Introduction to Community Consultation	(3 credits)
CPS 752 Selected Topics in Psychotherapy	(3 credits)

Other courses may be taken as electives with the approval of the Program Coordinator.

Students are also required to participate in fieldwork as part of the program. The number of hours required for field experience is 300 over the course of two semesters and must be accompanied by the field courses CPS 792 and CPS 793. Following completion of the program, graduates would need to complete a minimum of two years of client contact hours (1500 client contact hours). Therefore, our practice requirements are intended to provide a solid foundation for students prior to their supervised post-masters experience (as Florida Registered Marriage and Family Therapy Interns).

The field work component of the degree accounts for a significant portion of the learning in which students engage. Here, students apply theoretical knowledge learned in their coursework to real-world experience. On-site and program supervision through the Internship courses allows students to process and synthesize the knowledge gained from their field experience.

The Marriage and Family Therapy program offers a unique combination of support and flexibility with regard to helping students secure internship placements. Our program provides students with an individually tailored short list of potential internship sites based upon the geographic, scheduling, and clinical training needs of the student at a meeting in the beginning of the semester prior to the commencement of the first Internship. However, students also are free to apply to other field sites that may not be on our list provided that the site meets the licensing and internship requirements.

All students are also required to complete a Comprehensive Exam as part of their degree. Students are required to complete and successfully pass this exam before graduation and it is generally completed during the internship. See number 11 below for more on this degree requirement.

10. Marriage and Family Therapy Certificate Programs

Students may obtain a Certificate in Child and Adolescent Studies. The requirements for this Certificate include three courses focusing on the theory and practice of counseling minors, two field experience classes in an appropriate child/adolescent-centered community setting, and passage of the Certificate capstone exam. A Certificate will be awarded only to students who make appropriate admissions application and maintain a 3.0 GPA.

Child and Adolescent Studies Certificate (each course is 3 credits)

CPS 710 Play Therapy in Counseling
CPS 720 Life Span Psychology
CPS 734 Therapeutic Issues of Infancy and Childhood
CPS 737 Therapeutic Issues of
CPS 790 Field Experience I
CPS 791 Field Experience II

Program Student Learning Outcomes: The Child Adolescent Studies Certificate candidate will:

- Demonstrate and appreciation of the developmental and evidence-based clinical theories related to counseling children and adolescents including client centered, cognitive behavioral and systems.
- Demonstrate an understanding of the theories and techniques of play therapy and begin to develop a professional identity that incorporates this knowledge.
- Effectively apply the theories and techniques of child/adolescent counseling in their clinical field work.

- Incorporate their work with one of their youthful internship clients into their Capstone project.

Program Student Learning Outcomes Assessment: The Certificate's outcome is assessed through evaluation of final exams and term papers in selected certificate courses and internship field supervisor evaluation scores.

Joint JD/MS in Marriage and Family Counseling

The joint JD/MS in Marriage and Family Counseling program requires prior acceptance into the University's School of Law in addition to admission into the MS in Marriage and Family Counseling degree program. Nine (9) credits from the student's Law program courses will transfer to the MS in Marriage and Family Counseling. LAW 635 (Legal Analysis, Writing and Research) will replace CPS 503 (Applied Research Methods) and LAW 850 (Professional Responsibility) will replace CPS 736 (Legal and Ethical Issues in Counseling) as a required foundation courses in the MS program. LAW 819 (Alternative Dispute Resolution) will replace CPS 733 (Introduction to Counseling) as a required foundation course in the MS program. Students in the joint degree program must complete 27 additional credits required for the Master of Science degree. Students in the joint program are not required to take and pass the comprehensive examination. CPS 503, CPS 733, and CPS 736 are commonly needed for Florida Licensure as LMFT. Although these three areas are covered to a degree in the Law program courses, the Florida Department of Health (Florida Statute 491, Rule Chapter 64B4, F.A.C.) determines education requirements for licensure and mental health practice in the state of Florida.

COURSE REQUIREMENTS 35 credits

Foundation Courses 20 credits

LAW635 Legal Analysis, Writing, and Research	(3 credits)
LAW819 Alternative Dispute Resolution	(2 credits)
LAW850 Professional Responsibility	(3 credits)
CPS 730 Theories of Personality and Therapy	(3 credits)
CPS 745 Abnormal Psychology	(3 credits)
CPS 746 Human Sexuality Counseling	(3 credits)
CPS 760 Multicultural Counseling	(3 credits)

Required Family Courses 15 credits

CPS 740 Introduction to Family Therapy and Evaluation	(3 credits)
CPS 741 Transitions in Family Life	(3 credits)
CPS 742 Intermediate Family Therapy	(3 credits)
CPS 743 Theory and Practice of Counseling Couples	(3 credits)
CPS 792 Field Experience I	(3 credits)

Program Student Learning Outcomes: The Joint JD/MS in Marriage and Family Counseling candidate is:

- Prepared with knowledge of marriage and family therapy, family systems, the family life cycle, and couples and family relationships.
- Prepared to work with clients with compassion, multicultural sensitivity, and skill.
- Able to bring therapeutic change to individuals, couples, and families.

Program Student Learning Outcomes Assessment: These outcomes are assessed through a:

- Capstone Exam in CPS 742 - Intermediate Family Therapy.
- Field supervisor evaluation scores of Satisfactory or above on all items in the Field
- Supervisor Evaluation process.

Certificate in The Study of Loss and Healing

The goal of this certificate is to promote compassionate and holistic care among professionals, spiritual leaders, and caregivers working with the dying, the bereaved, and others experiencing loss. Through an interdisciplinary approach, this Certificate will cultivate a healing community dedicated to understanding and embracing the diverse cultural, societal, psychological, and spiritual aspect of the grief experience.

Program Requirements: (each course is 3 credits)

STM 673 Spirituality, Death and Healing
CPS 753 Crisis Intervention and Management
CPS 754 Counseling Needs of the Dying & Their Families/Caregivers
CPS 755 Culture and Death
CPS 757 Special Issues in Grieving and Loss
CPS 790 Field Experience in MHC I
or
CPS 792 Field Experience in MFT I
or
STM 791 Practicum I
or
STM 792 Practicum II

Program Student Learning Outcomes: Certificate candidates in the Study of Loss and Healing will:

- Demonstrate understanding of the diverse cultural expressions of loss, the psychological processes of healing and resilience, the spiritual aspects of the grief and the mourning experience.
- Demonstrate awareness of the dying process, anticipatory grief and mourning, and extant and emerging research in the field of thanatology.
- Demonstrate the ability to challenge myths about grief and loss, provide

support for the family during the process of death and after death, and
- address the needs of children, adolescents, adults and the aged populations.

Program Student Learning Outcomes Assessment: Outcomes are assessed through Practicum supervisor evaluation scores.

Post Master's Certificate in Guidance and Counseling

Professionals currently working in the public or private schools who have attained a master's degree in education, counseling, educational administration, educational curriculum, or a related field may apply for admission to the certificate program. The certificate program requires students to take only those courses specified by the Florida Department of Education needed to obtain certification in guidance and counseling. A certificate is awarded upon successful completion of these courses. Students are advised to contact the State Department of Education for specific information regarding certification requirements.

St. Thomas University offers the following 11 courses (each course is 3 credits): CPS 660 Psychology of Learning and Personality Theory
CPS 733 Introduction to Counseling
CPS 735 Group Therapy
CPS 736 Legal and Ethical Issues in Counseling
CPS 750 Introduction to Community Consultation
CPS 662 Principles and Procedures of Psychological Testing
CPS 663 Occupational/Educational Principles of Guidance
CPS 664 Principles, Philosophy, Organization of Guidance and Counseling or
CPS 665 Org. and Dev. of School Guidance Programs
CPS 667 Counseling Special and Diverse Populations
CPS 669 Supervised Counseling Practices

Certificate Student Learning Outcomes. Certificate candidates in Guidance and Counseling are:
- Prepared as an ethical and culturally competent professional school counselor.
- Able to provide a comprehensive school guidance program.
- Have completed the educational requirements for certification as a school counselor in the state of Florida.

Certificate Student Learning Outcomes Assessment: These outcomes are assessed through:
- Scores on the State of Florida Guidance Counseling Certification Exam.
- Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

11. The Comprehensive Exam

Description of MFT Comprehensive Examination Process

A passing score on a written comprehensive exam assessing all required MFT knowledge areas is required of all graduating students. The exam is given twice a year. The exam assesses student knowledge of the following areas as they apply to family therapy with families, and couples: preparation of a Genogram, assessment of presenting problem and family system, case conceptualization from a systemic perspective, application of at least two models of Family Therapy (e.g., Milan Systemic Therapy, Structural Family Therapy, Cognitive Behavioral Family Therapy, Narrative Therapy), ethical practice in Family Therapy, Family Therapy treatment planning, and Family Life Cycle theory.

An MFT student is eligible to sit for the Comprehensive Examination when they have completed or are registered for all required courses in the MFT graduate program. Eligible students must complete an application and submit it no later than the scheduled deadlines. Applications are available in the office of the Dean of Biscayne College. The Comprehensive Examination must be taken no later than one year after completion of coursework. “Coursework” does not include field experience courses/credits. In the event of failure, and not more than one year after failure, one reexamination may be permitted, but not within the same semester. Extra coursework and/or remedial steps may be required before the student is allowed to take the Comprehensive Examination a second time.

See Appendix N for rubric used in evaluating the comprehensive exam.

12. Internship

Overview

The internship consists of observing and participating in closely supervised family therapy activities in a recognized internship site. Students consult with their advisor as to the location and activities required for the internship experience. As part of the internship experience, students attend a bimonthly University seminar class where internship experiences and current issues in field are discussed in group supervision. Students must complete 300 hours of internship experience over 2 semesters.

The student intern must obtain proper liability insurance in the amount of $1,000,000/3,000,000. Recommended sources of liability insurance include CPH and Associates through their AAMFT student membership (http://www.aamft.org/iMIS15/AAMFT/Content/membership/Student_liability_FAQS.aspx), ACA (http://www.counseling.org) and HPSO www.hpso.com.

Students are expected to review the requirements for licensure as a Marriage and Family Therapist in the state of Florida for more detailed information with regard to what qualifies as "individual" and "group" supervision through:

FL Statute 491
(http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0491/0491ContentsIndex.html&StatuteYear=2014&Title=-%3E2014-%3EChapter%20491
and
FL Administrative Code 64B4
((https://www.flrules.org/gateway/Organization.asp?OrgNo=64b4

Sequence of Events for the Field Experience in Marriage and Family Therapy (Internship)

1. At the beginning of each semester, the director of the Marriage and Family Therapy program contacts all potentially eligible students through email soliciting interest in beginning internship in the next one or two semesters. For example, the first few weeks of the fall semester, this email will go out asking students who are interested in beginning their internship in the spring. Three messages, separated by a week will be sent, and students responding to that call for interest will be considered candidates for internship. Those students responding after the third call will be considered for internship after the upcoming semester. Additionally, since successful internship requires the application of both theoretical knowledge and clinical skills acquired in the "foundation" and "specialization" courses (see pp. above), students considering internship must have successfully completed most of their required coursework (at least 3 of the 4 family therapy specialization courses) with grades of B or better by the end of the semester preceding commencement of internship.
2. The names of students who meet the above criteria will be shared with counseling faculty who will complete the "Faculty Evaluation of Student Readiness for Field Experience/Internship**" (See Appendix F and Appendix G**). Students who receive a score of 3 (meets expectations) or higher in each of the 11 required areas will move forward in the internship placement process and be considered "internship candidates". Students who do not receive at least a score of 3 in each of the 11 required areas will be offered a Professional Development Remediation Plan-PDP (**See Appendix L**), based on their areas of strengths and weaknesses, to be completed by the end of the subsequent semester. Students who decline the remedial plan will be provided an option to substitute three additional graduate courses in place of the internships and the opportunity to obtain a nonclinical Masters degree. The students will still be required to take the comprehensive exam. Students who engage in the remedial process will be evaluated at the end of the upcoming semester by faculty and evaluated on the basis of their improvement or lack thereof. (**See Appendix L for the possible outcomes of this evaluation**).
3. Students will receive the "Field Experience/Internship Policy" (**See Appendix E**), and then be provided a short list of potential internship sites that have been approved by the

University and meet state licensure requirements and that is based upon their clinical geographical and temporal needs. Students will contact those facilities and set up interviews for potential internships and communicate the results of those interviews to the director of the Marriage and Family Therapy program. In the event that a student pursues placement in a facility new to St. Thomas, and that facility is deemed acceptable by the Program Director, and if the facility requires such, St. Thomas and the facility will enter into an affiliation agreement (**See Appendix D**).

4. Upon approval for internship by the site-supervisor and/or of the internship site}, students will complete the Application for Internship (**See Appendix C**), the University registration form and submit a copy of their prospective supervisor's professional license. Students will also be required to obtain professional liability insurance as noted above.
5. During the last two weeks of the semester preceding internship, students will meet, as a group with the director of the program who will review the recording procedures for internship (Weekly Internship Hourly Grid/Process Note-**See Appendix H**), provide proof of professional liability insurance and commitment to attending the weekly University internship seminar.
6. Students will commence internship on the first week of the semester, attending the required university seminar as well. At least once during the course of internship placement, the director will provide a site visit, during which he or she will meet with the student, his or her supervisor, colleagues, and when possible view the student providing services. This is an informal visit designed to review the student's progress, strengths and/or weaknesses that may require a remedial plan.
7. At least three weeks prior to the end of each internship semester, Faculty Supervisors and/or students will provide their on-site supervisors with the Internship Field Instructor Evaluation form-**See Appendix J**), complete the Student Evaluation of Field Placement form-**See Appendix I**) and submit (3) tally sheets-total contact, client contact, individual/group supervision (**See Appendix P)**. A score of Satisfactory, and positive comments will allow the student to register for the next semester of field experience. In the event that a student receives a score of less than Satisfactory, with negative comments, the remedial process noted **in step two** above will be initiated and completed in order for the student to move forward in internship. The instructor will review these documents in an individual meeting with the student.

Student Responsibilities Throughout Field Experience/Internship Placement

Students are required to comply with Procedural Policies of the Placement Agency and the University. (Copies of both documents must be provided by respective institutions.)

- Students must be aware at all times that they have an ethical responsibility to both the PLACEMENT INSTITUTION AND THEIR CLIENTS. Ethical concerns and or problem situations should be presented to both the placement institution and the University supervisors.
    - If the student is terminated from the Field Experience/Internship site for ethical misconduct, the student will receive an NP (not pass) grade by the faculty supervisor unless good cause is shown for withholding the NP grade at which

point, a remedial plan will be developed . Upon satisfactory completion of the remedial plan, the student may be placed at a new internship site, once they have re-registered for the internship. If the student does not satisfactorily complete the remedial plan, they will be terminated from the program.

- If either an On-Site supervisor, or University faculty supervisor has determined that a student is not performing satisfactorily in an Internship placement, efforts by participating supervisors will be taken to identify problem areas with specific recommendations to the student for improvement and a remedial plan developed. If the student satisfactorily completes the requirements of the remedial plan, they may re-commence the internship (if approved by the site-supervisor). However, if problems continue to persist and the student does not improve his or her performance and does not meet the requirements of the remedial plan, the student may be subject to termination from the internship site and the program.
- Termination from clients and the on-site institution must be agreed upon by the student, on-site supervisor, and university instructor within a mutually accepted timeframe. Failure to do so may result in an unsatisfactory grade and the student may have to retake the internship course.

Professional Conduct of Internship Students

- Internship students are expected to become familiar with, and to be held accountable for all existing rules, requirements, and regulations of the agency, school system, department, or institution to which they are assigned.

- Attendance is required of all internship students for all days of assignment and placement. Only valid and excusable reasons for absences will be accepted. Students are expected to notify both the On-site Supervisor and the University Supervisor on any given day when illnesses or other emergencies interfere with or prevent their attendance at their assigned placement. Not informing your direct supervisor is unprofessional conduct.

- Students are expected to attend all orientation sessions, staff meeting critique or evaluation sessions, day or evening schedules or meetings, etc., as the school system or institution may require.

- Any client information presented by students in the internship seminar or other classes will be presented and completed anonymously according to HIPPA guidelines.

- Students are required to attend a bi-weekly Internship Seminar held at the University. The seminar is a required part of their Internship experience and necessary in order to receive graduate credit for their internship assignment. They should therefore be excused from any assignments during such scheduled meetings. Notification of the specific time and evening of the week when the seminar is scheduled will be provided to the site by the Internship student.

Finally, students assume the responsibility of complying with all rules, policies, and regulations, approved codes for conduct and behavior, and legal and ethical standards of their respective professional state and national associations, as well as University, College and Department policies, regulations, and standards.

Responsibility of the University Faculty

- To inform students about Internship and Internship placement procedures and practices prior to their interview with Placement Institutions.
- To determine and submit University grades for student interns. University supervisors will determine internship grades by integrating interns' performance at the placement site, in the University seminar, and from the information provided by the On-Site supervisor's written and verbal comments.
- To collect documentation including Field Experience/Internship evaluations, clock hours, and supervision clock hours and move them to the student's files in the department.

General Q and A for students

Q: What is Field Experience/Internship?
A: The purpose of Field Experience/Internship is to expose students to the operation and activities within a mental health/family therapy services provider organization, an opportunity to observe the provision of services to clients, and a venue for acquiring entry level assessment, diagnostic, case conceptualization and treatment planning, as well as intervention skills with a wide range of clients. For those who have mental health/social service agency experience, the intent is to expose the student to a new environment and new experiences in the provision of marriage and family therapy.

Q: How long is Field Experience/Internship?
A: Full-time students complete internship during their last two semesters in the Marriage and Family Therapy program, pending completion of all courses listed previously. Internship schedules vary by individual site and student need, but hours may typically be met through a commitment of 10-20 hours per week for at least 32 weeks (2 semesters). The student may take longer than two semesters to complete their Field Experience hours and some placement sites may require more than the two semester commitment. Some training sites have evening and weekend Internship availability; however these may be more difficult to obtain due to the need for a licensed/qualified onsite supervisor during those times. The internship on-site supervisor will complete an evaluation of student progress. The student completes an evaluation of the internship site/supervisor at the end of each semester.

Q: How do I obtain an internship placement?
A: Obtaining a internship placement site is a collaborative process between you, your advisor, and the Faculty Supervisor. The first step is to meet with your advisor and discuss the type of

experience you would like to have and the population and specific type of agency with which you would like to work. It is possible to complete the Field Experience/internship placement in two locations. (Although you may get a more diverse experience choosing a different site for your second Field Experience, it is easier to meet the required number of hours for internship if you remain at the same site.) After narrowing your focus with your advisor, review the list of placements that the department will distribute to students. You may also do your own research online and consider sites that are not on the department's placement list.

Q: Who qualifies as an approved supervisor?
A: The preferred on-site supervisor is one who is a licensed marriage and family therapist in the State of Florida under Florida Statute 491. Mental Health Counselors, and Clinical Social Workers with coursework and experience in Family Therapy may also qualify as university approved on-site supervisors. The Faculty Supervisor must be a Florida licensed Marriage and Family Therapist.

Q: May I use my job as my Field Experience/Internship and/or internship site?
A: You may not use your current job as your Field Experience/Internship except under special circumstances. The purpose of the field placement experience is to allow you to be exposed to new clinical sites, services and populations you have not had an opportunity to experience previously and to develop clinical skills. There are several other reasons why you cannot use your current work site as a internship and/or internship. One reason is that there is potential for confusion concerning roles and responsibilities if you are both an employee and a student at the same site—dual roles. Also, you must present yourself accurately as a student intern. A potential exception to using your work site as an internship may be when you work in an organization with several distinct programs. In such situations when there is minimal interaction between programs and clients served, you may complete an internship internship with the approval of your faculty advisor.

Q: What is the purpose of the University Field Experience/Internship class?
A: The bimonthly class seminar serves two purposes: 1) to support students in the experience of being a Field Experience/Internship student (e.g. beginning entrance and socialization into the marriage and family therapy profession, understanding agency functioning, interpretation of ethical issues, etc.); and 2) to introduce students to the experience of documenting and presenting clinical material. An important course requirement is completing a case presentation from a systems perspective. Also, seminar attendance is necessary to document group supervision (required for licensure). The class may have required readings and some structured assignments.

12. Degree Requirements

Master of Science Degree (M.S.) in Marriage and Family Therapy

In order for the Marriage and Family Therapy student to be considered as a candidate for graduation with a Masters Degree in Science (M.S.) a completion of 48 credit hours, with a cumulative grade point average of 3.0 or better, and successful passage of the comprehensive exam (as outlined above) are required.

The Certificate in Child and Adolescent Studies (CCAC)

Students completing all requirements for the Master's degree along with those for the certificate (CPS 734, CPS 737, CPS 710 and two out of three internships the child/adolescent facility) will be awarded the Certificate in Child and Adolescent Studies.

Joint JD/MS in Marriage and Family Counseling

Students completing all the required courses (JD and CPS) with a cumulative grade point average of 3.0 or better in the CPS courses will be considered as a candidate for graduation with a JD/MS in Marriage and Family Counseling.

Certificate in The Study of Loss and Healing

Students completing all required courses including at least 3 credits of Field Experience or Practicum will be awarded the Certificate in The Study of Loss and Healing.

Post Master's Certificate in Guidance and Counseling

Students completing all required courses as determined by the Florida Department of Education as needed to obtain state certification in guidance and counseling will be awarded the Post Master's Certificate in Guidance and Counseling.

13. Professional Development

Students who graduate from the Marriage and Family Therapy Program fulfill the academic requirements of the Department of Health: Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling, and are eligible to begin e process of licensure in the state of Florida. Upon graduation and conferral of diploma, students may complete the application to become a Registered Intern with the State of Florida, to be found at:

(http://floridasmentalhealthprofessions.gov/

At this point, the director of the Marriage and Family Therapy Program will provide a letter documenting the state required 180 hours of internship (**See Appendix M).** Applicants for

licensure must have their academic course of study approved by the Board before they can take the licensing examination, or begin to acquire the post graduate clinical contact hours.

Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling

Customer Contact Center
Monday – Friday
8:00 a.m. to 6:00 p.m. ET
(850) 488-0595

Board Office
8:00 a.m. to 5:00 p.m. ET
(850) 245-4474
FAX: 850-921-5389

MAILING ADDRESS:

Department of Health
Board *of* Mental Health Professions
4052 Bald Cypress Way
Bin C-08
Tallahassee, FL 32399-3257

APPLICATIONS and **FEES ONLY**:

Department of Health
Board *of* Mental Health Professions
P.O. Box 6330
Tallahassee, FL 32314-6330

If the student is interested in applying for licensure in another state, they must check those specific licensure requirements. Other states may have different internship hours' requirements and/or additional required courses.

Professional Organizations

Marriage and Family Therapy students and graduates can join the following organizations:

American Association for Marriage and Family Therapy

206 N. Washington Street
Alexandria, VA 22314
Phone: (703) 224-0000
Fax: (703) 224-0179

www.aca.org

Florida Mental Health Counselors Association
PO Box 272552
Tampa, FL 33688
http://www.flmhca.org

Employment Opportunities

Many of our graduates are offered jobs at their internship site after they graduate! Community agencies, hospitals, or outpatient facilities serving children, adolescents, and adults or school systems employ graduates from the program. Please note that state licensure laws change and the student is responsible for awareness of these changes or different state or international licensing guidelines. Graduation from the program does not guarantee state licensure. Graduates are eligible to apply for registered intern status, the first step towards licensure as a Marriage and Family Therapist, in the State of Florida, after completing the following requirements:

1. A 48 credit graduate program at STU, which includes specific courses designated by the Florida Department of Health
2. A passing score on the national licensing examination
3. Completion of a minimum of two years (1500 hours) of supervised marriage and family therapy experiences.

APPENDICES:

TABLES AND FORMS

APPENDIX A

FULL TIME AND PART TIME MFT FACULTY

FACULTY SUMMARY

	Credentials		MFT Credential (Check all that apply)			Experience			Role in Program
Faculty Member's Name	Highest Degree[1] & Field[2]	State License[3]	C M[4]	AS or SC[6]	SA[9]	Years of experience teaching MFT[7]	Years of experience as an MFT[8]	Currently engaged in clinical practice? (Yes/No)	Role in Program (list all that apply) PD=Program Director FT=Full Time PT=Part Time SUPER=Supervisor OTH=Other (please specify)
Dr. Barbara Buzzi	Ph.D. Counseling	LMFT	X			29+	32+	Yes	FT (Retiring)
Dr. Cindy Silitsky	Ph.D. MFT	LMFT	X	X	X	14+	19+	Yes	PD
Dr. Lawrence Rubin	Ph.D. Clinical Psychology	LMHC			X	0	0	Yes	FT
Dr. Judith Bachay	Ph.D. Counseling					10+	0	Yes	FT
Dr. Jeffrey Pickens	Ph.D. Developmental Psychology					0	0	No	FT
Dr. Melissa Harper	Ph.D. Family Therapy		X			8	8	Yes	PT
Dr. Fariah Niazi	Ph.D. Family Therapy	LMHC	X	X	X	7	17	Yes	PT
Dr. Robin Gipps	Ph.D. Family Therapy	LMFT				7	17	Yes	PT
Pr. Martin Murphy	MS MFT		X	X	X	41	18	Yes	PT
Dr. Oren Hernandez	Ph.D. Counseling Psychology	LMHC, LMFT, CAP				17	42	Yes	PT
Pr. Jeri Moore	M.S.	LMHC				0	0	Yes	PT
Dr. Marilyn Volker	Ed.D.					0	0	Yes	PT

Dr. Ramon Rodriguez	Psy.D.					0	0	No	PT
Dr. Mariela Matemala	Ph.D.					0	0	No	PT
Dr. Joan Lyons	D.Min.				X	0	0	No	PT

[1]Highest Degree = M.S., Ph.D., M.A., etc.

[2]Field = MFT, Psychology, Social Work, Counseling, etc.

[3]State License=LMFT, LCSW, LPC, etc.

[4]CM = AAMFT Clinical Member

[5]AS = AAMFT Approved Supervisor

[6]SC = AAMFT Supervisor Candidate

[7]Teaching MFT = educating students about marriage and family therapy

[8]Experience as an MFT = practicing as a marriage & family therapist

[9]SA = State Approved

APPENDIX B

PROFESSIONAL COUNSELING/ACADEMIC PERFORMANCE EVALUATION (PCAPE)

Professional Counseling/Academic Performance Evaluation (PCAPE)

(To be completed after 15 credit hours of study including CPS 733 and CPS 735 or 667)

Professional Counseling/Academic Performance Evaluation (PCAPE)

Student _____ Semester/Year_____
Person Initiating the Form_____
Course Number or Site Name _____
Date _____

Rating Scale

N No opportunity to observe
0 Does not meet criteria for program level
1 Meets criteria minimally or inconsistently for program level
2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic alliance can be created.	N	0	1	2
2. The student demonstrates therapeutic communication skills including:	N	0	1	2
a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2
b. Understanding content – understanding the primary elements of the client's story.	N	0	1	2
c. Understanding context – understanding the uniqueness of the client's story elements and their underlying meanings.	N	0	1	2
d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner.	N	0	1	2
e. Congruence – genuineness; external behavior consistent with internal affect.	N	0	1	2

f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client.	N	0	1	2
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.[1]	N	0	1	2
h. Immediacy – staying in the here and now	N	0	1	2
i. Timing – responding at the optimal moment	N	0	1	2
j. Intentionality – responding with a clear understanding of the therapist's therapeutic Intention	N	0	1	2
k. Self-disclosure – skillful and carefully considered for a specific therapeutic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2
5. The student facilitates movement toward client goals.	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2
7. The student creates a safe clinical environment.	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

B. Professional Responsibility

1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.[2]	N	0	1	2

[1] Rate this item as appropriate with consideration of student's individual physical and cultural differences. [2] Rate this item such that it includes professional attire.

3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2
4. The student demonstrates application of legal requirements relevant to counseling training and practice.[3]	N	0	1	2

C. Competence

1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.[4]	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients. [5]	N	0	1	2
5. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2

D. Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.[6]	N	0	1	2
4. The student demonstrates the ability to receive, integrate,	N	0	1	2

[3] Rate this item as it refers to student's ability to meet required standards such as maintaining confidentiality, providing informed consent, following HIPAA rules, mandated reporting.

[4] Rate this item such that it addresses the student's ability to respond appropriately to constructive feedback. [5] Rate this item as appropriate with consideration of student's individual physical and cultural differences.

[6] Rate this item inclusive of the "awareness" component of cultural competence.

and utilize feedback from peers, teachers, and supervisors.				
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student efficiently responds to communication from Faculty	N	0	1	2
8. The student communicates with faculty at the time of experiencing conflicts with peers, teachers, or with their academic responsibilities	N	0	1	2
9. The student addresses personal issues with program director that might be interfering with their academic/clinical Responsibilities	N	0	1	2

E. Integrity

1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

REMEDIAL PLAN

_____ _____

(Faculty Member Completing Form) (date)

_____ _____

(Graduate Program Director) (date)

_____ _____

(Student) (date)

SPECIFIC ADDITIONAL CONCERNS BELOW

APPENDIX C

REMEDIAL PROFESSIONAL DEVELOPMENT PLAN (PDP)

REMEDIAL PROFESSIONAL DEVELOPMENT PLAN (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points (after completing 12 credits, prior to internship candidacy, during internship) or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the counseling programs. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective mental health counselor.

The PDP will include, at a minimum:

1. Specific activities to be completed;

2. Target measures of accomplishment, which will be documented;

3. A schedule of regular or planned meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;

4. A timeframe for accomplishment;

5. Contact information for the faculty member responsible for monitoring the student's progress;

- Delineate consequences for unmet PDP goals;
- Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation.

Professional skills remediation may include, but is not limited to, any or all of the following:

1. Retaking courses (eg., skills courses, ethics, content courses)

2. Rejection of internship candidacy or removal from or internship placement site

3. Reassignment of placement site

4. Specific assigned activities in placement site

5. Writing reflection papers

6. Additional supervision meetings (including meetings with onsite supervisors)

7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all of the following:

1. Writing reflection papers

2. Writing apology letters

3. Additional supervision meetings

4. Viewing counseling videotapes

5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

Copies of the plan will be retained by the monitoring faculty member, the program director, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Process

- Upon observation of concerns, the faculty member will attempt to resolve the concern. Any interventions will be documented, copied to the GPD and placed in the student's file.
- If the interventions above are unsuccessful or not applicable, the faculty member will make a formal request to the PD to initiate the PDP. This request will include specific behaviors to be addressed and a summary of intervention strategies to-date. This plan will consist of at least 2 Counseling faculty members, including the PD of MFT program.
- Notification shall be provided to the student by the PD that a PDP has been requested. A meeting shall be set between the PD, faculty representative and student to develop the PDP.
- Upon the deadline set by the PDP, a final formal review shall be conducted by the program faculty. The disposition of the review may be:

a. Termination of the PDP

b. Continuance of the PDP

c. Modification of the PDP

d. Dismissal of the student from the program

- The student shall be notified in writing of the final disposition of the PDP.
- The student may appeal the faculty decision to the Department Chair.

APPENDIX D

FIELD EXPERIENCE/INTERNSHIP POLICY

ST. THOMAS UNIVERSITY
MS PROGRAMS IN MARRIAGE AND FAMILY THERAPY
FIELD EXPERIENCE/INTERNSHIP POLICY

Definition

The field experience courses (CPS 792, CPS 793) are required courses within the M.S. degree program in marriage and family therapy. These courses are designed to provide students with an opportunity to apply theoretical knowledge and practical skills gained through experiences in a supervised clinical context. Students may complete their field experience requirement in a public or private social service agency, mental health clinic, hospital, rehabilitation center, school, corporation, or other setting in which family therapy services are offered to families, couples, individuals, and groups under the direct supervision of an experienced (more than five years post graduate degree experience in the field of Marriage and Family Therapy.) The preferred on-site supervisor is one who is a licensed marriage and family therapist in the State of Florida under FL Statute 491. Mental Health Counselors, and Clinical Social Workers with coursework and experience in Family Therapy may also qualify as university approved on-site supervisors. The Faculty Supervisor must be a Florida licensed Marriage and Family Therapist.

Field Experience I, (CPS 792) is designed as an introductory internship in a marriage and family therapy setting. Field Experience II (CPS 793) is a continuation of Field Experience I. They offer an opportunity for students to further develop and expand their specialized therapeutic skills. All field placements are arranged through contractual agreement with the sponsoring field site, the student, and the St. Thomas University Counseling Programs. Contracts are established and renewed immediately prior to the beginning of each academic term, while evaluation forms for both supervisor and supervisee are completed at the end of each field experience.

Students who are currently working as counselors in a mental health setting under the supervision of a licensed Mental Health Counselor, Marriage and Family Therapist, Clinical Social Worker, may apply to pursue the field experience at their present work setting. However, work experience must be equivalent to experience gained through Field Experience I, and II. A student must show evidence that she/he will engage in new learning experiences (mandatorily with clients other than those he/she works with through employment) during the internship period(s) . Consequently, specific learning objectives must be articulated and agreed upon between the student, the Faculty Supervisor and the Field Site Supervisor. Application may be made to the Faculty Supervisor of the Counseling Programs.

Benefits of the Field Experience/Internship

To supervising Agency/Site:

1. Provides an opportunity to train and screen potential candidates for employment.
2. Provides a cost effective means of offering additional therapeutic services.
3. Provides an opportunity to constructively contribute to the Counseling Programs' curriculum.
4. Establishes communications between the field site and the University.

To students:

1. Provides an opportunity to apply knowledge and skills in a supervised context.
2. May satisfy the academic requirement in the State of Florida for candidacy toward licensure as a Marriage and Family Therapist. Students must consult with Florida Statute 491, specifically section 491.005(4) with regard to the required number of hours of client contact and supervision (individual and group).
3. Enriches classroom learning experiences.
4. Provides professional networking and membership opportunities.
5. The internship experience may lead to employment.

To the University/Counseling Programs:

1. Provides a mechanism to test out whether theories and techniques taught in the classroom are applicable in a practical setting.
2. Enhances the quality of the academic program by providing a learning alternative to students.
3. Provides students with the opportunity to verify career choices
4. Enhances communication with community facilities offering counseling services to individuals and families.

Course Requirements (for each of 792 & 793)

1. Complete a minimum of 150 hours per academic term at the Field Site, at least 90 of which constitute client contact (individual, family, group, intake, and phone crisis intervention).
2. Attend regular weekly, hour-long on-site supervision, semi-weekly university group supervision meetings, and on-site group supervision.
3. Complete any progress notes required by the agency.
4. Complete the Student Evaluation of Field Placement.
5. Review and sign the Field Instruction Evaluation and the Student Evaluation of Field Placement with the Field Site Supervisor.

Responsibilities

Field Site Supervisor:

The Field Site Supervisor is expected to assign a student an appropriate client case load (approximately 8-10 weekly client contact hours) as well as any other relevant, agency related tasks, e.g., intake interviewing, co-facilitation of groups, community outreach, program planning and attendance at staff meetings. Regularly scheduled, face-to-face supervision of the counseling services provided directly by the student is expected. Supervision may also include group seminars and case reviews. The Field Site Supervisor is also expected to provide an appraisal of the student's performance (Field Instruction Evaluation) during the Field Experience. This evaluation will be utilized to determine the student's final (Pass/Fail) grade.

Faculty Supervisor:

The Faculty Supervisor conducts a minimum of two phone contacts with the Field Site Supervisor and may visit the field site during the course of the intern's attendance in order to

discuss the performance and progress of a student. The Faculty Supervisor is available to students to discuss experiences, client cases, and concerns on an ongoing basis. The Faculty Supervisor is responsible for conferring with the Field Site Supervisor and awarding a student's final grade.

Student:

- Students are required to maintain agency-specific progress notes documenting their activities and the therapeutic services provided during the Field Experience Internship. The Progress Notes are best completed on a daily basis, and if possible, immediately following each session with a client (individual, group, couple, or family). Students may also document their experiences and learning resulting from individual and group supervisory sessions. This provides students with an ongoing record of client contacts, therapeutic process, and the effects of specific interventions. In addition, it is a means of self-evaluating the achievement of the learning objectives. The following is meant to serve as a guide in the preparation of the Field Experience Progress Notes. Both students and Field Site Supervisors are free to amend or add sections.

- The student will demonstrate through email or in person an ongoing summary of hours to the Faculty Supervisor which will reflect client contact hours, supervision hours, and a breakdown of other activities relevant to the field placement (see required weekly chart at the end of this document).

<u>"Readiness" for Initial and Ongoing Internship Placement:</u>

At the beginning of the semester preceding internship placement, the Faculty Supervisor will, through email put out a call to students to respond with 'an interest to begin internship', within 30 days of that call. Those students who plan to begin internship will be evaluated by the counseling faculty who will complete the 'Faculty Evaluation of Student Skills Proficiency. If there is consensus among the counseling faculty that the prospective intern is 'ready' to be placed (readiness being comprised of academic competence, a cumulative 3.0 GPA and demonstrated responsibility and maturity in courses), then the placement process will commence. If the counseling faculty deems the prospective intern 'not ready' for placement, then a remedial plan will be developed, and an agreement between the student and Faculty Supervisor will be agreed upon. Upon satisfactory completion of the terms of the agreement, the student will be considered eligible for placement.

If at any point during the internship, the Faculty Supervisor becomes or is made aware of deficiencies in the intern's onsite performance, then there will be a meeting/conversation between the Field Site Supervisor, intern and Faculty Supervisor in order to develop a remedial plan for continuation or suspension of the internship.

Once a field site is agreed upon by both the prospective intern and the Faculty Supervisor, the student obtains a Field Experience Contract and obtains any appropriate clearance signatures prior to registration, as well as completes any pre-internship requirement (at their own expense as stipulated by the field site, such as fingerprints, background checks, inoculations). This application serves as the contract with the sponsoring field site and St. Thomas University.

Grading:

At the end of the academic term, or the completion of 150 hours (which may occur after the end of the academic term, students receive a grade of Pass (P) or Fail (NP), for the Field Experience/Internship. A passing grade will be assigned based on satisfactory completion of all course requirements. If the semester ends prior to completion of the required hours for that internship, the student will earn a grade of 'CP" (course in progress), which will be changed to a grade of 'P' (pass) upon its completion.

Ethical Issues

Prior to engaging in the Field Experience Internship, students are advised to review the Ethical Standards of the American Counseling Association; the Code of Ethical Principles for Marriage and Family Therapists: and the American Psychological Association's Ethical Principles of Psychologists. No information is to be presented in the Field Experience Progress Notes or in any other verbal or written form that permits identification of specific individual, couple, or family. Clients are to be advised at the initiation of a therapeutic relationship of their right to confidentiality (with the exception of information communicated to the supervisor) and of the counselor's intent to respect that right, unless under court subpoena. The student is also to advise the client of his/her training status and to not mis-represent their professional status.

Professional Liability

While the University provides coverage for interns under its liability policy, student interns are required to obtain personal, professional liability insurance during the time they are working in the field providing therapeutic services. Such coverage is available at reasonable cost through student membership in any one of a number of professional organizations (see the MHC website for HPSO…www.hpso.com) Proof of this insurance is required prior to commencing internship.

Final Comments

Field Experience is an integral component of professional preparations in the therapeutic disciplines. The faculty of the Counseling Programs at St. Thomas University is committed to providing quality educational experiences for students. We would expect anyone involved in the Field Experience Internship who has concerns about any aspect of the program to contact the Faculty Supervisor. It is our intent to offer a program in which all participants work as colleagues in a cooperative, meaningful way.

APPENDIX D

MFT FIELD EXPERIENCE/INTERNSHIP

AFFILIATION AGREEMENT

ST. THOMAS UNIVERSITY

BISCAYNE COLLEGE, DEPARTMENT OF SOCIAL SCIENCES AND COUNSELING

MARRIAGE AND FAMILY THERAPY GRADUATE PROGRAM

Affiliation Agreement

This AGREEMENT entered into this _____ day of _____,

20 _____, by and between St. Thomas University, Biscayne College, Department Of Social Sciences And Counseling Marriage And Family Therapy Graduate Program, hereinafter referred to as S.T.U. and

_____

_____

_____

_____ hereinafter referred to as PROGRAM, on behalf of students in practicum and internship.

WITNESSETH:

WHEREAS, the S.T.U. provides courses of study in the theory and practice of counseling to students who enroll in the curricula offered;

WHEREAS, the S.T.U. desires that as part of their course of studies, the students gain clinical training experience including practicum and/or internship;

WHEREAS, the S.T.U. is willing to provide the necessary instructional supervisory services for said practicum and/or internship out of a desire to train counseling personnel,

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties hereto agree to their responsibilities as follows:

(A) S.T.U. Responsibilities

1. S.T.U. will have the responsibility for determining the adequacy of the educational experiences of students, and will assign to the practicum or internship program only those students who have completed the required

course of studies, both didactic and practical, as specified in the school's curriculum.

2. S.T.U. shall ensure that the program conforms to the minimum standards set forth by state and national licensing and/or certification agencies of the profession to maximize students' chances of becoming duly licensed and/or certified upon completion of the course work, meeting the experiential requirements, and taking the licensing examination associated wit the particular license and/or certification sought.
3. S.T.U. shall provide the PROGRAM with a Practicum/Internship Student Evaluation Form for monitoring the student's performance and progress on a regular semestral basis; such a form is offered by S.T.U. and may be used by the PROGRAM if applicable.
4. S.T.U. faculty may make at least one site-visit per semester to monitor and evaluate students' progress through the practicum or internship experience. Regular communication will be maintained by the S.T.U. with the program.
5. S.T.U. will broadly acquaint the students with the PROGRAM and shall hold them responsible for complying with all the rules and regulations of he said PROGRAM applicable to.
6. The clinical activities of students will be consistent with the standards established by accreditation, certification, or licensing bodies, as defined by authorized representatives of the PROGRAM, as defined in the student's Work Plan.
7. S.T.U. shall, through Arthur J. Gallagher and Company, For United National Insurance Company (policy #s CPG5104-02 AND RRG1048-02), provide professional and general liability insurance for intern/practicum students in the amount $1,000,000 per occurrence and $1,000,000 aggregate.

(B) STUDENT RESPONSIBILITIES

1. It shall be the duty of the student to submit to the PROGRAM Supervisor and Faculty Supervisor this agreement for signatures when no formal affiliation agreement covering the entire period of he clinical experience is in force. The inclusive dates of the practicum/internship are contained in the student's Work Plan, as is the student's signature attesting to willingness to adhere to the terms of this AGREEMENT.
2. The student is responsible to prepare the Work Plan and submit it for PROGRAM Supervisor and Faculty Supervisor approval prior to beginning field experience.
3. The student will attend all scheduled hours of field and classroom experience and document hours and activities on the Activities Log (i.e., 300 hrs. required for the two semester practicum – 180 hrs. of which are spent in direct client contact).

4. The student will meet all PROGRAM and University record keeping requirements which comply with the program.
5. The student shall evaluate the quality of the practicum/internship placement. Should it become necessary, the student will report any difficulties to the Faculty Supervisor in order to insure continued quality of the clinical experience.
6. It is the responsibility of the student to arrange the initial practicum/internship site and to find an alternative placement should the initial site cease to be viable.

(C) PROGRAM RESPONSIBILITIES

1. The PROGRAM staff is responsible to provide a practicum/internship experience which allows the student to observe and participate in clinical experience. The staff will be available to provide a minimum of one hour per week of individual supervision and whatever additional conferences required for adequate training.
2. The PROGRAM staff will provide the student with specific orientation concerning the rules and regulations, operating procedures, staffing patterns, and other relevant information needed by the students to execute their assigned duties. The students will have an opportunity to read the Personnel Policy and/or Operating Procedures Manual before beginning the field experience.
3. PROGRAM reserves the right to refuse its facilities and services to any student who does not meet the professional other requirements of the PROGRAM or any appropriate authority controlling or directing said PROGRAM; that such refusal should be written and should specify the rationale for the decision.
4. Wherever possible, students should be supervised by doctoral level or appropriately licensed professionals as indicated in Florida Statute 491. Day-to-day supervision may be provided by other qualified PROGRAM staff identified by the primary supervisor. Students will not be allowed to render client care and/or services except for those identified as having educational value, as delineated in the Work Plan.
5. The PROGRAM may cancel the practicum/internship of any student whose performance is unsatisfactory, whose conduct is deemed unethical, whose personal characteristics prevent establishment of a desirable working relationship with the PROGRAM, or whose health status is a detriment to successful completion of the training. Written notice must be sent two weeks prior to termination both to the student and Faculty supervisor. Reasons for termination must be stated therein.

(D) LIABILITY

Both parties agree to indemnify and hold harmless any and all claims, liabilities and causes of action arising out of the activities of the students and faculty arising out of the terms of the agreement. It shall be the intent of each party to be responsible only for its employees or students and their acts or omissions.

(E) TERMS OF AGREEMENT

The term of this AGREEMENT shall be from _____

_____through _____,

except that either party hereto may terminate this AGREEMENT prior to the next expiration date therefore by giving written notice to the other party to that effect not later than ninety (90) days prior to the expiration date, and that students already active in the program shall be given the opportunity to complete the full program. This agreement shall be automatically renewed for the yearly periods thereafter, except, however, as stated above.

IN WITNESS WEHREOF, the parties hereto have caused this AGREEMENT to be executed by their officials thereunto duly authorized.

(UNIVERSITY)	(PROGRAM)
ST. THOMAS UNIVERSITY	_____
BY _____	BY _____
PROGRAM DIRECTOR	TITLE _____

APPENDIX F

FACULTY EVALUATION OF STUDENT READINESS FOR FIELD EXPERIENCE/INTERNSHIP PROCEDURE AND SCORING RUBRIC

COUNSELING PROGRAMS:
POLICY AND PROCEDURE FOR APPLICATION
FOR FIELD EXPERIENCE/INTERNSHIP

Faculty will evaluate each student on an ongoing basis while they are enrolled in the program. The faculty field rubric procedure provides students with relevant feedback concerning their performance and ensures high standards for the profession of counseling. The counseling programs have a responsibility to society and to the profession to graduate the best possible counseling professionals; this procedure helps ensure this process. Entrance into the field internship is recommended by faculty when students are determined to be personally, academically, and clinically ready for initial entry into the counseling profession.

Students in each program contact their advisor the semester prior to beginning field internship. At the initial meeting with the student, the faculty member reviews their AER and determines if enough credits have been accrued for that student to enter field placement. If a student's AER exhibits areas of concern academically, such as grades of C or lower in core clinical courses, this will be duly noted by the advisor and discussed as a concern during the next phase of this process with faculty. Once the advisor has determined that the student has met the academic criteria to begin field placement, the faculty member will submit the student’s name to the full-time counseling faculty for evaluation, using the field rubrics. It is the student’s responsibility to contact their faculty advisor the semester BEFORE applying to begin the internship, in order to meet the deadlines for this process. NO exceptions will be made.

Full-time counseling faculty will evaluate the student on each of the 12 categories in the rubric. Each category is evaluated on a 0-4 rating scale (see rubrics for category description and criteria for each rating). If a faculty member decides that their interactions and experiences with a student are too limited to formulate an evaluation, they can abstain from this evaluation process. Faculty will submit their rubrics to the advisor.

Students do not have to meet all criteria for a specific rating to merit that rating; these are merely examples of what behaviors and attributes constitute each score. Faculty should cite specific examples to indicate the facts that they are basing their score upon. If students score an average of 3.0 or higher on each category, the student will progress to field placement. The advisor will contact the student to begin establishing a placement site, develop the field contract, submit the required paperwork, etc.

Should a student average fall below 3.0 on any category, faculty will discuss this evaluation at the next scheduled program meeting. Faculty will create an action plan for the student, based on which categories fell below the 3.0 mark and faculty recommendations for improvement. Faculty in the counseling programs reserve the right to make the following recommendations, including the right to recommend entry into personal psychotherapy. Possible faculty recommendations could include, but are not limited to:

1) Personal counseling/Professional assistance
2) Volunteer work
3) Remedial English courses
4) Graduate writing course
5) Auditing of course
6) Leave of absence from the program
7) Journaling and self-reflection activities

The University reserves the right to make a determination of the student's readiness for internship, taking into consideration the best interests of the student and the STU community. Faculty will make decisions based on their professional judgment, based on all available information.

The advisor will contact the student to provide them with the criteria to be met, before advancing to field placement. A specific timeframe to complete these criteria will be provided to the student. It is the student's

responsibility to follow up and meet these criteria successfully. After the completion of such criteria, faculty will meet again to determine student readiness for field placement and inform the student of their decision and/or further recommendations.

FACULTY EVALUATION OF STUDENT READINESS FOR FIELD EXPERIENCE/INTERNSHIP SCORING RUBRIC

Scale 0 or 1= Extremely Poor
2= Improvement needed
3= Meets Expectations
4= Superior

Components	Scores
Self-Reflection and Reflexivity Degree to which student is aware of own strengths and limitations and assesses own performance and personal issues that relate to self. Degree to which student demonstrates the ability to integrate self- awareness into interactions with others. Degree to which student does not personalize constructive criticism and demonstrates commitment to correcting own errors. Degree to which student can differentiate between content and context. Degree to which student has a realistic self-image.	**0.** Lacks the ability to identify important issues that relate to self Feels threatened by feedback from instructors. Inability to differentiate content from context (i.e., when earning a poor grade on a paper in which student made personal disclosures about beliefs or experiences, believes they were graded on these, rather than on poor writing or failure to meet other assignment requirements). Expects others to make exceptions for him/her and argues repeatedly with faculty over evaluations on assignments, exams, and projects. Displays a strong desire to be liked and approved of by others. **1.** Demonstrates limited self-awareness, including ability to interact authentically with others. Becomes defensive in evaluating own limitations and takes feedback personally. Displays limited self-awareness and un-realistic self-image. Student may believe that professor dislikes them, despite evidence to the contrary. **2.** Student has a developing awareness of issues related to self and how they impact their professional development. Will listen to constructive feedback and will occasionally personalize such feedback. Student may be aware of some strengths and limitations. Student may not demonstrate self-care. **3**. Student offers and accepts feedback and engages others in collegial discussions when receiving feedback. Able to integrate feedback. Can participate in appropriate self-care and has a realistic sense of self in relation to others. **4. S**tudent self-awareness is at a level consistent with an entry-level professional. Is able to engage others, self-reflect, and engages faculty in discussions to support self-awareness and growth. Is not arrogant, is of areas for improvement, and has a realistic view of own abilities.

Personal skills Demonstrates a desire to be a counselor, intelligence, curiosity common sense, self-direction, commitment and motivation for training, patience, empathy, sensitivity, flexibility, ability to manage own anxiety, authenticity, caring, and acceptance of others. Demonstrates warmth, appropriate sense of humor, enthusiasm, and displays a belief in the capacity for change.	**0.** Student appears to lack motivation to be a counselor. Student demonstrates a lack of empathy, patience, and authenticity in interactions. Student demonstrates a high level of anxiety. Student demonstrates inappropriate sense of humor and expresses belief system that people are incapable of change. Student is not flexible and demonstrates a lack of acceptance of others. **1.** Student often appears inattentive in class. Student displays lack of empathy and caring towards others. Student appears cold and dis-connected and/or anxious. **2.** Student occasionally displays a lack of empathy in certain topics or situations, but student displays some awareness of this. Student is not very patient /sensitive in interactions with others. May be anxious. **3. S**tudent displays adequate levels of empathy and views this as a skill to continue working on. Student is patient, demonstrates caring, and appropriate sense of humor. Anxiety is managed well. **4.** Student displays a high amount of empathy and caring for others. Student's anxiety is appropriate; student is warm and uses humor appropriately. Student displays enthusiasm.

Scale 0 or 1= Extremely Poor
2= Improvement needed
3= Meets Expectations
4= Superior

Components	Scores
Emotional Maturity Degree to which student is reflexive and empathic while maintaining clear and appropriate boundaries. Degree to which student maintains respectful, non-hostile, mature, and appropriate behavior. Demonstrates ability to react calmly, rather than emotionally. Displays sound professional judgment.	**0.** Student violates boundaries, self-discloses inappropriately, may personalize feedback, and may not recognize impact of self on others. Reacts emotionally, rather than calmly. **1.** Student has some awareness of personal/professional development, but is often reactive or defensive. Has some difficulty engaging others appropriately and reacts at an inappropriate emotional level. **2.** Student demonstrates ability to be reflexive and empathic, but may be inconsistent. Inconsistency may apply to ability to limit and engage in appropriate self-disclosure. Student may occasionally personalize feedback and be unaware of impact on self. **3**. Student is consistently able to exercise self-reflexive empathy, while maintaining clear and appropriate boundaries. Student demonstrates ability to appropriately set limits. Student does not personalize critical feedback. Student is generally non-reactive and articulates appropriate methods of self-care. **4.** Student consistently demonstrates advanced professional level of

	development. Student is consistently able to exercise self-reflexive empathy while maintaining clear and appropriate boundaries. Student limits self-disclosure to appropriate levels and does not personalize critical feedback. Student is non-reactive and is able to articulate appropriate methods of self-care.
Collaboration Degree to which student actively, effectively, and appropriately participates in group activities and discussions in the classroom. Degree to which student demonstrates appropriate social interactions with peers and maintain a positive respectful relationship with peers. Demonstrates imitative and responsibility in academic projects.	**0.** Student does not participate in group activities or class discussions appropriately. **1.** Student participates very minimally in group activities or monopolizes group activities. **2.** Student participates in group activities, but appears unprepared or over-reliant on other group members for information and directions. Student may dismiss others' opinions or have difficulty following lead of others. May take credit for others' work. **3.** Student engages actively and enthusiastically in group activities, seeking out involvement with other students. Student is respectful and demonstrates ability to follow, as well as lead. Student does not take credit for work of others and gives credit where it is due. **4.** Student consistently demonstrates professionalism through substantial and effective group participation. Student encourages involvement of other students. Student respectfully initiates discussions. Student is capable of leading and demonstrates ability to follow. Student does not take credit for others' work. Ability to function independently, as well as part of a group unit.

Scale 0 or 1= Extremely Poor 2= Improvement needed 3= Meets Expectations 4= Superior

Components	Scores
Interpersonal Skills Degree to which student has highly developed inter-personal skills; understands the concept "use of self" and clearly understands how own communication affects others. Demonstrates respect for others in interactions and maintains an effective working relationship with peers and faculty.	**0.** Demonstrates very limited awareness of importance of good communication skills and has poor communication skills, ineffective listening skills, consistently mis-interprets information, and responds inappropriately. Deficits in working relationship with faculty and/or peers. **1.** Demonstrates awareness of importance of communication skills, but struggles with demonstrating competency in these areas. May be an ineffective listener, may mis-interpret information, and respond inappropriately. Exhibits difficulty in relationships with faculty and/or peers. **2.** Demonstrates knowledge of effective communication skills and basic listening, but may be inconsistent in demonstrating skills. May have limited menu of skills to draw upon. Limited or poor self-analysis of communication patterns to prevent mis-understandings in communication. Occasionally has poor relationships with peers or faculty. **3**. Demonstrates knowledge and mastery of effective communication skills. Has broad menu of skills to draw upon. Demonstrates effective self-analysis when faced with mis-understanding and effectively uses interpersonal skills to resolve interpersonal problems and develop positive relationships with peer and faculty. **4.** Consistently demonstrates advanced mastery of effective communication skills. Broad menu of skills to draw upon. Consistently uses self-analysis effectively when faced with mis-understandings and effectively uses interpersonal skills to resolve interpersonal problems and develop positive relationships with peers and faculty.

Scale 0 or 1= Extremely Poor 2= Improvement needed 3= Meets Expectations 4= Superior

Components	Scores
Diversity Diversity refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation, and ability. Degree to which student consistently demonstrates curiosity; appreciation for and openness to difference; has a deep awareness and without bias or prejudice. Sensitivity to relevant cultural and diversity issues, including systemic and individual dynamics of power and control, and can apply knowledge to enhance discussions and deepen understandings. Degree to which student can communicate with others without bias or prejudice.	**0**. Demonstrates ignorance and/or denial about diversity issues. Makes inappropriate and harmful comments about cultural groups in class discussions. Demonstrated inflexibility or lack of curiosity about difference. **1.** May discuss diversity, but fails to demonstrate meaningful comprehension of key concepts. May discuss personal experiences, but demonstrates little awareness of experiences of others. Lacking in awareness of limitations of subjective experiences. May demonstrate inability to challenge long-standing negative belief systems about various groups. **2.** Demonstrates efforts to develop insight and awareness to diversity. Demonstrates a basic but limited comprehension of diversity issues. Limited awareness of limitations of subjective experience. Struggles with communicating with others. **3.** Consistently develops insight and awareness of diversity and discusses ways in which personal and cultural experiences influence lives, ideas, and events. Reflects on personal experiences within the broader context of the diversity of human experience, demonstrating consistent awareness of the limitations of subjective experience and has an informed view of the role difference plays in societies and institutions. Consistently nonjudgmental, accepting, and comfortable with difference. **4.** Consistently and comprehensively demonstrates an understanding of personal, institutional, and ideological diversity issues. Work consistently reflects ability to view issues from multiple diverse perspectives. Consistently demonstrates acute awareness of systemic and individual dynamics of power and control relative to culture and diversity. Reflects on personal experiences within the broader context of human experience, demonstrating an awareness of the limitations of subjective experience and has an informed view of the role difference plays in societies and institutions. Consistently nonjudgmental, accepting, and comfortable with difference.

Scale 0 or 1= Extremely Poor
2= Improvement needed
3= Meets Expectations
4= Superior

Components	Scores
Critical Thinking Degree to which student asks insightful questions, refutes bias, examines inconsistencies, examines conclusions, uses reasonable judgment, synthesizes data, seeks out information, argues succinctly, discusses issues thoroughly, Maintains high academic standards and intellectual curiosity.	**0**. Offers biased interpretations of evidence, statements, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong relevant counter-arguments. **1.** Ignores or superficially evaluates obvious alternative points of view. Argues using irrelevant reasoning and unwarranted claims. Does not justify results or explains reasons. Maintains and defends views based on self-interest or preconceptions. Exhibits closed-mindedness or hostility to reason. **2.** Misinterprets statements, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Degree to which student maintains or defends views based on self-interest or preconceptions. Argues using irrelevant reasoning. **3.** Accurately interprets statements, questions, etc. Identifies relevant arguments. Offers evaluations of multiple points of view. Fair-minded, follows where evidence leads. **4.** Consistently accurately interprets statements, questions, etc. Identifies relevant arguments. Offers evaluations of multiple points of view. Thoughtfully analyzes and evaluates information, drawing warranted conclusions. Justifies key results and explains assumptions. Fair-minded, follows where evidence leads.

Scale 0 or 1= Extremely Poor
2= Improvement needed
3= Meets Expectations
4= Superior

Components	Scores
Professionalism: Attendance & Timeliness Degree to which student arrives to class on time and is clearly prepared. Degree to which student is organized, meets deadlines, submits assignments on time, and does not request special favors or extensions of time to complete assignments. Degree to which student presents self in clean, neat, and professional attire.	**0**. Chronically late to class or returning from breaks; may be inattentive. Consistently unprepared for class, late with assignments, and/or requests extensions. May not contact faculty if emergency arises. **1.** Often late for class, from breaks, or other class time. May be consistently unprepared for class. Does not contact instructor in a timely fashion if emergency arises. Late with assignments and deadlines. **2.** Often comes to class unprepared; forgets essential materials. May come late to class occasionally May present. un-professionally when requested to dress in professional attire. **3.** Consistently arrives prepared and on time at beginning of class and after breaks. Contacts instructor as early as possible if emergency arises. **4.** Frequently exceeds normal class requirements for attendance and participation. Consistently on time for class and prepared, with questions to ask instructor about materials. Consistently back from breaks at expected time. Contacts instructor as early as possible if emergency arises.

Components	**Scores**
Basic Counseling Skills Degree to which student demonstrates strong clinical competency, including attending behavior (eye contact, vocal tone verbal tracking, and body language), uses encouragers, is able to paraphrase and summarize, reflect content and emotion, formulate questions, and take on an empathic non-judgmental role. Degree to which student adheres to ethical standards in the counseling profession.	**0.** Demonstrates a lack of awareness of appropriate use of attending behaviors. Skills limitations make it difficult to d demonstrate basic counseling skills. May display lack of knowledge of ethical violations and appropriate ethical \ behaviors. Displays judgment about various behaviors. **1.** Demonstrates a developing awareness of appropriate use of skills, but inconsistently uses skills appropriately. Frequently misses cues, has difficulty formulating questions, and/or empathy. May display lack of knowledge of ethical behaviors. May display judgment about behaviors. **2.** Demonstrates an appropriate awareness of the use of the skill, but uses skill inconsistently. Makes effort to use skills, but does not often meet expectations. May display confusion about appropriate ethical behaviors and/or judgment about certain behaviors. **3.** More often than not, uses skills appropriately and demonstrates them. Appropriately uses skills to develop relationships. Displays knowledge of ethical violations and appropriate ethical behaviors. **4.** Significantly and consistently utilizes attending behavior, exceeding expectations of student level of development. Counselor uses skills with ability, while consistently demonstrating ability to develop rapport with potential clients. Demonstrates knowledge of ethical behaviors.

Scale 0 or 1= Extremely Poor 2=
Improvement needed 3=
Meets Expectations 4=
Superior

Components	**Scores**
Open-ness to Supervision & Evaluation Counselor is receptive and non-defensive in receiving feedback from peers and evaluative components as a helpful aspect of the learning process; student not only is open to faculty suggestions for improvement, but actively seeks constructive feedback from faculty and peers. Degree to which student demonstrates ability to integrate feedback provided for self-correction.	**0**. Student responds to feedback defensively. Lacks objectively of feedback. May feel attacked or victimized, by faculty and/or by peers. **1.** Student initially responds with defensive posture to feedback, but may be able to discuss self-awareness about defensiveness. May not be able to demonstrate changes in response to feedback. **2.** Student may engage faculty and peers in objectively based arguments about feedback, but discusses self-awareness about reactivity and is able to discuss feedback objectively. **3.** More often than not, student seeks out feedback and is open to suggestions for improvement. Limited reactivity, and demonstrates self awareness, if personal issues are touched upon. **4.** Significantly and consistently seeks out and utilizes feedback, exceeding expectations of student developmental level. Engages faculty and peers in discussions about self-improvement, Demonstrating insight and learning in response to feedback.

Basic Writing Skills Student composes written work of graduate-level quality. Degree to which student uses grammatical structures appropriately and conveys ideas with clarity. Extent to which student exhibits knowledge of the English language. Written work is free of mechanical errors. Extent to which there is evidence that writer understands meaning of words used; subject/verb tense is accurate throughout papers.	**0**. Consistent grammatical and spelling errors; evidence writer does not understand meaning of words. Sentence construction and word usage are consistently poor, limiting ability to accurately convey ideas. Does not use references appropriately or material is plagiarized. **1.** Writing is awkward, sentences are poorly constructed, and ideas do not flow logically. Consistent writing errors, evidencing that writer does not have graduate level grasp of academic writing skills. Academically appropriate references are not utilized. **2.** Errors in grammar, mechanics, word choice, and/or formatting make it difficult for reader to follow or understand ideas being presented. Student writing is inconsistent. Sentences are rarely well-structured. Inconsistent use of APA reference guidelines. **3.** Writing follows the grammatical and spelling conventions of standard English. Student's writing effectively conveys information in an easy to understand manner, with word choices that are consistently precise. Consistently uses appropriate references and APA guidelines. **4.** Writing follows the grammatical and spelling conventions of standard English. Student's writing effectively demonstrates excellent writing skills, excels in engaging reader with compelling writing. Writing is at a high level. Clearly and consistently follows APA guidelines and cites evidence from a variety of sources.

Scale 0 or 1= Extremely Poor
2= Improvement needed
3= Meets Expectations
4= Superior

Components	**Scores**
Basic Oral Skills Degree to which student can articulate concerns and ideas clearly, use appropriate words and terminology, and demonstrates correct usage of the English language.	**0**. Consistent errors in spoken English, so that it is difficult to understand meaning and clarity of ideas speaker is attempting to convey. **1.** Speech is awkward and difficult to understand. **2.** Student occasionally is able to communicate ideas orally, but more often than not, has difficulty being clear and articulates with his/her ideas. **3.** Student consistently is clear and articulate in describing concepts orally. **4.** Student consistently is clear and articulate in describing concepts orally; is skilled at public speaking, as well as one-on-one interactions.

APPENDIX G

FACULTY EVALUATION OF STUDENT READINESS FOR INTERNSHIP SUMMARY

FACULTY EVALUATION OF STUDENT READINESS FOR INTERNSHIP/FIELD EXPERIENCE

SUMMARY

(see previous chart for 0-4 rating scale)

Student Name:

Self-Reflection and Reflexivity

Personal Skills

Emotional Maturity

Collaboration

Interpersonal Skills

Diversity

Critical Thinking

Professionalism: Attendance and Timeliness

Basic Counseling Skills

Open-ness to Supervision and Evaluation

Basic Writing Skills

Basic Oral Skills

Total Score=

Faculty Recommendations:

APPENDIX H

MFT FIELD EXPERIENCE
INTERNSHIP PLACEMENT CONTRACT

ST. THOMAS UNIVERSITY

MARRIAGE AND FAMILY THERAPY PROGRAM

APPLICATION FORM FOR FIELD EXPERIENCE/INTERNSHIP

INSTRUCTIONS: The completed form is to be completed in quadruplicate. The student is responsible for obtaining clearance signatures at the bottom of the page and for distributing copies to the following people: 1) Registrar, 2) Student's Academic Advisor, 3) Faculty Supervisor, 4) Student, and, 5) Field Supervisor.

NAME OF STUDENT _____ Student #_____

Program Title (to be supplied by Chairman): Marriage and Family Therapy

Course No. CPS 792 OR 793 Course Name Field Experience in MFT I or II

The amount of credit hours you expect to earn in this course: 3 cr. (NOTE: A full course equals 3 credit hours)

Department in which internship is to be taken: Social Sciences and Counseling

Term in which course will be undertaken (please include year): Semester, Year

THE FOLLOWING INFORMATION MUST BE GIVEN (USE ADDITIONAL SHEET IF NECESSARY)

Briefly describe the nature of the program you are proposing:
(Site), providing marriage and family therapy services to families, groups and children; student to work under the direction and supervision of (Supervisor).

Briefly outline the methods to be employed in the program:
Minimum of 150 hours of marriage and family therapy services, 90 of which are direct client contact, as assigned by (Supervisor) or someone designated by him/her.

Briefly describe the process of supervision and evaluation (to be supplied by the study supervisor):
Regularly scheduled face-to-face supervision meetings between student and field supervisor; on-campus group supervision meetings; two telephone consultations between field supervisor and St. Thomas advisor; progress notes maintained by the student; final evaluation forms to be completed by field supervisor and student and submitted prior to the end of the academic term.

CLEARANCES:

Student_____

Academic Advisor_____

Faculty Member Supervisor _____

Off - Campus Supervisor _____

APPENDIX I

MFT FIELD EXPERIENCE/INTERNSHIP HOURS LOG

ST. THOMAS UNIVERSITY

MARRIAGE AND FAMILY THERAPY
FIELD EXPERIENCE HOURS LOG

DATE	FAMILY	INDIVIDUAL	COUPLE	GROUP	OTHER	SUPER-VISION	SIGNATURE
TOTALS							

TOTAL CLIENT CONTACT (Family, Individual, Couple, AND Group hours) = TOTAL FIELD HOURS =

APPENDIX J

FIELD EXPERIENCE/INTERNSHIP
FIELD INSTRUCTOR EVALUATION OF STUDENT

ST. THOMAS UNIVERSITY

M.S. in Marriage and Family Therapy
SUPERVISOR'S INTERN EVALUATION

STUDENT:

SUPERVISOR:

SEMESTER:

DATE:

MARRIAGE AND FAMILY THERAPY CORE COMPETENCIES:

Developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and interested stakeholders, the marriage and family therapy core competencies serve to identify domains of knowledge and essential skills that are important to the practice of marriage and family therapy. Specific core competencies reflect the minimum knowledge and skills that marriage and family therapists (MFTs) licensed to practice must possess and demonstrate.

The MFT core competencies include: 1) Admission to Treatment, 2) Clinical Assessment and Diagnosis, 3) Treatment Planning and Case Management, 4) Therapeutic Interventions, 5) Legal Issues, Ethics, and Standards, and 6) Research and Program Evaluation. Secondary domains of the MFT core competencies emphasize the Conceptual, Perceptual Executive, Evaluative, and Professional skills and knowledge that competent MFTs must possess.

Taken together, the MFT core competencies 1) incorporate behaviors, skills, attitudes, and policies that promote awareness, acceptance, and respect for differences, 2) enhance services that meet the needs of diverse populations, and 3) promote resiliency and recovery. The following evaluation form will ask you to reflect on the intern's strengths and areas for growth within each of the six MFT core competency domains.

WHEN RATING THE INTERN'S PERFORMANCE, PLEASE USE THE FOLLOWING DEFINITIONS:

Excellent
Excels beyond expected developmental level. Rarely awarded. Reflects that the intern is well beyond others at a similar developmental level.

Very Good
Reflects that the intern is right on target developmentally, and that the supervisor has every expectation that the intern will continue to grow and develop appropriately.

Satisfactory
Supervisor believes that clients will benefit from this level of performance, but there is considerable room for improvement.

Marginal
Reflects that the supervisor believes that clients' experience of therapy may be hampered by intern's lack of expertise in this area.

Unsatisfactory
Reflects serious doubts that the intern understands the particular competency and how it applies to therapy. Receiving this evaluation indicates a need on the intern's part for serious consideration and further discussion/skill building associated with this category. May include unethical actions.

N/A
Not applicable

N/O
Not observed

PLEASE RATE THE INTERN FOR EACH OF THE FOLLOWING CORE COMPETENCIES:

Admission to Treatment

This domain includes all interactions between clients and the intern to the point at which a therapeutic contract is established. This includes issues related to receiving referrals, gathering appropriate intake information, obtaining proper consent to treatment, establishing policies for fees, payment, and record keeping, and maintaining confidentiality.

Please rate (✓) the intern's performance related to admission to treatment.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to admission to treatment:

Clinical Assessment and Diagnosis

This domain includes activities that focus on identifying the issues to be addressed in therapy. This includes the intern's ability to assess clients' engagement in the change process, develop hypotheses regarding the system and presenting problems, deliver proper services to clients, and utilize supervision effectively.

Please rate (✓) the intern's performance related to clinical assessment and diagnosis.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to clinical assessment and diagnosis:

Treatment Planning and Case Management

This domain encompasses the intern's efforts related to directing the course of therapy and extra-therapeutic activities. This includes knowing effective models for presenting problems, developing clear treatment plans, prioritizing goals, evaluating risks, and completing documentation.

Please rate (✓) the intern's performance related to treatment planning and case management.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to treatment planning and case management:

Therapeutic Interventions

This domain includes the intern's efforts at ameliorating identified clinical issues. This includes recognizing the ways in which interventions may impact the treatment process, distinguishing between content and process issues, and facilitating clients' development and integration of solutions to problems.

Please rate (✓) the intern's performance related to therapeutic interventions.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to therapeutic interventions:

Legal Issues, Ethics, and Standards

This domain reflects all facets of therapy that involve statutes, regulations, principles, values, and mores of MFTs. This includes knowledge of state and federal laws and regulations applicable to the practice of marriage and family therapy, recognizing when ethical dilemmas arise, utilizing supervision or consultation when necessary, and taking appropriate action when issues emerge.

Please rate (✓) the intern's performance related to legal issues, ethics, and standards.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to legal issues, ethics, and standards:

Research and Program Evaluation

This domain includes all factors of therapy that relate to the systematic analysis of therapy and how it is effectively conducted. This includes knowing the extant MFT literature, research, and evidence-based practice, using current MFT and other research to inform clinical practice, and contributing to the development of new knowledge.

Please rate (✓) the intern's performance related to research and program evaluation.

Excellent	Very Good	Satisfactory	Marginal	Unsatisfactory	N/A	N/O

Please comment on the intern's strengths and areas for growth related to research and program evaluation (which may not be applicable, depending on the intern's responsibilities):

Additional Comments:

Supervisor Signature: _____ Date: _____

Intern Comments:

Intern Signature: _____ Date: _____

Intern Review:
I have reviewed this evaluation with my supervisor and we have discussed any questions I have had.

Intern Signature: _____ Date: _____

NOTE: Please return to St. Thomas Faculty Supervisor.

APPENDIX K

FIELD EXPERIENCE/INTERNSHIP
STUDENT EVALUATION OF FIELD PLACEMENT

ST. THOMAS UNIVERSITY

MS PROGRAMS IN COUNSELING
STUDENT EVALUATION OF FIELD
PLACEMENT (CPS 792 & 793)

PLACEMENT SITE: _____

ADDRESS: _____

FIELD SUPERVISOR: _____

NAME OF STUDENT: _____

PROGRAM: _____

SEMESTER (include year): _____

****

Directions:

The Student Field Placement Evaluation provides students with the opportunity to analyze and appraise the field experience. This evaluation is utilized to assess the quality of the experience gained by the student; as well as the achievement of learning objectives identified at the beginning of the term. Completion of this evaluation is a requirement of CPS 792, & 793. It is recommended that prior to the end of the field experience, the student schedule time with the immediate field supervisor to discuss the Evaluation of Field Placement.

1. Describe the therapeutic activities in which you engaged during this field experience. Include the type and number of clients counseled (individual, group, couple, family, workshop, etc.); supervisory sessions attended; staff meetings; in-service training; projects; documentation of therapeutic services; etc., (use additional page, if needed).

_____

_____

_____

2. List the learning objectives which you expected to achieve during this field experience and indicate the results obtained.

_____

_____

_____

3. Were you satisfied with the achievement of stated learning objectives? Yes ____ No ____

If so, in what ways do you believe the setting of this field experience was conducive to achievement of these objectives?

_____

_____

_____

If not, what problems have you identified which may have interfered with the achievement of these learning objectives?

_____

_____

_____

4. Describe and appraise the supervisory process available. (i.e., Did you work independently or with close supervision? What was the type and frequency of the supervisory sessions conducted between you and the field supervisor? Do you believe there was adequate supervision? Comment on your relationship with your immediate supervisor.

_____

_____

_____

5. What improvements in the field placement do you believe would enhance the quality of this learning experience?

_____

_____

_____

6. Do you believe the Counseling Programs' curriculum provided adequate theoretical background for the type of therapeutic responsibilities which were assigned during this field experience?
Yes ___ No ___

If not, in what areas did you feel weak?

_____

_____

_____

Did the placement setting:

1. Accept you in the role of student-counselor? Yes ___ No ___

2. Offer the opportunity to meet and interact with other professionals? Yes ___ No ___

3. Provide an atmosphere conducive to cooperative working relations with others? Yes ___ No ___

4. Provide adequate physical facilities conducive to learning? Yes ___ No ___

5. Provide opportunities to be innovative and creative? Yes ___ No ___

6. Provide the opportunity to participate in a variety of learning experiences? Yes ___ No ___

7. Was there agreement between your expectations of the field experience and the agency's expectations? Yes ___ No ___

8. Would you recommend this field experience be assigned to other students in the future? Yes ___ No ___

Please comment on any item checked "No". Use additional page if necessary.

_____

_____

_____

_____

Student Signature: _____ Date: _____

Field Supervisor's
Signature: _____ Date: _____

APPENDIX L

COMPREHENSIVE EXAM PROCESS

Description of MFT Comprehensive Examination Process

A passing score on a written comprehensive exam assessing all required MFT knowledge areas is required of all graduating students. The exam is given twice a year. The exam assesses student knowledge of the following areas as they apply to family therapy with families, and couples: preparation of a Genogram, assessment of presenting problem and family system, case conceptualization from a systemic perspective, application of at least two models of Family Therapy (e.g., Milan Systemic Therapy, Structural Family Therapy, Cognitive Behavioral Family Therapy, Narrative Therapy), ethical practice in Family Therapy, Family Therapy treatment planning, and Family Life Cycle theory.

An MFT student is eligible to sit for the Comprehensive Examination when they have completed or are registered for all required courses in the MFT graduate program. Eligible students must complete an application and submit it no later than the scheduled deadlines. Applications are available in the office of the Dean of Biscayne College. The Comprehensive Examination must be taken no later than one year after completion of coursework. “Coursework” does not include field experience courses/credits. In the event of failure, and not more than one year after failure, one reexamination may be permitted, but not within the same semester. Extra coursework and/or remedial steps may be required before the student is allowed to take the Comprehensive Examination a second time.

APPENDIX M

SAMPLE COMPREHENSIVE EXAM

SAMPLE COMPREHENSIVE EXAM

Please do not write your name on the test pages or the test booklets. Use only your assigned number.

There are seven questions based on the case material provided on the following pages. All parts of each question must be answered. It is not necessary to use a new blue book for each question.

The Overall criteria for the Comprehensive Examination are threefold:

1. The student exhibits the breadth and/or depth of the requisite abstract theory, concepts, research, and contemporary issues related to the question
2. The student demonstrates the ability to select and integrate abstract theory and concepts toward the solution of the identified issues or problems
3. The student communicates ideas, concepts and solutions clearly in writing.

Please **DO NOT TELEPHONE** the Offices of Social Sciences and Counseling or the Office of the Dean about the results of your examination.

YOU WILL BE NOTIFIED BY MAIL with the results of your examination approximately six weeks after the examination date.

MFT COMPREHENSIVE EXAM SAMPLE QUESTIONS

The family member has called the family counseling agency to request an appointment. You are the family therapist assigned to the case. Answer all of the following questions according to the case material on the following pages.

1. Prepare a family genogram from the information given in this case history.

2. Describe in detail the process you would follow in evaluating the family's presenting problem and assessing their family system dynamics. Include in your discussion how you would assess for any psychopathology/issues of harm in this case.

3. Describe this case from a systemic/relational perspective. Then describe the case from a linear perspective. Include SPECIFIC to the case:
   a) circular/recursive vs. non-linear causality
   b) contextual understanding of this case vs. universal generalizations
   c) time orientation
   d) specific systemic questions you would ask vs. linear questions
   e) type of relationship you would form with the clients

   Additionally, describe the sexuality (sexual behavior, sexual function) issues that may arise in this case, from a relational perspective.

4. Select two of the following models of family therapy: Bowen family systems therapy, structural family therapy (Minuchin), strategic family therapy, solution-focused family therapy, experiential family therapy (Whitaker, Satir), cognitive-behavioral family therapy, feminist family therapy, narrative therapy (White, Epston, Madigan) and psychoanalytic family therapy. Describe the basic concepts and techniques of each model of family treatment. Compare and contrast how practitioners of each model would approach this case.

5. Describe at least one ethical concern, regarding the provision of therapy, which may arise in the treatment of this case and how you would address this concern.

6. Establish one long-term treatment goal that you feel this family would agree to work toward. Determine one (short-term) objective and at least one intervention or technique that will help the family achieve the long-term goal you have agreed upon.

7. Describe the stage in the family life cycle that this family is experiencing at this time. Discuss how your own life cycle issues (including gender and cultural experiences) might interact, "fit," or not "fit" with those of this case. What feelings or biases, e.g., anxiety, fear, anger, sadness, hopefulness, frustration, etc. might this family situation evoke in you? Describe specifically how you would deal with your emotional responses in and out of the therapy sessions.

APPENDIX N

Comprehensive Exam Grading Rubric

BISCAYNE COLLEGE

MARRIAGE AND FAMILY THERAPY PROGRAM

COMPREHENSIVE EXAMINATION GRADING CRITERIA

For each question, the following three criteria are required:

1. **The student exhibits the depth and breadth of knowledge of theory and concepts.**

2. **The student demonstrates the ability to apply the appropriate theory and concepts to the case example.**

3. **The student communicates clearly in writing.**

GRADING/SCORING:

0 – no answer

1 – met no criteria

2 – met partial criteria

3 – met all criteria minimally

4 – met all criteria with excellence

Minimum Passing score = 3.0

APPENDIX O

DOCUMENTATION OF FIELD EXPERIENCE/INTERNSHIP HOURS TOWARDS LICENSURE

Letter Head

Date

Board of Clinical Social Work, Marriage and
Family Therapy, and Mental Health Counseling
4052 Bald Cypress Way Bin #C08
Tallahassee, FL 32399-3258

Re: Applicant: (name of graduate)
File # or Social Security #

To whom it may concern:

I am writing this letter to verify that (name of graduate), as part of the completion of course requirements for CPS 792 and CPS 793, Field Experience in Marriage and Family Therapy I and II, provided more than 180 direct client contact hours of marriage and family therapy services in a marriage and family counseling setting, under the supervision of an individual who met the requirements for supervision as a qualified supervisor as determined by the Board. Credit was earned in the XXXX and XXXX semesters.

Sincerely,

(Signature)

(name of Faculty Supervisor and/or Program Director)
Director, Master of Science Program in Marriage and Family Therapy