

MFT POLICY AND PROCEDURES MANUAL

**MFT DOCTORAL PROGRAM
DEPARTMENT OF CHILD AND FAMILY DEVELOPMENT
THE UNIVERSITY OF GEORGIA**

TABLE OF CONTENTS

INTRODUCTION 3

USE OF THIS MANUAL 3

MFT FACULTY ON DISSERTATION COMMITTEES 4

CURRICULUM REQUIREMENTS 4

STUDENT LEARNING OUTCOMES 4

PROGRAM OUTCOMES 6

CLINICAL EXPERIENCE REQUIREMENTS 6

CLINICAL SUPERVISOR EQUIVALENCY REQUIREMENTS 8

REQUIREMENTS FOR THE SUPERVISION COURSE (CHFD 9080) 8

POLICY FOR CLINICAL PRESENTATIONS 9

INTERNSHIP REQUIREMENTS 9

DISSERTATION 10

ANNUAL STUDENT EVALUATION 10

STUDENT SELF CARE 11

PRESENTATIONS IN COMMUNITY SETTINGS 11

GRIEVANCE POLICY 11

APPENDIX A 12

APPENDIX B 17

APPENDIX C 18

APPENDIX D 27

INTRODUCTION

Welcome to the Marriage and Family Therapy Program. The mission of the Marriage and Family Therapy Program is to develop student's professional identity as a couple and family therapist and scholar. To develop all facets of professional identity, the program is guided by the scientist-practitioner model and bio-psychosocial model. Students are provided opportunities to: 1) build clinical skills in family therapy practice, 2) gain research skills that focus on individuals, couples, and families, and 3) develop quality teaching skills. Examples of learning opportunities include clinical practice and supervision, cultivating critical analytical skills through class assignments and projects, acquiring knowledge and skills in research methods and statistics courses, conducting research independently and with faculty members, teaching classes, presenting at national and state conferences, and publishing scholarly articles. This is done in an environment that is committed to supporting multiculturalism and diversity.

Upon graduating from the University of Georgia Marriage and Family Therapy Program students will be able to:

1. conduct rigorous research focusing on relationships, present research findings at national conferences, and publish articles in scholarly journals.
2. obtain skills necessary to teach university classes, lead psychoeducational groups, and conduct workshops.
3. gain clinical and supervisory skills to ethically treat a variety of clinical issues and presenting problems.

The goals of the MFT Program are consistent with the mission of the Department of Child and Family Development's graduate program, the College of Family and Consumer Sciences, and the University of Georgia.

The MFT Program is accredited by the Commission of Accreditation for Marriage and Family Therapy Education (COAMFTE). The MFT program is designed to be consistent with Professional Marriage and Family Therapy Principles. Portions of this manual are from COAMFTE materials.

USE OF THIS MANUAL

This manual is a supplement to the University of Georgia Graduate Bulletin, the Child and Family Development Doctoral Program Handbook, and the Child and Family Development Master's Program Handbook. Thus this manual will cover information unique to the MFT Program and will not repeat necessary information found in other sources. Students are responsible to learn the policies and procedures from the university, department and program.

Once students begin clinical practice they will be given a Clinic Manual that will describe the policies and procedures of seeing clients in the McPhaul Family Therapy Clinic.

Every effort is made to provide accurate and current information in this handbook, the MFT program reserves the right to change statements in the handbook concerning policies, curricula, or other matters. Students enrolled in the MFT Program agree to comply with the Program's rules and regulations and to accommodate to any changes necessary.

MFT FACULTY ON DISSERTATION COMMITTEES

One of the most important decisions you will make during your time in the MFT Program is the selection of your major professor and advisory committee. You may choose any faculty member from the Child and Family Therapy Department as your major professor and, in consultation with your major professor, choose your committee. However, students in the MFT Program are required to have at least one MFT clinical faculty (not adjunct faculty) on their committee. Students can have more than one MFT faculty on their committee.

CURRICULUM REQUIREMENTS

The MFT curriculum is designed to meet MFT Educational Guidelines. Students who are admitted to the MFT Program with a COAMFTE Accredited Master's degree complete the Post COAMFTE Accredited Masters Degree Students form in Appendix A. Students who are admitted to the program with a Bachelor's degree and students with a Master's degree from a non-accredited MFT program must complete the Standard and Doctoral Curriculum. The Post Bachelors and Non-COAMFTE Accredited Masters Degree Students in Appendix A outlines the curriculum. Interactive forms can be found on the department Webpage. Additional substitute courses can be found in the Marriage and Family Therapy Certificate Program. All substitutions must be approved by your advisory committee. These forms only outline course requirements for the MFT Program. Department requirements can be found in the department handbooks.

To waive an MFT course students must follow the steps outlined in the department handbooks.

STUDENT LEARNING OUTCOMES

The MFT program has identified the three main goals with sub-goals for student learning outcomes. Below is a list of the goals and sub-goals accompanied by the intermediate and final methods of measurement.

Graduates of the MFT program will be able to:

1. *conduct rigorous research focusing on relationships, present research findings at national conferences, and publish articles in scholarly journals.* Students will be able to achieve the following:
 - a. Use writing skills applicable to scholarly and research settings.

Intermediate Measure: Class Assignments—Writing/Critical Thinking/Clinical Knowledge Rubric (See Appendix C for all evaluation forms and rubrics)

Final Measure: Portfolio—published articles, national presentations
 - b. Conceptualize and design a research project.

Intermediate Measure: Writing a research proposals in CHFD 8090 and CHFD 8810—Project Grade and Writing/Critical Thinking/Clinical Knowledge Rubric

Final Measure: Acceptance of dissertation proposal by advisory committee
 - d. Demonstrate the ability to think critically.

Intermediate Measure: Course Projects—Writing/Critical Thinking/Clinical Knowledge Rubric

- Final Measure:** Passing dissertation defense
- e. Carry out a research study and write up the results.
Intermediate Measure: Completion of Master's project or thesis
Final Measure: Portfolio—published articles, national presentations; passing dissertation defense
- f. Present research in a professional setting.
Intermediate Measure: Class presentations in CHFD 8040, CHFD 8130, CHFD 8070, CHFD 8810, and CHFD 6020—Presentation Rubric
Final Measure: Portfolio—national presentations
2. *obtain skills necessary to teach university classes, lead psychoeducational groups, and conduct workshops.* Students will do the following:
- a. Teach a course.
Intermediate Measure: Evaluations from teaching practicum supervisor
Final Measure: Course evaluations
- b. Conduct a professional presentation.
Intermediate Measure: Class presentations in CHFD 8040, CHFD 8130, CHFD 8070, CHFD 8810, and CHFD 6020—Presentation Rubric
Final Measure: Portfolio—national presentations
- c. Conduct national presentations.
Intermediate Measure: Class presentations in CHFD 8040, CHFD 8130, CHFD 8070, CHFD 8810, CHFD 6020—Presentation Rubric
Final Measure: Portfolio—national presentations
3. *gain clinical and supervisory skills to ethically treat a variety of clinical issues and presenting problems.* Students will demonstrate the following:
- a. Writing skills applicable to a clinical setting.
Intermediate Measure: Review of case files prior to case closure
Final Measure: Final Clinical Paper and Presentation—Theory of Therapy Presentation Rubric
- b. Knowledge of intervention theories and models.
Intermediate Measure: Class assignments in CHFD 8050, CHFD 8060, CHFD 8070, and CHFD 6020— Writing/Critical Thinking/Clinical Knowledge Rubric; Practicum Evaluations.
Final Measure: Final Clinical Paper and Presentation—Theory of Therapy Presentation Rubric
- c. Clinical competence through completion clinical skills.
Intermediate Measure: Practicum Evaluations, Core Clinical Skills
Final Measure: Core Clinical Skills; Theory of Therapy Presentation Rubric
- d. A theory of change applicable to a relational setting.
Intermediate Measure: Practicum Evaluations
Final Measure: Core Clinical Skills; Theory of Therapy Presentation

- e. The ability to practice ethically.

Intermediate Measure: Core Clinical Skills; Practicum Evaluations

Final Measure: Core Clinical Skills

- f. The ability to provide supervision of clinical work.

Intermediate Measure: Mid semester evaluation in CHFD 9080

Final Measure: Final semester evaluation in CHFD 9080—Final paper CHFD 9080

PROGRAM OUTCOMES

The MFT faculty have designated three MFT program outcomes or goals.

1. *Work to improve and expand services offered at the clinic to include financial, housing and nutrition counseling and other services to create a multidisciplinary center for practice and research.*

Annual Measure: Current and planned research projects, types of clients, client's presenting problems

2. *Have graduates secure jobs in their chosen area of work.*

Annual Measure: Tracking of where students go and job placement rates

3. *Foster an environment that is respectful of difference.*

Annual Measure: Types of clients, variety of student diversity, interests, and research project

4. *Create an advisory board for the new multidisciplinary clinic that involve members from the community.*

Annual Measure: Reported progress on achieving the outcome

CLINICAL EXPERIENCE REQUIREMENTS

Students seeing clients and receiving supervision are required to sign up for 3 credit hours of CHFD 9070. Two sections of CHFD 9070 will be offered every semester and students will receive an email informing them of which section they are to enroll. Students will have both individual and group practicum when seeing clients; however, individual supervisors can make changes as they deem necessary. These practica will meet weekly to do live, video observation or consultation of cases. All students seeing clients must maintain up-to-date liability insurance and provide proof of insurance to the Director of Clinical Training. It is expected that students seeing clients will follow the AAMFT Code of Ethics (see Appendix D) and State of Georgia laws related to the practice of marriage and family therapy (see Appendix D) All legal and ethical concerns need to be reported to a clinical supervisor immediately. Requirements for practicum include completing all necessary documents and reports in a timely manner, this includes case reports, case notes, closing cases, and weekly documentation of your caseload and contact hours with your supervisor's signature. Students are also to be prepared for each practicum with either a live case or prepared case presentation (e.g. cued up video, and appropriate case files). Students are expected to have a full case load (as defined in the Clinic Operations Manual), the number of cases being determined by the needs of the clinic and in discussion with the student and clinical faculty. It is also required that students in practicum attend all clinic meetings (contact the Director of Clinical Research and Clinical Services prior to

the meeting if you have a conflict). Failure to complete any of these requirements will affect your practicum grade.

Prior to graduation Students are required to have a minimum of 1000 hours of direct client contact supervised by an AAMFT approved supervisor or the equivalent. Half of the 1000 hours must be relational (therapy with couples or families). Client contact is defined as face-to-face therapy with individuals, couples, families or groups from a relational perspective. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, and consultation or supervision are not considered direct client contact. Assessments may be counted as direct client contact if they are face-to-face processes and not simply clerical. Psychoeducation may be counted as direct client contact.

Students are required to accumulate at least 200 hours of supervision, of which 100 must be individual supervision. Individual supervision is defined as either one or two supervisees with a supervisor. Group supervision cannot exceed six supervisees. A supervisee behind the mirror with the supervisor (and one therapist doing therapy) can receive individual supervised contact hours for this time. A minimum of 100 supervised hours will consist of live observation or video supervision. Additionally, through out practicum, each student must maintain a minimum ratio of 5:1 of client contact with supervision. Both individual and group supervision with clinical MFT faculty counts for these hours.

In completing one's clinical hours it is necessary that students complete their blue sheet documentation weekly. Each week students will write down their entire case load (regardless if appointments were scheduled or not) and document activity for that week. The supervisor will review the sheet weekly and initial their approval. A running tabulation will be kept until the end of the semester when the sheets are turned into the clinic coordinator. It is advised that students keep copies of these documents for their own records as some states many allow hours from graduate school to be used toward licensure. It is also advised that students keep personal records of their time spent in other clinical activity (paper work, phone calls, clinic meetings, etc) which may count for state licensure requirements.

Students who have not completed 500 hours of client contact and 100 hours of supervision prior to starting the doctoral program must complete 500 supervised hours at McPhaul. At least 250 hours must be with couples or families. Students who have accrued client contact and supervision prior to UGA are encouraged to apply these hours to the 1000 supervised client contact requirement. Documentation of client contact and supervision hours must be provided to the Director of Clinical Training as signed forms or a letter from your previous graduate institution and vitae or letters from previous clinical settings verifying your supervisor's status as an AAMFT Approved Supervisor or the equivalent. This must be done within the first semester.

If a student has at least 500 approved hours when they start the doctoral program, the student will need to continue seeing clients at McPhaul until they have passed off all the skills on the Core Clinical Skills form and have been cleared by the clinical faculty. Students are required to have ongoing clinical experience. This means that each student will need to do some type of ongoing clinical work and be enrolled in practicum. This could involve maintaining a small case load (and working with a specific clinical issue or clinical population), supervising other clinicians, facilitating a group, or developing an alternative plan. Plans that involve work outside the McPhaul clinic must be approved by the MFT Clinical Faculty.

Up to 100 hours of the student's client contact hours can include hours from behind the mirror. This requires that the student is present for every session of a case and is working directly with

the primary therapist through the duration of the case.

Supervision is not considered psychotherapy. Supervision is a process of mentoring and training to assist a student's clinical development. If the supervisor believes that a student could benefit from seeking therapy, suggested referrals will be confidentially shared with that student. If the faculty believes that it is important to share this with the clinical faculty, this will be told to the student.

There will be a mandatory clinic policy review meeting every Fall semester. At this meeting clinic policies and procedures will be explained and reviewed.

New students with a master's degree from a COAMFTE accredited program will have the opportunity to start seeing clients midway through their first semester. Students with a bachelor's degree or from a nonaccredited master's degree will start seeing clients at the discretion of their supervisor.

CLINICAL SUPERVISOR EQUIVALENCY REQUIREMENTS

The Director of Clinical Training may designate a person who is not an AAMFT Approved Supervisor as equivalent to the status for purposes of supervision if the person is an AAMFT Supervisor Candidate or if 1) the student provides documents that the equivalent supervisor has demonstrated training, education and experience in marriage and family therapy. This may be demonstrated by state MFT credential, AAMFT clinical membership or other documentation of training, education and experience in individual, couple and family therapy, and 2) demonstrated training, education and experience in individual, couple, and family therapy supervision. This may be demonstrated by state credentials to provide MFT supervision, completing coursework or continuing education in MFT supervision, significant MFT supervised supervision experience, or more than 10 years experience supervising MFT students. Equivalence criteria must include training in MFT supervision.

REQUIREMENTS FOR THE SUPERVISION COURSE (CHFD 9080)

MFT Students are required to take CHFD 9080. Students need to have completed their clinical course work and passed of the Core Clinical Skills prior to taking this class (they may be concurrently enrolled in CHFD 8070), and have a minimum of 500 clinical hours supervised by an AAMFT Approved Supervisor or the equivalent. Prior to taking this class students must have been in a doctoral program for at least two years, have a master's degree in MFT or a closely related field. The training period to become an approved supervisor is a minimum of two years. The training period may extend beyond two years if necessary, assuming the candidate is actively engaged in meeting the requirements and remains in ongoing supervision mentoring. Should the supervision training extend beyond two years, approved supervisor mentors and candidates should be aware of time limits for certain requirements. One example of such time limits is that the supervision course must be taken within five years of the supervisor candidate's application for the designation. Students are expected to be familiar with the guidelines and requirements of becoming an approved supervisor. Information can be found in the Approved Supervisor Designation Standards and Responsibilities Handbook (www.aamft.org/membership/supervision/approved/supervisor).

POLICY FOR CLINICAL PRESENTATIONS

All MFT students are required to do a clinical presentation. This presentation is to be done after passing off the Core Clinical Skills (See Appendix C) and prior to starting their internship. The purpose of the clinical presentation is for the student to demonstrate knowledge and competency in a setting similar to a job interview. The presentations require two products: 1) a written paper in APA format (10 to 12 pages plus references), and 2) an oral presentation that is open to students and faculty in the department. The paper should describe the philosophical and epistemological orientations for conducting therapy, be grounded in the literature, and demonstrate an integration of theory, practice and research. In your paper describe your theory of therapy (assumptions about how change occurs, theories of human behavior in social contexts, practices utilized in conducting therapy, and the use of self in therapy) and how you address issues such as diversity, gender, and power inequities.

The oral presentation will follow the format used by many universities when hiring a new faculty member. The presentation will be scheduled for **60 minutes**. Include the following in your presentation: 1) your theory of therapy, 2) case summary and edited video excerpts of one or more cases, 3) connections of the case to the theory of the therapist, and 4) clinical outcome of the therapy. As part of the 60 minutes please allow 20 minutes for questions.

The written paper needs to be turned into the MFT Faculty at least **two weeks** prior to the oral presentation. The MFT faculty will determine a grade of Pass or Incomplete for both the written and oral parts (majority rules) using the rubric in Appendix E. If there is a grade of incomplete for either part, written feedback will be given to the student about necessary changes. The student cannot begin an internship until they have passed both the written and oral part of this requirement.

INTERNSHIP REQUIREMENTS

Students are required to do a clinical and/or research internship. All required course work, final clinical presentation and portfolio requirements must be successfully completed prior to starting the internship. You cannot have any grades of incomplete on your transcript. Setting up an internship can take time and students should begin meeting with the Director of Clinical Training 9 to 12 months prior to their intended start date.

Internship requirements must meet MFT Education Guidelines. The internship must last at least 9 months, and provide students with an approved supervisor providing supervised full-time experience emphasizing relationally focused practice and/or research. Supervisors must be AAMFT Approved Supervisors or the equivalent, be clearly senior in experience to the intern, and be available to the intern for at least one hour of supervision per week. The internship needs to be 30 or more hours per week. The internship site must have a signed contract with UGA, must keep records of the student's hours (and copies of these records need to be provided to the Director of Clinical Training as well as to the clinic coordinator).

The type of internship (a focus on clinical work, research or a combination) will be determined by the student, the MFT Clinical faculty on their committee, and the Director of Clinical Training. Students may request a particular type of internship setting and structure which includes clinical and research experience. A student who has not accrued 1000 direct client contact hours (500 of these hours must be relational hours) prior to starting the internship must do an internship that requires 90% or more of their time doing clinical work. Sites that cannot

guarantee a full clinical caseload are not appropriate for students who have not met the minimal 1000 hour clinical contact.

If a student has accrued over 2000 direct client contact hours (or is licensed as a MFT and is a clinical member of AAMFT), the student may request an internship that is 100% research and/or teaching based. For students who have between 1000 and 2000 hours, the clinical faculty will collaboratively discuss with the student an appropriate type of internship setting. The criteria of this discussion includes the depth and range of the student's clinical experience (i.e. diversity of clinical population, type and range of presenting problems), the quality of their professional skills and practice, and their professional goals. The decision of this discussion will be documented by the Director of Clinical Training and put in the student's file.

The internship site must have been in operation two years or more, have a governing or advisory board that includes at least one member who is not a marriage and family therapy professional, have published policies prohibiting discrimination on the basis of age, culture, ethnicity, gender, physical ability, race, religion, sexual orientation, and socioeconomic status, provide adequate case loads to the student (half of the client contact hours must be with couples or families), supervisors must be AAMFT Approved Supervisors or the equivalent and will be an active participant in the student's training. Interns must maintain liability insurance and provide documentation to the Director of Clinical Training.

DISSERTATION

As required by MFT Educational Guidelines the dissertation topic must be in the field of marriage and family therapy or closely related field (e.g. family studies, family science, human development, child and family development, gerontology) and include a comprehensive discussion of implications for the field of marriage and family therapy.

ANNUAL STUDENT EVALUATION

Annual student evaluations will be conducted in accordance with the procedures and timelines outlined in the department handbooks. In addition to the information required for the department evaluation, MFT students should prepare the information outlined in Appendix B. A copy of the information prepared for the department along with the documentation required for the MFT student evaluation should be given to the MFT Program Director. Copies of the Practicum Evaluation forms and the Core Clinical Skills forms from each semester will also be included in the evaluation.

The MFT Clinical Faculty will meet to discuss student progress. At times clinical faculty may ask other relevant people who may have been involved with supervising the student to join the meeting.

The purpose of the evaluation is to assess the student's clinical strengths, professional development as a marriage and family therapists, and areas of development. Students will be provided written feedback from the clinical faculty. Students will be evaluated using the same categories as the department evaluation: a) Satisfactory, with no concern; b) Satisfactory, with concerns; c) Unsatisfactory, with probation warning; d) Unsatisfactory, with probation (a time line for improvement is imposed); or e) Dismissal from the program. The written feedback will be placed in the students file and will be revisited the following year.

STUDENT SELF CARE

Graduate school and maintaining a clinical practice is a stressful endeavor. To promote self care students are encouraged to maintain and share their hobbies and interests with their colleagues and faculty members. It is also important to maintain balance between self care and obligations associated with graduate studies. To help maintain balance the program uses the following definition: Self care includes taking responsibility for your schedule and planning your life to complete your obligations. For example, if you have classes or clients scheduled all day on Wednesday and you need to prepare or relax some on Tuesday prior to your busy day, you start taking care of other obligations, such as studying for classes, earlier in the week to ensure you have time on Tuesday to relax, read something fun, exercise, etc.. Missing class or clients because you are tired is not self care, self care is planning ahead so you don't miss class or cancel clients. You have the right to miss class or cancel clients but depending on the class or practicum it can adversely affect your grade. All self care practices that affect clients must be discussed with your current supervisor before changes in client schedules are made.

PRESENTATIONS IN COMMUNITY SETTINGS

The McPhaul Family Therapy clinic therapists have a responsibility to provide quality presentations for community agencies. Prior to providing a presentation in a community agency students should meet with their major professor or the MFT faculty member on their committee to discuss the presentation. They should also provide the faculty member an outline of what is to be presented. This will allow us to maintain the high quality of presentations that we have become known for and to keep a list of the various ways students provided services to the community.

GRIEVANCE POLICY

If a student in the MFT program has a concern with a faculty member or student in the program, the student should first try to discuss the problem with the person or people involved. If the issue cannot be successfully resolved, or there are reasons this is not an appropriate action, the student should go to the Director of the MFT Program to discuss the concerns. If the problem is not resolved at this level, or it is not appropriate to discuss the issue with the MFT Program Director, the individual should take the concern to the Head of the Department. If the problem is not resolved at this level, or it is not appropriate to discuss the issue with the Department Head, the student should take the concern to the Dean of the College. If there is a concern about an academic decision, there is a policy in the Graduate Bulletin which addresses the procedure for this appeal. This policy would supersede the above grievance policy.

APPENDIX A
MFT EMPHASIS COURSE REQUIREMENTS
Post COAMFTE Accredited Masters Degree Students

Name _____

NOTE: Students may include graduate courses completed while attending an accredited university that apply to MFT Specialization requirements. Exceptions to the courses will be allowed by the approval of the MFT faculty representative on the student's committee. Students in the MFT Specialization are required to be enrolled in CHFD 9070: Practicum in Marriage and Family Therapy every semester they are seeing clients. CHFD 9070 is not listed on this form. Students are also required to complete a 9 to 12 month full time internship. One copy of the completed form should be filed in the department office after the program of study meeting.

Doctoral Curriculum

VII. Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8050: Mechanisms of Change in MFT	3				
CHFD 8060: Contemporary Approaches in MFT	3				

VII. Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8070: Couple and Sex Therapy	3				

2. Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8710: Advance Human Development	3				

X. Clinical Supervision

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 9080: MFT Supervision	3				

XI. Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution

CHFD 8810: Qualitative Methods	3				
CHFD 8090: Couple and Family Intervention Methods	3				
CHFD 8950: SPSS	3				
Statistics:	3				

XII. Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8130: Behavioral Medicine in MFT	3				
CHFD 8700: Philosophy of Science	3				
CHFD 8720: Diversity	3				
Statistics:	3				
Elective:	3				

Approvals

Major Professor: Date

MFT Faculty Representative: Date

MFT EMPHASIS COURSE REQUIREMENTS
Post Bachelors and Non-COAMFTE Accredited Masters Degree Students

Name _____

NOTE: Students may include graduate courses completed while attending an accredited university that apply to MFT Specialization requirements. Exceptions to the courses will be allowed by the approval of the MFT faculty representative on the student's committee. Students in the MFT Specialization are required to be enrolled in CHFD 9070: Practicum in Marriage and Family Therapy every semester they are seeing clients. CHFD 9070 is not listed on this form. Students are also required to complete a 9 to 12 month full time internship. One copy of the completed form should be filed in the department office after the program of study meeting.

Master's Curriculum

I. Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6630: Theories of Family Relationships	3				
CHFD 8050: Mechanisms of Change in MFT	3				

II. Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6020: Introduction to Relational Therapies	3				
CHFD 8040: Family Psychopathology & Assessment through the Lifespan	3				
CHFD 8130: Behavioral Medicine in MFT	3				
ECHD 6030: Counseling Skills	3				

III. Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6100: Theories & Issues in Human Development	3				
CHFD 6640: Issues of Family Relationships	3				
CHFD 8720: Diversity	3				

IV. Professional Identity and Ethics

Course Number and Title	Credits	Semester/ Year	Date Completed	Grade	Institution
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		Scheduled			
CHFD 6010: Issues in MFT	3				

V. Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6800: Research Methods	3				

VI. Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
Statistics:	3				

Doctoral Curriculum**VII. Theoretical Foundations**

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8060: Contemporary Approaches in MFT	3				

VII. Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8070: Couple and Sex Therapy	3				

IX. Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8700: Philosophy of Science	3				
CHFD 8710: Advance Human Development	3				

X. Clinical Supervision

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 9080: MFT Supervision	3				

XI. Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8810: Qualitative Methods	3				
CHFD 8090: Couple and Family Intervention Methods	3				
CHFD 8950: SPSS	3				
Statistics:	3				

XII. Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
Elective:	3				
Elective:	3				
Elective:	3				
Elective:	3				
Elective:	3				

Approvals

 Major Professor: Date

 MFT Faculty Representative: Date

APPENDIX B

MFT STUDENT ANNUAL SELF-REPORT

In addition to the required information submitted to the department, please respond to the following questions. The purpose of this report is help you reflect on your progress in the program, and to consider what would aid your professional development. Remember to include a copy of the information submitted to the department. Evaluations from each of your supervisors and evaluations of clinical skills forms will also be included in your annual evaluation.

Clinical Progress

1. Briefly describe the development of your clinical abilities this past year. Make sure your description is behavioral and describes actual changes in your clinical style or clinical skills you have learned. Note both strengths and developmental edges.
2. Note how many client contact and supervision hours you achieved during the year as well as your total client contact and supervision hours. Make sure to separate your hours out by categories.
3. If you have done the supervision course, note how many hours of supervision of therapy you have completed, as well as how many hours you were supervised.

Concerns

1. Indicate any concerns you have about your progress.
2. Describe a plan for addressing the concerns.

APPENDIX C
Student Learning Rubrics and Student Evaluation Forms

Writing Rubric

Critical Thinking (Score: _____ out of _____)	1	2	3	4	NA
Significance of the main ideas are clear					
Topic appropriate to the assignment					
Topic informed by theory, research or epistemology					
Topic innovative or unique to the course or field					
Quality of conceptualization (information is accurate and consistent with verifiable sources)					
Analysis of evidence logical, internally consistent, and fully developed					
Synthesis of evidence and ideas generate a new perspective, or an original/creative application					
Evaluation of assumptions, information, evidence, or inferences lead to appropriate conclusions or recommendations					
Conclusions or recommendations discussed within the context of conversations in the field					
Clinical Knowledge (Score: _____ out of _____)					
Demonstrates knowledge of MFT theory					
Application of literature pertaining to clinical research					
Interventions/theoretical application is congruent with model/s					
Attends to cultural factors and contextual factors (diversity, SES, etc.)					
Attends to limitations of MFT theory					
Writing Style and Formatting (Score: _____ out of _____)					
Professional voice and tone					
Organization is clear and easy to follow					
Ideas are conveyed clearly and thoroughly					
Appropriate use of grammar, sentence structure, phrasing, and transitions					
Citations used appropriately with original sources					
Adherence to APA format and style					
Syllabus guidelines are followed					
Total Score: _____ out of _____					

1= Inadequate

There is lack of organization to the document. Sentences are difficult to read and understand. Ideas and concepts are not explored and integrated through out the paper but simply listed and defined.

2=Needs Improvement

Organization of document is difficult to follow due to inadequate transitions or rambling format. Insufficient or irrelevant information presented. Poor flow of thought, grammar and sentence mechanics. Discrepancies among theories and ideas are minimally explained with no rationale provided, or ignored. Information presented is poorly referenced and many key citations are omitted.

3=Adequate

The document can be followed easily (basic transitions and a structured format is provided). The document contains minimal distractions, such as: flow in thought, grammar, and mechanics. Idea or concept is partially explored and integrated through out the paper. Discrepancies among theories and ideas are, for the most, part explained in a logical manner. Information presented is, for the most part, adequately and appropriately referenced.

4=Excellent

Idea or concept is fully explored and integrated through out the paper. Discrepancies among theories and ideas are explained in a logical manner. Information presented is adequately and appropriately referenced.

Presentation Rubric

Critical Thinking (Score: _____ out of _____)	1	2	3	4	NA
Significance of the main ideas are clear					
Topic appropriate to the assignment					
Topic informed by theory, research or epistemology					
Topic innovative or unique to the course or field					
Quality of conceptualization (information is accurate and consistent with verifiable sources)					
Analysis of evidence logical, internally consistent, and fully developed					
Synthesis of evidence and ideas generate a new perspective or an original/creative application					
Evaluation of assumptions, information, and evidence lead to appropriate conclusions or recommendations					
Conclusions or recommendations discussed within the context of conversations in the field					
Clinical Knowledge (Score: _____ out of _____)					
Demonstrates knowledge of MFT theory					
Application of literature pertaining to clinical research					
Interventions/theoretical application is congruent with model/s					
Attends to cultural factors and contextual factors (diversity, SES, etc.)					
Attends to limitations of MFT theory					
Content and Aspects of Presentation Style (Score: _____ out of _____)					
Professional voice, tone and appearance					
Organization is clear and easy to follow					
Ideas are conveyed clearly and thoroughly					
Appropriate use of grammar, sentence structure, phrasing, and transitions					
Citations used appropriately with original sources					
Adherence to APA format and style					
Syllabus guidelines are followed					
Total Score: _____ out of _____					

1= Inadequate

There is lack of organization to the presentation. Statements are difficult to understand. Ideas and concepts are not explored and integrated through out the presentation but simply listed and defined.

2=Needs Improvement

Organization of presentation is difficult to follow due to inadequate transitions or rambling format. Insufficient or irrelevant information is presented. Poor flow of thought, grammar and sentence mechanics. Discrepancies among theories and ideas are minimally explained with no rationale provided, or ignored. Presentation is poorly referenced and many key citations are omitted.

3=Adequate

The presentation can be followed easily (basic transitions and a structured format is provided). The presentation contains minimal distractions, such as: flow in thought, grammar, and mechanics. Ideas or concepts are partially explored and integrated though out the presentation. Discrepancies among theories and ideas are, for the most, part explained in a logical manner. Information presented is, for the most part, adequately and appropriately referenced.

4=Excellent

Idea or concept is fully explored and integrated through out the presentation. Discrepancies among theories and ideas are explained in a logical manner. Information presented is adequately and appropriately referenced.

MFT Student and Faculty Evaluation of Student's Clinical Skills

This form is used for MFT faculty and students to rate student's clinical progress each semester. Please mark the appropriate response to each question and respond to the open-ended questions that follow. This form should be reviewed and signed by **both** the supervisor and student, and then returned to the MFT Clinical Training Director (Dr. Gale). The purpose of the evaluation is to provide valuable feedback to students about their clinical progress.

Student/Year in Program:

Supervising Faculty:

Period of Supervision:

WE HAVE REVIEWED AND DISCUSSED THESE RATINGS AND COMMENTS:

Student Signature Date

Supervisor Signature Date

As you respond to the questions, consider your goals for practicum this semester.

- 1.
- 2.
- 3.
- 4.

	The student must CONSISTENTLY be able to:	Low effectiveness achievement (1)	Moderate effectiveness achievement (2)	High effectiveness achievement (3)
	ADMISSION TO TREATMENT			
	Follow all MFT clinic policies and procedures with clients Set appropriate boundaries with clients			
	Maintain ongoing relationship with clients			
	Determine who should attend therapy and in what configuration			
	Develop a workable therapeutic contract with clients and attend to goals across sessions			
	Attend to larger-system issues that impact treatment (e.g., requesting releases to communicate with other healthcare providers, school and legal systems, etc.).			
	Present an awareness and appreciation of diversity (e.g. culture, gender, spirituality, sexual orientation, etc).			
	CLINICAL ASSESSMENT AND DIAGNOSIS			
	Make accurate DSM-IV diagnostic assessments, knowing both the value and limitations of diagnosis			
	Make accurate relational assessments knowing both the value and limitations of diagnosis			
	Demonstrate the ability to understand and use the clinical assessments			
	Assess each client's engagement in treatment			
	Communicate respect for clients			
	Attend to issues of relational (client and clinician) power			
	Apply systemic interviewing techniques and strategies			
	Assess contextual factors impacting the client's system			

	Assess how client change may impact extra-therapeutic relationships			
	Assess the client's strengths, resiliencies and resources			
	Elucidate presenting problem(s) from the perspective of each member of the therapeutic system			
	Deliver supervisor/team communications with accuracy and sensitivity			
	.			
	TREATMENT PLANNING AND CASE MANAGEMENT			
	Demonstrate skills in developing a collaborative relationship			
	Recognize when treatment plans need modification			
	Self-disclose to clients when appropriate			
	Complete all clinical and research paperwork in a timely manner			
	Manage sessions (time and flow)			
	Attend to sessions ethically and professionally			
	Demonstrate coherency and consistency with your theory and practice.			
	LEGAL ISSUES, ETHICS AND STANDARDS			
	Take appropriate action when ethical and legal dilemmas emerge			
	Practice within defined scope of practice and competence			
	Monitor personal issues and problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct			
	USE OF SUPERVISION			

	Have live or video cases to present in practicum			
	Actively solicit and implement supervision as an opportunity for learning, regardless of model			
	Actively participate in practicum, offering and requesting constructive feedback as appropriate.			
	Respect multiple perspectives (clients, team, supervisor)			
	Conceptualize and describe presenting problems systemically			
	Contribute systemic ideas to team discussions			
	Demonstrate knowledge of theory			
	Clearly state what you wish to obtain from supervision			
	Take risks to expand the use of a variety of theoretical models and techniques			
	Maintain an active case load			
	Collaborate with the supervision team.			
	Collaborate with the supervisor(s).			
	Articulate a coherent therapeutic model.			
	Demonstrate a coherent therapeutic model in team discussions, intervention development, and in practice delivery.			
	Be open to discussing and working on self-of-the-therapist issues.			
	Make progress on your supervision goals.			

Core Clinical Skills

<i>Specific Core Skills</i>	<i>Date</i>	<i>Comments</i>
1. Assess safety of clients in situations of substance abuse, child and elder maltreatment, domestic violence, physical violence, and suicide.		
2. Implement safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, and suicide.		
3. Assess problems and strengths in a conversational and interactive way (as opposed to interrogating clients).		
4. Assess the patterns and sequences of a couple in open conflict.		
5. Intervene with a couple in open conflict using a theoretically based plan.		
6. Assess the patterns and sequences of a couple dealing with trust issues.		
7. Intervene with a couple dealing with trust issues using a theoretically based plan.		
8. Assess the patterns and sequences of a family in open conflict.		
9. Intervene with a family in open conflict using a theoretically based plan.		
10. Assess the patterns and sequences of a family dealing with trust issues.		
11. Intervene with a family dealing with trust issues using a theoretically based plan.		
12. Assess the patterns and sequences of a parent/child conflict.		
13. Intervene in a parent/child conflict using a theoretically based plan.		
14. Assess the patterns and sequences of a couple addressing separation or divorce.		
15. Intervene with a couple contemplating separation or divorce using a theoretically based plan.		
16. Assess the patterns and sequences of a person addressing issues of identity.		
17. Intervene with a person addressing issues of identity using a theoretically based plan.		

APPENDIX D
AAMFT Code of Ethics

<http://www.aamft.org/resources/lrmp/ethics/ethicscode2001.asp>

Georgia Licensure Laws

http://sos.georgia.gov/acrobat/PLB/laws/41_Prof_Counselors,_Soc._Workers_Marriage_And_Family_Therapists_43-10A.pdf

Georgia Composite Board Rules

<http://sos.georgia.gov/acrobat/PLB/Rules/chapt135.pdf>