



The Educational Specialist Degree in Marriage and Family Therapy

SUPERVISORS MANUAL

The Department of Counselor Education

A large, 3D geometric graphic composed of several overlapping, semi-transparent blue and grey rectangular blocks, creating a complex, crystalline structure. The text "ACADEMIC YEAR 2019-2020" is centered within this graphic.

ACADEMIC YEAR 2019-2020

INTRODUCTION

This manual is designed to address students' questions about the overall clinical sequence for the Educational Specialist Degree (EDS) in Marriage and Family Therapy (MFT) and the specific Practicum and Internship course requirements. Students are asked to read the manual in its entirety prior to the commencement of their clinical experiences.

The Practicum and Internship experiences are sequentially developed and are designed to give the student supervised clinical experience working with couples and families. Students must have completed COUN 600, 601, 602 and 603 with a letter grade of B or above in each course in order to be considered for enrollment in Practicum and Internship. As a therapist-in-training, students will be expected to practice their emerging theory of systemic change and to use the skills they have learned in prior MFT coursework. It is important that the clinical experience fits each student's learning goals and needs and, at the same time, provides the best possible treatment to clients. As a result, the student should be aware of areas of theory and practice in which he or she requires further experience in systemic therapy.

The Practicum in MFT course (COUN 606) is offered in the fall semester and consists of a total of 150 clock hours including a minimum of 50 hours in direct client contact with individuals, couples and families (25 hours of which must be relational). The Internship in MFT (COUN 607) is offered the following spring semester and is a continuation of the clinical work begun in Practicum (COUN 606). COUN 607 consists of a total of 250 clock hours which includes a minimum of 100 hours in direct client contact (50 hours of which must be relational). To summarize, **EDS in MFT students must complete a total of 400 clock hours, including 150 total hours of direct client contact (75 of the 150 direct hours must be relational) in order to complete the clinical sequence for graduation.**

PLEASE NOTE: You may complete more than 150 clock (50 direct) during the Fall Practicum, which can go towards the 250 (100 direct) for the Internship. You may also accumulate hours during the winter break, provided that you are continuing to receive weekly supervision from your site supervisor during the break.

Weekly on-campus seminars (2-1/2 hour; COUN 606 in the fall semester and COUN 607 in the spring semester) will be held to integrate theory and practice and to enable the student to discuss not only cases, but also her or his own areas of growth and strengths as a therapist-in-training. Students must be registered in the respective courses, attend a mandatory Clinical Orientation in the spring prior to starting Fall Practicum, and complete the Clinical Site Agreement in the Spring semester to beginning their clinical work. One hour weekly supervision must be provided by a site supervisor throughout the course of the student's clinical experience; any missed individual supervision sessions need to be rescheduled in order to ensure proper clinical care for couples and families. Additional information about the supervisory process is provided in detail below.

The faculty assumes the student who takes this clinical experience is ready for intensive work with families, couples, and individuals. If, for any reason, the student is not able to meet the expectations and responsibilities of an intern, individual consultation with the appropriate faculty member will be required to discuss the steps for remediation or withdrawal.

The Program and the Department expect that the student will abide by the American Association for Family Therapy (AAMFT) Code of Ethics in the performance of all clinical responsibilities. Failure to meet these standards will be grounds for removal of the student from the clinical placement and the course. Grading will be effected accordingly.

CLINICAL SITE REQUIREMENTS

Students will engage in a wide range of clinical activities throughout their Practicum and Internship experiences.

1. The clinical sequence provides the student with the opportunity to work with couples, families, and individuals of various presenting concerns. An approved on-site supervisor will be someone who understands systemic models of therapy and is willing to be regularly available to the student. At least one hour of individual supervision is required per week. This supervision will be scheduled outside of the student's course schedule and will continue throughout the Fall Practicum and Spring Internship coursework experiences. If any problems occur during the student's clinical training, the supervisor should contact the Chair of the Department or the course instructor of Practicum or Internship in MFT. The Clinical Placement Coordinator and the Family Program Coordinator may be notified to intervene with the situation.
2. The site supervisor will complete an evaluation form which will be reviewed with the student and be submitted to the course instructor at the end of each semester. Optimally, evaluations are based on individual learning goals that are mutually developed at the beginning of the clinical experience and which reflect the learning goals of practicum or internship, the site requirements and the student's experiential needs. Areas of assessment should include the following:
 - Self of therapist
 - Knowledge and use of systemic models
 - Ability to assess and intervene
 - Termination and referral skills
 - Professionalism and ethical behaviors

- Awareness of impact on clients
3. The student will need to spend a specific minimum number of hours each semester engaged in systemic therapy with families, couples, and individuals. Each term covers 15 weeks. The details of this commitment are addressed elsewhere in the manual.
 4. The site supervisor should orient the student to the clinical setting, including reviewing the policies and procedures of the site with the student.
 5. While the therapy of relationships is the primary activity of the clinical experience, other professional activities will be part of the learning process. The student's interests, abilities, past experiences, and goals will influence the breadth of the work. Some additional activities might include:
 - Individual therapy and group counseling, including parenting skills training and relationship enhancement
 - Initial intake procedures from a system's perspective
 - Culturally sensitive service and counseling modalities to serve the culturally diverse members of the community
 - Assessment of clients utilizing diagnostic tools that are appropriate for the setting
 - Assessment of marriage, couple, and family functioning
 - Case consultation
 - Case management
 - Collaboration with other mental health professionals to coordinate treatment plans
 - Client advocacy
 - In-service and training programs
 - Staff meetings
 - Workshop presentations and coordination
 - Organizational policies and procedures of the agency, including pertinent ethical and legal issues
 - Program design, implementation and evaluation

- Crisis assessment and intervention
- Documentation and record keeping
- Referral activities

6. Students are required to obtain their own professional liability insurance in addition to the coverage provided through The College of New Jersey. A copy of the student's certificate of insurance needs to be submitted to the Clinical Placement Coordinator prior to accruing hours on site. Students are responsible for renewing their professional liability insurance and provide a copy when the renewal occurs. Students may consider a membership in American Association for Marriage and Family Therapy (AAMFT; aamft.org) or other relevant professional associations such as American Counseling Association (counseling.org) which include a professional liability insurance program in the student membership.

7. The clinical paperwork identified during the practicum orientation is to be submitted to the Clinical Coordinator by dates identified later in this manual.

8. The Clinical site must provide the student with the opportunity to audio- and/or video record the counseling sessions for use in supervision (on campus individual supervision, on site supervision, and/or group supervision). An appropriate consent form must be completed with the client and/or a parent/legal guardian prior to the recording of a session. The details of this requirement are discussed later in this manual.

9. The Site Supervisor must possess the minimum of: 1) a master's degree in counseling, marriage and family therapy, or a closely related field, 2) have two (2) years of relevant experience in marriage and family therapy, and 3) have relevant training in clinical supervision (see the Site Supervisor Vita for more details.) The student will include all relevant site supervisor information with the Clinical Site Approval Request form. This information is to be submitted to the Clinical Coordinator by dates identified later in this manual.

Note: Students interested in applying for LMFT in New Jersey. Students may apply their Practicum and Internship hours towards the 1,500 general counseling hours allowed for the LMFT application by selecting a supervisor that meets the CACREP criteria for supervision listed above. If the student wishes to use their Practicum and Internship hours as marriage and family therapy hours (see N.J.A.C. 13:34-2.3 for details), for the LMFT application their supervisor must meet the following criteria, and the student must seek pre-approval of the supervisor with the State Board of Marriage and Family Therapy Examiners.

"Qualified supervisor" means an individual who has no less than five full-time years of professional marriage and family therapy practice experience or the equivalent and has either:

- 1) A New Jersey license to practice as a marriage and family therapist; or

2) A New Jersey license to practice and is acting within the scope of the person's profession or occupation and obtained from an accredited institution a minimum of:

- i. A master's degree in marriage and family therapy;
- ii. A master's degree in social work;
- iii. A graduate degree in a related field and has demonstrated to the Board that he or she has completed course work content and training substantially equivalent to a master's degree in marriage and family therapy; or
- iv. A graduate degree in a related field which does not provide training and course work substantially equivalent in content to a master's degree in marriage and family therapy, and is either a post graduate degree recognized by the Board, or a program of training and course work at an institute or training program accredited by the Commission on Accreditation for Marriage and Family Therapy Education.”¹

10. In the event the clinical site cannot provide counseling opportunities and supervision that satisfy the Practicum/Internship requirements, The College of New Jersey faculty instructor may require student course withdrawal, appropriate changes, and/or alternative placement and scheduling.

11. Each term covers 15 weeks. Students are required to stay at their clinical site for the duration of their clinical experience, even if their clinical hours are completed. Any other arrangement requires instructor and supervisor approval and is usually granted only in cases of medical or family crises.

¹ <http://www.njconsumeraffairs.gov/regulations/Chapter-34-Subchapters-1-9A-Board-of-Marriage-and-Family-Therapy-Examiners.pdf>

SITE SUPERVISOR SELECTION AND EXPECTATIONS

There are several ways to become involved in the supervision of clinical students in the Department of Counselor Education Program at The College of New Jersey.

Volunteer

An agency or school determines that it would like to have a clinical student involved in its program and provides the Department of Counselor Education at The College of New Jersey with information describing the work setting and the duties to be performed by the student.

Recruited

The individual student contacts an agency or school and explores the possibility of completing a clinical experience at the site.

What Experience and Preparation are Needed to be a Site Supervisor?

Site Supervisors are expected to have a Masters degree in Counseling or a related discipline with appropriate certifications and/or licenses, have relevant training in counseling supervision, and have a minimum of two (2) years of experience in the field in which the student will be working. These supervisor criteria help to ensure that the student will be supervised by an individual who has had the academic preparation and experience to guide the student through various aspects of a chosen career training experience. It should be noted that the Department will also consider individuals as supervisors who have equivalent credentials earned in less traditional ways.

What are the Expectations of the Site Supervisor?

The Department is looking for Site Supervisors who will work with the student and provide him/her with a valuable practical experience as well as an educational experience. On the practical side, the student should experience all activities a professional counselor would be engaged in at the work setting.

The educational experience provided at the site is also important. The Site Supervisor (and other site professionals) can make the experience a challenging one for the student. This can best be done by understanding the intent of the clinical course sequence, meeting regularly with the student to review the work he/she has been engaged in, and involving the student in a dialogue that helps him/her to think about the implications of the choices made working at the site and providing weekly written comments to the student. Thoughtful consideration of the work engaged in at the site will help challenge the student towards higher level functioning. The Site Supervisor is very important in helping to structure the experience to meet this educational goal. Attitude is perhaps the most important ingredient in making this an exciting experience for both the student and the Site Supervisor.

SUPERVISOR ROLE

As a supervisor you will find yourself teaching, counseling, and consulting with the student; each of these activities is an important supervisory function. You may also discover that the focus of supervision may shift in one or more of several directions: a) understanding the client or client-system, b) student professional development, c) understanding the agency setting, and d) developing technical skills. Your role as a site supervisor will alternate around the roles of teaching, counseling and consulting. We hope the following concepts help clarify these roles.

Role: Teacher

In the teaching role the focus of the interactions is on the student as a counselor. The goal of the supervisor is to instruct the student. Specific activities the supervisor will be engaged in are:

1. Evaluating observed counseling session interactions.
2. Identifying appropriate interventions.
3. Teaching, demonstrating, and/or modeling intervention techniques.
4. Interpreting significant events in the counseling session.

Supervision Suggestions

Gaining therapeutic competence is the preferred goal of supervision for most students. One of the more effective teaching methods is student observation of the supervisor counseling a client. Another effective practice is for the supervisor to observe the student counseling with a client. Discussion following either of these approaches has been useful to both student and supervisor.

Another approach which combines both of these methods is Co-counseling. Co-counseling (student and supervisor working together with a client) is one of the most effective learning experiences for the student. While the supervisor counsels the client the student observes the process and later may adopt elements of the supervisor's behavior and style. When the student counsels the client, the supervisor has the opportunity to observe, and later comment on an interaction he/she has participated in. The result of either Co-counseling situation can enhance student learning. The review/discussion of the counseling process is often more meaningful to both parties because both were personally involved in a common interaction. The Department encourages such direct contact between student and supervisor.

If direct observation is not feasible, many supervisors review student's digital audio or video recordings of client sessions, or observation through one-way mirrors, and provide feedback to the student concerning client/counselor interaction.

Role: Counselor

The focus of the interaction is on the student as a person. The goal of the supervisor is to facilitate student self-growth as a counselor. Specific activities the supervisor will be engaged in are:

1. Exploring student feelings during counseling or supervision sessions.
2. Exploring student beliefs concerning specific techniques and/or interventions.
3. Facilitating student self-exploration of confidence and/or worries in the counseling sessions.
4. Helping the student define personal competencies and areas for growth.

Role: Consultant

The focus of the interaction is on the client of the student. The goal of the supervisor is to generate data. Specific activities of the supervisor are:

1. Providing alternative interventions and/or conceptualizations for student use.
2. Encouraging student brainstorming of strategies.
3. Encouraging student discussion of client problems.
4. Allowing student to structure supervisory sessions.

We hope the above suggestions will give you some ideas on how to use the supervisory time with the student.

REVIEW OF THE COMPLETE PROCESS

Following the student selection of a clinical site and site supervisor the student will submit a Clinical Site Approval Request form, On Site Supervision Agreement, and the proposed Site Supervisor's resume to the Department. Department Faculty reviews the request compared to Departmental criteria and notifies the student and the Site Supervisor of the action of the Department. The Site Supervisor will receive a letter prior to the beginning of the academic term from the program faculty member who will be working with him/her. Specific information about the activities of the clinical course and the faculty member will be provided. This faculty member will be the Departmental contact and is the person who will be working with the student and Site Supervisor throughout the year.

Early in the academic term the Site Supervisor should discuss with the student when the orientation activities will take place that acquaint the student with the site and related activities. The Site Supervisor will also work with the student to identify specific learning objectives to be accomplished during each of the academic terms of the clinical experience. The outlined objectives discussed in the initial orientation between the student and the Site Supervisor will be the basis for the student evaluation at the end of each term.

During the term a site visit will be made by the faculty member. During this visit the faculty member will meet with the student and Site Supervisor individually and/or together. The purpose of this visit is to help the faculty member to learn about the site and what it has to offer the student, and to work with both the student and the Site Supervisor to maximize the potential of the site as a learning environment. Discussion might involve concerns anyone has about site activities or the general clinical experience. While unlikely, it could involve an issue as complicated as the competence of the student and whether the student should continue with the clinical experience. The faculty member is available as a resource person and should be utilized to help resolve concerns or offer suggestions. There is no fixed agenda for this meeting and any topic or thoughts about the clinical experience are welcomed.

A Student Evaluation (refer to the Supervisor's Evaluation of Counselor in the Appendix Section) will be completed and returned to the Program Faculty Member near the end of each academic term along with a copy of the cumulative Individual Supervisor Session Logs. The student will continue site activities until the term ends.

A second Faculty visit to the site will be scheduled during the student's internship term. The purpose of this visit is to discuss the personal and professional progress of the student. The second Student Evaluation is then to be completed and returned near the end of this term. The exact date of completion of student activities at the site is to be determined by the Faculty Member and the Site Supervisor. This decision will be based upon whether the student has met all of the requirements of the course and when termination of site activities is acceptable to the Site Supervisor. The cumulative Weekly Supervision Session Logs will also be forwarded to the Faculty Member.

Yearly Schedule for Practicum and Internship

The scheduled contact times with Departmental Personnel are as follows:

April 1st The student completes the Clinical Site Approval Request form and the On Site Supervision Agreement with the Site Supervisor and submit them to the Department along with the site supervisor's resume.

Summer Upon the approval of the site by the Department faculty, a letter will be sent to the Site Supervisor from the Program Faculty member who will be working with the Site Supervisor and the student.

September Student begins work at the site for Practicum. Specific learning objectives that reflect the list of clinical requirements as well as Practicum or Internship course goals should be established and reviewed with the student.

October –
November First site visit by Program Faculty member.

December Supervisor Evaluation of Counselor form and cumulative Weekly Supervision Session Log due. Return to Program Faculty member.

January Student resumes work at the site for full time Internship.

Feb, Mar,
April Second Faculty visit to the site.

April - May Supervisor Evaluation of Counselor due. The Site Supervisor will also be asked to evaluate the Clinical experience and return the evaluation form to the Department (Refer to the Evaluation of Clinical Program by Site Supervisor in the Appendix Section). Cumulative Weekly Supervision Session Logs due.

BEGINNING THE CLINICAL SITE ACTIVITY

Weeks One and Two:

1. Meet with the student and finalize the supervision expectations and the types of learning experiences to be provided for the duration of the clinical experience (subject to mutual periodic review and renegotiation). These learning experiences should be framed as learning goals that complement the clinical course goals.
2. Help the student secure some work space: a desk, phone, computer access, paper and pens are usually essential.
3. Introduce the student to other staff members and administrators.
4. Introduce the student to other sources of information (file system, cumulative records, relevant computer programs, other materials) that will help the student to understand how your site operates.
5. Attend a staff meeting with the student. Discuss issues and student observations after the meeting.
6. Introduce the student to facilities at the site.
7. Discuss with the student the formal and informal organizational structure of the site.
8. Help the student to identify and begin to meet clients. Coach the student as necessary.
9. Model counseling for the student by having the student observe your own counseling sessions with clients.
10. Consult with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Give written feedback to the student using the Weekly Supervision Session Log form. Review and sign Log of Practicum Activities.

Week Three:

1. The student should begin counseling or working on related counseling activities more independently (if this process has not already begun). The Site Supervisor might attend a counseling session or two between the student and clients and share observations with the student.
2. Discuss referral sources with the student.

3. Discuss the relationship of the setting to the community and community resources with the student.
4. Meet with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Sample audio and/or video recordings of cases and client notes are examples of work that may be reviewed. Give written feedback to the student using the Weekly Supervision Session Log form. Review and sign Log of Practicum Activities.

Week Four and Each Week Thereafter:

1. The student should be providing individual and/or group counseling in sufficient numbers to meet the requirement of the clinical course.
2. Meet with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Sample audio and/or video recordings of cases and client notes are examples of work that may be reviewed. Give written feedback to the student using the Weekly Supervision Session Log form. Review and sign Log of Practicum Activities.

SPECIAL ISSUES

Confidentiality

All mental health professionals are concerned about confidentiality for the client (and family). It is the intent of the program faculty not to interfere with this professional responsibility. Client first names, initials or codes may be used to protect the identity of the clients seen by the clinical student. Any cumulative record information of the client that may have personally identifying information will be removed to protect client identity.

When the Site Supervisor is a Colleague or Fellow Employee of the Student

Occasionally the elected supervisor is also a colleague or fellow employee of the student. This presents some interesting dynamics and challenges to the working relationship. The most important issue in this arrangement is how to maintain a learning environment which challenges the student and accomplishes the goals of the program and the agency. It is most important to plan the site experience, meet weekly at a preset time and expect the student's work to be completed on a continuing and regular basis. Friendship can be a powerful tool to motivate the student to accomplish what has been agreed upon. Being "up front" with the student at the beginning by stating your concerns and assistance and developing a plan to avoid potential conflicts is essential. Ask for assistance from the faculty member on how to structure the relationship in order to benefit everyone.

Early Warning Signals of Potential Problems

Identification of concerns about student progress should be addressed as soon as possible. When identified and discussed early in the development of the concern, the problem can more easily be dealt with; the student will have more time to address the concern, you will be more satisfied with trying to help and the goal of taking a developmental approach will be met. Most concerns, if approached in this way, will be satisfactorily resolved.

Some indications of concern might be the student not meeting weekly with you, missed client appointments, lateness in meeting responsibilities, or lack of enthusiasm. These issues should be addressed with both the student and the Faculty Group Supervisor. Together, these concerns can usually be resolved. Our mutual interest is to assist the student to grow. By addressing the issue directly and early the student will have the opportunity to learn of the concern, have the opportunity to make corrections and grow in the process. Failure to address the concern may "short change" both the student and the profession.

Evaluation Process

Evaluation of the student and the program is an important part of the learning process. The Department has several levels of evaluation and will ask the Site Supervisor to participate in several ways.

The Site Supervisor and the faculty member evaluate the student in their respective supervisory capacities. The Site Supervisor will evaluate the work of the student as it relates to the site activity. Written and verbal feedback to the student help the student to understand and learn the importance placed on various aspects of the student's performance. The faculty member takes this evaluation into account in grading the total work of the student in the clinical activities.

The total clinical experience is evaluated by the student, the Site Supervisor and the faculty member. Each is asked to complete an evaluation of the program at the end of the clinical sequence. These evaluations are reviewed and changes are made for the following year. Thus, your comments are very important to the Department to help improve the program. Refer to the Evaluation of Clinical Program by Site Supervisor in the Appendix Section.

In addition, the student evaluates the program faculty member at the end of each semester. The On Campus Individual Supervisor and Site Supervisor are evaluated at the end of their program involvement.

Audio Taping

While enrolled in the clinical sequence, students are required to submit digital audio or video recordings of counseling sessions to be utilized during supervision including on campus individual, on site, and group supervision. Please note that all digital recordings will occur with designated iTouch devices, distributed to students through the Department of Counselor Education. These devices are password protected and HIPAA compliant for recording purposes. The Department also maintains the ability to remotely wipe the content on any device in case it is lost or stolen. At least three recordings will be reviewed with their on campus instructor and at least three tapes will be reviewed with their site supervisor. Supervisors will indicate that a tape has been reviewed on the weekly supervision session log sheet. Additionally, these cassette audiotapes may be reviewed in group supervision as a part of the student case consultation.

The course instructor will explain this requirement to the Site Supervisor during the site visits and discuss ways in which the student will be able to meet this requirement at the site. If the Site Supervisor indicates that the site does not allow taping, then the student will role play clinical experiences with the Program Coordinator in the Department of Counselor Education. This is only permitted after the group supervisor and Site Supervisor have explored all possible options for recording of actual counseling sessions. At the end of each semester the course instructor will check the weekly supervision log sheets to ensure that requirements have been met.

Permission to Digitally Record Consent Forms are found on the Counselor Education website: <http://counselored.tcnj.edu/clinical-resources/clinical-forms/>

Insurance

The college provides both physical injury insurance coverage and professional liability for the clinical student during the academic terms. Some sites also provide professional liability insurance for their interns. All students are required to obtain their own professional liability insurance in addition to the coverage provided through the college and/or his/her placement. A copy of the student's certificate of insurance needs to be submitted to his/her Practicum or Internship course instructor (Group Supervisor) at the beginning of the semester and the semester in which the student renews his/her professional liability insurance.

Home-based Therapy/Services

Courses offered through the Department of Counselor Education are not designed to prepare students for providing home-based therapy and other home-based services. Students who are expected to provide services at a client's home should complete all of the trainings that are required on site prior to performing this task and receive ongoing supervision from the site supervisor. The site is responsible for offering necessary training(s) for providing home-based therapy/services which may include but are not limited to (a) case management, (b) assessment of and reporting of child abuse and neglect, (c) professional issues (i.e., safety, confidentiality, boundaries, professional burnout, etc.), (d) family issues (e.g., family safety, domestic violence, parenting, parent-child interactions, life-skills management, diverse family constellations, and multiculturalism, etc.), (e) mental illnesses including dual diagnosis, (f) lifespan development, and (g) emergency protocols and crisis interventions. Additionally, the site is responsible for evaluating a counselor-competency prior to permitting a student to engage in home-based therapy/services.

COURSE DESCRIPTIONS AND LEARNING GOALS FOR PRACTICUM

COURSE PURPOSES, DESCRIPTION, AND PREREQUISITES

This course is designed to provide students with the skills and experience of family therapists by working with families and couples in a clinical setting. Practicum requirements include participation in a weekly practicum seminar for supervision and didactic discussion, a minimum of 50 hours in direct client contact and one hour a week of individual supervision with an on-site supervisor (approved by the department). Methods of supervision will be live, videotaped and case discussion. Self of therapist, peer consultation, and supervisor evaluations of conceptual and direct practice skills are integral components of the clinical experience.

Course Prerequisites: COUN 600, COUN 601, COUN 602, and COUN 603

LEARNING GOALS

A. Content Learning Goals

1. Gather, analyze, and interpret increasingly complex marriage, couple and family therapy data based on didactic and observed information.
2. Differentiate among major family therapy models and the appropriate situations for their use.
3. Understand the impact of race, ethnicity, class, gender, sexual orientation, spirituality, and social concerns on families and on the therapeutic process.
4. Conceptualize family and couple problems based on the stages of family development, systemic knowledge, and environmental factors.
5. Understand and discuss the impact of the therapist's family of origin issues on client populations.
6. Explore and expand the use of community and network resources.

B. Performance Learning Goals

1. Generate, test, and apply treatment hypotheses appropriate to a broad range of presenting marriage, couple and family therapy issues and concerns.
2. Apply the major models of family therapy to appropriate therapeutic situations.
3. Demonstrate the awareness and skills to effectively address race, ethnicity, gender, sexual orientation, spirituality and other social concerns in the therapeutic process.
4. Develop a treatment plan based on the conceptualization of family and/or couple problems based on the stages of family development, systemic knowledge and environmental factors.
5. Begin effective use of consultation and referral services.

SUMMARY OF CLINICAL ACTIVITIES FOR PRACTICUM (COUN 606)

1. The total practicum experience is 150 hours. Of that total, 50 hours will be spent in direct client contact.
2. Approximately eight (8) hours per week should be spent at the clinical site in addition to regular class time. It is not uncommon for the students to exceed a total of 150 hours as some circumstances (client no shows, clinic closure due to holidays, etc.) may require them to spend additional hours to accrue the required direct client contact. Time not taken up with clients or in supervision should be used in relevant professional activities such as client related phone calls, record keeping and meetings.
3. Five (5) hours of supervised direct client contact per week is recommended. Half of the total direct contact hours must be in relational, which means working with two or more people in the session. For example, if a student has six hours of direct contact a week, at least three (3) of those five hours should be relational to meet this requirement. The combinations of people may be couples, parents and children, three generations, siblings, cohabiting partners, or siblings. Other hours should be spent in working with individuals from a systems perspective.
4. A minimum of one hour per week of individual supervision should be provided by the site supervisor. The student will attend each scheduled session promptly and well prepared.
5. Group supervision (Practicum course) will be provided in an on-campus seminar class once a week.
6. The student will become familiar with a variety of professional activities and resources, such as assessment forms, computers, print and non-print media, professional development programs, literature and research.
7. At the end of the semester, the site supervisor will provide a written evaluation of the student's work. The student will review a complete evaluation with the supervisor for further learning and development of the skills, knowledge and self-awareness.

COURSE DESCRIPTIONS AND LEARNING GOALS FOR INTERNSHIP

COURSE PURPOSES, DESCRIPTION, AND PREREQUISITES

This course is designed to provide an intensive, supervised clinical field experience in marriage, couple, and family therapy. Internship requirements include: participation in a weekly clinical supervision seminar on campus, a minimum of 100 clock hours of direct client contact. Additionally, students will attend one hour of individual supervision per week provided by an on-site supervisor (approved by the department) and a weekly internship seminar on campus. Live, videotaped and simulated sessions as well as self, peer and supervisor evaluations of conceptual and direct practice skills are an integral component of the clinical experience. Emphasis will be placed upon the assessment and intervention of family systems, the impact of other systems on the clinical issues, use of community and referral sources, the ability to prepare and present cases to the class and the awareness of the effects of the therapist on the therapeutic process.

Course Prerequisites: COUN 600, COUN 601, COUN 602, COUN 603, COUN 604, COUN 606

LEARNING GOALS

A. Content Learning Goals

1. Knows major family therapy therapies and techniques.
2. Understand the impact of race, ethnicity, social class, gender and other social concerns on couples and families as well as the systems with which they interact.
3. Conceptualize family problems based on the stages of family development and other environmental factors.
4. Understand and discuss the impact of the therapist's family of origin issues on the treatment of a variety of clients.

B. Performance Learning Goals

1. Gather, analyze, and interpret increasingly complex couple and family data based on didactic information.
2. Differentiate among major family therapy theories and techniques and apply them to a wide spectrum of presenting family and couple issues.
3. Generate, test, and identify treatment hypotheses appropriate to a broad range of couple and family therapy issues.
4. Develop and provide treatment that considers the cultural backgrounds of a couple/family unit and individual family members.
5. Demonstrate the ability to assess, create interventions, and follow a course of treatment based on one's personal model of therapy.
6. Explore and expand the use of community and network resources.
7. Effectively use consultation and referral services.

SUMMARY OF CLINICAL ACTIVITIES FOR INTERNSHIP (COUN 607)

1. The total internship experience is 250 hours. Of that total, 100 hours will be spent in direct client contact.
2. A total of fourteen (14) to fifteen (15) hours per week will be spent at the clinical site in addition to regular class time. Time not spent seeing clients will be spent engaging in relevant professional activities.
3. Seven (7) to Eight (8) hours of supervised direct client contact per week is recommended. At least half of those hours should be relational. The remaining hours should be spent in individual work.
4. A minimum of one hour per week of individual supervision should be provided by the site supervisor. The student will attend each scheduled session promptly and well prepared.
5. Group supervision (Internship course) will be provided in an on-campus seminar class once a week.
6. The student will become familiar with a variety of professional activities and resources, such as assessment forms, computers, print and non-print media, professional development programs, literature and research.
7. At the end of the semester, the site supervisor will provide a written evaluation of the student's work. The student will review a complete evaluation with the supervisor for further learning and development of the skills, knowledge and self-awareness.

CULMINATING EXPERIENCES and FORMS

Culminating Assignment

Every graduate degree program concludes with a mandatory culminating experience which requires candidates to synthesize and apply knowledge acquired throughout the program. Each program determines the type of culminating experience which may include, but is not limited to, a comprehensive exam, a thesis, or a capstone project. Students must meet department-specific eligibility requirements before registering for the culminating experience.

Following is a written description of the culminating experience for the EdS in MFT. Per TCNJ policies, candidates who are unable to schedule and successfully complete their culminating experience during the 6-year limit to program completion (see the "Program Completion" policy statement in the Graduate Bulletin) must consult with their respective graduate program coordinator and petition for an extension from the dean of their academic school. A student may repeat a comprehensive exam or culminating experience only once without permission of the program coordinator.

COUN 607: Internship in Marriage, Couple, and Family Counseling and Therapy

DEVELOPMENT OF A PERSONAL THEORY OF FAMILY THERAPY

One of the most important outcomes of the EdS in Marriage and Family Therapy Program is the ability to demonstrate *theory to practice* in marriage, couple, and family counseling and therapy. This demonstration through the final paper (discussed in detail below) is the culminating assignment of the EdS in MFT program and should showcase the student's understanding of self-in-relation to her or his family of origin and how that self-knowledge accommodates to one or more of the models and theories of marriage and family therapy that have been covered in the EdS in MFT curriculum.

The final paper offers students the opportunity to record, analyze, and reflect upon how they are attempting to apply an MFT model to a couple or a family. Specifically, this internship course final paper is a reflection of the culmination of learning throughout the entire program. This paper will be a refined narrative of the theory and application of the student's selected model of marriage and family therapy.

PAPER STRUCTURE

1. Select a family or couple as the subject of the paper.
2. Write a brief description of the model of marriage and family therapy that you will be demonstrating.

As much of your two semesters of clinical work will focus on intergenerational family therapy as a foundation for marriage and family therapy practice, this case

presentation should include an intergenerational perspective, regardless of the MFT model that you identify for this final paper.

3. Apply that model and an intergenerational perspective to the:
 - Assessment of the family
 - Interventions for the family (give examples of at least three instances)
 - Role of the therapist in relation to the family
4. Transcribe a selected marriage and family therapy session of your work and include annotated comments highlighting your application of the theory to practice in the session.
5. Demonstrate how your knowledge of yourself in relation to your family of origin influenced your work with this couple or family. Importantly, through the process, students will show an awareness of the effect of self of the therapist on their work as well as the effects of differences and similarities between themselves and the client system.
6. Indicate areas of change effected by the use of your model. If there are no evident changes, reflect on what you might like to do differently with your model.

The paper will be 8-10 pages long (doubled–spaced), not including the transcription of the selected session. You are to include a brief description of the book(s) and articles that have been the most influential in informing your personal theory. This is not a research paper. However, books and articles should be appropriately cited and a reference section should be included at the end of the paper. Please follow APA guidelines. Students will also include a summary letter for the family suitable to send to a referral source.

A rough draft of this paper is due during the first week of March. Paper feedback will be provided by the Internship Instructor and the Family Program Coordinator at TCNJ. The final draft of the paper is due by the end of April. Exact due dates will be included in the course syllabus for COUN 607: Internship in Marriage and Family Therapy.

Professional Behavior

Students are expected to behave professionally at their placement site. They will follow the AAMFT and the ACA Ethical Standards. Failure to do so may result in disciplinary action or removal from the internship placement. The faculty supervisor reserves the right to (1) discipline and/or dismiss from the course any student who behaves unethically or unprofessionally at the TCNJ Clinic and (2) enforce grading penalties, including a grade off, for any work or assignments associated with such disciplinary actions.

CLINICAL SITE AGREEMENT

**POST-MASTERS EDUCATIONAL SPECIALIST DEGREE IN
MARRIAGE AND FAMILY THERAPY**

Student Intern: _____

Current Address: _____

Home Phone: _____

Clinical Site Name: _____

Address: _____

Phone: _____

Site Supervisor Name & Title: _____

Days/Hours of Clinical Agreement: _____

Day/Time of Weekly Supervision Session: _____

Practicum and Internship Activities will include, but are not limited to the following:

- 1) Collaboration with other mental health professionals
- 2) Organizational policies and procedures of the site, including pertinent ethical and legal issues
- 3) Crisis intervention policies and procedures used at the site
- 4) Individual and group counseling, including parenting skills training and relationship enhancement
- 5) Marriage, couple and family counseling and therapy
- 6) Case management
- 7) Initial intake procedures from a systems perspective
- 8) Culturally sensitive service and counseling modalities to serve the culturally diverse members of the community
- 9) Program design, implementation and evaluation
- 10) Consultation
- 11) Referral services
- 12) Client advocacy
- 13) Assessment of clients utilizing diagnostic tools that are appropriate for the site
- 14) Assessment of marriage, couple, and family functioning
- 15) Documentation and record keeping
- 17) Includes a minimum of one (1) hour each week of individual supervision by the Site Supervisor

ON SITE SUPERVISION AGREEMENT

The purpose of this on-site supervision is to provide the counseling intern, _____, indicated herein with the opportunity to satisfy the Practicum/Internship requirements of the Department of Counselor Education at The College of New Jersey. As the clinical site supervisor, I agree to provide face-to-face supervision to the counseling intern and meet the following requirements.

1. Provide a one hour weekly supervision session.
2. Review a minimum of three audio- and/or videotapes of supervisee's counseling sessions with client(s) or provide three live supervisions during the internship experience.
3. Review and discuss the supervisee's client cases (individuals and groups).
4. Monitor the supervisee's case load including the paperwork to ensure welfare of the clients.
5. Assist the supervisee in meeting the practicum/internship requirements described in the Supervisors Manual and summarized in the Site Approval Request Form.
6. Help assist the supervisee's professional development.
7. Support the supervisee in becoming aware of personal issues potentially impacting counselor-client relationships and encourage him/her to seek counseling when appropriate.
8. Complete formal written evaluations provided by the supervisee's training institution.

Student's Signature

Date

Site Supervisor's Signature

Date

Return to: Clinical Coordinator
Department of Counselor Education
The College of New Jersey
PO Box 7718
Ewing, NJ 08628-0718 Phone: 609-771-2119

LOG OF PRACTICUM HOURS

SEMESTER _____

STUDENT: _____

SITE SUPERVISOR: _____

GROUP SUP. _____

WEEK	<u>DIRECT CLIENT HOURS</u>				TOTAL DIRECT CLIENT HOURS	NON- DIRECT HOURS	SITE SUPERVIS. HOURS	TOTAL SITE HOURS	<u>ON CAMPUS HOURS</u>	<u>TOTAL PRACTICUM HOURS</u>
	<i>Family</i>	<i>Couple</i>	<i>Group</i>	<i>Individual</i>					<i>Group Class</i>	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
TOTAL										

TOTAL DIRECT CLIENT HOURS: RELATIONAL + NON-RELATIONAL _____ + _____ = _____

TOTAL PRACTICUM HOURS: _____ INSTRUCTOR'S SIGNATURE: _____

SITE SUPERVISOR'S SIGNATURE: _____

LOG OF INTERNSHIP HOURS

SEMESTER _____

STUDENT: _____

SITE SUPERVISOR: _____

GROUP SUP. _____

WEEK	<u>DIRECT CLINET HOURS</u>				TOTAL DIRECT CLIENT HOURS	NON- DIRECT HOURS	SITE SUPERVIS. HOURS	TOTAL SITE HOURS	<u>ON CAMPUS HOURS</u>	<u>TOTAL INTERNSHIP HOURS</u>
	<i>Family</i>	<i>Couple</i>	<i>Group</i>	<i>Individual</i>					<i>Group Class</i>	
1										
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6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
TOTAL										

TOTAL DIRECT CLIENT HOURS: RELATIONAL + NON-RELATIONAL _____ + _____ = _____

TOTAL INTERNSHIP HOURS: _____

INSTRUCTOR'S SIGNATURE: _____

SITE SUPERVISOR'S SIGNATURE: _____

SITE SUPERVISOR'S EVALUATION OF FAMILY THERAPIST

Completed at the end of Practicum and of Internship

SITE SUPERVISOR _____

NAME OF FACULTY _____

STUDENT THERAPIST _____

PERIOD COVERED BY EVALUATION _____

This evaluation form is to be completed by the Site Supervisor of the Family Therapy student. In your evaluation, assess the student's performance at a post-Master's level professional with a beginning exposure to family systems therapy. Be aware that while the student has counseling experience, this may be her or his initial experience with family therapy. Please forward the completed evaluation to the student's Practicum or Internship Course Instructor.

Directions: Circle the number which best describes the level of performance.

- NA Not Applicable
- 0 Not Observed
- 1 Meets few of the expectations for a therapist at this level
- 2 Meets a satisfactory level of expectations for a therapist at this level
- 3 Meets all expectations for a therapist at this level
- 4 Exceeds expectations for a therapist at this level

SELF OF THE THERAPIST

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Demonstrates impact of Family of Origin learning on clinical work | 4 | 3 | 2 | 1 | 0 | NA |
| 2. Uses self in supervisory process | 4 | 3 | 2 | 1 | 0 | NA |
| 3. Aware of own strengths | 4 | 3 | 2 | 1 | 0 | NA |
| 4. Aware of own weaknesses | 4 | 3 | 2 | 1 | 0 | NA |
| 5. Treats supervision and clinical work confidentially | 4 | 3 | 2 | 1 | 0 | NA |
| 6. Demonstrates ethical behavior | 4 | 3 | 2 | 1 | 0 | NA |
| 7. Respectfully challenges supervisor | 4 | 3 | 2 | 1 | 0 | NA |

KNOWLEDGE OF SYSTEMIC MODELS

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Demonstrates a knowledge of systems theory in work with families and couples | 4 | 3 | 2 | 1 | 0 | NA |
| 2. Uses systemic framework with individuals | 4 | 3 | 2 | 1 | 0 | NA |
| 3. Applies family of origin theory to clinical work | 4 | 3 | 2 | 1 | 0 | NA |

4.	Applies structural family therapy theory to clinical work	4	3	2	1	0	NA
5.	Incorporates techniques of other major family therapy models in clinical work	4	3	2	1	0	NA
6.	Communicates with systems related to clients	4	3	2	1	0	NA

ABILITY TO ASSESS AND INTERVENE

1.	Demonstrates an ability to join with clients	4	3	2	1	0	NA
2.	Has a beginning knowledge of DSMIV use	4	3	2	1	0	NA
3.	Completes records in timely manner	4	3	2	1	0	NA
4.	Develops problem statement with client input	4	3	2	1	0	NA
5.	Assesses clients from a systems perspective	4	3	2	1	0	NA
6.	Uses interventions consistent with systems orientation	4	3	2	1	0	NA
7.	Develops and implements interventions consistent with assessment of clients	4	3	2	1	0	NA
8.	Uses creativity in interventions	4	3	2	1	0	NA
9.	Follows up on outcome of interventions	4	3	2	1	0	NA

TERMINATION AND REFERRAL SKILLS

1.	Determines appropriate time for termination	4	3	2	1	0	NA
2.	Completes termination process, including records	4	3	2	1	0	NA
3.	Gives appropriate referrals to clients	4	3	2	1	0	NA
4.	Attends to the process of termination	4	3	2	1	0	NA

AWARENESS OF IMPACT ON CLIENTS

1.	Recognizes areas of difference between self and clients	4	3	2	1	0	NA
2.	Understands impact of race on therapeutic relationship	4	3	2	1	0	NA
3.	Understands gender issues in therapy	4	3	2	1	0	NA
4.	Works with value differences between self and client	4	3	2	1	0	NA
5.	Aware of process in therapeutic settings	4	3	2	1	0	NA

ADDITIONAL COMMENTS:

AREAS OF STRENGTH:

AREAS NEEDING IMPROVEMENT:

Student Date

Site Supervisor Date

The signature of the student does not imply agreement with the evaluation.
It signifies that the student and supervisor have discussed the evaluation.

DEPARTMENT OF COUNSELOR EDUCATION
MARRIAGE AND FAMILY THERAPY PROGRAM

STUDENT EVALUATION OF SITE SUPERVISOR

Name of Supervisor _____

Period covered – From _____ To _____

DIRECTIONS: At the end of the internship, the student therapist will do an evaluation of the supervision received. Circle the number which best represents your feelings about the nature of the supervision process. After the form is completed, discuss it with your supervisor. Each of you will indicate by your signature that you have discussed the content of the evaluation. A signature does not indicate agreement. Submit this evaluation to the Course Instructor of Practicum or Internship.

	Poor		Adequate		Good
1. Gives time and energy to supervision	1	2	3	4	5 6
2. Accepts and respects me as a person	1	2	3	4	5 6
3. Gives useful feedback when I do something well	1	2	3	4	5 6
4. Provides me freedom to develop my personal style	1	2	3	4	5 6
5. Encourages creativity in interventions	1	2	3	4	5 6
6. Provides suggestions for developing my model of therapy	1	2	3	4	5 6
7. Helps me understand the implications and dynamics of systems theory	1	2	3	4	5 6
8. Encourages me to use new and different interventions when appropriate	1	2	3	4	5 6
9. Spontaneous and flexible in supervision sessions	1	2	3	4	5 6
	Poor		Adequate		Good

10. Gives me constructive feedback when I feel that I've made a treatment error	1	2	3	4	5	6
11. Encourages me to discuss problems I encounter in my clinical setting	1	2	3	4	5	6
12. Helps me define and maintain ethical behavior	1	2	3	4	5	6
13. Deals with content in supervision	1	2	3	4	5	6
14. Deals with process in supervision	1	2	3	4	5	6
15. Offers resource and referral information	1	2	3	4	5	6
16. Helps me gain awareness of myself in relation to my work	1	2	3	4	5	6
17. Encourages my self-evaluation	1	2	3	4	5	6
18. Evaluates fairly my performance as a family therapist	1	2	3	4	5	6

ADDITIONAL COMMENTS OR SUGGESTIONS:

Student

Date

Supervisor

Date

THE COLLEGE OF NEW JERSEY
DEPARTMENT OF COUNSELOR EDUCATION
MARRIAGE AND FAMILY THERAPY PROGRAM

STUDENT EVALUATION OF CLINICAL SITE

AGENCY _____ DATE _____

ADDRESS _____

In light of the program objectives, indicate your rating of the site by a check at the appropriate point on the scale where 1 is the lowest rating and 5 is the highest rating.

	1	2	3	4	5
1. Clinical experiences met program objectives	_____	_____	_____	_____	_____
2. Clinical experiences met professional development needs	_____	_____	_____	_____	_____
3. Opportunities to apply new knowledge in family therapy	_____	_____	_____	_____	_____
4. Experiences increased family therapy skills	_____	_____	_____	_____	_____
5. Opportunities to use skills with clients	_____	_____	_____	_____	_____
6. Opportunities to participate in decision-making process regarding client care	_____	_____	_____	_____	_____
7. Time for clinical learning was adequate	_____	_____	_____	_____	_____
8. Site supervision was adequate	_____	_____	_____	_____	_____
9. Opportunities to communicate with site staff	_____	_____	_____	_____	_____
10. Opportunities to function autonomously	_____	_____	_____	_____	_____

STRENGTHS:

LIMITATIONS:

RECOMMENDATIONS:

Would you recommend this site for future student placements?

_____ Yes

_____ Yes, with changes in accordance with recommendations

_____ No

Evaluator

Date

Return to the Course Instructor of Internship Seminar