

**Master of Science in Human Development and Family Studies:
Marriage and Family Therapy**



Student Handbook

2020

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Introduction

The University of New Hampshire MFT Program Handbook has the most current information about this graduate program that leading to the Master of Science degree in Marriage and Family Therapy. This program has been continuously accredited since 1994 by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Mission Statement

The mission of the Marriage and Family Therapy Program at the University of New Hampshire is to educate and train qualified students to become competent ethically responsible marriage and family therapists who are knowledgeable about the principles of marriage and family therapy and understand the relationship between theory and practice within a systemic multiculturally sensitive and research informed context.

Eligibility Criterion A1 Tables Program Identity as Educating Marriage and Family Therapists

Program Mission, Goals and Student Learning Outcomes (each SLO may be used with one Goal only)

Table A1: Demonstrate how Program’s Mission, Goals, Outcomes and program materials align with: 1) a relational/systemic philosophy; 2) the importance of being multiculturally-informed (Diversity); 3) the importance of ethical behavior or knowledge.		Relational/ Systemic	Multiculturally informed	Ethically Competent
Program Mission: The mission of the Marriage and Family Therapy Program at the University of New Hampshire is to educate and train qualified students to become competent marriage and family therapists who are knowledgeable about the principles of marriage and family therapy and understand the relationship between theory and practice within a systemic multicultural sensitive and research informed context.		X	X	X
Program Goal 1 <u>Marriage and Family Therapy</u> <u>Theoretical Foundation</u>	List Student Learning Outcomes		X	
The program will ensure that students demonstrate a knowledge of the major models of marriage and family therapy and other systems related theories that support the MFT field.	SLO #1	Students and graduates will demonstrate knowledge of major marriage and family therapy models and other systems related theories	X	
	SLO #			
	SLO #			
	SLO #			
Program Goal 2 <u>Clinical Competence</u>			X	

The program will ensure that students will obtain the clinical skills to assess and treat a wide range of problems from a systems paradigm.	SLO #2	Students and graduates will demonstrate competencies in assessing and treating varied populations and problems through a systemic lens.	X		
	SLO #				
	SLO #				
	SLO #				
Program Goal 3 <u>Multicultural, Contextual and Developmental Perspectives</u>			X	X	
The program will ensure that students will demonstrate an understanding of multicultural diversity, larger systems and family/individual development across the lifespan.	SLO #3	Students and graduates will demonstrate an understanding, sensitivity and respect for multicultural populations.		X	
	SLO #4	Students and graduates will develop an awareness for a larger systems and family/individual developmental perspective.	X	X	
	SLO #				
	SLO #				
Program Goal 4 <u>Professional Ethical Behavior</u>			X		X
The program will prepare students to develop ethical principals and practices in the field of marriage and family therapy.	SLO #5	Students and graduates will demonstrate competency in understanding and practicing the ethical principles of the AAMFT / Code of Ethics and ethical decision making.	X		X
	SLO #				
	SLO #				
	SLO #				
The program will prepare students to develop ethical principals and practices in the	SLO #5	Students and graduates will demonstrate competency in understanding and practicing the ethical principles of the AAMFT / Code of Ethics and ethical decision making.	X		X

field of marriage and family therapy.	SLO #				
	SLO #				
	SLO #				
Program Goal 5 <u>Integrated Theory, Practice and Research</u>			X		
The program will ensure students develop systemic knowledge of marriage and family therapy research, striving toward a theoretically driven and research informed clinical practice.	SLO #6	Students and graduates will demonstrate knowledge of MFT Research.	X		
	SLO #7	Students and Graduates will demonstrate understanding of the relationship between theory, research and practice.	X		
Program Handbook (link or page #)	Graduate Handbook				
Program Brochure (link or page #)	Addendum A 1 Marriage and Family Therapy Graduate Program Brochure				
Additional Program Materials (link or page #)	Addendum A 2 Marriage and Family Therapy Center Brochure				

Program Goals, and Student Learning Outcomes

The Marriage and Family Therapy program is accredited by the Commission on Marriage and Family Therapy Education (COAMFTE) and requires a minimum of two years, full-time study, including two summers. The MFT Program goals have a clear relationship to the program's mission. The Program Goals are informed by the Professional Marriage and Family Therapy Principles (PMFTP's) which include: The AAMFT Code of Ethics; the MFT Core Competencies; and requirements for Licensure for MFT's in New Hampshire.

Program Goal 1: Marriage and Family Therapy Theoretical Foundation

The program will ensure that students demonstrate a knowledge of the major models of marriage and family therapy and other systems related theories that support the MFT field.

Student Learning Outcome #1

Students and graduates will demonstrate knowledge of marriage and family therapy and other systems related theories that support the MFT field.

Program Goal 2: Clinical Competence: The program will ensure that students will acquire the clinical skills to assess and treat a wide range of problems from a systems paradigm.

Student Learning Outcome#2

Students and graduates will demonstrate competencies in assessing and treating varied populations and problems through a systemic lens.

Program Goal 3: Multicultural, Contextual and Developmental Perspectives

The program will ensure that students will demonstrate an understanding of multicultural diversity, larger systems and family/individual development across the lifespan.

Student Learning Outcome #3

Students and graduates will demonstrate an understanding, sensitivity and respect for multicultural populations.

Student Learning Outcome #4

Students and graduates will develop an awareness of larger systems and family/individual developmental perspective.

Program Goal 4: Professional and Ethical Behavior

The program will prepare students to develop ethical principles and practices in the field of marriage and family therapy.

Student Learning Outcome #5

Students and graduates will demonstrate competency in understanding and practicing the

Program Goal 5: Integrated Theory, Practice and Research

The program will ensure students develop systemic knowledge of marriage and family therapy research, striving toward a theoretically driven and research informed clinical practice.

Student Learning Outcome #6

Students and graduates will demonstrate knowledge of MFT research.

Student Learning Outcome #7

Students and graduates will demonstrate understanding of the relationship between theory, research and practice.

Statement of Nondiscrimination

The University of New Hampshire seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. We do not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. This applies to admission to, access to, treatment within, or employment in UNH programs or activities.

Definition of Diversity

The MFT Program has a commitment to maintaining an environment that promotes awareness, respect, appreciation, understanding and knowledge about diversity and multicultural competence. “The MFT Program recognizes diversity in terms of race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, veteran status, nation of origin or other relevant social categories, immigration, citizen status and language. In addition, the MFT program includes in its definition to diversity any person who identifies with a minority group that has been marginalized, disenfranchised, persecuted and/or disempowered as a result of stigmatization or discrimination. For instance, the program recognizes as diverse, parents or siblings who live with and are responsible for persons with mental, physical or developmental disabilities because these individuals and families can experience disempowerment, stigma, marginalization and discrimination as a family”

Creating and Maintaining a Supportive Culture

The MFT Program has an on campus clinic where all students obtain their clinical training and experience through the two years and two summers as their course of study. Instructional and Clinical Resources: As previously indicated, the MFT Program has an on-campus clinic. Here, all students obtain their clinical training and experience through the two years and two summers of their course of study. For those second year students who elect to concurrently take on a Community Internship, the placement involves 12-hour per week internship (that operates concurrently at the MFT Center practicum). The mechanisms to assess instructional and clinical resources include: (a) course evaluations conducted every semester, (b) MFT Community Meetings four times annually, (c) exit narrative interviews and annual surveys, and (d) alumni and employer surveys administered bi-annually. These assessment mechanisms provide ample feedback to the MFT Program to evaluate our instructional and clinical resources and make it possible to identify opportunities for program improvement.

the HDFS department provides support for faculty and student development through the Professional Development Fund. The intention is to support the unique interests of our students introducing them to the larger network of resources that will be part of their professional development through their careers as MFTs. The fund has supplemented training experiences to both leading edge developments in the field as well as exposure to state and national organizations. Students apply and after review are usually granted a portion or entirety of their request, depending on their involvement in the conference, training or event (i.e., as a participant, co-presenter or primary presenter) and the

HDFS Development Committee makes the decision to award funds. For example, we have had MFT students attend the AAMFT Annual Conference, Annual NHAMFT Conference, and various specialty workshops locally

Admission Requirements

The Marriage and Family Therapy Program requires a minimum of two years of full-time study, including two summers. Alternate plans of study (i.e., a part-time program that typically ranges over three or four years) are readily available. Students must complete 72 credits of required coursework, which includes 24 successfully completed credits of practicum, 500 hours of supervised clinical practice, and a satisfactory completion of the Integrative Theory of Change Paper and Presentation. This information is printed in the MFT Handbook

Applications for Full Time and Part Time status are due January 15th. All applications must be received. The MFT only accept students to begin in the Fall

International Applicants

All prospective international students, living outside of the United States are required to submit the [UNH Graduate School Pre-application form](#). Students currently living in the United States (on a H1B visa, etc.), do not have to submit a Pre-application.

Approval of a pre-application is not a guarantee of getting accepted into the program; rather, it indicates that applicants have a fair chance of being admitted.

PROGRAM ADMINISTRATION

The graduate program is governed by the Graduate Program Coordinator and the Graduate Committee. Governance of the MFT program also includes the MFT Advisory Committee. Roles and responsibilities of these parties are:

MFT Program Director

Dr. Frankel in her role as Program Director carries the major responsibilities of the oversight of the ongoing development and implementation of the program curriculum and clinical training program, oversees the budget for the program and center, the administration of the Marriage and Family Therapy Center, and its policies and procedures. It is Dr. Frankel's responsibility to ensure the continued quality of all aspects of the program, as well as to oversee the planning and development of all aspects of the Marriage and Family Therapy Program. In addition, s

MFT Associate Director

Dr. Moses, in his role as Associate Director of the program, shares in the responsibility for the ongoing development and implementation of the curriculum and the clinical training program. In particular, Dr. Moses developed and coordinates the external internship, maintaining the yearlong off-campus internship site for students in their second year. Further, Dr. Moses, in his role as associate director, has responsibility for the technical and physical responsibility of maintaining the MFT Center (Appendix 53: Refer to MFT Director Job Description and Refer to Appendix 54: Associate Director Job Description). he provides the leadership and coordinates the efforts toward gaining and maintaining COAMFTE re-accreditation

Graduate Program Coordinator

The Graduate Program Coordinator is a member of the graduate faculty appointed by the department faculty to a two-year term. The graduate program coordinator serves as:

1. Chair of the Graduate Committee

2. Member of the MFT Advisory Committee
3. Departmental liaison to the Graduate School

Grievances

In addition to the program grievance policy, the university has a formal policy regarding the handling of grievances. Students have several other avenues for addressing complaints that are not resolved at the departmental level. Those avenues are outlined in the UNH Student Rights, Rules and Responsibilities, Section 27 [Handbook Grievance and Complaint Procedures](#)

The university also has grievance procedures for persons who experience discrimination based on their gender, race, sexual orientation, ethnicity, religion, ability status, veteran status, etc., or who experience sexual harassment. Those procedures are outlined in the UNH Student Rights, Rules and Responsibilities Manual, Section 10 [Handbook: Affirmative Action and Equity Policies](#).

Graduate Committee

The three-member Graduate Committee consists of (1) the Graduate Program Coordinator; (2) two members of the graduate faculty, one of whom must be the MFT program director or associate program director, appointed by the chair to one-year renewable terms; and, (3) the Department Chair (as an ad hoc member). In all cases, the Graduate Committee represents the diversified Core Areas of Study content within the department.

The Graduate Committee is responsible for overseeing all aspects of the graduate program. Specific duties include:

1. Establishing and reviewing policies and procedures subject to approval by the graduate faculty.
2. Establishing and reviewing criteria for graduate faculty status, subject to approval by the graduate faculty.
3. Reviewing graduate faculty performance and recommending continuation/non-continuation of graduate faculty status.
4. Reviewing applications for admission to the graduate program and making decisions regarding admission.

Policies

Students should carefully read the more general policies and procedures outlined in the Graduate Catalog and, if applicable, the MFT Handbook.

GRADUATION

Information on graduation, including filing intent to graduate, submitting theses to the Graduate School, and Commencement, is available at [Graduate School – Graduation](#).

Graduate Student Governance

The interests of graduate students at UNH are represented by the Graduate Student Senate (GSS). The Graduate Student Senate serves as an advocate for all matriculated graduate degree students and is developed on the principle of shared governance. The GSS provides input whenever decisions are made or policies are created by the university administration, the Graduate School, the Faculty Senate or the Graduate Council that affect graduate students. GSS membership includes representatives from each college, from all graduate housing units, and from the Manchester campus.

MFTC Coordinator

The responsibilities of the craft coordinator range from general care and oversight of the MFT center. Such responsibilities include ensuring supplies are available, maintaining contact and relaying information from the HDFS facility and staff and maintaining the center as a whole by keeping it organized and professional as possible. Other responsibilities include assisting with the coordination of graduation and Theory of Change presentations, as well as being the on call person for anything related to the center or program as a whole.

Intake Coordinator

The responsibilities of the intake coordinator begin with an initial intake conversation over the phone in which a basic introduction of the center is given. Next, the intake coordinator goes over the information needed on the intake form and collects that information from the caller. After a fee is assigned, the intake coordinator passes the information along to his/her supervisor and if approved, creates a case folder that includes the fee and contact summary, demographic checklist, and a copy of the intake form. After the supervisor assigns the case to a therapist, the intake coordinator updates the intake log book and sends out an informed consent letter to the client.

MFT Program Buddy Program

The University of New Hampshire's Marriage and Family Therapy Program links new students with continuing students during the summer to make the transition to graduate school easier for everyone. The goal is to make connections between new and continuing students that facilitates the process of orienting, connecting and supporting each other from the very beginning. This atmosphere of support and connection radiates throughout the program and not only includes fellow students, but professors as well. During the summer, continuing students are assigned a "buddy" and contact them via email or phone. Typically, buddies meet at least once over the summer face-to-face to go over any questions and to create a lasting support system for both the continuing student and the new student. Continuing students are there to answer any questions new students may have and be a point of contact for anything the new students may need during their first year. The University of New Hampshire's Marriage and Family Therapy Program prides itself on the ability to create an enduring system of support and connection throughout each student's course of study and the community as a whole system.

Length of the Program

Degree Completion Requirements

The marriage and family therapy program require a minimum of two years including two years. Alternative plans of study (i.e. a part time program) that typically ranges over (3-4 Years) are readily available.

- complete a 72-hour curriculum
- Accrue 500 client contact hours; At least 250 of which must be relational hours
- Accrue 200 supervision hours; at least 100 of which must be raw data (live and video)
- Complete 24 credit hours of HDFS 898, and satisfactorily complete the Integrative Theory of Change Paper and Presentation
- Alternative Plan of Study are readily available

Plan of Study

YEAR A

FALL

HDFS 945
HDFS 991
HDFS 993

HDFS 898 1 and 4
Basic Skills Seminar

SUMMER

HDFS 898 3 and 6
Integrative Paper/Presentation Seminar

Spring

HDFS 930
HDFS 942
HDFS 952

YEAR B

FALL

HDFS 841
HDFS 945
HDFS 994

HDFS 898 2 and 5

SUMMER

HDFS 898 3 and 6
Integrative Paper/Presentation Seminar

Comprehensive Check List

Marriage and Family Therapy Program

Comprehensive Checklist

Student Name:

Academic Courses - Required	Semester	Grade	# of Credits
FS 841			
FS 930			
FS 942			
FS 945			
FS 946			
FS 947			
FS 952			
FS 954			
FS 991			
FS 993			
FS 994			

Academic Courses - Elective	Semester	Grade	# of Credits
Clinical Readiness Scale Completed			
Supervisor Name:		Date:	
Clinical Courses	Semester	Grade	# of Credits
FS 898 Practicum Semester 1			
FS 898 Practicum Semester 2			
FS 898 Practicum Semester 3			
FS 898 Practicum Semester 4			
FS 898 Practicum Semester 5			
FS 898 Practicum Semester 6			
Required for Completion of Program	Signature		Date
500 Clinical Hours Verified			
Intent to Graduate Form Signed			
Integrative Paper/Video Presentation			
Final Faculty Signatures to Grad School			

Skills Eval Device

Marriage and Family Therapy Program University of New Hampshire Basic Skills Evaluation Device

Student: _____ Evaluator: _____

Developmental Level: Beginner Intermediate Advanced Practicum Semester: 1 2 3 4 5 6

Conceptual Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
1. Knowledge Base						
2. Systems Perspective						
3. Familiarity with Therapy Model						
4. Self as Therapist						

Comments:

Perceptual Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
1. Recognition Skills						
2. Hypothesizing						
3. Integration of Theory and Practice						

Comments:

Executive Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
1. Joining						
2. Assessment						
3. Hypothesizing						
4. Interventions						
5. Communication Skills						
6. Personal Skills						
7. Session Management						

Comments:

Professional Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
1. Supervision						
2. Recognition of Ethical Issues						
3. Paperwork						
4. Professional Image						
5. Professional Conduct						

Comments:

Evaluation Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
1. Evaluation of Therapy						
2. Evaluation of Self						

Comments:

Theory _____ (Preferred Method)	Inadequate Information	Deficient	Below Expectation	Meets Expectations	Exceeds Expectations	Exceptional
Knowledge of Theory						
Utilizes Theory in Practice						
Recognizes Strengths/Weaknesses of Theory						

Comments:

Evaluator Signature: _____ Date: _____

Adapted from BSED by Thorana S. Nelson, Ph.D.

Required Elective Course

Students consult with their advisor to select one Required Elective Course to augment their program of study in marriage and family therapy. There are a variety of times for students who want to complete their program in two years and two summers, can take an elective is the (fall semester of their second year, January term in their first or second year, or summer term in their first or second summer).

Program requirements include:

1. The twelve-credit core curriculum includes HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Human Development and Family Studies; and HDFS 994 Research Seminar.
2. Thirty-five to thirty-six (35-36) semester hours of coursework, including HDFS 841 Marital and Family Therapy; HDFS 930 Child Development in Context; HDFS 942 Advanced Systems of Marital and Family Therapy; HDFS 945 Family Therapy Practice I; HDFS 946 Critical Problems in Family Life; HDFS 947 Family Therapy Practice II; HDFS 952 Clinical Interventions in Couples Therapy; HDFS 954 Sex Therapy, and one 3-4 credit elective approved by the student's advisor.
3. Successful completion of twenty-four credits of HDFS 898 Practicum (500 hours of supervised clinical practice).
4. Completion and presentation of an integrative paper and video presentation representing the student's theory of change.

Comp Check list

MFT students are required by UNH to carry liability insurance. The cost is approximately \$15 per year. This insurance (\$1 million per occurrence/\$3 million total liability) is to be purchased every year that a student is in practicum. Students will be billed directly by the university.

Foundational Curricula

	Program Goals	Student Learning Outcomes	Foundational Curricula
HDFS 841	PG 1	SLO 1, 3, 6	FT 1, 4
HDFS 945	PG 1	SLO 1, 2, 3	FT 1
HDFS 946	PG 2, 3	SLO 3, 4	FT 3, 6
HDFS 947	PG 2, 3	SLO 1, 2, 3, 5	FT 2, 7, 9
HDFS 942	PG 1, 3	SLO 1, 3, 4	FT 1
HDFS 898-1-5	PG 2, 4	SLO 2,3,4,5	FT 2, 3, 4, 5
HDFS 952	PG 1, 2	SLO 2,3,5	FT 2, 8
HDFS 991	PG4	SLO 3,5	FT 5
HDFS 993	PG1	SLO 1,3,4	FT 1
HDFS 930	PG3,5	SLO 3	FT 6
HDFS 950	PG3	SLO 1, 3, 6	FT8
HDFS 954	PG2	SLO 2, 3, 4, 5	FT 8
HDFS 994	PG3,4,5	SLO 3, 6, 7	FT 4

The Theory of Change Paper and Presentation

The Theory of Change Paper and Presentation (SLO 1, 2, 3, 4, 5, 6, and 7) is the culminating experience that demonstrates the importance for MFT students to build and consolidate theoretically driven, research informed, and clinical practice. This capstone requirement links to the MFT Programs' fifth program goal that relates to integrating theory, practice and research. This project is designed to ensure students complete the program in a way that demonstrates their systemic knowledge of the field of marriage and family therapy, striving toward a theoretically driven and research informed clinical practice. The students' final practicum (HDFS 898-6) concentrates entirely on mentoring the writing of the integrative paper and preparing the accompanying clinical presentation. It is designed to help each student to clarify their own theory of change through the following eight sections: 1) Conceptualization of the family as a social system; 2) Problems and Health; 3) Goals; 4) Process of change; 5) Assessment and evaluation; 6) Interventions; 7) Ethics; and 8) Research. The course culminates in the production of the Theory of Change paper, Clinical DVD, Presentation Handout and Presentation. Each is evaluated in sequence and builds on the other through an evaluation process in which the student cannot progress to the next stage until the previous stage is completed satisfactorily. In this way, students achieve the program goals, and student learning outcomes only when the competencies are mastered.

Guidelines for the Integrative Paper and Videotape Presentation in Marriage and Family Therapy

The Paper

The culminating experience of the UNH Marriage and Family Therapy graduate program is an integrative paper and video presentation that must be completed prior to graduation. We believe this process provides you with a unique opportunity to demonstrate your theoretical and clinical competence and your previous education as a marriage and family therapist. We strongly recommend that you write this paper in the last semester of your program. The specific objectives of this experience involve the following:

1. To provide you with an opportunity to fully develop your own theory of marriage and family therapy.
2. To provide you with an opportunity to demonstrate the integration between your therapeutic practice and your theory of change.
3. To provide you with the opportunity to present yourself professionally as a marriage and family therapist.
4. To provide the faculty an opportunity to determine if you are theoretically and clinically competent to graduate from the MFT master's program.

The integrative paper should compare and contrast your position with those of major theorists in the marriage and family therapy field. It must be emphasized that this paper is a creative expression of your own perspective and not a summary of other peoples' ideas. This should be a scholarly, referenced (using APA format) paper of between 30 and 40 pages in length.

You may use course readings, but you should also significantly deepen and expand your sources. The critical point is that you are responsible for demonstrating an understanding of the specific areas you present and integrate.

You may use brief theory-of-change papers and course papers as foundational material for the integrative paper. You need to address each area adequately, but not necessarily equally. One or two paragraphs for any of the eight areas is not adequate.

You should review APA format in detail.

The paper should include the following areas:

1. Basic conceptualizing of the family as a social system.
2. Beliefs about pathology and health in *family* systems.
3. Goals of therapy.
4. The process of change.
5. Assessment and evaluative processes.
6. Intervention strategies.
7. Ethics in marriage and family therapy.
8. The role of research in marriage and family therapy.

You must work closely with the Program Director while writing your paper. We strongly recommend that you give a draft of each section to her for review rather than wait until you complete it. She must accept the paper before you can schedule your presentation.

Once your paper is in final draft form and has been accepted, copies of the paper should be given to each member of the MFT faculty and the MFT Advisory Committee two weeks prior to the date of the presentation. Two additional copies should be placed at the MFT Center so that other MFT students have access to it.

The Videotape

Two weeks before the presentation you should provide the Director of the Program written supplement to the videotape. Remember that the primary purpose of this presentation is to provide you an opportunity to demonstrate the consistency between your theoretical position and your clinical work. The focus of the videotape should be on therapist interventions rather than on family behavior. You have the choice of whether to present segments from one or more clinical cases. Your videotape and the brief paper should include the following information:

1. A context for the clinical case or cases such as a description of the family or families, presenting problems, goals for therapy, and therapist goals for therapy.
2. A rationale for the interventions. There should be no fewer than four interventions presented.
3. The rest of each intervention.
4. The length of each segment.

Remember that the primary purpose of this presentation is to provide you an opportunity to demonstrate the consistency between your theoretical position and your clinical work. The focus of the videotape should be on therapist interventions rather than on family behavior.

The Presentation

It is your responsibility to schedule the presentation with the faculty. It is your responsibility to send a memo to each MFT student inviting them to the presentation. We expect that all MFT students will attend these presentations.

The presentation will be one and one-half hours. While the Director of the MFT program will introduce the presentation, you are to take responsibility for conducting the presentation. We recommend that you work closely with the Director of the program in the preparation of all materials in order to ensure a successful experience. The following are the guidelines for the presentation:

1. A 10-15 minute overview of the way in which the videotaped interventions are consistent with your theory of change.
2. A 20-30 minute presentation of the videotape.
3. 15-20 minutes to respond to questions from faculty and students about the integrative paper and the videotape. It is your responsibility to assure that the focus of the discussion centers on you and your presentation.

At the end of the presentation everyone will be dismissed while MFT faculty complete an evaluation form. You will then be invited to meet with the faculty to discuss your work. On the following pages are the evaluation instrument for the integrative paper, written supplement, and the videotape and videotape presentation.

The MFT Assessment Plan

The MFT Program has an overall assessment plan for evaluating and reviewing the student learning outcomes. This assessment plan and corresponding timeline also evaluate and reviews; student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; instructional and clinical resources to determine the program's effectiveness in achieving its program goals.

MFT Program Assessment Plan

The following table describes the communities of Interest that inform the MFT Programs development and progress

Name	Community of Interest	Frequency	Method	Who's Responsible
Program Mission, Goals, and Student Learning Outcome	Students, Alumni, and Faculty	Annually	HDFS Faculty Annual Retreat, Exit Interview surveys, Resource surveys	Program Director
		Bi-Annually	Alumni Surveys	
		4 Times/year	MFT Community Meetings NI	
		Annually (more frequently if necessary)	MFT Annual Advisory Meeting	
		Ongoing	Informal Feedback from Graduating Students & Alumni	
Student/Graduate Achievement	Students & Alumni	Annually	Program Director contacts or collects information received from alumni and gathers information from current students to determine update needed to maintain accuracy of achievement data	Program Director
Curriculum/Teaching Learning Practices	Students	End of every semester (Fall, Spring, Summer)	Resource Survey	Program Director
		4 times per year	MFT Community Meetings	
Student Support Services	Students	Annually	Resource Survey	Program Director
		4 times/year	MFT Community Meetings	
Program Director	Students and HDFS Chair	Annually	Resource Survey	HDFS Chair, and MFT Advisory Committee

Name	Community of Interest	Frequency	Method	Who's Responsible
Resources	Students	Annually	Resource Survey	Program Director
		4 times/year	MFT Community Meetings	
Exit Surveys	Graduating Students	Annually	Survey and Interview	Program Director
Alumni Survey	Graduates	Bi-Annually	Qualtrics survey	Program Director
Client Satisfaction Survey	Clients of the MFT Center	Annually	Paper Pencil Survey	MFT Core Faculty
Alumni Employer Survey	Employers of MFT Alumni	Bi-Annually	Qualtrics Survey	Program Director
Community Internship Supervisors	Supervisors and Interns	Annually	Community Internship Evaluations	Community Internship Coordinator
Community Internship Evaluation Survey	Intern Site Supervisor	Annually	Paper "Intern Evaluation" Survey. Results go into each student's academic file after being reviewed by the student's permanent advisor.	Community Internship Coordinator
HDFS Department and MFT Program Feedback	HDFS Department Chair	Annually	The MFT Program Director and HDFS Chair meet to discuss the program budget, needs, and PD performance. HDFS annual Fall Retreat feedback is communicated to faculty.	HDFS Chair and Program Director

Student Achievement Data

Student/Graduate Achievement Disclosure

COAMFTE Student Achievement Criteria Data for [University of New Hampshire Marriage & Family Therapy Program] Accredited: [7/1/1994]										
Cohort Year Students Entered Program	# of Students in Program		Advertised Graduation Rate (%)*		Maximum Graduation Rate (%)**		Job Placement Rate (%)***		National Exam Pass Rate (%)****	
	FT	PT	FT	PT			FT	PT	FT	PT
2009-2010	7	0	85.71%	0	100%	0	50%	0	100%	0
2010-2011	6	1	100%	100%	100%	100%	100%	100%	100%	100%
2011-2012	4	1	100%	100%	100%	100%	100%	100%	100%	100%
2012-2013	6	1	100%	100%	100%	100%	83.33%	100%	100%	100%
2013-2014	6	1	83.33%	100%	83.33%	100%	100%	100%	100%	100%
2014-2015	6	1	100%	100%	100%	100%	100%	100%	100%	100%
2015-2016	6	2	100%	100%	100%	100%	83.33%	100%	100%	100%
2016-2017	6	2	100%	100%	100%	100%	100%	100%	100%	In Process
2017-2018	6	1	100%	In Process	100%	In Process	100%	In Process	100%	In Process
2018-2019	8	1	In Process	In Process	In Process	In Process	In Process	In Process	In Process	In Process

FT=Full-time

PT=Part-time

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

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

**Programs applying for initial or renewal of accreditation are required to publish the following in their SAC table: (1) the maximum length of program completion (years only) and (2) graduation rates for maximum length of program completion (maximum allowable time in which a student must finish the program). Programs in Maintenance of Accreditation are encouraged to continue publishing the graduation rates for maximum length of completion but are not required to do so.

*** Masters and Doctoral programs are required to provide this information. Job Placement Rates by cohort is defined as the percentage of graduates from the cohort year listed that are employed utilizing skills learned in the COAMFTE accredited program.

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

Means of collecting SAC Data

1) A formal request to graduating students before they leave the program, that they need to inform the program about the exam (through an email from the Administrative Assistant at the time of graduation; 2), at the Exit Interview, graduating students are encouraged to provide the program with information related to the exam when they received results; 3) the Alumni Survey, sent every two years, encourages alumni to provide any new information about the exam; and 4) we obtain information from alumni about the exam informally through faculty and alumni ongoing relationships in this small state in which there is an exchange of information about graduates' professional activities.

MFT Faculty

Dr. Frankel has been the Director of the Marriage and Family Therapy Program since its inception in 1989 and is an AAMFT Clinical Fellow, Approved Supervisor and is a Licensed Marriage and Family Therapist and Licensed Clinical Social Worker. She is primarily responsible for overseeing the ongoing development and implementation of the program's curriculum and its clinical training program. She also oversees the budget for the program and the MFT Center, and handles administration of the Marriage and Family Therapy Center and its policies and procedures. It is Dr. Frankel's responsibility to ensure the continued quality of all aspects of the program, as well as to oversee the planning and development of all aspects of the Marriage and Family Therapy Program. Dr. Frankel has been provided one course release each year to support her ability to perform these responsibilities. In addition, Dr. Frankel distributes her four-course teaching load throughout the year, including supervising students within the context of two clinical practica. Because her schedule is limited to two courses in the fall and one course in spring and summer, she has sufficient time to maintain oversight of the MFT program year-round. (SLO 1,2,3,4,5,6,7)

Mark Moses, obtained his doctorate in Counseling Psychology from Ohio University in 1979 and completed a post-doctoral fellowship in Clinical Psychology (Appendix 46: Refer to the Curriculum Vitae for Mark Moses, Ph.D.). Dr. Moses is a licensed psychologist in New Hampshire and Massachusetts, a clinical member of AAMFT and an Approved Supervisor, and an EMDRIA Approved Consultant. Dr. Moses has also participated in two specialized training programs at the Family Institute of Cambridge, mentored by Dr. Carter Umbarger: an intensive program in systems therapy in 1981-1982, and an advanced supervision group in 1983-1984. Before his full-time appointment to the MFT program faculty in 2005, he served as an adjunct faculty member in the program for fifteen years. In 2007 Dr. Moses was promoted to Clinical Associate Professor, and Associate Director of the MFT Program and MFT Center. He teaches five different academic courses, including as a clinical supervisor in two clinical practica. (SLO 1,2,3,4,5,6,7)

Kerry Kazura, Ph.D., is an Associate Professor and Chair of the HDFS Department. Dr. Kazura's research interest focuses on children's social development with an emphasis on conflict resolution, empathy, and peer relationships. Kerry has sixteen years of experience examining the importance of fathers and parent-child attachment relationships. Dr. Kazura also co-created *The Family Connection Project* in 1998, which examines the impact of incarceration on the family system. The project's goals are to evaluate the effectiveness of the family programs that are provided to inmates and their families, examine the differential effects of maternal and paternal incarceration on children's socio-emotional development, and collect descriptive information about families with incarcerated members. She regularly teaches FS 930, Child Development in Context for the MFT Program (Appendix 47: Refer to the Curriculum Vitae for Kerry Kazura, Ph.D.). (SLO# 3,4)

Erin Hiley Sharp, Ph.D. is an Associate Professor in the Department of Human Development and Family Studies. She is also a faculty fellow with UNH's Carsey Institute working on research projects with the Youth Study Group. Her main research project affiliated with the Carsey Institute is the ongoing Rural Youth Study tracking the transition to adulthood for economically vulnerable youth. She received M.S. and Ph.D. in Human Development and Family Studies from The Pennsylvania State University. Sharp's research interests include a focus on activity involvement as a context for the development of identity and future perspective; parental, family, and broader contextual influences on adolescent development; and prevention research and theory from a positive youth development perspective. She has also published several research briefs and fact sheets for practitioner and applied audiences through the Carsey Institute. Sharp regularly teaches FS 991 Family Studies Theory and the HDFS 994 Research Seminar (Appendix 48: Refer to the Curriculum Vitae for Erin Hiley Sharp, Ph.D.). (SLO# 3,6,7)

William Gunn, Ph.D. was the Director of Primary Care Behavioral Health at NH-Dartmouth Family Practice Residency Program from 1997-2019. He received his doctorate in family therapy from Virginia Polytechnical Institute and State University and has over 20 years experience teaching behavioral medicine at family medicine residencies in Virginia,

Colorado and North Carolina. Dr. Gunn co-authored a book on models of collaboration between psychotherapists and physicians in 1996 and recently published another book on the same topic. Dr. Gunn, a licensed family psychologist and has been an AAMFT Approved Supervisor since 1992 (Appendix 49: Refer to the Curriculum Vitae for William Gunn, Ph.D). He currently teaches the HDFS 898 Practicum every spring. (SLO# 2,3,4,5)

Jessica Lyons, M.S. LMFT received her B.A. at Brown University in 2000 and her M.S. in Marriage and Family Therapy from the University of New Hampshire Marriage and Family Therapy Program in 2004. Ms. Lyons worked for Seacoast Mental Health for four years. She has been in private practice since 2008 and is co-founder of Aloft Wellness that opened in 2019. Ms. Lyons clinical interests have been focused on couples relationship and sex therapy. (Appendix 50: Refer to the Curriculum Vitae for Jessica Lyons, M.S. LMFT) She has taught HDFS 950, Sexual Problems since 2012. (SLO# 2,3,4)

Community Supervisors

For the MFT Program to consider an individual as qualified to be a supervisor for the program, they need to have an MFT degree, or a degree in a related clinical field; and licensed as an MFT or in their clinical profession; at least 5 years of clinical experience in the public sector and they are an AAMFT Approved Supervisor or is eligible as a Supervisor Candidate

Sandra Beaudry, LMFT, B.S. University of Southern New Hampshire, 1987; University of New Hampshire; M.S. Marriage and Family Therapy, University of New Hampshire, 1992, AAMFT Approved Supervisor .

Julie Golkowski, LCMHC, Seacoast Youth Services, Seacoast Youth Services , AAMFT Approved Supervisor

Joan S. Haley, LMFT, NH-Dartmouth Medicine Residency Concord Hospital: Family Health Center, B.A. Smith College; Ph.D. Candidate, Cornell University; M.S., Marriage and Family Therapy, University of New Hampshire Manager, Behavioral Health Services NH-Dartmouth Medicine Residency Concord Hospital: Family Health Center, AAMFT Approved Supervisor.

Lucy Putnam, LMFT, Community Partners , B.A. Hamilton College, 1980; M.S. Marriage and Family Therapy, University of New Hampshire, Director of Behavioral Health Training and Professional Development, AAMFT Approved Supervisor.

Karla LaRochelle, LMFT, Seacoast Mental Health Center, B.A. Colegio, La Florida, 1995; M.S. Marriage and Family Therapy, University of New Hampshire, 2002, Manager, Seacoast Mental Health Center, AAMFT Approved Supervisor

Clinical Training

The MFT Program requires 300 individual and group supervision hours, as we believe that students in a two-year master's program need as much faculty support as possible. Students record their supervision contact hours on the Supervision Contact Hours Form (Appendix 67: blank Supervision Contact Hours Form) This faculty support facilitates the process by students obtaining the necessary skills and discovering their own resources to become competent, responsible, and autonomous marriage and family therapists. Individual supervision occurs once a week for two years or for as long as it takes a student to obtain the 500 contact hours required to complete the MFT program Appendix 68: Client Contact Hours Form). Our commitment to relational/systemic supervision is integral part of our philosophy of supervision, training and clinical practice. All of the theoretical orientations taught and practiced come from a systemic perspective. Each supervisor, who is an AAMFT Approved Supervisor, who teaches HDFS 898 utilizes a very similar practicum syllabus, with course objectives that reflect a clear commitment to providing a supervisory context that is

relationally and systemically prominent the context in which each student's clinical work throughout the program. Those objectives include: a) Awareness of and adherence to MFT Center policies and procedures; b) Develop assessment and intervention skills related to issues across the life span; c) Develop perceptual, conceptual, and executive family therapy skills; d) Develop competencies and meet requirements of carrying a caseload, assume team membership responsibilities and participate in clinical supervision; e) Develop clinical self-awareness and self-evaluative abilities; f) Develop the ability to view the person and family within a multicultural, socioeconomic, larger system context.

The MFT Program offers clinical training and supervision in a logically sequenced theoretical approach to marriage and family therapy. The most teachable/behaviorally operational approaches are presented during the fall semester of a student's first year in HDFS 945. The Structural Family Therapy approach provides a straightforward and clear conceptualization of families and basic techniques, while the Problem-Focused models provide a way to conceptualize problems through interactional sequences and Solution-Focused approaches provide a strength-based perspective. The practica utilizes a variety of techniques from multiple theoretical perspectives to integrate into the teaching and training process as a way to create a diverse and complex clinical experience. These include techniques such as, genograms, circular questioning, behavioral skill training, solution-oriented strategies, narrative therapy techniques, and emotionally focused family therapy. Finally, the training and supervision provides an overlay of clinically imperative areas that sensitize students to the pervasive influences of gender, class, culture, ethnicity, and the family life cycle as evidenced by the Case Presentation Outline (Appendix 20 : Refer to HDFS 898 syllabus which contains this form).

Marriage and Family Therapy Practicum 1-6 represents a progression of learning and achievement throughout the course of clinical training. **Practicum 1** is designed to provide students with basic skills (through Basic Skills Seminar) to ready them to begin assuming responsibility for a client caseload by participating in therapy teams for the semester. **Practicum 2** is the semester when students begin assuming direct clinical responsibility through assignment of the first client cases with close supervision. Initially, each session will occur in practicum with live supervision. **Practicum 3** (first summer) is the semester where students build full caseloads with considerable support through live supervision and individual supervision. **Practicum 4** is the semester where students continue developing clinical skills through the MFTC with live supervision and (for most students) a 12-hour per week Community Internship. **Practicum 5** is the semester that students advance clinical competencies through the MFTC and a Community Internship with supervisory support while increasing independence. **Practicum 6** (second summer) is the semester that students progress toward completing clinical contact hours with the support of individual supervision and the Theory of Change seminar to mentor the integrative paper and presentation (Appendix 20: Refer to HDFS 898 syllabus; Basic Skills Seminar syllabus and Appendix 62: HDFS Practicum-6 Theory of Change and Presentation Guidelines)

The MFT Program has a unique process of ensuring that our students have a consistent and intense training program. Our students have six practicum at the on site clinic, the Marriage and Family Therapy Center (MFT Center). In their second year, they have the opportunity for a 12 -hour per week Community Internship while continuing to carry a full caseload at the Center. The MFT Center generates a referral flow that provides students with diverse, marginalized and underserved communities. Since its opening in 1990, over 6000 families, couples and individuals have been served at the MFT Center. The Center established an extensive network of referral sources that has been instrumental in ensuring that the clients who seek our services come from the more diverse (seacoast and inland) community. The MFT Center draws a variety of clients, including couples (married, cohabiting, heterosexual and gay/lesbian/polyamorous), families (intact, divorced, single-parent, multigenerational, older, step and blended) and individuals. Students have an opportunity to work with clients who present a wide range of problems

The Marriage and Family Therapy Center, the program's on-site clinical setting, operates as a training center and as a service to the Seacoast community. The Marriage and Family Therapy Center (MFTC) maintains a policies and procedures manual. The MFTC Policy and Procedures Manual ensures that the MFTC achieves the MFT Program's mission, program goals and student learning outcomes that students receive an effective clinical training; while also providing quality service to the community. The MFTC Policy and Procedural Manual is a document that is continually

evaluated and updated (by the Center Coordinator and MFTC Director) in order to remain sensitive to the changing training and clinical needs of the profession Appendix 64: Marriage and Family Therapy Center Policy and Procedure Manual). Students are encouraged to initiate suggestions about policies and procedures that might improve the overall operation of the center. All MFT students spend two years and two summers accumulating the greatest proportion of their clinical contact hours within the context of the MFT Center. The MFTC is regarded as each student's primary training/clinical site while additionally, the majority of MFT students can engage simultaneously in a second-year (12-hour weekly) Community Internship. Most second-year students participate in MFT-UNH's for a community internship experience, concurrently with their HDFS Practicum at the Marriage and Family Therapy Center, the program's on-site clinical setting. For those MFT students who choose not participate in a community internship in their second year of study, they accrue all their 500 client contact hours at the Marriage and Family Therapy Center. For the second-year students who choose to participate in the community internship, they have had one year of coursework and three semesters of practicum with a caseload at our campus center The 12-hour per week internship, yearlong experience, is intended to prepare students further for the reality of agency work with the skill sets necessary for current employment in a mental health agency (e.g., public sector policies, documentation and working on a multi-disciplinary team) (Link to MFT Program Handbook, Community Internship page xx).

Students who express interest in a community internship opportunity are matched to the available agencies, the Community Internship (CI) Coordinator and then interviewed at the agencies. The Coordinator, reviews cover letters and resumes and students are coached for the agency interviews. The 12-hour per week internship, yearlong experience, is intended to prepare students further for the reality of agency work with the skill sets necessary for current employment in a mental health agency (e.g., managed-care, paperwork, and working on a multi-disciplinary team). All Community Internship supervisors are AAMFT Approved Supervisors (Appendix 56: Refer to Supervisor Qualifications Table). Contractual agreements, goal statements, assessment measures and evaluation forms are completed and processed by the students, Community Internship Supervisors, and the UNH Coordinator. Each of the Community Internship sites provide the student a minimum of one hour of supervision for the weekly average of five client contact hours. Students record their client contact hours on Client Contact Form and approved by the CI supervisor

MFT Supervision

Clinical Readiness

The procedure for assessing **Clinical Readiness** for the first-year Marriage and Family Therapy students consists of the following factors: (a) satisfactory completion of the designated fall coursework (FS 991 or FS 841); (b) satisfactory completion HDFS 898-1 clinical practicum; (c) and satisfactory performance ratings on the practice tape, Basic Skills Seminar exam and the Clinical Readiness Scale (Appendix 63: Refer to copy of Clinical Readiness Scale). The decision about clinical readiness is made solely by the MFT faculty/supervisors. If factors indicate that a student is performing satisfactorily in all courses and appears prepared for clinical work, the student then progresses to the next stage in the program by assuming clinical responsibilities. If the student does not demonstrate satisfactory performance on the clinical readiness measures, the program director and associate director will meet to determine a plan of action.

Clinical Readiness Procedure

The procedure for assessing clinical readiness for first-year Marriage and Family Therapy students consists of the following steps:

1. Students must be currently enrolled in (or have completed) the required coursework: HDFS 945, Family Therapy Practice I, and HDFS 898, Marriage and Family Therapy Practicum. Students spend the first semester involved in practicum, teamwork, and the Basic Skills Seminar to be ready to begin clinical work at the beginning of the spring semester.

2. Students' clinical readiness is assessed through the satisfactory completion of the designated fall coursework (HDFS 991 or HDFS 841), clinical practicum, and satisfactory performance ratings on the practice tape, Basic Skills Seminar exam, and the Clinical Readiness Scale.
3. The decision about clinical readiness is made solely by the clinical supervisors. If factors indicate that a student is performing satisfactorily in all courses and appears prepared for clinical work, the student then progresses to the next stage in the program by assuming clinical responsibilities.
4. If the student does not demonstrate satisfactory performance on the clinical readiness measures, the program director and associate director will meet to determine a plan of action.

Clinical Readiness Assessment

Student Name:

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. This student demonstrates a beginning ability to incorporate a systemic framework into thinking about family problems.					
2. This student, through written assignments, participation in practicum, and response to supervision, demonstrates a commitment to the field of marriage and family therapy.					
3. This student demonstrates a beginning ability to view a family, couple, and/or individual within a larger social context.					
4. This student demonstrates a beginning ability to conceptualize the system as the unit of treatment, even if only parts of the system participate in therapy.					
5. This student demonstrates a beginning ability to translate individually presented problems into interactional terms.					
6. This student recognizes the importance of normative and non-normative family development in assessing presenting problems.					
7. This student demonstrates a beginning understanding of the relationship among larger systems and the family system.					
8. This student recognizes the importance of gender issues in family organization and patterns.					
9. This student recognizes the importance of culture, class, and ethnicity issues in family organization and patterns.					
10. This student demonstrates an openness to supervision.					
11. This student seeks out and incorporates supervisory feedback into his or her thinking.					
12. This student actively and appropriately participates in practicum behind the one-way mirror as a member of a team.					
13. This student demonstrates a working knowledge of AAMFT Ethical Guidelines.					
14. This student demonstrates an array of relationship skills which can be incorporated into his or her role as a marriage and family therapist.					
15. This student presents himself or herself in a professional manner.					
16. This student demonstrates both effort and improvement over the course of this semester.					
17. This student demonstrates a clinical readiness to begin treating clients.					
Basic Skills Examination	Pass <input type="checkbox"/>			Fail <input type="checkbox"/>	
Clinical Readiness Video	Pass <input type="checkbox"/>			Fail <input type="checkbox"/>	
Additional comments or clarification of ratings:					
Signature – Practicum Supervisor _____					

Course Evaluations

Faculty:

- A. Faculty: At the end of each semester, faculty complete the Course Evaluation Form that requests information about each student's academic performance and professional/ethical conduct. In addition, supervisors of the HDFS 898 Practica complete the Basic skills Evaluation Device Course Evaluation Form
- B. At the end of each semester supervisors of HDFS 898 Practica complete the basic skills evaluation device.
- C. Students: At the end of each semester, all students anonymously evaluate each course with three evaluation tools: 1) UNH has an institutional-wide standardized evaluation; 2) the HDFS department has a questionnaire ; and 3) the MFT Program evaluates each course's objectives to determine if faculty has been effective in meeting those objectives

Community Internship

Internships		
Location	Website	Commitment to the Underserved
Community Partners	https://communitypartnersnh.org/youth-family-services/	<p>“We connect our clients and their families to opportunities and possibilities for full participation in their communities.</p> <p>We serve those who experience emotional distress, mental illnesses, substance use disorders, developmental disabilities, chronic health needs, acquired brain disorder, as well as those who are in need of information and referral to access long-term supports and services.”</p>
Concord Hospital Family Health Center	https://www.concordhospital.org/locations/profile/family-health-center/	<p>“Providing comprehensive primary and preventive care, behavioral health care and dental care for the entire family, in collaboration with NH Dartmouth Family Medicine Residency Program. We meet the needs of the uninsured, patients with mental illness or social stresses, people living in poverty and refugees, as well as teens and women in need of reproductive health care. All services are provided regardless of ability to pay, with financial counselors on-site to assist eligible patients with applying for financial assistance and Medicaid.”</p>
Crossroads	https://www.crossroadshouse.org/	<p>“Since 1982, Cross Roads House has been providing emergency and transitional shelter to homeless men, women, and children in the New Hampshire Seacoast area. We are guided by our mission, to meet the immediate needs of homeless families and individuals, and to provide them with the tools and guidance they need to successfully return to permanent housing.”</p>
Seacoast Mental Health Center	https://smhc-nh.org/	<p>“For individuals of all age groups and income levels, we are here for you. We provide treatment to children, adolescents, adults and their families who reside in our catchment area, regardless of your ability to pay.”</p>
Seacoast Youth Services	https://www.seacoastyouthservices.org/	<p>“Seacoast Youth Services offers positive youth development programs to coastal New Hampshire youth and their families. Our goal is to reach all those who can benefit from our programs, including youth and family members who typically do not receive services.”</p>

CLIENT CONTACT AND SUPERVISION HOURS REPORTING FORM

Current Master's/Certificate Students

Student Name:		Did student transfer in hours from another program? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, please list these hours as a separate site below.)					Date Entered program: (mo/yr):		Student's Year in program:			
		CLIENT CONTACT HOURS					SUPERVISION HOURS					
Site Name	Modality	Indiv	Couple (relational)	Family (relational)	Relational (add couple & family hours) 500 hrs 250 hrs	Total Hours	Case Rpt	Live (raw data)	Video (raw data)	Audio (raw data)	Direct Obs. (add audio, video & live) 50 hrs	Total Supv. Hrs 100 hrs
UNH MFTC	IND											
	GRP											
	ALT - TEAM											
	IND											
	GRP											
	ALT											
CUMULATIVE TOTALS (add hours earned at all sites)												

RATIO OF SUPERVISION TO CLIENT CONTACT (1:5) = bb/aa = (should equal .20 or greater)

Student Name:	Did student transfer in hours from another program? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, please list these hours as a separate site below.)	Date Entered program: (mo/yr):	Student's Year in program:
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		CLIENT CONTACT HOURS					SUPERVISION HOURS					
Site Name	Modality	Indiv	Couple (relational)	Family (relational)	Relational (add couple & family hours) 500 hrs 250 hrs	Total Hours	Case Rpt	Live (raw data)	Video (raw data)	Audio (raw data)	Direct Obs. (add audio, video & live) 50 hrs	Total Supv. Hrs 100 hrs
UNH MFTC	IND											
	GRP											
	ALT - TEAM											
	IND											
	GRP											
	ALT											
CUMULATIVE TOTALS (add hours earned at all sites)												

RATIO OF SUPERVISION TO CLIENT CONTACT (1:5) = bb/aa = (should equal .20 or greater)

Portability of Degree

The MFT Program is COAMFTE Accredited and is based on licensure regulations for Marriage and Family Therapists in the state of New Hampshire

Licensure

The UNH-MFT Program academic and clinical training curriculum meets the requirements for licensure as a marriage and family therapists in the state of New Hampshire. Because of the MFT Program's accreditation by COAMFTE, the curriculum also meets the requirements of licensure in many states. However, it is possible that locating to another state may require additional coursework to satisfy a specific state's requirement for licensure. As a result, applicants and current students are advised to contact the licensing board for information about licensure requirements of the state in which they plan to practice

New Hampshire State Marriage and Family Therapy Licensure Requirements 330-A: 21 Marriage and Family Therapists. – The board shall issue a marriage and family therapist license to any person who meets all of the following requirements or their equivalent:

- I. Has a master's degree or a doctorate degree in marriage and family therapy from a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education, or has a master's degree or a doctorate degree with a concentration in the field of marriage and family therapy from a regionally accredited institution, or has clinical membership in the American Association for Marriage and Family Therapy.
- II. Has passed the national proctored examination of the Association of Marital and Family Therapy Regulatory Boards.
- III. Has completed a minimum of 2 years of post-master's experience in a mental health counseling setting, including completion of a minimum of 3,000 hours of supervised practice of marriage and family therapy under supervision approved by the American Association of Marriage and Family Therapy or the board, and has completed 200 hours of face-to-face supervision by a supervisor approved by the American Association of Marriage and Family Therapy or the board. Supervision standards shall be equivalent to an American Association of Marriage and Family Therapy approved supervisor, or approved alternate supervision as defined by the American Association of Marriage and Family Therapy Commission on Supervision.
- IV. As part of the 3000 hours, all applicants shall have completed 1000 hours of supervised face-to-face clinical client contact hours with individuals, couples and families.

Source. 1998, 234:1. 2010, 244:15, eff. July 1, 2019.

Retrieved August 5, 2019 from <http://www.gencourt.state.nh.us/rules/>

IMPORTANT PROGRAM POLICY

I. Fair and Equitable Policies

Policies related to ensuring the fair and equitable procedures within the Marriage and Family Therapy Graduate Program, related to recruitment, anti-discrimination (in accordance with UNH guidelines), admissions, academic and clinical progress, retention and graduation are reviewed on a regular basis every fall and spring semesters by the Graduate Committee and by the MFT Advisory Committee in December and July.

II. Student Governance

The UNH MFT program, through its faculty and students, and finalized by the MFT Advisory Committee, has decided to have two representatives, one from the first-year class and one from the second-year class, elected from the overall student population, to the MFT Advisory Committee. The terms of service will take place for one year with the option to continue for a second year. The second-year representative will be elected in the first summer practicum class and the first-year representative will be elected two weeks into the fall semester.

It will be the representative's responsibility to take minutes at the four scheduled MFT Community meetings to ensure the program's accountability of decisions made and place it in the new MFT Program Documentation Binder. In addition, the representative will collect additional information from the entire student population in order to present items to the Agenda and to vote on items decided on by the MFT Advisory Committee in its December and July meetings. The MFT Advisory Committee will request feedback from all students in order to ensure that the student representatives will have an opportunity to obtain information before the scheduled meetings.

III. Program Feedback Schedule

1. We present the exit interview every year to graduating students.
2. The alumni survey is scheduled every two years. MFT Director and Associate Director will review summarized information present it to the MFT Advisory Committee (Next scheduled Spring 2015).
3. We are scheduled to survey employers of MFT Program graduates every two years (Next scheduled Spring 2015).

APPEALS

MFT APPEALS PROCESS

The MFT Appeals Process is specifically designed for the Marriage and Family Therapy Graduate Program within the Department of Human Development and Family Studies to handle matters in which a student challenges a faculty evaluation, decision, or action which directly impacts her/him.

In the Marriage and Family Therapy Program, faculty are expected to evaluate graduate student progress integrating academic and professional/clinical functioning. Consequently, faculty fill multiple roles, which include teacher, supervisor, advisor, evaluator, mentor, and role model.

This means that faculty evaluations of students are based on far more than standard academic written assignments and exams. It is the faculty's responsibility to evaluate clinical progress in a careful, conscientious and constructive manner. Most difficulties that emerge as a result of the complex nature of the working contract between faculty and student in a clinical training program should be able to be resolved through open discussion between the two parties without having to resort to the Appeals Procedure.

MFT APPEALS PROCEDURE

1. An Appeals Board shall be formed. Its membership shall consist of the faculty who serve on the Marriage and Family Therapy Advisory Board (excluding the faculty member involved in the Grievance), one faculty from the Department of Human Development and Family Studies, and one Marriage and Family Therapy graduate student.
2. The initial step in the appeals process will be a meeting for the purpose of discussion and resolution between the faculty person and graduate student.
3. If the concerns raised are not resolved by the discussions between the faculty person and the graduate student, either party has ten working days to request that a mediator from the Appeals Board be present for one additional meeting to resolve the dispute.
4. If no satisfactory resolution is reached, the student must submit a written statement to the Appeals Board within seven working days following that meeting. The faculty person will respond to the statement in writing to the Appeals Board within seven working days of receiving the statement.

The Appeals Board will review these documents and may seek any further information from the specific people involved and/or from outside people. The Appeals Board must reach its decision

MFT Orientation Materials

Broad Goals of UNH HDFS Certificate Program

Goals of the program include fostering:

1. Research-informed students
 - a. A guiding framework for HDFS graduate program is to help students recognize and appreciate the importance of Research, Theory, and Practice and their interrelationships.
 - b. Recognition and expectation that by the end of the program students will understand Research, Theory, and Practice and their interrelationships.
2. Students' skilled communication
 - a. Develop and improve students' oral (e.g., presentations, discussion leadership, active participation in class) and writing skills
 - b. Students may need to develop a different writing style than what was required of them in previous academic and professional settings
 - c. Critical writing is key (not summarizing)
 - d. Graduate students earn better grades when they write well
3. Student professionalism
 - a. Develop and support students' professional skills (e.g., positive communication styles, proactive approaches to relationships and work)
 - b. All interactions in all forums (e.g., with other students, professors, clients, in class, email) are professional and respectful.
 - c. Students' actions and interactions are recognized, evaluated, and can impact success in HDFS graduate program and profession.
4. A supportive and respectful learning environment
 - a. HDFS faculty will respect students' knowledge base as adult learners
 - b. HDFS faculty will be models of professionalism
 - c. HDFS faculty will create a safe learning environment that is accepting of diverse viewpoints and experiences
 - d. HDFS faculty will support and challenge students with meaningful feedback

DSS Procedures for Requesting Services and Auxiliary Aids: An Overview

The University of New Hampshire and Disability Services for Students (DSS) take great pride in promoting the development of students and the personal independence necessary to succeed academically and beyond. We seek to create a welcoming, universally accessible environment where all students are able to participate in the myriad aspects of the UNH experience.

Students have the right (and responsibility) to self-disclose and make use of the services available. To begin this process, students are encouraged to contact DSS to discuss what services, resources, and accommodations exist.

The University will provide appropriate accommodations and auxiliary aids and services to afford an individual with a disability an equal opportunity to participate in all the school's programs and activities.

INITIAL CONTACT WITH DSS

☑ Self-identifying with DSS is the first step in both gathering information – what DSS offers & what other resources exist – and establishing accommodations. Information provided to UNH and DSS regarding a disability is confidential. Any documentation provided is kept on file with DSS for the purpose of providing accommodations.

- Student contact with the office may be made in any of the following ways:
- **Phone call:** 603-862-2607; TTY 711; 800-735-2964 (Relay NH)
- **Drop-in:** 201 Smith Hall
- **Email:** disability.office@unh.edu
- ClockWork Intake <https://clockwork.unh.edu/ClockWork/user/Intake>
- DSS hours are posted:
- On the DSS website <http://www.unh.edu/disabilityservices>
- Monday – Friday, 8:00am – 5:00pm

- DSS provides students with information on:
- Services
- Procedures for obtaining accommodations
- Auxiliary Aids
- Other campus resources, as appropriate

- To obtain accommodations, students will need to:
- Self-identify with DSS,
- Provide documentation, and
- Make an appointment for documentation review and meeting.

Creating a faculty accommodation letter is part of the Intake process.

Please see the *Documentation Guidelines* (<http://www.unh.edu/disabilityservices/documentation-guidelines>) for direction on what to provide. If you are unsure, submit/bring whatever you may have so we can review and evaluate it. “Documentation” includes (1) self-report, (2) professional judgment, and (3) 3rd-party information.

☒ Appointments may be made in the same ways listed above. Some available hours will be indicated on the ClockWork calendar, while other time will be kept open/flexible in order to better address drop-in and other short-notice needs.

☒ The expectation is that students will be seen as quickly as possible. Scheduling and availability for both DSS and the student will determine expedience; however, DSS' schedule should allow for an appointment within 7-10 days (during peak times, i.e. start of semester).

ESTABLISH DOCUMENTATION WITH DSS

☒ Providing documentation and meeting with DSS staff will provide information about what services/resources exist, as well as begin the process for identifying accommodations – academic, housing, and other. Faculty accommodation letters are created once documentation is received, reviewed, and discussed with the student.

☒ Students will need to complete the **Intake Form** in ClockWork. This can be done once a student has a UNH ID and Username, and should be done prior to meeting with DSS staff. It may also be done at the time of the meeting, or afterwards. However, accommodation letters are generated through ClockWork and require a student to be 'in the system'.

☒ **Documentation** is also stored in ClockWork. Students should submit documentation (upload electronic file/s) when completing the Intake. Assistance with this process is available at DSS, whether explaining how it is done, providing direction and support, or scanning (as necessary).

DOCUMENTATION GUIDELINES

☒ The office serves students with documented disabilities ensuring appropriate academic accommodations. Review of documentation and a meeting with the student, through an interactive process, will determine appropriate accommodations. **Students with both permanent and temporary disabilities are served by DSS.** Accommodations are based on the impact of the disability and determined on a case-by-case basis. There is no cost for the provision of these academic accommodations.

☒ Students requesting disability-related accommodations must provide documentation establishing the presence of the disability and its current impact. This information is necessary to establish eligibility for services, and to identify appropriate accommodations. Documentation includes:

- student self-report,
- professional judgment, and
- 3rd party assessments/reports.
-

☒ **Documentation serves 2 primary purposes:**

1. To establish protection from discrimination: Non-discrimination is an assurance that individuals with disabilities will not be excluded or provided lesser access to programs and activities based on assumptions rooted in stereotype or perception of ability that are not based in fact. Non-discrimination also provides freedom from harassment based on perceptions of disability.

Documentation needed only for protection from discrimination based on disability can be quite brief. A diagnostic statement from an appropriate professional, a past history of recognition as a person with a disability or even self-identification that indicates how others might regard the individual as having a disability could suffice as the basis for protection from discrimination.

2. To determine the accommodations to which you may be entitled: Reasonable accommodations include modifications to policy, procedure or practice and the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities. Accommodations are reasonable

when they do not fundamentally alter the nature of a program or service and do not represent an undue financial or administrative burden.

☒ Modifications may include, among other things, changes in the length of time permitted for the completion of degree requirements, substitution of specific required courses, and adaptation of the manner in which courses are conducted. However, academic requirements that the University can demonstrate are essential to the program of instruction being pursued or to any directly related licensing requirement will not be regarded as discriminatory.

ACCOMMODATIONS

☒ It is the student's responsibility to initiate contact with DSS and make a request for accommodations (e.g., extended exam time). Accommodations are only provided upon request. Once accommodations and the faculty letter are established, the *student* initiates sending letters *each semester* via **ClockWork**. The student determines which faculty receive the letter.

☒ A determination is made regarding appropriate accommodations through review of the documentation, an interactive process with the student, and an assessment of the essential elements of the program/activity. A student is held to the same standards, requirements, and expectations that exist for all students.

☒ After an accommodation is authorized, additional interactive conversations may be necessary to clarify questions or address any problems that arise. DSS may also ask a student to communicate with his/her instructor concerning implementation of an accommodation in the classroom. However, it is not the student's responsibility to convince the instructor to implement the authorized accommodation or justify the need for it. That remains the responsibility of the DSS office or another UNH administrative unit.

☒ A requested accommodation is considered unreasonable if it fundamentally alters an essential element of the academic program or results in an undue administrative or financial burden.

☒ Provisional ('temporary') accommodations may be provided for 1 semester while additional documentation is sought to better clarify the needs and appropriate accommodations. These provisional accommodations will be based on the available information at the time.

ACCOMMODATION LETTERS TO FACULTY

☒ Faculty accommodation letters are created once documentation is received, reviewed, and discussed with the student. Creating a faculty accommodation letter is part of the Intake process and meeting with the student.

☒ Once accommodations and the faculty letter are established, the student initiates sending letters each semester via **ClockWork**.

☒ Sending the letters is a 2-step process:

1. Send the letters via ClockWork. (*done by the student each semester*)

2. Meet with each faculty member to determine how those accommodations will be implemented in his/her specific course.

It is essential that you meet to discuss the logistics early enough to ensure the accommodations can be implemented. There is no need to disclose the nature of the disability. We recommend talking with your professor 7 days prior to an exam; otherwise, it may be too little time to put things in place. Reasonable notice is necessary to ensure provision of accommodations.

There is no deadline to request accommodations or send accommodation letters. However, there are no retroactive accommodations.

COMPLAINTS

☒ Concerns about classroom accommodations should be directed to DSS (603-862-2607; 711 TTY, 800-735-2964 Relay NH).

☒ If you have unresolved concerns or disagree with a decision made by DSS contact the Affirmative Action and Equity Office, EEO/ADA Compliance Officer (603-862-2930, 711 TTY)

☒ Students may also register complaints regarding discrimination, physical, programmatic, or attitudinal barriers they encounter at UNH to ADA Compliance or by using the anonymous “Report It!” system found on various UNH websites. (<http://reportit.unh.edu/>).

☒ While it is generally expected that issues are addressed and resolved through the established UNH complaint/grievance process, students may contact external agencies at any time.

External Agency Contact Information:

o Disability Rights Center—NH 64 North Main Street, Suite 2, 3rd Floor Concord, NH 03301-4913 603-228-0432; 1-800-834-1721 FREE V/TTY; fax: 603-225-2077 Website: advocacy@drcnh.org

o Office for Civil Rights, Boston Office U.S. Department of Education 5 Post Office Square, 8th Floor Boston, MA 02109-3921 (617) 289-0111; FAX (617) 289-0150; (617) 223-9695 (TDD) Email: OCR_Boston@ed.gov Website: <http://www.ed.gov/ocr>

o U. S. Department of Justice 950 Pennsylvania Ave., NW Civil Rights Division, Disability Rights Section—NYA Washington, D. C. 20530 800-514-0301 (V), 800-514-0383 (TTY) Website: <http://www.usdoj.gov/>
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About the ESL Institute

Courses

English courses are offered at the elementary level, the intermediate level and the advanced level. Students at these levels receive intensive English instruction for four and a half hours per day, four days per week, in the areas of reading, writing, listening and speaking as well as pronunciation and contextualized grammar instruction. For students who have a TOEFL score of 60 or above (Internet-based) or 500 or above (paper-based, administered by the ESL Institute), the ESL Institute provides “bridge” courses where students can simultaneously enroll in one to two University of New Hampshire academic classes while continuing to intensively study English from four to ten hours per week. At these “bridge” levels, students have the opportunity to “try out” academic courses in a supportive environment.



Class Size and Make Up

All ESL instruction is provided in small, personal classrooms, averaging a class size of approximately 12 to 15. Students come from all around the world: Asia, the Middle East, Africa, Europe, and the Americas.

ESL Faculty

ESL Institute students can be assured that they are getting the highest quality English instruction available. All of our teachers are University of New Hampshire faculty. All have graduate degrees, many have taught and lived abroad, and all have many years of experience teaching English to international students. Our faculty is available to assist students with course assignments and to offer encouragement and advice about strategies for success in an American university. [Please click here for more information about our ESL faculty.](#)

Flexible Enrollment

At the ESL Institute, we provide flexible enrollment times for students: Students have the option of registering for 8 or 16 weeks during the academic school year or for 5 or 10 weeks during the summer sessions. Please click here for more information about our [fall term](#), [spring term](#), or [summer term](#).

Robert J. Connors Writing Center

The Connors Writing Center provides free writing assistance to students and members of the UNH community in a no-pressure environment. The center's peer consultants have backgrounds in many different academic disciplines and are trained to work with students on all forms of writing during any stage of the writing process. The center also offers assistance with speeches and oral presentations, and handouts on a variety of subjects are available from the center's website at <http://www.unh.edu/writing/cwc/handouts/>.

The writing center is located in Room 329 in Dimond Library. Check the web site at <http://www.unh.edu/writing/cwc/> for information on hours of operation. Students are welcome to stop by or call for further information about the writing center and its services. The center can be reached by phone at (603) 862-3272 or by email at writing.center@unh.edu.

If you cannot visit the writing center in person, the center offers the Online Writing Lab (OWL) where you can access resources and receive help with your paper over the internet.

Make an Appointment

The center encourages students to make appointments ahead of time, since the writing center can fill up. There are three ways to schedule time with a writing assistant:

1. Call the center at (603) 862-3272 to schedule a conference.
2. Stop in at the Connors Writing Center in Dimond Library, Room 329 and make an appointment in person.
3. Fill out the online appointment request form.

Scheduling Suggestions

- Please make sure your appointment choices fall within the scheduled hours posted on the Writing Center homepage.
- The center takes walk-ins on an as-available basis, so if you are unable to schedule an appointment ahead of time, please feel free to stop by and see if a writing assistant is free.
- The center is busiest before Christmas vacation, spring break and the end of each semester. Make your appointments early around those times.
- Making an appointment a few days before your paper is due is a great way to avoid procrastination and will allow you adequate time for revisions.
- No appointment is necessary at the satellite location in the Library; just drop in and write your name on the sign-up sheet.

Professional Development Funds

The Department of Human Development & Family Studies is committed to helping support student presentations and attendance at regional and national professional conferences, professional training workshops and travel. Funding amounts and number of students funded may vary and will be determined annually. Decisions are made by the Development Committee with the HDFS Department Chair in an advisory role. After considering all elements of the applications, funds will be distributed according to the following guidelines, with ranking priority given to students:

- 1) Presenting at conferences in areas of their academic field
- 2) Attending professional trainings and workshops in areas of their academic field
- 3) Attending conferences in areas of their academic field
- 4) Travel related to professional development in areas of their academic field
- 5) Other professional development pursuits not mentioned above, considered on the application merit and student need, determined by the committee

• Students seeking funding should submit an application including:

- The conference or training purpose and dates
- Brochure or other description of conference / training
- Anticipated expenses
- If presenting, documentation of an accepted paper, poster or presentation
- Their role at the conference

• Due to the limited funding available, students are expected to contribute to their expenses and are encouraged to explore and document that they have sought funds from other campus sources (e.g., Graduate School) and external organizations/associations (e.g., SCRD). All funds received and their source(s) must be noted in the application.

• Applications must include a letter of endorsement from the student's faculty advisor.

• Applications forms will be distributed at the start of each semester via email.

• The HDFS Professional Development Committee will review all applications and select recipients of professional development funding each month. Applications are to be submitted by the 15th of each month of the academic year to the Chair of the Professional Development Committee. Applicants will be notified of the determination of their requests by the first of the following month. All allocations must be pre-approved... i.e., no 'after the fact' funding will be considered.

- Limited to one request per year.

UNH Department of Human Development and Family Studies

PROFESSIONAL DEVELOPMENT FUNDING

Policies and Guidelines

FACULTY, CSCD Staff & Graduate Students

The Department of Family Studies is committed to helping support faculty and CSCD staff professional development. Funding amounts and number of faculty funded may vary and will be determined annually.* Decisions are made by the HDFS Professional Development Committee with the HDFS Department Chair in an advisory role. Funding is available when other sources have been sought and exhausted to faculty whose salary is paid by the department. After considering all elements of the applications, funds will be distributed according to the following guidelines

Based on availability of funds, relevancy for scholarship, courses and enhancement for students, application may be submitted for:

- Specialty training
- Academic materials
- Expenses related to publication or other scholarship efforts (e.g., students hired to assist in scholarship projects)
- Other professional development
- Conferences... provided that annual conference allocation has been exhausted

Ranking priority: 1) Presenting, 2) Attending

• Faculty or CSCD Staff seeking funding should submit their request by email to the Chair, Professional Development Committee, including:

- A description of the professional development opportunity/need, including dates as applicable.
- Any brochure or other description of the professional development opportunity, particularly if a workshop or training.
- Anticipated expenses
- If presenting, documentation of an accepted paper, poster or presentation
- Role at the conference or training

• HDFS Development Committee will review all requests and select recipients of professional development funding each month. Applications are to be submitted by the 15th of each month of the academic year to the Chair of the HDFS Professional Development Committee. Applicants will be notified of the determination of their requests by the first of the following month. All allocations must be pre-approved... i.e., no 'after the fact' funding will be considered.

* Annual maximum amount awarded by the Professional Development Committee will vary each academic year depending upon funds available determined by the Department Chair.

Survival Skills for Graduate School in HDFS

Graduate school requires a great deal of discipline and hard work. The rewards of becoming a new scholar, however, are tremendous. Below are strategies that can help you excel in graduate school.

Discuss Expectations: Speak to your professors, research supervisors, and your advisor about what is expected of you as a student, a research assistant, and/or a teaching assistant. How many hours a week are you expected to work? What are you expected to achieve at the end of the semester or academic year – contributions to conference papers, journal articles, or research proposals? Ask: *“What would you like me to achieve this semester, this year?”*

This process goes both ways. Inform your faculty, employer, and fellow students about *what you expect from them*. Discuss the type of support you need to become successful in what you do. Ask them if they provide graduate student performance reviews, mentoring, information on resources and jobs, and opportunities for joint publishing.

Study the departmental culture. What are other students doing to be successful?

Study Groups: Some courses are very difficult to pass if you study alone. For some of the more difficult classes, you may wish to work in study groups. Group reviews of class lectures can help you fill in the gaps in your notes, and explaining concepts and materials to your classmates increases your knowledge of the materials. *Don't wait to be asked or invited to join a study group*. Form your own group, or ask to be included in an existing group.

Network with Everyone Across Program Areas – Start Conversations and Volunteer to Help Others: Get to know your professors and classmates well! Scholarships and assistantships for the following year or during the summer months will require that you build strong relationships within your department, regardless of the program you're in.

Seek Mentors: You need multiple mentors to get through graduate school. Find people you can trust. Your mentors should be individuals who can offer thoughtful and honest advice. They should also have excellent listening skills.

How do you identify good mentors? Ask other students and staff about faculty they enjoy working with. From current and past classes you have taken, try to identify faculty that you felt comfortable speaking to and that you feel would provide useful advice and information.

Time Management Skills: You have moved from having one or two textbooks in your undergraduate classes to having as many as 5 or 10 books for each graduate class. *How can you survive this transition?* Simple – try to study or work on assignments at least *5 hours a day (35 hours a week)*! You will need to arrange other activities around your studying and writing hours.

Establish priorities and set small goals for yourself every day. Also, develop a schedule to work on achieving your goals. At the end of the day, evaluate your accomplishments. What did you achieve? What do you need to do next? How can you use your time better?

Seek the Highest Grades: You must seek top grades in all classes in graduate school. Grades play a major role in obtaining fellowship and research grants throughout your graduate years. A high GPA is even more critical if you decide to seek a post-master's program.

Proposal Writing Skills Are a Necessity: You will need to write proposals to fund research or programs throughout your career. Investigate opportunities on campus to take workshops on proposal writing.

Written and Oral Communication Skills Are Critical: You will present yourself as a scholar through academic assignments, journal articles, books, and conference presentations. Seek opportunities to present your work to others.

Identify conferences and try to present a paper. You can revise that same conference paper later and submit it to a peer-reviewed journal.

Seek Support Programs: Identify and use resources that are available to help you develop professional skills. Support services can include research/fellowship search services, computer services, technical writing centers, and effective teaching workshops.

Stay on Top of Academic Requirements: Read all graduate school guidelines and department requirements literature carefully.

Find Balance in Your Life: To excel in graduate school, you also need to identify and engage in activities that are fun, relaxing, and uplifting – jogging, dancing, book clubs, aerobics, basketball, softball, etc.

For Students in the Certificate Program and the Core Areas

Seek Meaningful Research/Internship Experiences: You need to find opportunities that will help you develop research and professional skills. The experience will help you define your research interests for your master's thesis and consequently will aid in selecting courses and committee members.

Changing Advisors: In many cases students are assigned an advisor to work with. In some cases, students select an advisor that matches their research interests. If personality problems emerge between you and your advisor, either try to work out your differences or search for someone else to work with. The key to success is finding ways to make the change you want while keeping a working relationship with your previous advisor.

Adapted from:

Survival Skills for Graduate School

Linda Lacey, Dean, the Graduate School

New Mexico State University

<http://gradschool.nmsu.edu/>

Alphabetical list of Graduate Resources

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