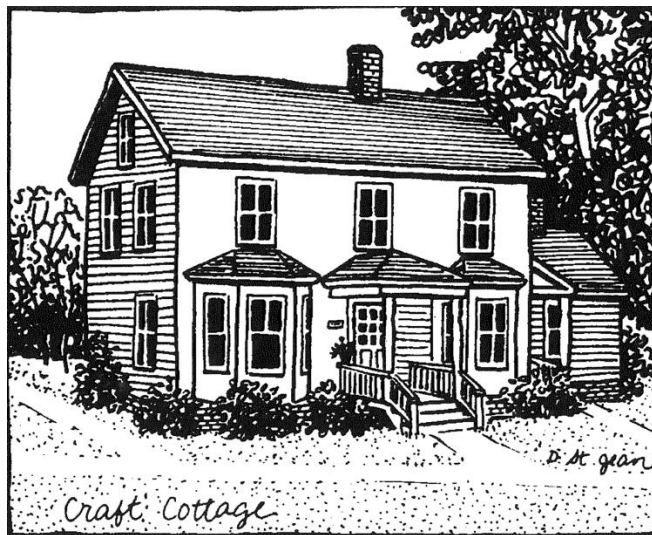




University of New Hampshire
Human Development and Family Studies



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

Student Handbook

2023

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Introduction

The University of New Hampshire MFT Program Handbook has the most current information about this graduate program that leads 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 and 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.

| 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 Philosophy | Multicu- lturally informed | Ethically Compe- tent |
|--|--|---------------------------------------|----------------------------------|-----------------------------|
| 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: Marriage and Family Therapy Theoretical Foundation | List of 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 a knowledge of major marriage and family therapy models and other systems related theories. | X | | |
| Program Goal 2: Clinical Competence | | X | | |
| The program will ensure that students will obtain the clinical skills to assess and treat | SLO #2 Students and | X | | |

| | | | | |
|---|---|---|---|---|
| a wide range of problems from a systems paradigm. | graduates will demonstrate competencies in assessing and treating varied populations and problems through a systemic lens. | | | |
| Program Goal 3: Multicultural, Contextual and Developmental Perspectives | | 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 larger systems and family/individual developmental perspectives. | X | X | |
| Program Goal 4: Professional Ethical Behavior | | X | | X |
| The program will prepare students to develop ethical principles 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 |

| | | | | |
|--|---|---|--|--|
| Program Goal 5: Integrated Theory, Practice and Research | | 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. | | | |
| | SLO #7 Students and Graduates will demonstrate understanding of the relationship between theory, research and practice. | | | |

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 of 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 to the theories that support the MFT field.

Student Learning Outcome #1

Students and graduates will demonstrate knowledge of marriage and family therapy and other system-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 ethical principles of the AAMFT/Code of Ethics and ethical decision making.

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 Non-Discrimination

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 based on 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. In addition, the MFT Program now supports a tele-health option for

those clients for whom travel to the MFT Center is challenging and for those circumstances related to transportation or inclement weather. All students receive special tele-health training in the beginning of each year to support this supplemental clinical experience. 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.

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 semester.

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 MFT 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

The MFT Program Director is Trenton A. Call, Ph.D.

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 23 [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, [Affirmative Action and Equity Policies](#). Incidents can be reported to the Civil Rights and Equity Office [here](#).

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).

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.

Academic Procedures and Policies

Students should carefully read the more general policies and procedures outlined in the Graduate Catalog in addition to those listed here.

Orientation

At the start of each academic year, students will be required to attend a HDFS orientation meeting, in which we will review key information about university, college, and department resources and requirements. During this meeting, students will meet the faculty, build community with each other, and

complete critical documentation for their continued progress as students. Specifically, MFT students will sign the ethics agreement consistent with ethical guidelines of the AAMFT Code of Ethics.

Registration

Registration is available online, you can use the [Course Search Form](#) and [Course Catalog](#) to help you find what you need. For complete registration information, visit the [Registrar's Office Website](#). For detailed information go to the [graduate website](#).

Student Health Benefits Plan (SHBP)

Students should be made aware that all full-time degree students are required to have health insurance as a condition of enrollment. Thus, graduate students who are registered for 9 or more credits (6 credits if on assistantship) or GRAD 900 (master's continuing research) during a semester are required to have health insurance, and will be automatically be enrolled and billed in the [Student Health Benefits Plan \(SHBP\)](#) unless they waive it due to holding their own health insurance.

Academic Expectations

If a graduate student receives grades below "B-" in two or more courses, the Human Development and Family Studies Graduate Coordinator will make a recommendation to the Graduate School that the student be dismissed from the Human Development and Family Studies graduate program (see details in the section below). Students are allowed one retake of a failed course with the exception of the MFT Practicum course. No retakes will be allowed for MFT Practicum.

Student Reviews

The purpose of student reviews is to provide feedback on each student's status and to evaluate readiness to move on to more advanced stages of the program. Guidelines and procedures for progress in the program can be found in Appendix D-4.

Guidelines and Procedures for Progress in the Program

The Human Development and Family Studies departmental policy for dismissal from the graduate degree program is as follows: Students may be recommended for dismissal if they accumulate 8 credits of grades below the "B-" level, and/or fail to meet expected behavioral, professional or academic standards of their graduate program. Graduate students admitted on conditional or provisional basis must meet the conditions or provisions as stated in the letter of admission in order to remain in the program.

In order to supplement the University's policy for dismissal, the Human Development and Family Studies Faculty has further defined inadequate academic progress. Inadequate progress is defined as, but not limited to, inadequate GPA; academic misconduct such as cheating, misrepresentation, or plagiarism (see Student Rights Rules and Responsibilities); inadequate progress towards completion

of thesis (for thesis students only); failing comprehensive examinations (for comprehensive examination students; and failure of internship or externship). In addition, termination of degree for MFT students can result from ethical or professional misconduct or other significant breach of the clinical policies and procedures as outlined in the MFT policy and procedures manual and failing to satisfactorily complete their final paper and presentation.

When an advisor has concerns about a graduate student's academic behavioral, professional or ethical performance, the advisor will meet with the student. During this meeting, the advisor and student will review the department's requirement for adequate progress toward a degree. The advisor will inform the student of the responsibilities that the student is failing to meet. The advisor may then provide a timeline for the student to improve to a satisfactory level of performance. This timeline is expected to be reasonable and adequate. Within one week of the meeting, the advisor will provide a letter to the student summarizing the meeting, and a copy will be sent to the Graduate Program Coordinator and the Human Development and Family Studies Department Chair. If the student fails to perform at a satisfactory level by the end of this timeline, the student will be recommended for dismissal from the graduate program.

In some instances, a student may be placed on probation and if the behavior occurs again, or another serious infraction occurs, the student will be recommended for immediate dismissal. The faculty of the Human Development and Family Studies Department reserves the right to recommend a student for dismissal immediately if a violation is severe enough to warrant such action.

When a graduate student is recommended for dismissal, the graduate coordinator will forward the recommendation in writing to the Associate Dean of the Graduate School, with a copy to the affected student. The Associate Dean of the Graduate School will consider the faculty recommendation and inform the student and the graduate program coordinator or department chair of the action taken.

A student disagreeing with the action taken should make every effort to resolve the situation through informal discussions with the individuals involved in the decision. If the recommendation to dismiss is changed at this point, the Associate Dean will be notified and after review will notify the student of the decision.

If the decision to dismiss stands, a student wishing to enter a formal appeal shall follow the procedure outlined in [**28.2 Policy and Appeals Procedure for Graduate Students Dismissed for Failure to Make Satisfactory Academic Progress or Professional, Ethical, or Behavioral Misconduct**](#). A student who has been dismissed for professional, ethical, or behavioral misconduct may, with the permission of the Dean of the Graduate School, enroll as a special student in courses in his/her program pending a final decision on the appeal.

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.

Graduate Student Roles

MFTC Coordinator

The responsibilities of the MFT Facility Coordinator includes oversight of the space(s) where the MFT faculty and students conduct clinical work. Such responsibilities include ensuring supplies are available, maintaining contact and relaying information from the HDFS faculty and staff and maintaining the facility as a whole by keeping it as 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 clinical facility 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 logbook 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." Continuing students contact their buddies via email or phone and typically 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.

Degree Completion Requirements

The marriage and family therapy program requires a minimum of two years including two summers. Alternative plans of study (i.e. a part time program) that typically ranges over (3-4 years) are also 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 Plans of Study are available

| Plan of Study | | | |
|--|----------------------|--|----------------------|
| Year A | | Year B | |
| Fall | Spring | Fall | Spring |
| HDFS 945 (4 credits) | HDFS 930 (4 credits) | HDFS 841 (4 credits) | HDFS 942 (4 credits) |
| HDFS 991 (4 credits) | HDFS 942 (4 credits) | HDFS 945 (4 credits) | HDFS 947 (4 credits) |
| HDFS 993 (4 credits) | HDFS 952 (4 credits) | HDFS 994 (4 credits) | HDFS 954 (4 credits) |
| HDFS 898 (4 credits) | HDFS 898 (4 credits) | HDFS 898 (4 credits) | HDFS 898 (4 credits) |
| | | | |
| Summer | | Summer | |
| HDFS 898 (4 Credits) | * Elective course | HDFS 898 (4 Credits) | |
| Integrative paper/presentation seminar | | Integrative paper/presentation seminar | |
| | | | |
| * Elective course can be taken at any time, but is usually taken the first Summer semester of the program. | | | |

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).

Policies Regarding MFT Courses

1. Students may start the clinical practicum in the Fall semester only. Only in rare instances will students be allowed to start in Spring or Summer semesters. Exceptions to this guideline will be reviewed by petition only.
2. For those students choosing to complete the program on a less-than-full-time basis, it is not required that they begin the clinical component of the program immediately. These students, if they so choose, may take only non-clinical courses their first years. Part-time students must request transition to the clinical component of the program by January 15th of the year in which they wish to enroll.
3. Every student, whether full-time or part-time, must take HDFS 841 Marital and Family Therapy, either concurrently or prior to starting the clinical practicum.
4. Every student, whether full-time or part-time, must take HDFS 945 Family Therapy Practice I while concurrently enrolling in HDFS 998 Marriage and Family Therapy Practicum.
5. Once a student starts the clinical practicum, it is expected that she/he will be continuously enrolled in HDFS 998 Practicum until his or her 500 supervised hours are completed. Exceptions to this guideline will be reviewed by petition only.
6. A student who has completed his or her course requirements and is close to completing his or her integrative paper and 500 hours of supervised client contact must sign up for one credit hour of HDFS 998 Practicum in the semester she/he plans on completing the requirements. The student will be exempt from completing remaining weeks of the practicum when:
 - a. Integrative paper has been completed and presented
 - b. 500 hours of supervised client contact has been completed
 - c. She/he has transferred, referred or terminated his or her clients
7. If a student has completed his or her 500 hours of supervised therapy and will be continuing into the following semester to complete the integrative papers, she/he must enroll in four credits of HDFS 998 Practicum. An exception this policy may be petitioned and a decision will be made by the MFT Advisory Committee on a case-by-case basis.
8. The procedure for assessing clinical readiness for the first-year Marriage and Family Therapy students consists of the following steps:
 - a. Students must be currently enrolled in or have completed the required coursework, HDFS 841 Marriage and Family Therapy, and HDFS 945 Family Therapy Practice I.

- b. Students must be currently enrolled in HDFS 998 Marriage and Family Therapy Practicum.
- c. Students' clinical readiness is assessed based upon satisfactory progress in all required coursework and in clinical practicum, and satisfactory ratings on the Clinical Readiness Scale.
- d. Students will be assessed for clinical readiness in the first semester. Students generally spend the first semester involved in live supervision, individual supervision, and teamwork, and are ready to begin clinical work at the beginning of the spring semester. Depending on the resources that students bring to their graduate program, they may request and/or respond to a supervisor's suggestion for an early clinical readiness assessment.
- e. Students meet with their clinical supervisor to discuss the results of the Clinical Readiness Scale at the time of evaluation and no later than the end of the first semester.

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.

Comprehensive Check List

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.

Student Liability Insurance 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.

| MFT Courses, Goals & Student Learning Outcomes | | | |
|--|---------------|---------------------------|------------------------|
| Course | 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 | PG 2, 4 | SLO 2, 3, 4, 5 | FT 2, 3, 4, 5 |
| HDFS 952 | PG1, 2 | SLO 2, 3, 5 | FT 2, 8 |
| HDFS 991 | PG 4 | SLO 3, 5 | FT 5 |
| HDFS 993 | PG 1 | SLO 1, 3, 4 | FT 1 |
| HDFS 930 | PG 3, 5 | SLO 3 | FT 6 |
| HDFS 950 | PG 3 | SLO 1, 3, 6 | FT 8 |
| HDFS 954 | PG 2 | SLO 2, 3, 4, 5 | FT 8 |
| HDFS 994 | PG 3, 4, 5 | SLO 3, 6, 7 | FT 4 |

Basic Skills Evaluation Device

At the end of each semester students will be evaluated by their supervisor by utilizing the Basic Skills Evaluation Device (Appendix B). The basic skills evaluation device is utilized as a way to gauge clinical development and progress towards each of the student learning outcomes.

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 Video 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 and referenced (using APA format) paper 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 course papers as foundational material for the integrative paper. You need to address each area adequately, but not necessarily equally. The first section must be a minimum of 10 pages. Each subsequent section must be a minimum of 6 pages.

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. Process of change.
5. Assessment and evaluative processes.
6. Intervention strategies.
7. Ethics in marriage and family therapy.
8. Role of research in marriage and family therapy.

You must work closely with the HDFS Practicum Supervisor 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 Video Recording: Two weeks before the presentation you should provide the Director of the Program written supplement to the video presentation. Remember that the primary purpose of this presentation is to provide you with an opportunity to demonstrate the consistency between your theoretical position and your clinical work. The focus of the video presentation 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 video 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 with an opportunity to demonstrate the consistency between your theoretical position and your clinical work. The focus of the video 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 to ensure a successful experience. The following are the guidelines for the presentation:

1. A 20-minute overview of the way in which the videod interventions are consistent with your theory of change.
2. A 20 to 30 minute presentation of the video.
3. 15 to 20 minutes to respond to questions from faculty and students about the integrative paper and the video. 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 video and video 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 | | | | |
|---|------------------------------|--------------|---|--|
| <p>Timeline and Procedures on Data Collection</p> <p>The following table depicts the communities of interest that inform advancements to this master's program. The table includes the assessment schedule and mechanism.</p> | | | | |
| Name | Community of Interest | Frequency | Method | Who's Responsible |
| Program Mission, Goals, and Student Learning Outcomes | Students, Alumni and Faculty | Annually | Exit Interview Surveys, Resource Surveys | Program Director |
| | | Bi-Annually | Alumni Surveys | |
| | | 4 Times/Year | MFT Community Meetings | |
| | | Ongoing | Informal Feedback from graduating students & Alumni. | |
| Student/Graduate Achievement | Students & Alumni | Annually | The program director contacts or collects information received from alumni and current students to determine any updates needed to maintain the accuracy of achievement data. | Program Director |
| Student Support Services | Students | Annually | Resource Survey | Program Director |
| | | 4 Times/Year | MFT Community Meeting | |
| Program Director | Students & Faculty | Annually | Resource Survey | HDFS Chair, and MFT Advisory Committee |
| Faculty Leadership & Program Feedback | Students | Annually | University level course evaluations: HDFS narrative evaluations and course objectives | Program Director |
| | | | | |

| | | | | |
|--|---------------------------------------|---|--|----------------------------------|
| Curriculum/Teaching Learning Practices | Students | End of Every Semester (Fall, Spring & Summer) 4 Times/Year | University level course evaluations: HDFS narrative evaluations and course objectives MFT Community Meetings | Program Director |
| Resources | Faculty & Students | Annually | Resource Survey | Program Director |
| | | 4 Times/Year | MFT Community Meeting | |
| Exit Surveys | Graduating Students | Annually | Survey and Interview | Program Director |
| Alumni Survey | Graduates of the MFT Master's Program | Bi-Annually | Qualtrics Survey Alumni Survey? | Program Director |
| Alumni Employer Survey | Employers of Program Alumni | Bi-Annually | Qualtrics Survey | Program Director |
| Community Internship Supervisors | Supervisors and interns | Annually | Community Internship Evaluations | Community Internship Coordinator |
| HDFS Department and MFT Program Feedback | 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 |
| Community Internship Evaluation Survey | Internship 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 |

Student Achievement Data (SAC Data)

| Graduate Achievement Data Disclosure | | | | | | | | |
|---|-----------------------------|----|---|------|-----------------------------|------|--------------------------|------|
| Graduate Achievement Data for UNH MFT Program | | | | | | | | |
| Accredited since: 7/1/1994 Advertised program Length*: FT - 2.3 Years, Pt - 6 Years | | | | | | | | |
| Cohort Year Students Entered Program | # of Students in Program | | Graduation Rate in Advertised Time (%)* | | Job Placement Rate (%)** | | Licensure Rate (%)*** | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| 2015 - 2016 | 6 | 2 | 100% | 100% | 83.33% | 100% | 83.33% | 100% |
| 2016 - 2017 | 6 | 2 | 100% | 100% | 100% | 100% | 100% | 100% |
| 2017 - 2018 | 6 | 1 | 83.33% | 100% | 100% | 100% | 83.33% | 100% |
| 2018 - 2019 | 8 | 1 | 100% | 100% | 100% | 100% | 100% | IP |
| 2019 - 2020 | 6 | 2 | 83.33% | 100% | 100% | 100% | 100% | IP |
| 2020 - 2021 | 8 | 2 | 100% | IP | 100% | 100% | IP | IP |
| 2021 - 2022 | 8 | 2 | IP | IP | IP | IP | IP | IP |
| 2022 - 2023 | 7 | 2 | IP | IP | IP | IP | IP | IP |

*Most full-time (FT) students complete the MFT program in 2.3 years, including 2 summers; maximum time to complete the program for part-time (PT) students is 6 years.

FT=Full-time

PT=Part-time

IP=In Process: Students from the cohort listed have yet to graduate from the cohort year listed.

Programs are only required to provide data on the past 7 years/cohort or since the program was initially accredited, whichever is shorter.

* Graduation Rate is the program's Advertised Length of Completion which is how long the program is designed to complete as written.

** Job Placement Rate is the percentage of graduates from the cohort year that are employed utilizing skills learned in the COAMFTE accredited program.

*** Licensure rate is the percentage of graduates from the cohort year that have achieved ANY level of MFT licensure. For Master's programs only, COAMFTE has established a benchmark of 70% licensure rate for each cohort.

Means of Collecting Graduate Achievement Data

1) A formal request to graduating students before they leave the program is 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.

Faculty

Dr. Trenton Call, Ph.D. Assistant Clinical Professor and Program Director of the Marriage and Family Therapy Program. Dr. Call received his master's degree from Oklahoma State University, 2017 and obtained his doctorate from Florida State University, 2021. Dr. Call's interests include Marriage and Family Therapy, couples therapy, families with children with intellectual and developmental disabilities, parenting, and family therapy training/supervision. Dr. Call is an AAMFT Approved Supervisor. Dr. Call teaches many of the MFT theory and practice courses and teaches two of the clinical practicums per year. As Program Director, he is primarily responsible for overseeing the ongoing development and implementation of the program's curriculum and its clinical training program. He 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. Call'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. Call has been provided one course release each year to support his ability to perform these responsibilities. In addition, Dr. Call distributes his five-course teaching load throughout the year, including supervising students within the context of two clinical practicums. Because his schedule is limited to two courses in the fall and two courses in spring and summer, he has sufficient time to maintain oversight of the MFT program year-round (SLO 1,2,3,4,5,6,7).

Dr. Marissa Mosley, Ph.D. Assistant Professor in the MFT Program. Dr. Mosley received her master's degree from University of San Diego in 2016 and obtained her Doctorate from Florida State University in 2022. Her clinical experience includes private practice, collaborate care, and community clinics. Dr. Mosley's clinical interests include couples therapy, sex therapy, and marriage and family therapy training/supervision. Dr. Mosley researches the role of technology in romantic relationships and works to bridge the gap between research and practice. Dr. Mosley is an AAMFT Approved Supervisor and teaches MFT courses and clinical practicum. (SLO 1,2,3,4,5,6,7)

Dr. Kerry Jenkins, Ph.D., Associate Professor and Chair of the HDFS Department. Dr. Jenkins' 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. Jenkins 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 (SLO# 3,4)

Dr. Sahitya Maiya, Ph.D., Assistant Professor of HDFS at UNH. Dr. Maiya teaches research methods and family theories in the MFT program. Her research program focuses on the connections between family socialization, risk-resilience, and socioemotional and behavioral well-being during adolescence and emerging adulthood in diverse contexts. One line of research highlights how family members such as parents and siblings socialize prosocial behaviors among culturally diverse adolescents and emerging adults. A second line of research underscores the effects of risk (e.g., stress) and resilience (e.g., coping) factors on substance use, school bonding, and prosocial behaviors in adolescents and emerging adults from diverse backgrounds.

Dr. Barbara R. Frankel, Emerita Associate Professor, was the Director of the Marriage and Family Therapy Program from its inception in 1988 until 2022. She is an AAMFT Clinical Fellow, Approved Supervisor and is a Licensed Marriage and Family Therapist and Licensed Clinical Social Worker. Dr. Frankel received her B.A. from the University of Wisconsin at Madison, 1970; her M.S.W. from Kent State University, 1976; and her Ph.D. from Purdue University, 1988. Dr. Frankel is accredited to helping to bring MFT's to New Hampshire and played a significant role in establishing it as a credible and respected helping profession.

Dr. Mark Moses, Emeritus Clinical Associate Professor, obtained his doctorate in Counseling Psychology from Ohio University in 1979 and completed a post-doctoral fellowship in Clinical Psychology. 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.

Jennifer Golia, LMFT, is a Marriage and Family Therapist in Portsmouth New Hampshire. She is an approved AAMFT supervisor and currently serves as the chair of the New Hampshire Association of Marriage and Family Therapy.

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, 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 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 practical utilizes a variety of techniques from multiple theoretical perspectives to integrate into the teaching and training process 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 where 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.

The MFT Program has a unique process of ensuring that our students have a consistent and intense training program. Our students have six practicums 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' 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) 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 to 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).

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.

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 Scale | | | | | |
|---|---------------------------|---------------|--------------|------------|------------------------|
| 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 construct. | | | | | |
| 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 their role as an MFT. | | | | | |
| 15. This student presents themselves 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 | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | | |
| Clinical Readiness Video | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | | |
| Additional comments or clarification of ratings: | | | | | |
| <hr/> Signature of 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 Practicum complete the Basic skills Evaluation Device Course Evaluation Form.
- B. At the end of each semester supervisors of HDFS 898 Practicum 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 and 2) the MFT Program evaluates each course's objectives to determine if faculty has been effective in meeting those objectives.

Community Internship

| 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 the student transfer in hours from another program? Yes or 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 hours250) | Total Hours 500 hrs. | Case Rpt. | Live (raw data) | Video (raw data) | Audio (raw data) | Direct Obs. (add audio, video & live) 50 hrs | Total Supervision Hrs. 100 hrs. |
| UNH MFTC | IND | | | | | | | | | | | |
| | GRP | | | | | | | | | | | |
| | ALT-Team | | | | | | | | | | | |
| | IND | | | | | | | | | | | |
| | GRP | | | | | | | | | | | |
| | ALT-Team | | | | | | | | | | | |
| 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 UNH-MFT Program is COAMFTE Accredited and meets the academic and clinical training requirements for MFT's licensure in the state of New Hampshire. Marriage and Family Therapy is a profession that leads to licensure in all 50 states. However, you need to know that each state has its own law and regulations about its requirements to become licensed as an MFT in that state. It is important to know that not every state will accept a degree and the supervised hours that are earned from another state. It is strongly recommended that you review the licensure requirements in the state that you plan to practice as soon as possible so that you understand what may and may not be accepted in that state. Therefore, it is very important to begin early in your graduate study a process of considering the state you may locate to practice upon graduation and plan accordingly.

Licensure

The UNH-MFT Program academic and clinical training curriculum meets the requirements for licensure as a marriage and family therapist 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 strongly advised to access the link on AAMFT website (aamft.org) to learn about each state's license requirements (MFT State/Province Resources).

The UNH-MFT Program's academic and clinical training curriculum was designed to meet the requirements for licensure as a marriage and family therapist in the state of New Hampshire. Please refer to Appendix B of the MFT Handbook for a complete description of New Hampshire's licensing requirements.

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 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, 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 Policies

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 semester 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 representative is from the first-year class, and one is from the second-year class. These representatives are elected by the overall student population and are reported 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 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 2023).
3. We are scheduled to survey employers of MFT Program graduates every two years (Next scheduled Spring 2023).

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 are 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 from the submitted and additional data. The Board's decision must be presented in writing to the parties involved within thirty days of receiving the faculty person's response statement.

If either the student or faculty member is not satisfied with the Appeals Board decision, the Dean of the College of Health and Human Services should be notified and the appropriate University of New Hampshire (student or faculty) grievance procedure can be initiated (see UNH Student Handbook and Faculty Handbook).

MFT Orientation Materials

Broad Goals of UNH HDFS MFT 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.

Student Accessibility Services

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS); 227 Smith Hall, or sas.office@unh.edu.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information, contact SAS:

227 Smith Hall, www.unh.edu/sas, 603.862.2607, 711 (Relay NH) or sas.office@unh.edu

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 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.

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 ESL [courses](#).

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 helps with speeches and oral presentations, and handouts on a variety of subjects are available from the center’s website [here](#).

The writing center is located in Room 329 in Dimond Library. Check the website 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.

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.

Adapted from: *Survival Skills for Graduate School*.

Linda Lacey, Dean, the Graduate School, New Mexico State University

www.gradschool.nmsu.edu

Appendix A: AAMFT Approved Supervisor Documentation.



Trenton A. Call, PhD

IS DESIGNATED AS AN

APPROVED SUPERVISOR

FOR THE TERM EXPIRING

Designation first granted: October 28, 2021

Current Designation Expires: October 31, 2026

161363
AAMFT Membership ID

Shelley A. Hanson, MA, President



Marissa A. Mosley, PhD

IS DESIGNATED AS AN

APPROVED SUPERVISOR

FOR THE TERM EXPIRING

Designation first granted: August 02, 2022

Current Designation Expires: August 31, 2027

184552
AAMFT Membership ID

Shelley A. Hanson, MA, President



Designation first granted: July 11, 2002

Current Designation Expires: November 30, 2023

69390
AAMFT Membership ID

Christopher Habben, PhD, President



Karla A. LaRochelle, MSMFT

IS DESIGNATED AS AN

APPROVED SUPERVISOR

FOR THE TERM EXPIRING

Designation first granted: December 23, 2019

Current Designation Expires: December 31, 2024

103454
AAMFT Membership ID

Timothy Dwyer, PhD, President

Appendix B: Basic Skills Evaluation Device

Marriage and Family Therapy Program University of New Hampshire

Basic Skills Evaluation Device

Student:

Evaluator:

Developmental Level: ☐ Beginner ☐ Intermediate ☐ Advanced

Practicum Semester:

| Conceptual Skills | Inadequate Information | Deficient | Below Expectation | Meets Expectation | Exceeds Expectation | Exceptional Skills |
|-----------------------------------|------------------------|-----------|-------------------|-------------------|---------------------|--------------------|
| 1. Knowledge base | | | | | | |
| 2. Systems perspective | | | | | | |
| 3. Familiarity with therapy model | | | | | | |
| 4. Self as therapist | | | | | | |

Comments:

| Perceptual Skills | Inadequate Information | Deficient | Below Expectation | Meets Expectation | Exceeds Expectation | Exceptional Skills |
|--|------------------------|-----------|-------------------|-------------------|---------------------|--------------------|
| 1. Recognition skills | | | | | | |
| 2. Hypothesizing | | | | | | |
| 3. Integration of theory into practice | | | | | | |

Comments:

| Executive Skills | Inadequate Information | Deficient | Below Expectation | Meets Expectation | Exceeds Expectation | Exceptional Skills |
|-------------------------|------------------------|-----------|-------------------|-------------------|---------------------|--------------------|
| 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 Expectation | Exceeds Expectation | Exceptional Skills |
|---------------------|------------------------|-----------|-------------------|-------------------|---------------------|--------------------|
| | | | | | | |

| | | | | | | |
|----------------------------------|--|--|--|--|--|--|
| 1. Supervision | | | | | | |
| 2. Recognition of ethical issues | | | | | | |
| 3. Paperwork | | | | | | |
| 4. Professional image | | | | | | |
| 5. Professional conduct | | | | | | |

Comments:

| Evaluation Skills | Inadequate Information | Deficient | Below Expectation | Meets Expectation | Exceeds Expectation | Exceptional Skills |
|--------------------------|-------------------------------|------------------|--------------------------|--------------------------|----------------------------|---------------------------|
| 1. Evaluation of therapy | | | | | | |
| 2. Evaluation of self | | | | | | |

Comments:

| Theory (preferred model) | Inadequate Information | Deficient | Below Expectation | Meets Expectation | Exceeds Expectation | Exceptional Skills |
|---|-------------------------------|------------------|--------------------------|--------------------------|----------------------------|---------------------------|
| Knowledge of theory | | | | | | |
| Utilizes theory in practice | | | | | | |
| Recognizes strengths and weaknesses of theory | | | | | | |

Comments:

This document was completed collaboratively with the student intern.

Supervisor:

Date:

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

Appendix C: The Rules and Regulations of New Hampshire Marriage and Family Therapy Licensure

Please visit for New Hampshire's Marriage and family therapy rules and regulations:

https://www.gencourt.state.nh.us/rules/state_agencies/mhp300.html