Student Handbook

for the Specialization in

Marriage and Family Therapy

Master's Program in Child Development and Family Studies

Department of Behavioral Sciences

(2/07)

Marriage and Family Therapy

Master's Program in Child Development and Family Studies

Mission Statement

The Marriage and Family Therapy Program at Purdue University Calumet espouses a scholar/practitioner model of family therapy training. Graduates of the Program will be well versed in family therapy theory, research, and practice. We expect that our graduates will stay abreast of the cutting-edge trends in our field and that they will contribute to this process through their own scholarship, their clinical practice, and the training of future family therapists.

Program Objectives

Consistent with our Mission Statement, we present the following program objectives:

Objective One

Graduates of the Program will be well versed in the various family therapy theories.

Objective Two

Graduates of the Program will have a strong beginning-level grasp of the practice of family therapy.

Objective Three

Graduates of the Program will have a solid grasp of how to conduct family therapy related research.

Diversity

The Marriage and Family Therapy Program at Purdue University Calumet is committed to the promotion of diversity among all human beings. This is more than a statement, but is a foundational belief that not only are all individuals entitled to love, understanding, and equal rights, but that family therapists must learn to understand and support individuals whose age, race, culture, ethnicity, sexual orientation, religion, and physical ability might be different than their own. Diversity cannot be achieved solely through the reading of textbooks, but must be accomplished through one-on-one discussions between individuals of diverse lifestyles. This is not always easy, but it is a process that bears the most fruit. To ensure that students receive strong training in diversity, the MFT faculty is committed to discussing diversity issues in all courses, providing readings that deal with diversity issues, providing a practicum experience where students are exposed to a diverse client population, including discussion of diversity in clinical supervision, and developing a diverse faculty and student body. Consistent with this stance, the Program abides by the 2004 American Psychological Association resolution supporting same-sex marriage, and gay and lesbian parenthood.

Required Courses

The specialization in Marriage and Family Therapy at Purdue University Calumet is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (*COAMFTE*) of the American Association for Marriage and Family Therapy (*AAMFT*). This will allow students to apply for Clinical Membership in *AAMFT* and take the MFT state licensure exam after they have completed the required number of post-graduate hours practicing family therapy.

The specialization stresses a three-pronged approach to marriage and family therapy training that highlights theory, research, and practice. Because of the need to provide this well-balanced perspective, and to comply with CO*AMFTE* requirements, students must accrue at least sixty credit hours in order to graduate. In most cases, this will require full-time students to take between two and three years to complete their Master's degree.

Breakdown of Courses

Courses in the marriage and family therapy specialization are designed to comply with *COAMFTE* academic requirements (2003) as well as satisfying specific program needs. Courses are listed by CO*AMFTE* academic categories.

Theoretical Foundations of Marital and Family Therapy

	Course Title	Credits
CDFS 603	Theories of Family Therapy	3
CDFS 665	Transgenerational Family Therapies	3

Assessment and Treatment in Marital and Family Therapy

	Course Title	Credits
CDFS 590	Couple Therapy	3
CDFS 657	Social Constructionist Family Therapies	3
CDFS 660	Family Therapy Skills	3
CDFS 663	Structural, Strategic, and Systemic Family Therapies	3
CDFS 671	Human Sexual Dysfunction	3
PSY 673	Psychology of Behavior Disorders	3

Human Development and Family Studies

	Course Title	Credits
CDFS 601	Advanced Child Development	3

Ethics and Professional Studies

	Course Title	Credits
CDFS 680	Professional Issues for Child and Family Specialists	3

Research

	Course Title	Credits
PSY 605	Applied Multivariate Analysis	3
CDFS 615	Research Methods in Child and Family Study	4
CDFS 698	Research M.S. Thesis	6

Electives (Students must take a minimum of one course.)

	Course Title	Credits
CDFS 590	Counseling the Abusive Family	3
CDFS 659	Addictions	3
CDFS 671	Human Sexual Dysfunction	3

Supervised Clinical Practice

Students in the marriage and family therapy program are required to spend a minimum of one complete calendar year in practicum. This practicum experience begins at the start of the spring semester of the first year, continues through the summer session, and ends at the completion of the fall term. Students will be placed in our on-site Couple and Family Therapy Center in their first year, and in a community agency that provides marriage and family therapy during their second year. Throughout this process, students will receive one hour of weekly individual supervision by their practicum site supervisor (second-year practicum) and participate in both weekly individual and group supervision sessions conducted by a member of the marriage and family therapy faculty (both first and second year). Only those supervision hours conducted by a faculty member count towards the supervision hours requirement. Supervision will consist of a mixture of live supervision (depending on the practicum site), videotape and audiotape supervision, and case consultation. Students will receive an evaluation by both their site supervisor and faculty supervisor at the end of the Fall and Spring semester. Faculty supervisors will evaluate students at the end of the Summer session. Evaluations will cover both strengths and growth areas. Students will evaluate their site supervisor at the end of the Fall and Spring semesters and their faculty supervisors at the end of both semesters and the Summer session.

As a prerequisite to enrolling in practicum, students must complete ***CDFS*** 660, Family Therapy Skills; ***CDFS*** 603, Theories of Family Therapy; and ***PSY*** 673, Psychology of Behavior Disorders. Students will be evaluated by the marriage and family therapy faculty as to their readiness to begin the practicum experience.

Following the completion of the one-year practicum, students will participate in at least a second eight-month practicum. Enrolling in the second practicum is a continuous process, following the immediate semester after the completion of practicum. Students will be placed in a different community agency that provides marriage and family therapy. They will again receive one hour of weekly supervision by their practicum site supervisor and participate in a weekly supervision group conducted by a member of the marriage and family therapy faculty. Student readiness to participate in the internship will be subject to faculty evaluation. Forms to record clinical and supervisory hours, found in Appendix B, are required to be completed on a monthly basis. Instructions for completing the forms are located in Appendix A.

Students are required to be enrolled in either the first or second practicum from the start of the spring semester of their first year until the end of August in their second year. Students must complete 500 hours of face-to-face contact with clients (250 hours must be with couples or families) and 100 hours of supervision (50% of which must include live, videotape, or audiotape supervision) prior to graduation. In order to complete the client contact requirement, students must maintain a minimum ongoing caseload of 8 clients per week (This may vary depending on the number of weekly client contact hours required for a particular case. More clients may be needed to ensure the completion of the client contact requirement.). Students who have not accrued their 500 hours must remain in their internship until this requirement has been completed. Those students who have completed their 500 hours but have not defended their thesis prior to their third year, must enroll in the third year fall practicum. The sequence of the practicum and internship courses, by semester, is listed below.

Course Title		Sequence	Credits
CDFS 669	Practicum in Family Therapy	Spring - First Year - Onsite	3
CDFS 669	Practicum in Family Therapy	Summer - First Year - Onsite	3
CDFS 669	Practicum in Family Therapy	Fall - Second Year - Onsite	3
CDFS 669	Practicum in Marriage Counseling	Spring - Second Year – Offsite	3
CDFS 669	Practicum in Marriage Counseling	Summer - Second Year – Offsite	3
CDFS 669	Practicum in Marriage Counseling	Fall – Third Year - Offsite (All third year students who have not yet defended their thesis)	3

TRANSPORTATION OF VIDEOTAPES AND AUDIOTAPES

Second- and third-year practicum students in off-campus agencies must treat their videotapes and audiotapes as confidential material. When transporting client videotapes and audiotapes for supervision by program faculty, students must ensure that these materials cannot be viewed by those outside of their agency and their MFT practicum supervisor and fellow practicum students. Students must keep these materials locked in their trunk, and keep them in locked briefcases or files if they are kept in their homes while in transit. Students who review their tapes at home must make sure that they are not viewed by others and that they are not kept in the open where others could view them.

MALPACTICE INSURANCE

All students must have **Malpractice Insurance** prior to the start of Practicum. This is included as part of the student's yearly fees. This policy is renewed by June 1st of each year. By June 1st, a copy of the student's malpractice card is submitted to the program secretary from the Bursar's Office. The program secretary then gives the card to the student and places a copy of the card in the student's file. Any student who does not receive a card by the end of June should contact the MFT secretary immediately to ensure they are not removed from their practicum site.

MASTER'S THESIS

Students must complete a master's thesis as part of their graduation requirement. This is to be a scholarly piece of research dealing with some aspect of the marriage and family therapy field. Students will begin this process in ***CDFS*** 615 during the fall semester of their second year. Their ***CDFS*** 615 professor will serve as their thesis chair. Students will choose a thesis committee that will consist of three members: the chair; one member of the marriage and family therapy faculty; and a member of the Behavioral Sciences Department or a related department. Students will work with their committee members throughout their thesis project.

To complete the thesis requirement, students must submit a written thesis document to their committee and provide an oral defense. The oral defense and the thesis document will be evaluated by the committee for a thorough understanding of the subject matter and scholarly presentation. Students are responsible for arranging a date for their oral defense that is convenient for all members of their committee.

PROCESS FOR COMPLETING A MASTER'S THESIS

Purpose of the Thesis

Completing a master's thesis satisfies two main goals. The first goal is to show that students have developed research mastery. This is achieved by designing, implementing, and defending their research project. The second goal is that the student becomes an expert in a specific research area. This is accomplished by students developing an extensive reference list and explaining how their project fits within the existing literature. The purpose of extensive citation and referencing is to demonstrate a solid knowledge of this research area, to show what work has been done, to develop a logical argument for this thesis, and to show how the results of the study compare with the body of literature within that area. All marriage and family therapy students must complete an empirical thesis as part of their graduation requirements. The thesis, and all program requirements must be completed within 5 years of the date of enrollment, or the student will be disenrolled from the program.

It is hoped that the thesis will be an enjoyable and challenging part of the student's academic program. It is not designed as a hoop to be jumped through, but as an integral component in the development of a qualified marriage and family therapist.

Choosing a Thesis Topic

Students should choose a thesis topic from an area in which they have an interest. It is helpful if students have thought about a topic before the start of their second year. They will work to refine their topic during ***CDFS*** 615--Research Methods in Child and Family Studies. Students should discuss this topic with their thesis chair and other faculty members to turn it into a workable thesis. Initial meetings will focus on the ability to complete this topic and its relevance to marriage and family therapy.

The Thesis Proposal

The thesis proposal is a document that explains the student's research project. The proposal describes the project and provides a rationale for its inception. The proposal is a scholarly document that is well-referenced and shows an understanding of the existing work in the field. The only way a committee can judge the relevancy of a proposed topic is to see that the student knows the body of work in an area and how this specific project adds to it. It is strongly advised that students work directly with their thesis chair and committee members to develop the proposal.

Sections of the Thesis Proposal

The thesis proposal consists of five sections. These sections are discussed below.

Statement of the problem. This section briefly states what the proposed study hopes to accomplish. Students will summarize their study in a few paragraphs. This section orients the thesis committee to the project and provides them with a frame of reference for evaluating it.

Significance of the problem. This section discusses the relevancy of the proposed project and what it hopes to accomplish. The student should describe the state of research and theory in the chosen area while presenting a logical argument for the project. This section presents the empirical and theoretical work that has been done in this area and how the proposed project will add to the existing research. This section shall be well-referenced to display to the thesis committee that the project is a logical extension of previous work. In other words, that the project makes sense.

This section concludes with the specific hypotheses or research question that the study proposes to answer. These hypotheses further clarify the goals of the study and enable the readers to assess the validity of the research design.

Plan of research. This section presents the research plan for the study. It describes how the study will be done and the procedures used to analyze the data. This section should follow a standard research article format. The purpose of this section is to show that the project can be accomplished and that its completion will answer the proposed hypotheses.

The first part of this section deals with the subjects who will be involved in the proposed study. Students should discuss who will be included in the study, the rationale for inclusion of this group, and the proposed number of subjects for the study

The second part of the research section discusses the procedures for the study. This section presents the design of the study and its implication. Students need to address issues of validity and reliability when appropriate. It is important to discuss specific measures that will be used and why they are appropriate for this study. Students who need to design an instrument (e.g. a survey) should discuss the procedures used for its creation.

The third part of this section presents how the data will be analyzed. Students should discuss the specific statistics used to analyze the data and how these analyses relate to the research questions.

References. The reference section lists all material cited in the proposal. References should follow the guidelines presented in the "Publication Manual of the American Psychological Association - Fourth Edition."

Appendices. The appendix section follows the reference section and contains extra information that will enable a committee to evaluate the project. The first appendix should present a timeline for the proposed study. This lists specific activities involved in the thesis and proposed dates by which they will be completed. Other appendices may present early drafts of survey questionnaires, diagrams and graphs used to further explain the project, and instruments used to measure effectiveness.

The Proposal Meeting

The purpose of the proposal meeting is for the students to present their project for committee evaluation. Thesis committee members will discuss the strengths and weaknesses of the project. The committee will then make recommendations for the project.

Organizing a proposal meeting. It is the student's responsibility to arrange the proposal meeting. Students should plan on two hours for this meeting. Each student should find a time when all committee members are free and reserve a room through the departmental secretaries. All committee members should receive a copy of the final proposal two weeks prior to the proposal meeting.

Procedure for the proposal meeting. The proposal meeting should last about two hours. It is designed as a collegial process in which the student and committee members work together to finalize the proposal. It will follow a five-step procedure:

Step 1: The student and all committee members will gather at the appointed time. The chair will convene the meeting and review the procedures for the rest of the session.

Step 2: The committee members will meet alone while the student leaves the room. During this period, the committee members can briefly discuss the proposal and any specific concerns they may have. This orients the committee to any specific questions they may need to ask during the meeting.

Step 3: The student is invited back to the room to begin discussing his/her proposal. The student will briefly describe the proposed project. This will be followed by a discussion in which faculty ask questions about the project, attempt to clarify misperceptions, and provide suggestions for the project.

Step 4: The student will again leave the room while the committee members discuss the merit of the proposal. They will decide if the student can begin doing the thesis and what changes need to be made on the project.

Step 5: The student will re-enter the room and be presented with the committee's final suggestions. All final suggestions will be explained to the student and later presented in writing. The committee chair will be responsible for writing up the committee decision and suggestions to the student. This will serve as a final contract for the student about what is expected to satisfy the thesis requirement. All committee members will sign this document. Copies will be distributed to the student and all committee members. Further, a copy will be placed in the student's file.

The committee suggestions will fall into one of three categories:

> Outcome A: The student will be told that his/her project is fully satisfactory and proceed with no changes to the proposal. This is a rare outcome. Students should expect some changes to the proposal.
>
> Outcome B: The student will be told to proceed with his/her project with specific changes and suggestions. These suggestions will be listed in the committee feedback document.
>
> Outcome C: The student will be told that more work needs to be done on the proposal before the committee can adequately evaluate it. The student will be advised how to strengthen the document through committee feedback. The student should continue to work on these ideas with the chair and other committee members prior to scheduling the next proposal meeting. In some rare cases the student may be advised to undertake a different project. This should not occur if the student works closely with the committee members prior to the proposal meeting.

The Thesis

The thesis represents the completion of the student's research project. The student should now be an expert in this specific area and demonstrate the ability to engage in the research process. The thesis should be a scholarly and thorough piece of work.

Sections of the Thesis

The main body of the thesis consists of four chapters. The content of these chapters will be discussed below. In addition, the thesis should follow all of the guidelines set forth in the most recent edition of "A Manual for the Preparation of Graduate Theses" provided by the graduate school of Purdue University. This discusses indexing the thesis, proper formatting of the thesis, and procedures for reference sections and appendices. Students should note that the thesis format check is done at the Purdue Calumet Library. Students must make an appointment with the thesis format office at Purdue Calumet during the semester in which they hope to defend and graduate. Timelines for thesis formatting are available from the graduate school office on the Calumet campus and the thesis formatting office at West Lafayette.

Students are advised to work closely with their chair and committee members during the thesis process. This can be especially helpful when preparing the thesis document. Close work with committee members leads to fewer adverse surprises during the thesis defense.

Table of Contents. All chapters, sections, and tables are to be included in the index section. Students should read the thesis manual to see how this is done.

Chapter One: Introduction. Chapter one states the significance of the problem and presents a review of the literature. This chapter should be an expanded version of the first part of the proposal. It contains the statement of the Problem, the Significance of the Problem, and the hypotheses. It is in this chapter that the student presents the rationale for the completed study.

Chapter Two: Methodology. Chapter two presents all of the procedures done in the study. It describes in detail the subjects, procedures, and data analysis done in the project. This chapter should be an expanded version of the research section of the proposal.

Chapter Three: Results. Chapter three presents all of the results found in the study. These results are to be presented in a clear and orderly fashion. Information should be presented in tabular form as well as written form to improve clarity. Chapter three presents, but does not interpret results. Interpretation of results is saved for chapter four.

Chapter Four: Discussion. Chapter four summarizes the results of the study and discusses their significance. Students should compare and contrast their findings with those of other major studies. They should interpret what their findings mean to clinicians and researchers. They should discuss the weaknesses of the study and what further research needs to be done in the future. Students are not required to find significant results in their thesis. The important issue is that they can interpret their findings in this chapter.

References. All references should be included following the style suggested in the APA writer's manual.

Appendices. Appendices should include all forms, charts, letters, and instruments used in the research project. These are included to clarify for committee members and future readers what was done in the project.

Optional Components. The following three components are optional for Master's theses in the Purdue System. However most theses contain all three. The Marriage and Family Therapy Program recommends that these components be included in graduate theses.

1. Dedication: This is a brief statement about who the thesis is dedicated to. Students often dedicate theses to spouses, family members, or other people who are important to them.

2. Acknowledgments: This is a statement of appreciation to those persons who helped with the thesis. Students typically acknowledge their committee members, fellow students who helped with the thesis, and other individuals who worked on the project.

3. Preface: This section is an enlarged abstract of the thesis. It provides a brief overview of the project.

The Thesis Defense

The purpose of the thesis defense is for the student to present his/her completed thesis. The student should be able to discuss the results of the project and how it fits with the existing literature.

Organizing the thesis defense. It is the student's responsibility to arrange a time and room for all committee members to meet. The student should plan on everyone meeting for two hours. All committee members should receive a copy of the thesis two weeks prior to the defense. The thesis defense is open to the University Community. All MFT graduate students and Behavioral Sciences faculty are invited to attend.

Procedure for the thesis defense. Like the proposal meeting, the thesis defense is a collegial process in which the student presents his/her thesis. The thesis defense is a five-step process lasting about two hours.

Step 1: The student and all committee members meet. The chair will convene the meeting and review the procedure for the rest of the session.

Step 2: The student presents a brief summary of his/her study and findings (about 20 minutes). Following this presentation, the committee members ask questions about the findings, procedures, interpretations, and relationship to other studies.

Step 3: The student and all visitors leave the room while the committee discusses the thesis document and the student's presentation. They decide on the final disposition of the thesis.

Step 4: The student returns to the room and the committee presents their suggestions. Outcomes fall into one of three categories.

Outcome A: The committee believes that the student completely satisfied all aspects of the thesis and accepts the thesis as stands. The committee signs the student's thesis completion form and everyone celebrates. Students should note that it is their responsibility to bring the thesis completion form to the meeting for the committee to sign.

Outcome B: The committee believes the student satisfied the majority of aspects of the thesis and accepts the thesis with minor revisions. The committee signs the student's thesis completion form with the stipulation that the student make minor revisions with respect to spelling, interpretations, or simple clarification of graphs and charts. In some instances, all members of the committee will sign off on the thesis completion form except the chair who will wait until the revised thesis has been turned in to him/her. At the end of this meeting, all members will again celebrate.

Outcome C: The committee believes that the student has not satisfied enough aspects of the thesis to be acceptable. The student will be given specific directions for doing further analyses or making major changes regarding interpretations or the presentation of charts and tables. The student will be advised to meet again for a second thesis defense after specific changes have been made. While this is a possible outcome, it can be lessened by the student working closely with committee members during the project implementation and write up.

Internal Paperwork in Preparation for Thesis Defense Prior to Graduation

Students preparing to defend their thesis should see the Program Secretary to insure that they are progressing through the sequence of internal paperwork in the required order. It is the responsibility of the student to determine, in conjunction with their thesis committee, a mutual time for the thesis defense. He/she must notify the MFT secretary as soon as a date, time, and room is finalized so she can process the required Form 8 (Request for Appointment of Examining Committee). At least two weeks prior to the thesis defense the student must meet with the Thesis Format Advisor. Appointments for thesis formatting are made by calling Ext. 2435. Be sure to see the Program secretary for accompanying Form 9 (Thesis Acceptance Form) and instructions. The student must take the approved Form 9 and Form 7 (Report of Master's Examining Committee) to their defense for signature by their committee members. Immediately following the defense, the student delivers the approved Form 7 to the Graduate School Office. The approved Form 9 becomes the first page of the printed thesis. It is important that students approaching thesis defense/graduation meet regularly with the Program secretary to keep apprised of internal paperwork procedures and requirements.

Registering for Thesis in the Final Semester

It is a requirement within the entire Purdue University system that students must register for three (3) credit hours of CDFS 698 in the semester they plan to defend their thesis. If a student completes the written thesis at the end of the semester but misses the deadline for an oral defense, that student can enroll the following semester for one (1) credit hour of Candidacy Only Status. Candidacy Only Status can only be given to a student who has completed their written thesis the previous semester, was enrolled in the previous semester for three (3) hours of thesis, has completed a minimum of six (6) hours of thesis credits, and only needs to complete the oral defense of their thesis.

Submitting the Approved Thesis

Students must submit six bound copies to Purdue University. One post-bound copy goes to the thesis office at West Lafayette. A second stitch-bound copy goes to the department in which the thesis was completed. A third stitch-bound copy goes to the thesis chair. Two stitch-bound copies go to the other committee members to thank them for their help and guidance. The sixth stitch-bound copy goes to the Purdue Calumet Library. Students can get their thesis bound at the Printing Services Building on the West Lafayette campus. They must make an appointment in advance to deposit their thesis in the Library Thesis Deposit Office in West Lafayette. Appointments can be made by calling (765) 494-2905. Students must check with the Purdue Calumet Marriage and Family Therapy secretary to see that they have all appropriate forms completed for their defense and thesis deposit.

Choosing a Thesis Committee

The master's thesis committee is comprised of three members. The chair is the primary committee member. This person is chosen by the department of behavioral sciences. The chair will be the same for all student s engaging in the thesis process during a given year. The thesis chair will be the same person who teaches *CDFS* 615--Research Methods in Child and Family Studies. This person will serve as the thesis methodologist.

The second person on the committee is a full-time member of the marriage and family therapy faculty. This person serves to see that the content and topic of the thesis is relevant to the field of marriage and family therapy. Students can pick the faculty member of their choice; however, faculty will be divided evenly among students in a particular thesis class. Therefore, students wishing to work with a particular faculty person are advised to choose their committee early.

The third committee member is a person who has an interest in the proposed topic or has special expertise that the student needs. This person can be someone from the Department of Behavioral Sciences, a faculty person from another department in the university, or an outside person with specific expertise in the thesis area. Non-university members must be accepted by Purdue University prior to serving on a thesis committee.

PLAN OF STUDY

Students are required to complete a plan of study identifying the courses they will be taking during their graduate education. This document is to be signed by all members of their thesis committee, checked by the director of the graduate program, and submitted to the graduate school in West Lafayette for approval one semester prior to defending their thesis. It is advised that students submit their plan of study to the program director at the start of the semester prior to their defense to insure that is approved by West Lafayette by the end of that semester. Many students prefer to submit their plan of study during their first year in order to better plan their academic coursework. The University conducts an audit of the student's transcripts during their final semester to see that they have completed all courses on their Plan of Study. A copy of the audit is placed in the student's file to verify that they have completed the program.

PART-TIME STUDENTS

Students attending the master's program in marriage and family therapy on a part-time basis must graduate within five calendar years from the date they officially started. Students are responsible for completing their coursework, practicum, and thesis. Students are responsible to work with their graduate advisor to identify those courses that are offered on a yearly and an every other year basis.

EVALUATION CRITERIA FOR ENTERING FIRST PRACTICUM

Entering practicum in the spring semester of the first year is not a given. While we expect almost all of our students to achieve this milestone, we realize that some may not be ready to make this step. The following are the criteria that students must meet to proceed to practicum.

A. Complete the following coursework with a minimum of a "B."

1. *CDFS* 603 Theories of Family Therapy
2. *CDFS* 660 Family Therapy Skills
3. *CDFS* 673 Psychology of Behavior Disorders

B. Demonstrate a beginning understanding of the major family therapy concepts.
1. Triangles and Cross Generational Coalitions
2. Circular Causality
3. Transgenerational Patterns
4. Identified Patient
5. Boundaries
6. Alliances
7. The Family Life Cycle
8. The Family as an Interactional System

C. Demonstrate a beginning understanding of the behavior disorders.
1. Understand the basic behavior disorders.
2. Know the basic DSM-IV terminology.
3. Show beginning level diagnostic skills.

D. Demonstrate professionalism.
1. Use ethical conduct in dealing with others.
2. Dress in a professional manner.
3. Represent oneself and the profession in an appropriate manner.

E. Demonstrate a beginning skill level in the following:
1. Relationship Skills
2. Structuring Skills
3. Conducting an Initial Session
4. Constructing Genograms
5. Tracking Interactional Sequences
6. Conducting an Initial Telephone Call to Clients

F. Demonstrate personal maturity and responsibility
1. Attend Classes
2. Take Assignments and Tasks seriously
3. Attempt to Learn Material
4. Work with Classmates and Faculty
5. Accept and Tolerate Feedback from Others
6. Communicate Openly with Faculty and Students
7. Avoid Triangulating Faculty and Students

G. Show emotional stability
1. Avoid allowing personal issues to become a destructive influence with prospective clients.

   a. The marriage and family therapy program does not require therapy as part of the educational experience. However, faculty may recommend some students receive therapy if their personal issues may impede their development as a therapist. This is a common occurrence in clinical training and should not be perceived as an insult by the student. It is a sign of concern on the part of the faculty. Faculty members will be happy to provide students with the names of competent marriage and family therapists in the area.

b. Those students exhibiting severe disorders may be held back from beginning the practicum experience until they have undergone personal therapy. This will be done if the faculty believe the student's emotional issues may be destructive toward potential clients. This policy is not intended to discriminate against students with severe emotional problems, but to protect their prospective clients. Protecting the welfare of clients is a major goal of the marriage and family therapy program.

EVALUATION CRITERIA FOR ENTERING SECOND PRACTICUM

A. Develop confidence as a clinician.

B. Show consistency in:

1. Taking charge in session.
2. The ability to develop goals, hypotheses, and strategies for cases.
3. Intervening appropriately with families.
4. The ability to assess client, therapeutic relationship, and self.
5. Writing clear and concise case notes, and keeping case records up to date.

C. Demonstrate the ability to present a case in a clear, coherent fashion.

1. Show a link between interventions and hypotheses about the family.
2. Show a link between hypotheses and own theory of change.

D. Have a clear idea of personal and professional goals.

E. Demonstrate professionalism.

1. Use ethical conduct when dealing with cases.
2. Dress in a professional manner.
3. Represent oneself, the clinic, and the profession in an appropriate manner.

F. Demonstrate theoretical grounding.

1. Be able to discuss own theory of family therapy.
2. Be able to integrate hypotheses and techniques to theory.

DISCLOSURE OF STUDENT PERSONAL INFORMATION

The process of becoming a marriage and family therapist often brings up personal issues for students. This is normal and to be expected. The faculty expect that certain painful experiences from a student's past may get in the way of their clinical work. We expect that students will seek faculty advice when these issues arise. Faculty are happy to discuss these issues as they pertain to clinical work and sometimes make referrals to therapy to help students deal further with their problems. We are also aware that sometimes students may feel uncomfortable sharing this information without knowing if this may harm them professionally or academically. We attempt to be supportive of students concerns and present these guidelines for how student personal information is handled.

Student personal information will not be disclosed to outside sources without the permission of the student. Students who wish faculty to serve as references for jobs and doctoral programs must be aware that personal information may be given unless the student specifically discusses this with the faculty.

Faculty members share student clinical and academic progress with each other when evaluating student progress. Personal information specifically related to clinical practice and academic performance may be discussed during these sessions. The faculty do not share personal confidences of students unless these directly impact the personal safety of the student or others, or involve abuse of children. As faculty evaluate students, they may share that a student is struggling with issues, but will not share the content of these issues unless they relate directly to the above stated areas. Faculty will share relevant student personal information when a student is in various stages of the severe deficiency track for evaluation purposes (See Procedure For Counseling A Student Out Of The Program in the following section.). Students who triangle faculty members about issues with other faculty members will be directed to discuss this with the faculty member of concern and will notify that faculty member that the specific student approached them and was redirected to speak with the faculty member of concern.

PROCEDURE FOR COUNSELING A STUDENT OUT OF THE PROGRAM

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the talent to perform effectively in their field, and drop out of their program. A few students, while lacking the skills to be effective, continue on with their degree program. Because marriage and family therapists continuously intervene in the lives of others, it is important that only competent beginning-level clinicians be allowed to graduate. Therefore, it is the responsibility of the marriage and family therapy faculty to identify those students who are severely lacking in clinical skill and counsel them out of the program.

Counseling a student out of the program is a sad situation for both faculty and students. Because of this, faculty will work with those students who exhibit severe deficiencies. Counseling a student out of the program is a very rare situation that we attempt to avoid at all costs.

Categories of Severe Deficiencies

Severe deficiencies exist when students are unable to appropriately apply theoretical material in the clinical setting. This relates to being unable to engage clients in therapy, diagnose existing problems, and design and implement intervention strategies.

Severe deficiencies also exist when students consistently fail to work with faculty, site supervisors, and students.

Severe deficiencies also exist when students show severe enough emotional problems to have a negative effect on their clients and either make no effort to resolve these problems or, after engaging in therapy, have made insufficient gains to continue in the practice of marriage and family therapy.

Procedure for Counseling a Student out of the Program

The following is the procedure used in counseling a student out of the master's program in marriage and family therapy:

1. Students strengths and growth areas are discussed with students at their end of semester evaluations. This is done with their practicum supervisor (The Family Therapy Skills instructor will do this for first semester students.). These issues also are discussed as a part of a student's ongoing supervision. When a growth area is identified, specific goals and strategies will be implemented to help students develop in specific areas. This is a common and desired, occurrence in supervision. However, if the faculty member believes that the problem fits within the category of severe deficiency and it is not alleviated through initial goal setting and strategizing procedures, step two of the process will be implemented.

2. Any faculty member who believes a student is displaying a severe deficiency, and has attempted unsuccessfully to resolve it through goal setting and strategizing procedures, will discuss the problem with the entire MFT faculty prior to meeting with the student. The faculty will decide if the problem is severe enough to warrant the label "severe deficiency." If the problem is termed a severe deficiency, the faculty will move to step three. If not, the problem will remain as another growth area for the student to work on. The faculty will discuss alternate strategies for the instructor to use with the student to facilitate growth.

3. Students will be notified of a severe deficiency by their practicum supervisor (The Family Therapy Skills instructor will do this for first semester students.) either during their end of semester evaluations or during the semester in the case of certain rare situations. The student and faculty member will contract on ways the student can resolve the deficiency and decide on a time schedule for accomplishing this. This contract will be finalized in writing with a copy given to the student, a copy for the student's file, and a copy for all members of the faculty. If the student satisfactorily resolves the severe deficiency, he/she will receive a letter notifying him/her of such with a copy placed in his/her file and a copy for all members of the faculty.

4. Those students who do not satisfactorily resolve their severe deficiencies prior to the agreed upon date will meet with the entire MFT faculty to discuss the deficiency and alternate ways of resolving the problem. A new contract will be drawn up, stating the agreed upon plans for remediation and dates of completion.

5. Those students who still do not resolve their severe deficiency will be asked to leave the program. They will meet with the MFT faculty to discuss the situation and will receive a letter from the program director notifying them of their discontinuation in the program. Copies of the letter will also be sent to all MFT faculty members with one placed in the student's file.

GROUNDS FOR DISMISSAL FROM THE PROGRAM

The following are grounds for dismissal from the MFT Program:

1. Disobeying your supervisor's orders on practicum cases involving any legal or ethical entanglements, including potentially suicidal or homicidal clients, or cases with duty to warn or mandatory reporting issues.

2. Failure to inform your practicum site OR university supervisor when you have cases which meet the above criteria.

3. Failure to sign up for malpractice insurance with the university and provide documentation to the MFT program of your insured status.

4. Behavior which would cause the student to meet severe deficiency track requirements, IF that student has been assigned to the deficiency track previously, depending upon the nature of the student misconduct.

ACADEMIC CRITERIA FOR REMAINING IN THE MARRIAGE AND FAMILY THERAPY PROGRAM

Students must maintain a 3.00 grade point average ("B" average) at all times while enrolled in the marriage and family therapy program. They may earn no more than two "C's" in their courses. Those students who are admitted with special conditions must also meet those criteria. Students who do not meet the minimum academic requirements will be discontinued from the program. We do not expect this situation to happen to many of our students, as all are chosen for their ability to excel in an academic setting.

STUDENT EMERGENCY FUND

A Student Emergency Fund has been established to assist those students who are experiencing financial hardship. It is funded by faculty and student contributions, which can be made at any time. The available amount in the Student Emergency Fund varies, and students are expected to replenish what they borrow, based on the honor system, while they are still in the Program or after graduation. Students interested in borrowing from the Student Emergency Fund should contact the Program Director.

Marriage and Family Therapy Faculty

The Marriage and Family Therapy faculty has doctoral degrees in Marriage and Family Therapy and Psychology. Their areas of expertise include treatment of incest, sexual dysfunction, substance abuse, child and adolescent treatment, marital therapy, family therapy supervision, grief and trauma recovery, the marital/family life of the family therapist, and research methodology. All members of the MFT faculty are *AAMFT* Clinical Members and Approved Supervisors.

Lorna Hecker, Ph.D.

Dr. Hecker is a Full Professor at Purdue University Calumet. She received her doctoral degree in Marriage and Family Therapy from Purdue University, West Lafayette. Dr. Hecker is the director of the Purdue University Calumet Couple and Family Therapy Center. She was nominated for Outstanding Teacher in the School of Liberal Arts and Sciences at Purdue University Calumet. She received the Recognition Award for Outstanding Teacher from the University of Nebraska Parents Association and Teaching Council in 1992. Her research interests include ethics, trauma treatment, gender and culture, couples therapy, and divorce adjustment. She is the founding editor of the Journal of Activities in Psychotherapy Practice, and is the author (with Sharon Deacon and Associates) of <u>The Therapist's Notebook: Homework, Handouts and Activites for Use in Psychotherapy</u>. She is also the author (with Kate Sori and Associates) of <u>The Therapist's Notebook for Children and Adolescents.</u> With Joe Wetchler she has edited <u>An Introduction to Marriage and Family Therapy</u> (Haworth Press).

Joseph Wetchler, Ph.D.

Dr. Wetchler is the Director of the Marriage and Family Therapy Program and Full Professor at Purdue University Calumet. He received his doctoral degree in Marriage and Family Therapy from Purdue University, West Lafayette. Dr. Wetchler graduated from the two-year training program at The Center for Family Studies/The Family Institute of Chicago. He was also trained in the Treatment of Child Sexual Abuse by the Citizens Concern for Victim Assistance in Chicago, Illinois. Dr. Wetchler was nominated for Outstanding Teacher in the School of Liberal Arts and Sciences at Purdue University Calumet twice. He was the recipient of the 1997 Indiana Association for Marriage and Family Therapy Award for Meritorious Research on Family Life and the Purdue University Calumet Outstanding Scholar Award in 2004. Dr. Wetchler's research interests include marriage and family therapy supervision, family therapy with child and adolescent-focused problems, family therapy for school-focused problems, couple therapy, same-sex couples, family therapy for drug and alcohol abuse, and the marital/family life of the family therapist.

Research Faculty

The research faculty members have doctoral degrees in experimental psychology and human development and social policy. They teach courses in statistics and research design. In addition, the research faculty serve as thesis chairs and are research methodologists.

Anne Edwards, Ph.D.

Dr. Edwards received a Bachelor of Science Degree in Psychology from Lewis & Clark College, and went on to earn her MS & Ph.D. from the Pennsylvania State University in Human Development and Family Studies with a graduate minor in Statistics. Dr. Edwards joined the faculty of Purdue University Calumet in 1997 and is an Associate Professor of Psychology and Director of the Gerontology Center. Her research interests include the stress process in informal caregivers of people with Alzheimer's disease and other chronic illnesses, as well as older people's knowledge of chronic illnesses and services for the elderly. In addition, she is interested in the application of newly developed statistical techniques to the study of gerontology.

At Purdue University Calumet, she teaches multivariate statistics, methods in marriage and family therapy, and advises the MFT students on the statistical and methodological development of their thesis project.

David Nalbone, Ph.D.

Dr. Nalbone received his M.A. and Ph.D. in Psychology from Claremont Graduate University. He is an Assistant Professor in Psychology at Purdue University Calumet. His research interests include Social Psychology, Stereotyping & Prejudice, Attitudes & Behavior, Research Methods, and Statistics. Dr. Nalbone advises MFT master's students in statistics and methodology and serves as a thesis chair.

Thomas Pavkov, Ph.D.

Dr. Pavkov, is an Associate Professor of Psychology and Coordinator of the Baccalaureate Program in Human Development and Family Studies at Purdue University Calumet. He completed his doctoral work in Human Development and Social Policy at Northwestern University. He continued his studies in Mental Health Services Research with a post-doctoral fellowship from the University of Chicago. While at the University of Chicago, Dr. Pavkov received the National Institute of Mental Health Post-doctoral Training Fellowship in the Delivery of Mental Health Services.

Adjunct Faculty

Jerome Bercik, M.S.W.

Mr. Bercik received his Master's degree in Social Work from the University of Chicago. In addition, he graduated from the two-year training program at The Center for Family Studies/The Family Institute of Chicago. Mr. Bercik is an *AAMFT* Clinical Member and Approved Supervisor. He is in full-time private practice. Mr. Bercik's areas of special interest include treatment of sexual problems with couples; therapy for divorce adjustment; and treatment of depression in a family context.

Appendix A

Recording Clinical and Supervisory Hours

I. **Clinical Hours**

A. Date: Put the date of the session(s)
B. Individual: The session is counted as *individual* when you are meeting with one person.
C. Couple: The session is counted as *couple* when you see two individual adults who have presented for therapy for relationship concerns.
D. Family: The session is counted when you see more than one family member together who are working on family issues.
E. Individual Group: This session consists of a therapeutic group with people who are not related to each other, or considered by themselves to be a family.
F. Couple Group: This session consists of a group of couples working on relational issues.
G. Family Group: This session consists of a group of different families working on family issues.
H. Individual Team: This is a session with an individual that is seen by an ongoing team of therapists (no more than 6) who provide treatment as a team.
I. Couple Team: This is a session with a couple that is seen by an ongoing team of therapists (no more than 6) who provide treatment as a team.
J. Family Team: This is a session with a family that is seen by an ongoing team of therapist (no more than 6) who provide treatment as a team.

II. **Total Clinical Hours for the Month**: (Bottom Left) Please total the hours for each section in the month, and then a grand total at the bottom.

III. **Total Cumulative Clinical Hours**: (Bottom Right) Please total the cumulative hours for each section, then add those for the grand total at the bottom. You will have to look at the previous month's total to obtain the cumulative total. It is wise to keep a copy for your self each month, so as to facilitate your keeping track of your hours.

IV. **General Comments**: Please do not leave any spaces blank. Put a 0 if you did not have any hours for a category. Double check your calculations, and if you have any questions, ask for help.

V. **Supervisory Hours**

A. Types

1. **Individual Supervision –** This type of supervision occurs in the presence of your PUC supervisor and with one to two supervisees (grad students).
2. **Group Supervision –** This supervision occurs in a small group of three to six students. Count this when your cases and/or other student's cases are reviewed by the group and your PUC supervisor as in Practicum.

B. Categories

1. **Case Consultation**:
   Individual Supervision: This is counted when your case is reviewed and supervised without the use of raw data (video, audio tape, or live supervision).
   Group Supervision: This is counted when your case or another student's case is reviewed and supervised without the use of raw data
2. **Video Tape**:
   Individual Supervision: This is counted when you are supervised and videotape of the case is presented. If two students are participating in individual supervision, then only the student who shows the video may count the hour as video supervision, the other student must mark their sheet as case consultation.
   Group Supervision: This is counted when you or another student is supervised and a videotape of the case is presented. For example in a two hour group supervision if two students are scheduled to show video then all students may count two hours of group video supervision. However, if two students are scheduled to present in a two hour group supervision session and only one shows a video while the another presents a case, then all students may count one hour group video supervision and one hour group case supervision.
3. **Audio Tape**:
   Individual Supervision: This is counted when you are supervised and an audiotape of the case is presented. If two students are participating in individual supervision, then only the student who presents the audiotape may count the hour as audiotape supervision, the other student must mark their sheet as case consultation.
   Group Supervision: This is counted when you or another student is supervised and an audiotape of the case is presented. For example in a two hour group supervision if two students are scheduled to present audiotape then all students may count two hours of group audiotape supervision. However, if two students are scheduled to present in a two hour group supervision session and only one shows an audiotape while the another presents a case, then all students may count one hour group audiotape supervision and one hour group case supervision.
4. **Live**: Live supervision is counted when you conduct therapy in the presence of your supervisor at Purdue Calumet, or you view a live case with your supervisor. This is to be counted only if the session was conducted at the Purdue Calumet MFTC. It can be counted as individual live, by the one or two therapists conducting the session, or group live for those therapists viewing the session. No more than 6 total students can be involved in a live supervision session (combined total conducting and observing the session.).

5. **Raw Data**: This includes a **videotape**, **audiotape**, or a **live session**. This data must be totaled separately for both individual and group supervision. Then add the total raw data for the month and enter it in the space provided.

C. Supervisory Hours Cumulative:
   1. Every month your supervisory hours need to be added to your cumulative hours. This is a way to know exactly how many supervisory hours you have.
   2. It is imperative to double check this to assure accuracy.

VI. **General Comments**

Turn in your clinical and supervisory hours personally to your supervisor at the end of **every month**. Your supervisor will initial them and return them to Judy Bates to be placed in your student file. It is wise to keep copies for your personal records.

Appendix B

Supervisory and Clinical Hours Log Sheets

Supervisor's Initials ____________

SUPERVISORY HOURS

Name: ______________________________ **Month:** ____________________ **Year:** ______
Practicum Site: ________________________

Individual Hours
1 = case consultation
2 = * videotape
3 = * audiotape
4 = * live

Group Hours
5 = case consultation
6 = * videotape
7 = * audiotape
8 = * live team

Date	1	2	3	4	5	6	7	8

Total Individual Hours for the Month
Case Consultation _______
* Videotape _______
* Audiotape _______
* Live _______
Total Individual Raw Data = _______ (add the *s)
Total Individual Hours # _______

Total Group Hours for the Month
Case Consultation _______
* Videotape _______
* Audiotape _______
* Live _______
Total Group Raw Data = _______ (add the *s)
Total Group Hours # _______

Total Individual and Group Raw Data _______ (add the ='s)
Total Individual and Group Supervision Hours for this Month _______ (add the #'s)

Cumulative Hours: Refer to previous month's totals and add this months.

Total Individual Cumulative Hours
Case Consultation _______
* Videotape _______
* Audiotape _______
* Live _______
Total Cumulative Individual Raw Data = _______ (add the *s)
Total Cumulative Individual Supervisory Hours #_______

Total Group Cumulative Hours
Case Consultation _______
* Videotape _______
* Audiotape _______
* Live Team _______
Total Cumulative Group Raw Data = _______ (add the *s)
Total Cumulative Group Supervisory Hours # ________

Total Individual and Group Raw Data Cumulative ________ (add the ='s)
Total Supervision Hours Cumulative ________ (add the #'s)

* = raw data

Supervisor's Initials ________

CLINICAL HOURS

Name: ____________________________ **Month:** ________________ **Year:** ________

Practicum Site: ______________________

Date	Individual	Couple	Family	Indiv. Group	Couple Group	Family Group	Indiv. Team	Couple Team	Family Team
____	______	______	______	______	______	______	______	______	______
____	______	______	______	______	______	______	______	______	______
____	______	______	______	______	______	______	______	______	______
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____	______	______	______	______	______	______	______	______	______
____	______	______	______	______	______	______	______	______	______
____	______	______	______	______	______	______	______	______	______
____	______	______	______	______	______	______	______	______	______

MONTH

Total Individual Month ______
Total Couple Month ______
Total Family Month ______
Total Relational Month * ______ (add couple & family)
Total Individual Group Month ______
Total Couple Group Month ______
Total Family Group Month ______
Total Relational Group Month * ______ (add C & F group)
Total Individual Team Month ______
Total Couple Team Month ______
Total Family Team Month ______
Total Relational Team Month * ______ (add C & F team)

Total Team Hours Month ______
Total Relational Hours Month ______ (add *'s)
Total Hours Month _______

CUMULATIVE

Total Individual Cumulative ______
Total Couple Cumulative ______
Total Family Cumulative ______
Total Relational Cumulative * ______ (add couple & family)
Total Individual Group Cumulative ______
Total Couple Group Cumulative ______
Total Family Group Cumulative ______
Total Relational Group Cumulative * ______ (add C&F group)
Total Individual Team Cumulative ______
Total Couple Team Cumulative ______
Total Family Team Cumulative ______
Total Relational Team Cumulative * ______ (add C & F team)

Total Team Hours Cumulative ______
Total Relational Hours Cumulative ______ (add *'s)
TOTAL HOURS CUMULATIVE ________