University of Massachusetts Boston
College of Education & Human Development
Department of Counseling and School Psychology
Family Therapy Program

Masters of Science in Family Therapy
Handbook & Internship Guide

www.familytherapy.umb.edu
Revised May 27, 2011
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1. Introduction

The program of Family Therapy in the Department of Counseling and School Psychology is committed to a vision of strengthening healthy families by preparing ethical and qualified professionals who embrace a culturally affirmative, social justice, context-informed, and ecosystemic paradigm. The program’s curriculum is comprised of basic professional counseling content and theory, and provides comprehensive framework for learning family therapy. The courses lead students to view families as entities within larger social systems and promote collaborative, inclusive, and integrative systems approaches.

The curriculum offers students in the family therapy program an optimal perspective for supporting individuals, families, and communities in urban environments, and provides them with a framework for developing skills to facilitate dialogue with marginalized individuals, families, and communities.

The University of Massachusetts Boston Family Therapy program was granted full accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in 2003 and is the only Family Therapy program so designated within Massachusetts. Renewal of accreditation was granted in 2009.

The family therapy program is one of the five programs (family therapy, mental health counseling, rehabilitation counseling, school counseling, and school psychology) within the Department of Counseling and School Psychology, which is housed in the College of Education & Human Development at the University of Massachusetts Boston.
2. Admission Requirements & Application

- Admissions application: [http://www.umb.edu/admissions/graduate](http://www.umb.edu/admissions/graduate)
- For information by email, fill out form at: [https://www.umassadmin.net/isis/prospect/UMProspectz.asp?inst=UMBOS&career=GRAD](https://www.umassadmin.net/isis/prospect/UMProspectz.asp?inst=UMBOS&career=GRAD)
- Information about the university can be found at: [www.umb.edu](http://www.umb.edu)
- Specific questions about the Family Therapy Program, please contact email program co-directors: Gonzalo Bacigalupe [gonzalo.bacigalupe@umb.edu](mailto:gonzalo.bacigalupe@umb.edu) or Sharon Lamb [Sharon.Lamb@umb.edu](mailto:Sharon.Lamb@umb.edu) and Alisa.Beaver@umb.edu Online Program Coordinator.

**Admission Requirements for the M.S.**
The Counseling program will recommend admission for applicants who present evidence of their ability to complete a graduate course of studies with distinction and of having basic human services skills. Such evidence will normally include:

* A minimum of five courses in psychology or the equivalent
* A minimum two years of human services experience
* A distinguished undergraduate transcript with at least a 3.00 cumulative average

Graduate Record Examination (GRE) aptitude scores. Please note: Applicants who hold an advanced degree in disciplines unrelated to social sciences or who have received only pass-fail grades in their graduate work must also provide scores from the GRE aptitude test. Completion of a Human Development Course or willingness to complete in addition to other courses in the first year. (pending governance approval)

* A group interview with members of the program's faculty.

Submit to the Admissions Office at [www.umb.edu/academics/graduate](http://www.umb.edu/academics/graduate) the following by January 2**nd**:

- Application fee
- Completed application
- Three letters of recommendation
- A letter of intent detailing: your goals, professional experience, and reasons for applying to the program
- Undergraduate and graduate official transcripts
- Graduate Record Examination (GRE) including writing scores

**Applicants to the online program must indicate on their application a start date of SUMMER (not FALL) of that year.**

*We do consider late applications.*
3. Institutional Structure

The University
The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that community. The University currently serves over 15,000 undergraduates and graduate students, distributed among the College of Arts and Humanities, the College of Sciences, the College of Education & Human Development, the College of Nursing, the College of Public Policy, the College of Public and Community Service, and the College of Management. It has several doctoral programs including clinical psychology, education, environmental sciences, gerontology, and public policy.

The College of Education & Human Development
The College of Education and Human Development (CEHD) consists of three academic departments: Leadership in Education, Curriculum and Instruction, and Counseling and School Psychology. Included are two doctoral level programs in Higher Education Administration and Leadership in Urban Schools, and four master’s level programs. Also associated with the CEHD are five centers and/or institutes, the Center for Community Inclusion, Massachusetts Field Center for Teaching and Learning, New England Resource Center for Higher Education, the Adult Literacy Center and the Institute for Teaching and Learning. Each of these centers and/or institutes is connected to an academic department within the CEHD and serves as a site for applied research and training on school related issues.

The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs – and is informed by – CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

This mission statement as associated core values serve as a philosophical and operational guide for all activities of The College of Education and Human Development. Core values include:

- Academic excellence applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;
- Social justice and inclusion involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or race, ethnic, linguistic, or cultural background;
- Community engagement integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

The mission of The College of Education and Human Development is accomplished in collaboration with students, professionals, and other stakeholders through:

- offering learning environments that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching
and learning experiences that are consistent with our values;

- conducting research directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for all individuals;
- disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;
- offering technical assistance to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national and international levels.

Department of Counseling and School Psychology

The Counseling and School Psychology Department has five master level programs in Family Therapy, Rehabilitation Counseling, Mental Health Counseling, School Psychology, and School Counseling. Four of these programs are also taught online. The Department as part of the CEHD shares its mission and goals, which include preparing graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those seeking services who live in urban and diverse environments.

The Department and our programs are committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curriculum which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate respect for others; and socialization into the role of the profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We ask our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic, eclectic, philosophical orientation which includes: systemic theory; social constructionism; social learning theory; and person-centered approaches. Each program is fully committed to having students establish a professional identity by meeting state and national certification and licensure requirements. The course curricula for Programs in Family Therapy, Mental Health Counseling, Rehabilitation Counseling, and School Psychology fulfill the academic requirements for licensure by the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts.

Courses meet once a week and are offered in the late afternoon and evening in order to accommodate students with full-time jobs. Full-time students can complete the program in three years. Part-time students can progress through the program at their own pace and have six years to complete the program. Both full-time and part-time faculty are researchers, clinicians, and career professionals strongly committed to sharing their knowledge and skills with students entering counseling fields.

The primary goal of the Department of Counseling and School Psychology is to prepare highly
qualified thoughtful and responsive professionals educated to serve a diverse multicultural urban population as family therapists, mental health counselors, rehabilitation counselors, school counselors, and school psychologists. The following objectives are necessary to pursue the Department goals:

1. Students will become knowledgeable and skilled practitioners through training and experiences in:
   - theories of human development, theories of individual and group counseling, theories of abnormal behavior, theories of psychological, educational, and vocational assessment, biological/physiological bases of behavior, dynamics of multicultural influences on individual worldviews and individual uniqueness.
   - the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology.
   - systems theories and the dynamics of family relationships

2. Students will become caring, principled, and respectful professionals through training and experiences in:
   - humanistic and person centered approaches
   - guided practice in acquiring interpersonal skills
   - ethical principles, standards of practice and respect for persons
   - the actual practice of the profession through practicum and internship

3. Students will become committed agents of change for social justice through training and experiences in:
   - theories of change, history of their professions, laws and regulations governing the practice of their profession, theories of empowerment, theories of oppression and dominance

4. Students will become committed reflective and critical thinkers through training and experiences in:
   - reading, interpreting and using the professional research literature (becoming a practitioner-scientist).
   - theories and techniques of program evaluation and assessments.
   - self evaluation and self reflection activities during practical and internship experiences.
   - self evaluation and feedback through a culminating experience graduate training (e.g. the Capstone).
4. Family Therapy Program Administration & Faculty

**Administration**
Chair, Counseling and School Psychology Department and Co-Director of the Family Therapy Program (2010–2012), **Sharon Lamb, EdD**
Co-Director of the Family Therapy Program (2011–2012) **Gonzalo Bacigalupe, EdD, MPH**
Director, Family Therapy, **Gonzalo Bacigalupe, EdD**.
Online Program Coordinator and Faculty, **Alisa Beaver, PhD**
Admissions Coordinator and Faculty, **Kiran Arora, PhD**
Administrative Secretary, **Katie McMullin**: 617.287.7602

**Full-Time Faculty**

**Kiran Arora**, Ph.D., Syracuse University
- Introduction to Family Therapy, Theories of Family Therapy, Contemporary Family Theories, Family Therapy Internship

**Gonzalo Bacigalupe**, Ed.D., University of Massachusetts Amherst, MPH Harvard University
- School of Public Health
  - Couples Therapy, Family Therapy Assessment and Intervention, Substance Abuse and the Family, Introduction to Family Therapy, Collaborative Consultation with Larger Systems, Family Therapy Internship, Family Therapy Consultation and Supervision

**Alisa S. Beaver**, Ph.D., University of Massachusetts Amherst
- Cultural Diversity in Counseling, Substance Abuse and the Family, Sexuality and Intimacy in Families and Family Therapy, Ethical Standards and Professional Issues in Counseling, Family Therapy Assessment and Intervention

**Lisa Cosgrove**, Ph.D., Duquesne University
- Abnormal Psychology

**Sharon Lamb**, Ed.D., Harvard University
- Human Development, Counseling with Children and Adolescents

**Melissa Pearrow**, Ph.D., Northeastern University
- Abnormal Psychology

**Virginia Smith Harvey**, Ph.D., Indiana University
- Human Development

**Varda Konstam**, Ph.D., Fordham University
- Diversity in Counseling

**Ilana Lehmann**, Ph.D., Southern Illinois University, Carbondale
- Research and Evaluation in Psychology, Ethical Standards and Professional issues

**Esmaeil Mahdavi**, Ed.D., Indiana University
- Group Counseling

**Robin Coddington**, Ph.D., Syracuse University
- Research and Evaluation in Psychology

**Adjunct Faculty**

**Carol Becker**, Ph.D.,
**MaryAnna Domokos-Cheng Ham**, Ed.D., University of Rochester, Professor Emerita
**Steve Friedman**, Ph.D.
**Kristi Palmer**, PhD, University of Connecticut
**Lawrence C. Rubin**, Ph.D., Nova University
**Margarita Tarragona**, Ph.D., University of Chicago
**Maxine Weinreb**, Ed.D., Boston University
5. Academic Goals & Learning Outcomes

The overall goal of the UMASS Boston Family Therapy Program is to prepare competent family therapists who can obtain licensure with the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts and to be concordant with the College of Education & Human Development’s educational outcomes and the urban mission of the university. In order to meet these overall goals,

- We educate family therapists who are informed by relational and strength-based theories.
- We prepare students who advocate for equity and social justice
- We ensure that these professionals fulfill professional ethical standards and are reflective.

In order to achieve this broad goal, the UMB-FTP offers learning opportunities that include: (i) counseling and family therapy courses that cover the family therapy knowledge content; (ii) experiential exercises in classroom settings that mirror real family therapy situations; (iii) a three semester internship placement at a community agency that serves families in an urban setting; (iv) the integration of theory and practice in a culminating capstone/portfolio product.

Program Educational Outcomes

1. Relational and Strength-based Theories:

   **Goal:** Students will understand evolving trends in the systemic therapy field and other areas of knowledge that support work opportunities in contexts were family and community diversity are significant dimensions.

   **Objectives:**

   1a. Students will comprehend major theories and interview strategies to assess family functioning using systemic, ecosystemic, evidence-based, and feminist perspectives and to integrate these theoretical concepts into coherent and ethical family therapy interventions.

   1b. Students will be able to design and deliver sound clinical interventions with families.

   1c. Students will practice and experience the application of family therapy techniques.

   1d. Students will become informed consumers of family therapy research.

   1e. Students will be competent at collaborating in family therapy teams, live team supervision, and interdisciplinary professional team discussions.

   1f. Students will engage with the family as a psychosocial entity embedded in larger social networks.

2. Diversity/Social Justice Accountability:

   **Goal:** Students will develop a commitment to the ethical practice of family therapy by using relational and systemic frameworks to engage collaboratively with diverse families and to work with larger systems to address issues of equity, social justice, and accountability.
Objectives:

2a. Students will develop the skills to analyze and reflect how societal systems and institutional trends frame the lives of families and to recognize the skills needed to act in a caring stance to foster systemic change.

2b. Students will demonstrate their commitment to ethical, relational, and social justice principles.

2c. Students will have a knowledge base that speaks to the history, sociopolitical factors and current status of cultural issues in counseling.

2d. Students will understand cross-cultural and multicultural competencies as a key factor in working with individuals, families, and organizations.

2e. Students will plan and implement intervention built on multicultural counseling competencies and current research.

2f. Students will demonstrate a working knowledge of current multicultural practices in family therapy that rely upon a model of resilience.

3. Reflexive Professional Self-in-Relation Perspective:

Goal: Students will develop the ability to reflect about their personhood and social location in order to implement ethical and competent professional practices.

Objectives:

3a. Students will develop a keen understanding of the influence therapists exert on families and reflect about the ways the therapists’ history influences interventions with families.

3b. Students will develop self-knowledge for the purpose of achieving clients’ goals or in the resolution of the systemic problem.

3c. Students will demonstrate curiosity about their personal and family stories in a social and historical context.

3d. Students will acquire skills to intervene as caring and reflexive practitioner who is committed to collaborative change in families, communities and health and educational settings.

3e. Students will demonstrate self-reflection, and collaboration in their interactions with clients, fellow colleagues, supervisors, and institutions.

6. Academic & Professional Expectations

For successful completion of the Family Therapy Program (FTP), students must demonstrate proficiency in four domains: academic excellence, ethical behavior, professional behavior, and professional competence,

Academic Excellence

The FTP complies with the grading practices and regulations specified in the University of Massachusetts Boston Graduate Studies Bulletin. Students must maintain a grade point average of B (3.0) or better to continue matriculation in the program, to enroll in an internship, and to graduate from the program. Also, students must retake any required course in which they
obtain lower than a B- as a grade. Applicants who have completed graduate course work at other accredited institutions may transfer 6 of their completed credits and apply those 6 credits toward the completion of a graduate degree at UMass Boston only if the following conditions are met:

- The courses have not been used to fulfill requirements for another degree,
- The applicant received a grade of B or higher in the courses,
- The credits were earned no more than seven years before the student's matriculation at UMass Boston.

Note: Transfer credit is subject to the final approval of the director of the FTP and the Office of Graduate Admissions and Records.

Students can not be enrolled in two programs at the same time. Students may graduate from one program and apply for a CAGS in another. Each program requires an independent internship.

**Ethics**

Students are expected to comply with the code of ethics of the American Association of Marriage and Family Therapy and state licensing regulations. In addition, students are expected to comply with the standards of academic propriety described in the University of Massachusetts Boston Graduate Studies Bulletin (see section entitled "Student Rights and Responsibilities"). Failure to do so may result in a referral to the department, college, and/or university ethics committees and ultimately in a grade of F and dismissal from the program.

**Professional Behavior**

Students are expected to join AAMFT as a student member immediately after beginning the first semester. Find application online at www.AAMFT.org

Students are expected to demonstrate professional behaviors essential to a successful practice as family therapists. If a student is observed to have significant difficulty in these areas, individual faculty will meet with the student and attempt to help the student address the issue informally. If the student continues to have difficulty across a number of settings, the director of the FTP will be notified and a plan of remediation will be developed with the student.

Students are expected to exhibit behaviors that demonstrate:

- Ethical conduct in accordance with professional ethical standards and codes
- Acceptance and affirmation of diversity and equity as core ethical values demonstrated in behavior (i.e., gender and sexual orientation, ability, and racial and ethnic identity)
- Overall emotional maturity: responsibility, appropriate interpersonal boundaries, and emotional stability
- Active listening and empathic understanding
- Acceptance of constructive criticism
- Appropriate professional conduct (i.e., appropriate professional appearance, collegiality, and punctuality)
- Professional interpersonal communication
- Academic writing fluency
- Collaborative facilitation skills: adaptability, flexibility, rapport, and respect
- Complying with required lines of communication with supervisors and administrators with
regard to clinical practice

Accommodations
Section 504 of the Rehabilitation Act of 1973 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (617.287.7430). The student must present and discuss these recommendations to each professor within the first few weeks of class, preferably by the end of the university Drop/Add period. Extensions on papers are not considered typical accommodations. Incompletes are also not considered typical accommodations. All accommodation requests should be presented in writing and discussed with the professor.

7. Family Therapy Program Curriculum

UMass Boston Family Therapy Program Tripartite Curriculum Structure

Relational/Strength-Based Theories

Reflective Professional/Self-in-Relation Perspective

Diversity/Social Justice Accountability

All Family Therapy Programs students complete a set of core courses in order to provide a comprehensive background in the basic theories and practices of general counseling, therapy, and introductory family therapy courses. Most of the training, however, is designed so that each Family Therapy student focuses more closely on the theories and practices of Family Therapy. Some courses may only be offered online.

Upon admission to the program, each student is assigned an advisor who plans with the student his or her course of study. The advising checklist is included in Appendix A. Students are responsible for contacting their advisors on a regular basis in order to register for courses and to secure an internship placement.

The internship is a significant aspect of the family therapy training. Students can apply after the student has completed a minimum of 18 credits (COU 608, COU 616, COU 621, COU 622, and COU 620 or 617, and a course of the student's choice from the FT curriculum). In addition, COU 606 and COU 625 must be taken prior to or concurrently with the second semester (Fall Semester of your internship). Previous to sending applications to internship sites, the student's
advisor or program director will review the student’s academic standing, personal goals, drafts of cover letters and vitae, as well as discuss the student’s internship preferences.

The family therapy student is assisted by faculty of the Family Therapy Program in obtaining a placement at any one of several community agencies or institutions in the Greater Boston area provided. Students will be provided with a list of sites approved by the Program Director at the end of the Fall semester of the year previous to starting the internship. Professionals who meet specific licensure and certification qualifications provide on-site supervision and a family therapy faculty member provides group supervision at the university.

The Family Therapy Program cannot guarantee that a student will find an appropriate internship site. This may be particularly applicable to online students who live in an extremely rural location. This has occurred for less than 10% of our students. These students went on to find an appropriate internship the following year.

The Family Therapy student is required to undertake three (3) semesters of the internship totaling 900 hours. The number of hours required for the internship is 300 per semester. COAMFTE Accreditation standards requires that students have 300 direct clinical contact hours, thus a student may have to work more than the required 900 hours to complete the required direct clinical contact hours. The student must also take the seminar course in consecutive semesters beginning in the Summer as part of the internship (COU 698 Family Therapy Internship).

Required Courses

**COUNSL 620 Human Development: Research, Theory, and Practice**
This course provides students with a comprehensive view of life span development from childhood through adulthood from several perspectives: 1) the interaction of age with factors as gender, cultural background, disabilities, and other significant issues which may be encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience, 3) a structural approach to ego development; and 4) a psychoanalytic concept of self psychology. (Note: With the consent of your advisor, if you have taken an upper division human development course and received a grade of “B” or better, you may take COU 617 Child & Adolescent Therapy) 3 Lecture Hours, 3 Credits
Prerequisite for admission to the Program or can be completed the first year in addition to the required 60 credits **

**COUFAM 621 Introduction to Family Therapy**
This introductory course investigates the concepts of family therapy and systems theory. Besides attending a potentially different client population, family therapy contributes a variety of new lenses with which to approach human problems. The course introduces the paradigmatic shift that has developed from communicational, systemic, and cybernetic theories. The course distinguishes similarities and differences between family therapy ideas and other counseling paradigms; and addresses the challenges family therapists face in the changing delivery of human services care systems. Students use family systems ideas to analyze and develop innovative approaches in their work with individuals, families, and communities.
Prerequisites: None. 3 Lecture Hours, 3 credits
COUNSL 616 Group Counseling and Group Dynamics
Course Description: An introduction to group dynamics which uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures build a cognitive base for evaluating the experiential learning.
Prerequisites: None. 3 Lecture Hours, 3 Credits

COUNSL 601 Research and Evaluation in Psychology
The purpose of this course is to provide the student with knowledge of fundamental rationales and methodologies of various research and evaluation strategies. The purpose in learning about various research methodologies is to provide the student with the skills necessary to effectively evaluate the efficacy of particular research methods in the fields of Family Therapy, Mental Health, Rehabilitation, School Counseling, and School Psychology. Students will be taught strategies to effectively evaluate specific components of research articles such as the introduction, hypotheses, the literature review, the methods section, the results section, and the discussion section. Additionally, students will be exposed to program evaluation strategies and qualitative research methods.
Prerequisites: None. 3 Lecture Hours, 3 Credits

COUNSL 653 Diversity in Counseling
This course examines the interplay between the cultural contexts of race, ethnicity, class and the psychological experience of the participants (counselor and client) in the counseling process. Relevant theoretical and socio-historical perspectives will be reviewed in order to understand how culturally determined variables such as, values, expectations, and immigration experience influence, (1) individual and family identity, roles, and psychological development and, (2) the therapeutic encounter. Societal processes of stereotyping, discrimination, prejudice, racism, and marginalization will be integrated into course content. Each student will have an opportunity to explore the contribution his or her socio-cultural history has in the counseling process. Several prevalent racial-ethnic groups in the Greater Boston area will be focused upon in order to enhance students' multicultural awareness. Learning methods will include lectures, classroom discussion, experiential exercises, role-play and in vivo experiences.
Prerequisites: COU 621, COU 616**. 3 Lecture Hours, 3 Credits

COUNSL 617 Child and Adolescent Counseling
This course focuses on facilitating the unique development and emotional growth of children through the counseling process. The course is designed to enhance students' theoretical and practical understanding of the major schools of child psychotherapy. Emphasis is given to a multidimensional view of intervention, with attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Through lectures, videotapes, and structured exercises, students learn a distinct group of interventions, including play and communication skills, as integral components of the therapeutic process.
Prerequisites: TBA. Lecture Hours, 3 credits

COUNSL 606 Ethical Standards and Professional Issues in Counseling
The purpose of this course is to create awareness among counselors and other educational professionals of the ethical issues and ethical decision-making processes in the counseling relationship(s). Development of skills to be a thoughtful and responsive practitioner will be accomplished through learnings centering around commitments to upholding ethical behaviors and dedicating oneself to serve others; understandings of pedagogical knowledge particularly
related to ethical theories and ethical codes; and practices which demonstrate collaborating effectively with others and promoting social justice. The course will include discussions of both Western and Eastern perspectives of ethical theories. Students will be required to use the research literature to incorporate current knowledge into practice. Specific knowledge and skills addressed include foundations for an ethical perspective; models for ethical decision making; ethical codes of counselor responsibilities; ethical concerns in multicultural counseling and with special client populations; ethical issues in the use of technology, and ethical issues in specific modalities (e.g. group, couple and family therapy, consultation, etc). Additionally, students will be exposed to ethical theories and ethical decision-making, which addresses inequities in life circumstances.

*Prerequisites: COU 621. 3 Lecture Hours, 3 Credits.*

**COUNSL 608 Abnormal Psychology**

This course is designed to provide students with information relevant to the diagnosis, etiology, and treatment of mental illness. Students are asked to identify your own ideological, personal, and theoretical assumptions as they relate to the field of abnormal psychology. Because this is a very ambitious project, the course focuses on three main questions: 1) What kind of assumptions, values, and beliefs ground our biopsychiatric discourse (i.e., the medical model of mental illness)? 2) How can the DSM be utilized as a tool rather than as an end in itself? 3) How might a constructive critique of positivism inform psychology as both a theory and practice? In other words, what kind of conceptual framework will help us develop structural as well as individually oriented change strategies? What kind of theoretical tools will help us appreciate the fact that resilience, coping, and competence are always present—no matter how severe the emotional distress? This course includes readings and discussions that encourage both critical and reflective thinking and commitments to upholding ethical behavior. Thus, together the course identifies the epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM-IV-TR. Specific knowledge and skills that are addressed in this course include assessment of ‘mental disorders’ (as defined by the DSM), developing the skills necessary to become a critical psychologist (i.e., one who is dedicated to social justice issues), and ethical issues in the use of distance technology for the treatment of emotional distress.

*Prerequisites: None. 3 Lecture Hours, 3 Credits.*

**COUNSL 622 Theories of Family Therapy**

The primary focus of this graduate level course is on the theory of therapeutic interventions from a systems perspective. General concepts of systems theory provide a didactic framework for major family theories and a cognitive basis for students to develop techniques and methods for family therapy interventions. The systems theory focus is balanced with contemporary developments that highlight the ways in which culture, race, social class, and gender frame our personal and family identities. Experiential exercises as well as videotapes are used to clarify theoretical issues and to review the ways therapists think about families in therapeutic contexts.

*Prerequisite: COU 616**, COU 621. 3 Lecture Hours, 3 Credits.*

**COU 672 Substance Abuse and the Family**

The content of this graduate level course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base that includes content-information of addiction, methods for assessing and the skills for treating addictive systems, and approaches for collaborating with other mental health professionals who treat addictions. This course provides a brief overview of models used as understandings for identifying addictive behavior and its etiology. Students are encouraged to reflect upon the theoretical frameworks
that have been developed to understand and to create interventions for alcoholic and substance abusing family systems. The course identifies the addictive and intergenerational patterns within families. Relational clinical models like the developmental, systemic, solution-focused, and narrative are reviewed and evaluated. The course also examines the history and methods of various treatment models and embraces critically the self-help movement. Systemic approaches that pay less emphasis in pathology and substance abuse as a disease are also extensively reviewed. In addition, issues of social justice are emphasized in a review of the effects of socio-cultural and social policy that influence family behaviors and treatment approaches.

Prerequisite: COU 621. 3 Lecture Hours, 3 Credits

COUFAM 624 Sexuality and Intimacy in Families & Family Therapy
Sexuality and intimacy are major issues for couples and families in therapy. This course explores various approaches to understanding sexual functioning and intimacy and family therapy clinical interventions. Students analyze and critique historical approaches to sex and marital therapy. The course examines an array of family therapy models including object relations, intergenerational, purposive, solution, and narrative, and larger systems approaches. Within a multicultural framework, specific topics related to issues of sexual diversity, gender identity, sexual offending, and victimization are studied. The primary learning methods include literature review, lectures and discussions, experiential exercises (sexual genogram construction), and role-plays.

Prerequisite: COU 616**, 621, plus any other COU course. 3 Lecture Hours, 3 Credits.

COUFAM 625 Family Therapy Assessment and Intervention
Family therapy has historically incorporated novel theories and struggled with the impact of race, ethnicity, and social dimensions in therapy. Family therapy founders, from the beginning, had a passion for themes associated to change and therapeutic effectiveness, the person of the therapist, opening the therapeutic process to witnesses and observers, therapy as a team effort, and a focus on systems rather than isolated individuals. The original major models in family therapy contributed a tremendous amount of assessment and intervention procedures. This course evaluates their status and reviews the most useful systemic techniques as demonstrated by research and clinical practice. An ecosystemic approach to the practice of family therapy guides the practice of assessment and intervention skills, as well as clinical and ethical decision-making. Family systems concepts are examined in order to provide the basis for constructing family therapy interventions since a theoretically grounded clinician is more capable developing sound therapeutic interventions. This graduate level course focuses on the practice of systemic and ecosystemic family therapy techniques to assess and intervene.

Prerequisites: COU 622. 3 Lecture Hours, 3 Credits.

COUFAM 626 Collaborative Consultation with Larger Systems
Family therapy has evolved at a fast pace in the last decade and its aims and conceptual ideas have expanded into new territories. Systemic therapists carry out innovative clinical work in less traditional clinical practices as they respond to changing demographics and diverse communities. Their practices are often located where families live, work, learn, or heal. Relational practitioners are also engaging in collaborative and team-focused projects with other professionals in mental health, education, medicine, forensics, etc. Books and journal articles, research, and conferences report approaches like outreach family therapy, mandated therapy, collaborative health care, multi-systemic school interventions, social justice oriented approaches, participatory research and narrative inquiry, organizational coaching, mediation,
among other transformations of the family therapy profession. This course will explore these dimensions and will aim at developing a framework that is coherent with the larger urban mission of our university. Students will not only read and analyze what is available, but will also engage in projects that recreate and create knowledge about a family therapy committed to an urban social context.

*Prerequisite:* COU 622. 3 Lecture Hours, 3 Credits.

**COUFAM 627 Therapy with Couples**
This course focuses on the theory and practice of marital and couples counseling. It explores several major theoretical perspectives on the understanding and treatment of couples; uses these as a basis for assessment, formulation and treatment planning; and employs experiential exercises and case material to apply them. It also explores several special topics relevant to the treatment of couples.

*Prerequisites:* COU 625. 3 Lecture Hours, 3 Credits.

**COUFAM 628 Contemporary Family Therapy Theories**
This is an advanced seminar to review current trends in family therapy and the postmodern psychotherapies as they are applied to the resolution of human systems dilemmas in counseling, school, and larger systems. The challenges therapists face in the changing human services care systems are impacting the way clinicians construct clinical practices and the options we have. In response to these changes, the focus of this course is learning about having conversations with clients rather than on or about them.

*Prerequisites:* COU 625. 3 Lecture Hours, 3 Credits.

**COUFAM 698 Internship in Family Therapy**
Students are placed in community agencies or public institutions as interns under the direct supervision of an AAMFT Approved Supervisor or an Approved Supervisor. In addition, students meet weekly with a faculty member in a three-hour seminar.

*Prerequisites:* a minimum of 18 credits COUNSL 608, COUNSL 616, COUFAM 621, COUFAM 622, and COUNSL 620 or 617, and a course of your choice from the family therapy curriculum at the time of applying to the internship. In addition, COUNSL 606 and COUFAM 625 must be taken prior to the start of the internship. In addition, students must have an average of 3.00, no more than one outstanding incomplete. Your advisor must give approval before application for placement in an internship site. 6 Credits per semester for a total of 18 credits.
Post Graduate Training
Continuing Education Course for Supervisors
(Directed to graduates with a minimum of a Master level degree)

COUFAM 680 Family Therapy Supervision and Consultation
This post-graduate course reviews the state of the art in the consultation with and supervision of family therapists. Students will explore the context, philosophy, relationships, and pragmatics of supervision and analyze the major systemic supervision models including intergenerational, integrative, Post-Milan, and constructionist approaches. A central focus of the course is the intensive attention paid to a “hands-on” experience. Rather than just studying the models, students will experience an ongoing supervisory relationship as supervisee and supervisor during the course. The course frames the supervisory process as a conversation embedded in the interplay of race, class, gender, and institutional politics. As a result, issues of sexual orientation, cultural sensitivity, the mandate to educate urban practitioners and changing clinical and economic realities will be discussed. Family therapy supervisory techniques like live supervision, genograms, videotapes, etc., will be reviewed considering course participant realities, as well as ethical and legal issues. The differences between the supervisor and consultant stances will be explored as well as the potential use of family therapy techniques in organizational settings.

Prerequisite: Minimum of Master’s level degree. 3 Credits per semester.
8. Capstone/Portfolio Experience

Purpose
The purpose of the capstone/portfolio experience is to evaluate the family therapy students’ ability to integrate their coursework with their clinical experiences into a unified working approach to multiple human systems. Since the focus of relational therapy is contextual, students must demonstrate awareness and responsiveness to client populations and their social contexts. Students will also be required to demonstrate their competence and skill in achieving the learning outcomes of the FTP. The Family Therapy Program overall goals are:

- To educate family therapists who are informed by relational and strength-based theories.
- To prepare students who advocate for equity and social justice.
- To ensure that these professionals are reflective and can demonstrate a self-in-relation perspective.
- Students will demonstrate these educational outcomes in the capstone and will be evaluated on these three themes by the faculty.

Students will submit two electronic copies or a website containing the materials of these documents to their internship professor during the final semester prior to graduation. A digital copy (CD/DVD) and recommendation by advisor will be kept in a locked student file in the department for a period of seven years or until the next accreditation cycle. Students should keep copies for their own records. Material will not be returned to students. Material should be organized for readers to easily find materials. Students will be evaluated according to how well materials are organized.

Professional recommendations for students will be made based on the portfolio documentation and its general professional presentation. Two faculty will evaluate each portfolio. If disagreement about the outcome emerges among faculty, a third faculty member or the Chair of the Department will be asked to review and evaluate. Students and their internship professor will both acknowledge with a signed agreement that the portfolio and the recommendations reflect the students’ progress and future goals. Materials should all be typed and professionally prepared. If a student submits the capstone/portfolio after the deadline or it is incomplete, the program is not responsible for the timely graduation of the student.

The Capstone Portfolio Includes

Identification Cover
Table of Contents
Introduction

And the following:

1. Collection of Work
Students in the FTP are required to maintain a portfolio throughout their educational experience. A portfolio is defined as a collection of work that documents the students’ competency, throughout their education as a part of the culminating capstone experience. This
should be a representative sample of the student’s work in the program including papers, exams, and comments from professors.

2. A Transcript showing a GPA of 3.0

3. A Curriculum Vitae and Cover Letter for Employers

4. A Personal Narrative narrating the student’s personal growth, accomplishments, and learning process.
   In this narrative, students write about their personal growth. They apply theory to their family of origin work and discuss how this history has had an impact on their selves as therapists. Students further discuss their learning in the program and their understanding of themselves in relation to various intersecting identities they hold, various relationships, and various systems they are a part of. Students take note of relations of power and privilege within systems and in their own development.

5. A Future Plans for Professional Development Narrative
   In this narrative the student addresses not only their future plans but also the clinical competences the student hopes to gain in the future and plans to make those gains.

6. Clinical Case Analysis
   The final semester prior to graduation, each student will present a comprehensive case analysis to demonstrate and integration of skills and competencies in the areas of clinical work, ethical behavior, theoretical knowledge, and cultural sensitivity and awareness that are acquired during a student's enrollment in the FTP. At a minimum, the clinical analysis should address in an integrated fashion the following:
   * The therapeutic setting and the population served
   * Referral concerns
   * Client/family history and background issues affecting the therapeutic work with the client/family
   * An integrated theoretical and methodological approach to the therapeutic process (not a list of procedures)
   * An analysis from a variety of theoretical, systemic perspectives
   * Ethical and legal considerations confronting the intern and the family, including a statement about couple and family therapy professional procedures used to protect clients’ confidentiality
   * Developmental issues in relation to family development or development of the children in the family seen
   * Discussion of AAMFT ethical standards that apply to the therapy in this case
   * Integration of self of the therapist, theory, and diversity issues
   * The effects of the intern’s person and identity (e.g. values, biases, attitudes of the therapist) upon the therapy in general and upon the session reviewed
   * The impact of the significant relationships between personal, professional, and societal dimensions (intersectionality analysis).
   * Reflection on the supervisory session with attention to isomorphic processes
   * A process analysis of the session
* Reflection of role of university group seminar supervision

7. CD/DVDS
A videotape/DVD/CD of a full Interview with a couple or family in the context of live supervision and/or a therapy session. This videotape must be of a full (at least 45 minutes) interview with the student as the therapist taking full responsibility for the session. The video should allow reviewers to evaluate the intern’s verbal and non-verbal behavior and to observe the family’s reaction.

8. A Letter of Consent
Letter of consent from the client/family and supervisor authorizing use of the videotape for the purposes of a capstone experience must accompany the videotape. Included in the letter of consent must be a statement notifying clients that their names will be disguised in any written material to protect clients’ confidentiality. Students are advised to keep the original copy in the agency file and supply the university with a copy that has the names blacked out.

9. A Full Written Transcript of the session
Transcript must accompany the videotape. Names and location should be disguised to protect clients’ confidentiality. Note: the transcript should include line numbering, a feature in any word processing that will make easier to quote or refer to segments of the clinical interview in the written analysis segment.

10. A Videotape of a Supervision Session
(no transcription is required) in which the clinical case is discussed with the supervisor approved by the FTP. This videotape may be part of an internship seminar event, group supervision, or an individual meeting with the supervisor.

Evaluation Criteria of the Capstone Project

The following criteria will be used to evaluate the final documentation:
* Clear demonstration of Program Educational Outcomes
* Knowledge of the theoretical and professional frameworks that support family therapy practice
* Clear demonstration of the ethical and legal dimensions of their work
* Awareness and responsiveness to cultural, socioeconomic, and racial diversity of students’ work, and the impact of their work on behalf of clients
* Evidence of personal awareness about their impact and influence on the relationship that exist between themselves their clients’ lives, their work environment, and their learning experiences
* Coherence and integration of theoretical and experiential components of the final documentation
* Written documents are presented following professional and academic standards,
including grammar, citations, numbering, coherence, clarity.

Students must submit to their faculty advisor the final completed documents as listed above. This entire documentation must be submitted to the faculty advisor no later than April 1st of the student’s last semester.

Two family therapy faculty members chosen at random will evaluate the documentation presented by the student. Based on their evaluation, students may either receive a pass or fail. If there is a difference of opinion between these two faculty members then a third faculty will be asked to review the materials. Faculty will evaluate documentation no later than April 15th in order for the student to resubmit the written analysis of the case. If revisions are required, the full revised capstone should be resubmitted together with a detailed memorandum specifying the changes and how the student revised the capstone materials. The resubmission must be returned to the student's advisor no later than April 21st in order for a student to meet requirements for graduation.
9. Internship

Frequently Asked Questions

What is an Internship?
An internship is a supervised field experience in an organization (e.g., community agency, hospital, outpatient clinic, school clinic) serving families, couples, or human systems from a relational perspective. All students who intend to graduate from the Family Therapy Program must have this supervised field experience, which is accompanied by a weekly seminar held at the university. To fulfill the requirements of an internship, students must work in a supervised field placement a minimum of 900-hours that is spread evenly over one continuous academic year, three semesters: beginning in the Summer Sessions, continuing through the Fall Semester (September) and concluding Spring Semester (May). The amount of time a student spends at a supervised field placement is approximately 25 hours a week. Included in the 900 hours students must also have a minimum of 300 direct client contact hours. A minimum of 200 hours of the total clinical hours must be relational. Students and field placement supervisors are informed that students may have to complete more than 900 hours in order to meet the requirement of 300 direct client contact hours. Students may have to continue after the 12 months at their internship to complete the clinical contact hours since the program cannot guarantee the amount of clinical contact hours that the site can offer. If this occurs, the student may need to pay for an additional internship supervision course.

What academic courses do I have to complete before I can begin the internship?
In order to begin the internship, you must have completed a minimum of 18 credits COUNSL 608, COUNSL 616, COUFAM 621, COUFAM 622, and COUNSL 620 or 617, and a course of your choice from the family therapy curriculum at the time of applying to the internship. In addition, COUNSL 606 and COUFAM 625 must have been taken prior to the start of the internship. In addition, students must have a GPA of at least 3.00 and no more than one outstanding incomplete. Your advisor must give approval before application for placement in an internship site. (Note: the Handbook lists the names and corresponding number of each course). The program director in conjunction with your advisor must give signed approval before you start applying for an internship placement.

Can I apply to the internship on my own without consulting with my advisor? NO!
Your advisor, the Family Therapy Program Director, and the core program faculty will evaluate if you are ready to apply for an internship. No student should apply for an internship without written approval from the advisor and the program director. Students will attend an internship orientation in the middle of the fall semester preceding the application year to gather information and the forms that they need to complete. Readiness will be evaluated by faculty based on course performance, clear personal and professional goals, and demonstrated competencies and commitments.

How do I find an internship placement site?
The Family Therapy Program faculty members assist students in finding an appropriate internship site. On site supervisors must be AAMFT Approved Supervisors or the equivalent, and also must meet state licensing board regulations. A workshop to inform students about internship sites, and about the process of applying to sites, is offered each fall for students who plan to begin their internship in the following June of that academic year. An updated list of internship sites is published yearly. Students will be assisted in the search for an internship but...
it is the ultimate decision of internship sites to offer a placement. For the on campus students, the program will attempt to secure a minimum number of possible internship spaces but cannot ensure that every applicant is offered an internship. For the online students, the advisor or program director will assist you in the search for a site that you can access. It is the online students’ responsibility to secure an internship placement that complies with the same requirements as those available to the on campus students. Online students are responsible for determining the licensing requirements of the state in which they will apply for licensure and negotiate with their internship site to obtain the necessary experience, hours, and supervision.

What are my responsibilities as an intern?
The intern is responsible for regular attendance and provision of professionally sound services to clients. The university does not provide professional liability insurance to student interns. Student professional liability insurance is provided by AAMFT as part of the student membership benefits.

Family therapy students are required to join AAMFT as a student member immediately after they begin their studies. Proof of membership is required to apply for an internship.
www.aamft.org

Clinical & Supervision Experience Requirements

Contact Hours
Students will complete a minimum of 300 supervised, direct client contact hours. Up to 100 hours of the required 300 may be team practice. All the hours should be completed at an internship site approved by the Program Director.
At least 200 (of the required 300) direct client contact hours will be with couples or families physically present in the therapy room.
Students will work with a wide variety of presenting problems.
Students will have the opportunity to work with clients who are diverse in terms of age, culture, ethnicity, gender, race, religion, sexual orientation and socioeconomic status.
Compliance will be judged in the context of program size and location.

Supervision
Students will receive at least 100 hours of supervision.
Students will receive at least one hour of supervision for every five hours of direct clinical contact.
Individual or dyadic supervision will occur at least once every week in which students have direct client contact hours.
At least 50 hours of supervision will be based on direct observation, videotape or audiotape.
Students should be given opportunities to observe their supervisors' clinical work. In this context, "clinical work" includes therapy in progress, clinical evaluation in progress, role-playing and other demonstrations of clinical performance.
Group supervision is required.
Students should register and comply with the requirements of the COU 698 Family Therapy Internship Seminar to be able to approve the internship.
Students should start the internship in the summer and complete three consecutive internship semesters. Students who interrupt their internship seminar should start a new
internship cycle and approval process prior to re-joining the internship.

Online students are responsible for determining the licensing requirements of the state in which they will apply for licensure and negotiate with their internship site to obtain the necessary experience, hours, and supervision.

**Internship Readiness Evaluation**

In the fall of your second year, students will receive an email invitation to an internship orientation workshop. At that meeting, you will be informed of what sites are available to apply for and students will be able to either submit the materials mentioned below or to discuss them. Students should check their Wiser email.

**Statement outlining your internship readiness**

- How academically and psychologically prepared you are?
- How will you organize financial, relational work, and study commitments during the internship year? What sort of support will you rely on during this period?
- What issues will you need to resolve for a successful completion of your internship?
- Site characteristics and your qualifications and learning needs.

**Supporting Documents**

- Transcript (unofficial is OK)
- Courses to be completed by the start of the internship
- Resume (same you will submit to potential site)
- For example, Will you have to add clinical contact hours or courses before you graduate?
- Letters of application to sites
- Documentation of site finding process if out of state

The student’s advisor in conjunction with the graduate program director will approve the student’s readiness to apply for a site.

The Program will provide you with a list of internship sites or will approve a site out of state that the student has found. The Program cannot ensure that every student will obtain an internship site due to site decisions that are out of the program’s control.

Once the student has secured a site, an initial agreement should be signed. See Appendix C.
The student should give their internship seminar instructor all forms before graduation.

10. Degree Requirements

The Family Therapy Program requires its students to maintain a cumulative grade point average of 3.00 for the core curriculum as well as the specific requirements of the Family Program. The family therapy students must receive a grade of B or better over a three contiguous semester of internship and a culminating "capstone" evaluation.

M.S. (Master's of Science Degree)

In order for the family therapy student to be considered as a candidate for graduation with a Master's of Science Degree (M.S.) a completion of 60 credit hours, with a grade point average of 3.0 or better, and fulfill a culminating, "capstone" experience (as outlined above) is required.

C.A.G.S. (Certificate of Advanced Graduate Studies)

In order for the family therapy student to be considered as a candidate for a Certificate of Advanced Graduate Studies (CAGS) from the University the student must already possess a Master's Degree in counseling or its equivalent, have earned a composite of at least 78 academic credits which meet the requirements of the Family Therapy Program as outlined above, and fulfill the culminating capstone experience. The CAGS will require at least two years to complete. A CAGS student who has completed an internship for another program will need to complete a new internship for the Family Therapy Program and take all 3 Internship Courses.

11. Professional Advancement

Family Therapy Licensure in the Commonwealth of Massachusetts

Students who graduate from the Family Therapy Program fulfill the academic requirements required by the Board of Registration of Allied Mental Health and Human Services Professions to be licensed as a family therapist (LMFT) in the Commonwealth of Massachusetts. During their last semester of education, students should request an application for licensure from the Board of Registration of Allied Mental Health and Human Services Professions. Applicants for licensure must have their academic course of study approved by the Board before they can take the licensing examination, which may be taken prior to the completion of their 3,300 hour post-graduate work experience. In addition to a complete application, applicants must submit a transcription of 60 academic credits that fulfill specific requirements (See Appendix for a copy of the licensure requirements).

Board of Registration
Allied Mental Health and Human Services Professions
239 Causeway Street
Boston, MA. 02114
(617) 727-3080

If you are interested in applying for licensure in another state, please check the specific requirements. Other states may have different internship hours’ requirements and/or additional courses.
Employment Opportunities

Community agencies, hospitals, or outpatient facilities serving families, couples or human systems from a relational perspective employ graduates from the Family Therapy Program. Graduates are eligible to apply for licensure as a Family Therapist in the Commonwealth of Massachusetts after completing the following requirements:

1. A 60 credit graduate program at UMB, which includes specific courses designated by the Massachusetts Board of Registration,
2. A passing score on the national licensing examination
3. Completion of two years (3,300 hours) of supervised employment

Once graduates are licensed, there are many job opportunities in the Commonwealth of Massachusetts for family therapists. In addition, a licensed marriage and family therapist is eligible for clinical membership in the American Association of Marriage and Family Therapy. Since the Family Therapy Program has been granted candidacy status by COAMFTE graduates of the Program receive reciprocity for their academic degree in other states that have marriage and family licensure. A number of graduates have also become supervisors and administrators as well as Approved AAMFT Supervisors.
### Licensure Requirements for Marriage and Family Therapists (LMFT)
#### Commonwealth of Massachusetts Table

<table>
<thead>
<tr>
<th>Board of Allied Mental Health and Human Services Professions</th>
<th>Course Requirements and Courses FT University of Massachusetts Boston</th>
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</thead>
</table>

Completion of a 60 credit program from a recognized educational institution
Successful completion of the three graduate level courses in each of the following areas:

1. **Marital and Family Studies**
   - COU 621 Introduction to Family Therapy
   - COU 622 Family Therapy Theories
   - COU 624 Sexuality and Intimacy in Families & Family Therapy
   - COU 626 Collaborative Consultation with Larger Systems

2. **Marital and Family Therapy**
   - COU 625 Family Therapy Assessment and Intervention
   - COU 627 Couples Therapy
   - COU 628 Contemporary Family Therapies

3. **Human Development**
   - COU 608 Abnormal Psychology
   - COU 672 Substance Abuse & the Family
   - COU 620 Human Development: Research, Theory, & Practice or
     COU 617 Children and Adolescent Therapy

One graduate level course in each of the following content areas (A total of 2 courses is required):
1. **Professional Studies**
2. **Research**

   - COU 606 Ethical Standards and Professional Issues in Counseling
   - COU 616 Group Counseling
   - COU 653 Diversity in Counseling
   - COU 601 Research & Evaluation in Psychology

**Clinical Internship**
- COU 698 Internship (3 continuous semesters to begin Summer semester. Minimum of 300 Direct Clinical Contact Hours per year) - total of 18 credits
APPENDICES: FORMS
## APPENDIX A: Advising Sheet

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Semester</th>
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<tbody>
<tr>
<td>COU 620 Human Development</td>
<td>NO</td>
<td>Before Attending</td>
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<tr>
<td>COU 621 Intro to Family Therapy</td>
<td>NO</td>
<td>Fall 1</td>
</tr>
<tr>
<td>COU 601 Research &amp; Evaluation in Psychology I</td>
<td>NO</td>
<td>Fall 1</td>
</tr>
<tr>
<td>COU 616 Group Counseling</td>
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<td>COU 653 Diversity in Counseling</td>
<td>COU 616, 621</td>
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<td>COU 606 Ethical Standards &amp; Professional Issues in Counseling</td>
<td>COU 621</td>
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<td>COU 608 Abnormal Psychology</td>
<td>COU 621</td>
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<tr>
<td>COU 622 Theories of Family Therapy</td>
<td>COU 621</td>
<td>Spring 1</td>
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<td>COU 617 Child and Adolescent Counseling*</td>
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<tr>
<td>COU 672 Substance Abuse and The Family</td>
<td>COU 621</td>
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<tr>
<td>COU 624 Sexuality &amp; Intimacy in Families &amp; Family Therapy</td>
<td>3 counseling courses</td>
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<td>COU 625 Family Therapy Assessment and Intervention</td>
<td>COU 622</td>
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<td>COU 626 Collaborative Consultation &amp; Larger Systems</td>
<td>COU 622</td>
<td>Online Fall</td>
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<td>COU 627 Couples Therapy</td>
<td>COU 625</td>
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<tr>
<td>COU 628 Contemporary Family Therapies</td>
<td>COU 625</td>
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<tr>
<td>COU 698 Summer Internship</td>
<td>COU 621, 622, 606, 608, 620 or 617 and one additional of your choice</td>
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<td>COU 698 Fall Internship</td>
<td>COU 625 (or concurrently)</td>
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<tr>
<td>COU 698 Spring Internship</td>
<td>COU 628 (or concurrently)</td>
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**Capstone**

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* Pending governance approval
APPENDIX B: Initial Internship Commitment Contract

University of Massachusetts Boston
College of Education & Human Development
Department of Counseling and School Psychology
Family Therapy Program

Date: ___________________________
Professor: ___________________________

Dear Professor: ___________________________

This is to confirm that ___________________________ has been interviewed and
(Name of Student as a Family Therapy Intern) accepted to perform tasks and
services at ___________________________. (Institution or Agency)

The immediate supervisor will be:

Name: ___________________________
Telephone Number: ( ) ___________________________

The assignment will constitute active participatory work of approximately _____ hours per week
for 52 or more weeks to accomplish 300 direct clinical contact hours (total of 900 hours
internship) in compliance with MA licensing requirements and/or COAMFTE standards as
follows:

- Up to 100 hours of the required 300 clinical hours may be team practice.
- At least 200 of the direct client contact hours will be with couples or families physically
  present in the therapy room
- Students will work with a wide variety of presenting problems and with clients who are
diverse in terms of age, culture, ethnicity, gender, race, religion, sexual orientation and
socioeconomic status

The supervisory components in compliance with COAMFTE standards are as follows:

- Students will receive at least 100 hours of supervision, at least 50 hours of which will be
  based on direct observation, videotape, or audiotape
- Students will also videotape one supervision session regarding their clinical session to
  be used in their Capstone project.
- A 50 minute hour can include a total of two interns and still be considered individual
  supervision
- Students will receive at least one hour of individual or dyadic supervision every week in
  which students have direct client contact hours
- Students should be given opportunities to observe their supervisors’ clinical work
- Group supervision is required
Nature of Assignment: (Please briefly describe)

_________________________________________________________

_________________________________________________________

_________________________________________________________

Sincerely Yours,

Name and Position/Title: _______________________________________

Approved Supervisor _____ or Equivalent (see details in Contract) _____ or

Approved Supervisor in Training _____

Institute: ___________________________________________________

Address: ___________________________________________________ Phone Number: ______

Email: _______________ Please make additional comments on the back of this sheet
Appendix C: Internship Agreement

University of Massachusetts Boston
College of Education & Human Development
Department of Counseling and School Psychology
Family Therapy Program

The following participants are involved in a student's Internship Placement experience:

- Internship Students from the Family Therapy Program, Department of Counseling and School Psychology at the University of Massachusetts Boston
- Supervisors from Internship Placement Institutions and/or External Approved Supervisors
- Administrative representative of the Placement Institutions
- Faculty instructors of the internship placement of students from the Department of Counseling and School Psychology at the University of Massachusetts/Boston
- All participants in the Internship Placement need to be aware of the requirements of students and Supervisors.

The internship placement is required of all students in the Family Therapy Program. Students seeking an internship placement must fulfill the following internship requirements:

- 900 hours of a supervised field experience must be completed within one calendar year (one summer session plus two academic semesters). 300 direct clinical contact hours should be completed (200 hours should be relational).

RESPONSIBILITY OF THE PLACEMENT INSTITUTION

- To determine their own criteria for accepting students for placement; criteria will include a procedure for interviewing prospective interns.
- To collaborate with the University faculty supervisor in evaluating the intern’s performance including an initial contract to determine clearly the intern’s activities for fulfilling internship requirements.
- To determine criteria for intern’s professional conduct in internship site in order to protect their patients’ rights.

RESPONSIBILITY OF THE UNIVERSITY FACULTY

- To inform students about internship placement procedures and practices prior to their interview with placement institutions.
- To determine and submit university grades of student interns; university supervisors will determine internship grades by integrating intern’s performance at the placement site, in the University seminar, and from information provided by the on-site supervisor’s written and verbal comments, and observation of videotaped sessions. The final grade is the full responsibility of the university faculty; the supervisor on site grade is utilized as a recommendation.
- To collect documentation including: intern evaluation, clock hours and supervision clock hours.
REQUIREMENTS FOR ON-SITE SUPERVISOR (and/or External Supervisor)

In order for students to meet the academic requirements in the Commonwealth of Massachusetts (or of other state licensing boards) for licensure as a Marriage and Family Therapist, **Internship supervisors** must meet the following qualifications for the specialties:

Please Check and Initial which designation applies:

- A family therapist designated as an **“approved supervisor” by the AAMFT** to supervise the clinical practice of marriage and family therapists, or

  

  Supervisor’s
  
  Initials

- **A licensed marriage and family therapist or a mental health practitioner** who (i) meets the qualifications for licensure as a marriage and family therapist by the licensure board, who has had primary supervisory responsibility for **two practicing marriage and family therapists for two years or the equivalent**;

  

  Supervisor’s
  
  Initials

- **or A licensed marriage and family therapist or a mental health practitioner** who (ii) holds either a teaching or a supervisory position in a recognized educational institution, institute or agency which trains marriage and family therapists, provides clinical service to individuals, couples and families on a regular basis, or offers graduate degrees in marriage and family therapy or a related field.

  

  Supervisor’s Initials

- **If there is an external AAMFT approved supervisor, the site- supervisor must indicate their credentials, but they do not have to meet the requirements of an AAMFT approved supervisor or the equivalent.**

  Credentials:_______________________________________________________

RESPONSIBILITIES OF INTERNSHIP SUPERVISORS AND PLACEMENT INSTITUTIONS

In order to facilitate a successful learning experience for internship students assigned to your institution and placed under your supervision, we recommend that you provide each internship students with the following services and arrangements:

- ☐ Desk space or other suitable working facilities, etc as feasible to the work assignment.

  

  Site Admin’s
  
  Initials
Individual supervision. We request that the placement institution and/or external supervisor provide at least one hour of individual supervision to the intern every week in order to provide constructive critiques of their performance and progress. One hour equals a 50 minute hour. Supervision with two interns counts as individual supervision.

Supervisor’s Initials

Background information about the placement institution and the client population. Please prepare placement site personnel and prospective clients for the arrival of each intern.

Supervisor’s or Site Admin’s Initials

Opportunities to engage initially in observational experiences during their first few days of the assignment, with increased responsibilities as you determine.

Supervisors’ Initials

Assignments that constitute work experience and responsibilities comparable to those expected of a family therapist who might normally be assigned to the position or engaged in the same responsibilities to which the student has been assigned.

Supervisors’ Initials

Provide opportunities for interns to audiotape and videotape therapy sessions. An informed consent form will be provided to be signed by the clients. In addition, a supervision session will be videotaped relative to a case the student will use as part of his her Capstone Project, to facilitate the student’s addressing use of supervision.

Supervisors’ Initials

Should an assigned site supervisor leave the placement institution, the institution will provide an alternative supervisor with equivalent credentials, or if an external approved supervisor has been working with the student and is unable to continue, he/she will assist the student in finding a replacement supervisor.

Supervisors’ Initials

PROFESSIONAL CONDUCT OF INTERNS

Interns are expected to become familiar with, and be held accountable, for all existing rules, requirements, and regulations of the institution to which they are assigned.

Intern’s Initials
- Attendance is required of all interns for all days of assignment and placement. Only valid and excusable reasons for absences should be accepted. Interns are expected to notify both the On-Site Supervisor and the University Supervisor on any given day when illnesses or other emergencies interfere with or prevent their attendance at their assigned placement. *Always consult with all relevant supervisors (site, university and external) in the event of a crisis (reporting of abuse, or neglect, reporting of criminal activity, experience of crisis or emergency).*

    [Signature]

    Intern’s Initials

- Interns are expected to attend a weekly Internship seminar at the University of Massachusetts, Boston. The seminar is required as part of their internship experience and necessary in order to receive graduate credit for their internship assignment. They should therefore be excused from any assignments during such scheduled meetings. Notification of the specific time and day of the week when the seminar is scheduled will be provided to the Internship student. Repeated absences from internship seminar can result in dismissal from the program.

    [Signature]

    Intern’s Initials

- Finally, interns assume the responsibility of complying with all rules, policies, regulations, approved codes of conduct and behavior, and legal and ethical standards of the AAMFT Code of Ethics, as well as all University, College and Department policies, regulations and standards.

    [Signature]

    Intern’s Initials

I HAVE READ AND UNDERSTAND AND AGREE TO THE FOREGOING GUIDELINES FOR PLACEMENT. I have read the procedural policies of the Internship Placement Institution and AGREE TO COMPLY with them. In addition, I, the undersigned agree that in this internship that I will observe the following arrangements and fulfill the following requirements:

1. Duration: Internship will run from ________________ to ________________

2. Hours per week: Intern shall be expected to serve approximately _________ hrs. per week.

3. Location: __________________________________________________________

4. Duties: The intern shall be expected to perform the following specific tasks:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. Written Record: The Intern will maintain detailed written records of activities in which he/she is involved and observations the intern makes during the internship as follows:

____________________________________________________________________
6. Other requirements or other related activities of the intern are as follows:

___________________________________________

7. At the internship site the Intern will report to and be supervised by

_________________________

Signature of Student: __________________________________________  Date:_____
Address: ______________________________________________________
Email: ___________________________ Phone #’s __________________________

Signature of Internship Site Supervisor: ___________________________  Date:_____
Address: ______________________________________________________
Email: ___________________________ Phone #’s __________________________

Signature of Internship Site Administrator: _________________________  Date:_____ 
Address: ______________________________________________________
Email: ___________________________ Phone #’s __________________________

Signature of University Internship Instructor _________________________  Date:_____
Address: _Dept. of Counseling and School Psychology; College of Education and Human Development, UMass Boston, 100 Morrissey Blvd, Boston MA 02125
Email: ___________________________ Phone #’s __________________________

UMB Family Therapy Program Director: ___________________________  Date:_____
Dept. of Counseling and School Psychology; College of Education and Human Development, UMass Boston, 100 Morrissey Blvd, Boston MA 02125
Email: ___________________________ Phone #’s __________________________

Note:
Administrative Assistant of the Department of Counseling and School Psychology
Dept. of Counseling and School Psychology; College of Education and Human Development, UMass Boston, 100 Morrissey Blvd, Boston MA 02125
Phone: (617) 287-7602
APPENDIX D: Internship Videotaping Consent Form

Master of Science in Family Therapy Program
Department of Counseling and School Psychology
College of Education and Human Development
University of Massachusetts Boston

Date:__________________________________________________________
Intern:_________________________________________________________
Internship Site: ________________________________________________
Site Supervisor(s):_____________________________________________

Video tapes of clinical sessions are used for the following purposes:

- as a therapy tool to facilitate the intern's work with the family
- as an instructional aid and evaluative tool in the process of training professional therapists (interns) in the context of the University internship seminar
- videotaping improves the quality of therapy delivered

I (or we if taping is of a family),______________________, _________________, and _________________ agree to be audio-videotaped during therapy sessions

dates: _________________

with _________________________, a student in the Family Therapy graduate degree program at the University of Massachusetts Boston. The sole purpose of recording these sessions is the supervision and training of students.

I(we) understand that this tape recording, audio CD, or DVD (hereafter called “tape”) will be viewed only by the Student’s onsite supervisor, the university faculty member(s) responsible for the practicum or internship class and/or Capstone project, and other graduate students in the practicum or internship class. All Family Therapy graduate students are trained to respect the confidentiality of all counseling information.

I(we) understand that my/our name will not be mentioned during the review of any tape and that every effort will be made to ensure my confidentiality. Thus, if any student or faculty member viewing a tape of a session indicates that she/he knows me, the tape will be turned off immediately. I/we also understand that if I mention anyone’s name in the course of my counseling session, it cannot be deleted from the tape. Additionally,
I/we understand that therapists and supervisors are required by law to release information to appropriate authorities if: (a) the therapist has knowledge of threats of bodily harm or death of another person or of suicide, (b) there is any indication of child abuse or elder abuse, or (c) if records are mandated by a court.

I/we understand that all tapes will be destroyed after the student has finished the program and until then, kept in a locked cabinet. If the student does not have a locked cabinet, the Graduate Program director will hold the tape in a locked cabinet in her or his office. It will be destroyed when the Student graduates from the program. Additional security measures will be used to insure confidentiality (i.e. digital files will be password protected).

I/we can withdraw consent at any time and am free to ask the student to stop the taping at any time during a session.

I (We), the undersigned acknowledge that the purpose and value of taping has been fully explained to me (us) and that my (our) consent to such taping is given freely and voluntarily. I (We) do consent to the video and/or audio taping of therapy sessions.

__________________________________  __________________________________
Name                               Date

__________________________________  __________________________________
Witness                             Date       Witness                             Date

__________________________________  __________________________________
Name                               Date       Name                               Date

__________________________________  __________________________________
Witness                             Date       Witness                             Date

This consent form is valid for the academic year __________________.

Student’s signature:_____________________________  Date:___________________
Appendix E: **Current Students Client Contact and Supervision Hours FORM C**

(Original Excel Digital Sheets should be submitted each semester and will be provided by instructor)

<table>
<thead>
<tr>
<th>CLIENT CONTACT HOURS</th>
<th>SUPERVISION HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Year:</td>
<td></td>
</tr>
<tr>
<td>Type:</td>
<td></td>
</tr>
<tr>
<td>Contact:</td>
<td></td>
</tr>
<tr>
<td>Family:</td>
<td></td>
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<tr>
<td>Relationship:</td>
<td></td>
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<tr>
<td>Total Hours:</td>
<td></td>
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<td>Case Work:</td>
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<td>Line (or data):</td>
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<tr>
<td>Audience (or group):</td>
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<td>Total Hours:</td>
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**Note:** The form is used to report client contact and supervision hours. Columns are for different types of contact and supervision, and rows are for different weeks or segments of the program. The form is designed for Excel and should be submitted each semester. Instructions are attached.
## Appendix F: Current Students Client Contact and Supervision Hours FORM D

(Original Excel Digital Sheets should be submitted each semester and will be provided by instructor)

### FORM C

**CLIENT CONTACT AND SUPERVISION HOURS REPORTING FORM**

**Current Students**

Report hours for each student graduating from program. See attached instructions before completing this form.

<table>
<thead>
<tr>
<th>Graduate Name</th>
<th>Did student transfer in hours from another program?</th>
<th>Date Entered program (mm/yy)</th>
<th>Student Year in program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No (If yes, please list these hours as a separate line below.)</td>
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</tbody>
</table>

**MFT Setting, Non-MFT Setting, Unemployed, Other.**

<table>
<thead>
<tr>
<th>MFT Setting</th>
<th>Non-MFT Setting</th>
<th>Unemployed</th>
<th>Other</th>
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### CLIENT CONTACT HOURS

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<thead>
<tr>
<th>Month</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>SUMMER TOTAL</th>
<th>SPRING TOTAL</th>
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### SUPERVISION HOURS

<table>
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<tr>
<th>Month</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>SUMMER TOTAL</th>
<th>SPRING TOTAL</th>
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**SUMMARY/CUMULATIVE**

**Ratio of Supervision to Client Contact (LS):**

(should equal .20 or greater)

---

UMASS Boston Family Therapy Handbook

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# Appendix G: Daily Hours Tracking Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Individual</th>
<th>Couple</th>
<th>Family</th>
<th>Relational Couple + Family</th>
<th>TOTAL Clinical Hours</th>
<th>Non-Direct Clinical Hours</th>
<th>Case Report</th>
<th>Live (raw data)</th>
<th>Video (raw data)</th>
<th>Audio (raw data)</th>
<th>Direct Obs. (audio + video + live)</th>
<th>Total Supervision Hours</th>
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**Appendix H: Internship Evaluation**

University of Massachusetts Boston  
College of Education & Human Development  
Department of Counseling & School Psychology  
Family Therapy Program  
**COU 698 Family Therapy Internship**

| Student’s Name |  
|---|---|
| Internship Period | Summer _____________ Fall _____________ Spring _____________ |
| On-Site Placement |  
| Site Supervisor (s) |  

**Rating Scale**

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No opportunity to observe student on knowledge or situation.</td>
<td></td>
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<tr>
<td>1</td>
<td>Student has not demonstrated this ability and does not appear to understand its significance.</td>
<td></td>
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<tr>
<td>2</td>
<td>Student has not demonstrated this ability but has shown an understanding of how it could be applied.</td>
<td></td>
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<tr>
<td>3</td>
<td>Student has demonstrated this ability but needs improvement in his/her performance.</td>
<td></td>
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<tr>
<td>4</td>
<td>Student has demonstrated this ability at a competent performance level and meets fully the expectations of the agency.</td>
<td></td>
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<tr>
<td>5</td>
<td>Student has demonstrated this ability at an exceptional level</td>
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</tbody>
</table>

1. _____ Introduce themselves and the agency (policies, procedures, videotaping, etc.) to clients in a warm and professional manner  
2. _____ Follow agency policy (paperwork, follow up, confidentiality, legal, and/or referral issues, etc.)  
3. _____ Conduct themselves in a professional and effective manner (attendance, punctuality, presentation of self)  
4. _____ Work cooperatively with agency supervisor and colleagues to maintain an active case load, including clients from a wide variety of contexts  
5. _____ Sensitively vary voice (tone, volume, rate, inflection) and nonverbal behavior (posture,
gestures, facial expressions) to connect with clients

6. ____Empathically communicate an understanding of and respect for the experience of clients

7. ____Ask questions in a conversational and interactive (as opposed to interrogational) way

8. ____Avoid offering simplistic advice and personal opinions

9. ____Limit self-disclosure to occasions of therapeutic utility

10. ____Explore client stories with curiosity and demonstrate patience in developing possible interventions

11. ____Attend to larger-system issues and access appropriate resources for clients

12. ____Develop systemic assessment that address the needs of clients

13. ____Deliver supervisor/team communications with poise and sensitivity

14. ____Actively solicit and implement supervision as an opportunity for learning, regardless of model

15. ____Challenge their own premises and biases, and expand their awareness and appreciation of cultural, racial, gender, spiritual, physical ability, and sexual orientation diversity

16. ____Actively participate in individual and group supervision meetings, offering and requesting constructive feedback, when appropriate

17. ____Demonstrate an understanding of and respect for multiple perspectives (clients, team, supervisor)

18. ____Conceptualize and describe client conundrums in systemic, non-pathologizing ways.

In addition to the above, interns (Fall) must be consistently able to:

19. ____Develop and maintain themes across sessions

20. ____Spontaneously generate relational questions and comments in the therapy room

21. ____Distinguish relevant information—in relation to model client(s), goals, previous sessions, etc.—and organize the conversation accordingly

22. ____Contribute systemic ideas to team discussions

23. ____Appropriately generalize from supervision on a particular case to other analogous situations

24. ____Discuss and describe cases concisely within a systemic framework

25. ____Require less detailed direction from the supervisor

26. ____Identify what they wish to obtain from supervisors

In addition to the above, interns (Spring) must be consistently able to:

27. ____Take calculated risks to expand their interpersonal repertoire (with humor, creativity, play, etc.)

28. ____Handle unexpected and crisis situations with poise and skill

29. ____Describe cases and interact with clients using a variety of therapeutic models

30. ____Move toward a collegial relationship with supervisors

31. ____Articulate a coherent therapeutic orientation
32. _____ Would you hire this student if a position were available in your agency?
Comments (Attach pages if needed)
____________________________________________________________________________
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<table>
<thead>
<tr>
<th>Final Evaluation and Grade Assessment</th>
<th>Academic Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall general evaluation of practicum experience and performance of intern</td>
<td>A</td>
</tr>
<tr>
<td>Personal and professional growth as a result of this practicum experience</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Evaluator: ______________________________________ Date: ___________________
Appendix I: Supervision and Clinical Practice Evaluation

University of Massachusetts Boston
College of Education & Human Development
Department of Counseling and School Psychology
Family Therapy Program

Supervision or Clinical Practice Site_____________________________________________________
Supervisor_________________________________________________________________________

Please answer the following questions as honestly as possible. The information you provide will aid faculty and supervisors to improve internship supervision. It will also increase the clinical competency of our supervisors and clinicians on site.

For each question, write down the number of the following scale that most closely corresponds to your assessment of the clinical practice or site supervisor.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>a little</td>
<td>somewhat</td>
<td>definitely</td>
<td>very much</td>
<td>not applicable</td>
</tr>
</tbody>
</table>

1. Did your supervisor clearly explain agency procedures for processing clinical casework, i.e. notes, opening packets for intake? ____

2. Did your supervisor explain the clinic procedures about general functioning of the clinic? ____

3. Did your supervisor explain to you the clinic policy about paperwork, confidentiality, legal and/or referral issues, etc.? ____

4. Did your supervisor conduct supervision in a professional and effective manner (attendance, punctuality, presentation, etc.)? ____

5. Did supervisor maintain a collaborative relationship with MFC/T Track faculty? ____

6. Were you able to rely on your supervisor for questions about clinical cases? ____

7. Did your supervisor treat you with respect? ____

8. Were you given opportunities to integrate theoretical ideas with practical situations? ____

9. Were you given the opportunity to formulate treatment plans using multiple perspectives? ____

10. Did your supervisor discuss professional opportunities and ways in which you could
further your learning?

11. Was your supervisor available for clinical emergencies?

12. Were you given the opportunity to maintain an active caseload, including clients from a wide variety of contexts?

13. Did you have the opportunity to consult and meet with peers and other clinical personnel that work in the agency?

14. Did your supervisor attend to larger-system issues and encourage you to access appropriate resources for clients?

15. Did your supervisor communicate with you about your strengths and areas for growth? Did your supervisor provide positive and critical feedback?

16. Did your supervisor challenge your premises and biases, and expand your appreciation of cultural, gender, spiritual, and sexual diversity?

17. Did your supervisor make an effective use of audiovisual material to review clinical material?

18. Did your supervisor make an effective use of live supervision?

19. Did your supervisor make effective use of self-disclosure?

20. Did your supervisor provide a challenging opportunity for your professional growth?

Overall, would you recommend this supervisor to other interns?

____________________________________________________________________________________

__________________________________________________

How would you describe the supervisory experience?
____________________________________________________________________________________

____________________________________________________________________________________

What would you suggest to your supervisor and the agency to make internships a more effective learning experience?
____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
APPENDIX J: Capstone Evaluation

Student Name ______________________________
Seminar Instructor __________________________

CHECKLIST OF PARTS INCLUDED

- [ ] Introduction
- [ ] Table of Contents
- [ ] Transcript with GPA 3.0 or over
- [ ] Representative Sample of Papers
- [ ] Transcription of Tape
- [ ] Two copies of everything
- [ ] Session Tape/CD/DVD
  - [ ] Relational
  - [ ] Adequate voice quality
  - [ ] Everyone in view
- [ ] Supervision Tape/CD/DVD
- [ ] CV
- [ ] Cover Letter
- [ ] Consent Form
- [ ] Future Plans Narrative
- [ ] Personal Narrative
- [ ] Clinical Case Analysis
EVALUATION

1. Portfolio Collection

<table>
<thead>
<tr>
<th>1=Approve, 2=Minor modifications required, 3=Major modifications required, 4=Fail</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use space provided for further comments or feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Capstone Format

Does the format of the capstone help the reviewer to accomplish the task? (Table of Contents, Introduction, Labels, Organization of Digital Material)

Sample of Papers and/or Exams

Is the sample representative of student’s accomplishments?

Personal Narrative

Does this narrative demonstrate how the student approaches learning?

Does it integrate the various aspects of the learning process?

Is it professionally written? Is the paper free of grammar and spelling problems?

Does the narrative integrate educational, professional, and personal accomplishments?

Does it use theory to understand self?

Does it include theory applied to family of origin?

Does it address issues of multiple identities, relationships, and self in multiple systems?

Does it include multiple perspectives?

Curriculum Vitae and Cover letter

ready for a job application or graduate application?

Narrative of Future Plans for Professional Development
<table>
<thead>
<tr>
<th>Do this narrative demonstrate student’s ability to assess her/his abilities (strengths and weaknesses) and needs for further learning or areas of growth?</th>
</tr>
</thead>
</table>

**CLINICAL CASE ANALYSIS**

<table>
<thead>
<tr>
<th>Written Case Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Setting Description, including populations served by agency and any relevant issues pertaining to social justice</td>
</tr>
<tr>
<td>Referral concerns included</td>
</tr>
<tr>
<td>Family History and Background</td>
</tr>
<tr>
<td>Theoretical and Methodological Approach</td>
</tr>
<tr>
<td>Does it include multiple perspectives in the understanding of the family?</td>
</tr>
<tr>
<td>Does the analysis apply theory appropriately?</td>
</tr>
<tr>
<td>Does the analysis contain appropriate and for the most part original citations?</td>
</tr>
<tr>
<td>Does the conceptual frameworks used make sense in relation to therapeutic setting and clinical situation?</td>
</tr>
<tr>
<td>Does the analysis of the student’s own work match what is seen in the tape?</td>
</tr>
<tr>
<td>Ethical and Legal Considerations</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Self of the Therapist</td>
</tr>
<tr>
<td>Integration of Personal, Professional, and Societal Dimensions</td>
</tr>
<tr>
<td>Is it Professionally Written (spelling, grammar, organization)?</td>
</tr>
<tr>
<td>Is the Case Analysis Sensitive to Multicultural and Social Justice Concerns?</td>
</tr>
</tbody>
</table>

**TAPE AND TRANSCRIPT**

Does the work represent the theory they are claiming to be working from?

Does the work represent relational/systemic work?

If the student is aware that the tape falls short of these goals, is it addressed in the clinical case analysis?

**3. The capstone overall**

Shows knowledge of the theoretical and professional frameworks that support family therapy practices

demonstrates the ethical and legal dimensions of intern's work
| Shows wareness and responsiveness to diversity issues (cultural, socioeconomic, racial, sexual, gender, religious, ability) impact on clients |
| Provides evidence of personal awareness about their impact and influence on the relationship that exist between themselves, their clients’ I, their work environment, and their learning experiences |
| Has coherently pulled together both theoretical and experiential components of their work |
| Provides written documents following professional and academic standards including grammar, citations, numbering, coherence, clarity |

*Please return to the Seminar Instructor promptly to return material to students on time for revision and resubmission and grading for graduation.*

**Summary of Recommendations**

(1) ____ Approve without modifications (Please sign Capstone Experience Evaluation)
(2) ____ Approve with minor modifications (Please sign Capstone Experience Evaluation & Attach Comments) [Advisor will review for a second time]
(3) ____ Approve if Major Modifications (Please Attach Comments) [Both reviewers will revise capstone for a second time]
(4) ____ Fail

______________________________  __________________
Signature                        Date
APPENDIX K: University Services

ATHLETICS
http://www.athletics.umb.edu/

Clark Athletic Center
Lower Level, Room 013
Tel.: (617) 287-7800
The Catherine Forbes Clark Athletic and Recreation Center houses a gymnasium, a skating rink, and a competition sized pool, all with ample seating for spectators, as well as gymnastic, weight training, exercise rooms, and a dance studio.
The Beacon Fitness Center, located in McCormack hall, offers Nautilus Machinery, cardiovascular equipment, and free weights, as well as courts for racquetball, squash, and handball, an aerobics room, and a lounge. Center staff is available to help and advise graduate students in the use of the facilities.
Outdoor athletic facilities include tennis courts, three athletic fields marked for football, lacrosse, soccer, softball, volleyball, and a 400-meter running track. The university's sailing dock moors a fleet of mercury sailboats and rowing dories for use during the Spring, Summer, and Fall.
Graduate students pay mandatory fees and are encouraged to use these resources.

BOOKSTORE
http://stores.efollett.com/eFollett/standard/index.html?dirName=umb
Quinn Administration Building
Upper Level
Tel.: (617) 287-5090
(Hours: Mon-Fri 8:30am to 5:00pm)
(longer hours beginning of the semester)
The UMASS Boston bookstore carries textbooks required for courses, a complete fine of art and school supplies, and gift items. It also carries reference books and popular titles, magazines, newspapers, gifts, cards, snacks, and UMASS Boston clothing. Students can special-order almost any book currently in print.
Books are first available for purchase one week prior to the beginning of classes. For textbook refunds, receipts are required and books must be in the same condition as when purchased. Students will not receive refunds for textbooks purchased the last week of classes or during examination periods. The bookstore will by used textbooks from students throughout the year.

BURSAR'S OFFICE
Quinn Administration Budding
2nd floor, Room 071
Tel.: (617) 287-5350
(Teller Hours: Mon-Fri 9:00am to 3:30pm)
The Bursar's Office handles payments of tuition and fees. The Bursar's Office also distributes UMASS Boston Family Therapy Handbook
checks to students receiving refunds or university financial aid (usually about five weeks after
the start of the semester). Recipients pick up their checks at the Bursar's Office.
Graduate Students pay tuition and fees based upon the number of registered credits each
semester. The Bursar's office determines tuition costs based on whether students are classified
as Massachusetts residents, or as out-of-state, non-residents.

CAREER SERVICES
http://www.careers.umb.edu/

McCormack Building
3rd floor, Room 615
Tel.: (617) 287-5519
(Hours: Mon-Fri 8:00am to 5 PM)
The Career Services assists current students and alumni of UMASS Boston. Resources include
the Career Resource Library and career planning and placement. Information for the Graduate
Record Examination (GRE) and the Miller Analogies Test (MAT) are available here.

COMPUTING SERVICES
http://www.cc.umb.edu/

Science Building
1st floor, Room 012
Tel.: (617) 287-5000
(Hours: Mon- Fri 8:00am to 5:00pm)
The Computing Services operates a large number of computing labs for Macintosh and
Windows microcomputers, and operates terminal rooms for large system access. At the
beginning of each semester, Computing Services offers a variety of computer workshops.
Workshop schedules are posted in the labs and published in the UMASS Boston student
newspaper, Mass Media. Sign-up sheets for the workshops are posted in room 029, upper level,
Healey Library. You can obtain an e mail account free of charge and have access to the world
wide web through the computers in the library. Several courses in the program require
familiarity with the use of internet resources.

E-Mail: Helpdesk Tel.: (617) 287-5220 (Hours: Mon-Fri 8:00am to 4:00pm)
Students may contact the Help Desk with questions regarding computer use. Students already
on campus can go to any computer lab for in-person assistance.

DISABILITY SERVICES
http://www.umb.edu/student_life_and_services/Educational_Support_Servi/Educational_Support_Servi.html

McCormack Services 1st floor, Room 401 Tel.: (617) 287- 7430, or 7436 TIFY (Hours:
Monday to Friday 8:30 AM to 5 PM, evening hours by appointment)
The Lillian Semper Ross Center for Disability Services helps UMASS Boston provide equal
access for individuals with disabilities. The center offers students auxiliary aids and related
academic support services such as sign language interpreting, note taking, testing
accommodations, advocacy, and Counseling. The center also offers advice and information on
disability issues to university employees and departments.
The Adaptive Computing Lab and the Center for Disability Services make available auxiliary
aids and related support services for students with disabilities such as sign language interpretation, note taking, testing accommodation, advocacy, adapted computer equipment, and Counseling.

FINANCIAL AID
http://www.umb.edu/admission_and_financial_aid/Financial_Aid/index.html

Quinn Administration Building
1st floor, Room 012
Tel.: (617) 287-6300
(Hours: Mon & Wed 8:30am to 6:00pm
Tues & Thur 8:30am to 5:00pm
Closed on Fridays)
There are several sources of financial aid for graduate study: Financial aid from the federal government, Stafford Loans, Perkin Loans, and Federal Work Study. These are considered self-help programs because students borrow funds, which then must be repaid, or earn funds through employment.
To apply for financial aid, graduate students must complete and submit the Free-Application for Federal Student Aid (FAFSA). Students must submit the FAFSA even if they are applying for loan consideration only.
The priority date for filing an application (FAFSA) is March 1, of each year. Applications become available in the Financial Aid office after January 1, and all students are encouraged to apply during January and February. Eligibility for Perkins Loans and Federal Work Study are based on student need and on fund availability. Students with high need increase their chances of receiving these awards if they apply between January 1st and March 1st.
Graduate students may borrow up to $18,500 yearly, in both the Subsidized and Unsubsidized Stafford Loan programs singly or in combination.

GRADUATE ADMISSIONS AND RECORDS
http://www.umb.edu/academic_programs/graduate_studies_info/Admissions/Admissions.html

Quinn Administration
2nd floor, Room 081
(617) 287-6400
E-Mail: bos.gadm@umassp.edu
Hours
Academic Year: Monday and Friday 8:30 AM to 5 PM
Tuesday to Thursday 8:30am to 7:15pm
Summer Session: Monday to Friday 8:30 AM to 5 PM
The Office of Graduate Admissions and Records is the admissions office and the registrar's office for UMASS Boston students. The director and the graduate admissions and records staff process all graduate applications to specific graduate programs.
The Director of Graduate Admissions and Records is the official registrar and maintains all official documents in graduate students' files, including academic transcripts. Each department with which students interact depends on the Office of Graduate Admissions and Records for accurate information, so all changes must be made through this office. This office is also the
GRADUATE ASSISTANTSHIPS
http://www.umb.edu/academic_programs/graduate_studies_info/Assistantships_FinAid/Assistantships_FinAid.html

The university offers a limited number of graduate assistantships, which are administered by the Office of Graduate Studies. The recommendation for appointment as a graduate assistant is the responsibility of the respective Graduate Program Director. Therefore, students wishing to apply for an assistantship should first contact the director of their particular graduate program.

All assistantships carry with them a stipend, the amount of which varies upon the workload. The stipend is paid in weekly installments over the nineteen-week semester. Any student whose stipend is $1,000 or more per semester is eligible to receive a tuition waiver for that semester. Other fees, including the Curriculum Support Fee remain the responsibility of the student.

HEALTH SERVICES
http://www.umb.edu/student_life_and_services/Health_Services/index.html

General Medicine Program
Quinn Administration Program
2nd floor, Room 040
Tel.: (617) 287-5660
Hours
Academic Year: Monday to Thursday 8:50 AM to 7:45 PM
Friday 8:50 AM to 6:30 PM
Summer Session: Monday to Thursday 8:50 AM to 4:30 PM
Fridays are closed

The General Medicine Program diagnoses and treats general health problems. Services include routine clinic visits, health counseling, physical examinations, gynecology, dermatology, clinical laboratory, immunization clearance, insurance clearance, and referrals when necessary.

Mental Health/Counseling Program
Quinn Administration Program
2nd floor, Room 039
(617) 287-5690 (Hours: Mon-Fri 8:50am to 4:30pm evenings by appointment)

The Mental Health/Counseling Program provides psychotherapy, Counseling and psychiatric consultation. Individual, couple, family, and group therapy is provided as well as personal-growth Counseling, crisis intervention, walk-in emergency service, workshops, consultations, and information and referral services.

Health Promotion Program
McCormack Hall,
1st floor, Room 613
Tel.: (617) 287-5685
(Hours: Monday to Friday 9:00 AM to 4:30 PM)

The Health Promotion Program addresses various health topics, including stress management, weight management, smoke cessation, and AIDS education through seminars, support groups, individual consultations, resource materials, and special events.

Drug/Alcohol Education/Prevention Program, P.R.I.D.E.
McCormack Hall
2nd floor, Room 414
Tel.: (617) 287- 5680
(Hours: Mon- Fri 9: 00 AM to 4:30 PM)
The P.R.I.D.E. (Prevention, Resources, Information, and Drug Education) Program is designed to promote responsible decision making relative to the use of alcohol and the absence of use of other drugs through workshops, a drop-in referral information center, and various special events. Information on how to help a family member or friend address these matters, and "adult children of alcoholics and other dysfunctions" seminars are offered. Individual consultation with a professional Counselor is available.

LIBRARY RESOURCES
http://www.lib.umb.edu/

Joseph P. Healey Library
Circulation: (617) 287-5900
Library Hours: (617) 287-5903
Reference/Information Desk: (617) 287-5940
Inter-Library Loan: (617) 287- 5929

Hours
Academic Year: Mon-Thu 8:00am to 10:00pm
Friday 8:00am to 6:00pm
Saturday 9:00am to 5:00pm
Sunday 1: 00 PM to 8: 00 PM
Summer Session: Mon-Thu 8:00 AM to 7: 00 PM
Friday 8:00 AM to 5:00 PM
Saturday 9: 00 AM to 5: 00 PM
Sunday is closed
The Healey Library houses over 500,000 selected volumes and currently receives more than 3,500 domestic and foreign journals and newspapers. It also maintains a growing collection of government documents, microfilm publications, and electronic indexes, including several networked CD-ROM's.

All library holdings are entered in the On-Line Public Access Catalog (OPAC), which has replaced the library's card catalog. This catalog contains a record of every book, journal, government document, and audiotape held by the Healey Library. From outside the library OPAC can be reached by anyone who has a campus network dumb terminal or a PC with telecommunications software and a modem. The OPAC offers three journal indexes to all UMASS Boston students, one with the full text of articles in many popular and scholarly journals. Other fee-based on-line bibliographic searching is also available.

The Healey Library makes use of other resources as well including:

The University of Massachusetts Boston students may also obtain borrowing privileges at more 46 local college and universities.
APPENDIX L: Requirements for Licensure as a Marriage and Family Therapist

3.01: Licensure Requirements
(1) Preface. To qualify for licensure as a marriage and family therapist, pursuant to M.G.L c. 112, §165, as amended, an applicant must provide evidence satisfactory to the Board that the professional standards and education experience requirements of one of the Licensure Eligibility Categories described in 262 CMR 3.01(3) have been met by the applicant.

All licensed marriage and family therapists are charged with having knowledge of the existence of 262 CMR and required to practice marriage and family therapy in accordance with them.

(2) Definitions.
AAMFT. The American Association for Marriage and Family Therapy.

Approved Supervisor.
(a) A marriage and family therapist designated as an "Approved Supervisor" by the AAMFT to supervise the clinical practice of marriage and family therapists; or
(b) a licensed marriage and family therapist, or a mental health practitioner who meets the qualifications of licensure as a marriage and family therapist by the Board, who: (i) has had primary supervisory responsibility for two practicing marriage and family therapists for a period of two years or the equivalent; or (ii) holds either a teaching or supervisory position in a recognized educational institution, institute or agency which trains marriage and family therapists, provides clinical services to individuals, couples and families on a regular basis, or offers graduate degrees in marriage and family therapy or a related field.

Board. Board of Allied Mental Health and Human Services Professions.

Full-Time. 35 hours per week/48 weeks per year. The full-time practice of marriage and family therapy includes at least ten hours per week of clinical work with individuals, couples or families.

Graduate Level Course. Three credit semester or four credit quarter graduate level course.

Group Supervision. A regularly scheduled meeting of not more than six mental health practitioners, plus an approved supervisor, for a period of at least 1 &frac12; hours. "Peer" supervision will not be considered to be qualifying supervision for these purposes.
**Individual Supervision.** A meeting of one or two mental health practitioners with an approved supervisor for a period of at least one hour.

**Licensure Examination.** The examination for licensure as a marriage and family therapist shall be the "Examination in Marital and Family Therapy" developed by the Association of Marital and Family Therapy Regulatory Boards. The licensure examination is administered two times per year by the Board or its agent. For information on sites, dates of examination, and fees, contact the Board.

**Marriage and Family Therapy Institute.** A non-degree granting marriage and family therapy training institute approved by the Board.

**Recognized Educational Institution.** An educational institution licensed by the state in which it is located which meets national standards for the granting of a master's or doctoral degree. "National Standards" shall be deemed to include, but not be limited to, approval by the United States Department of Education.

**Related Field.** Psychology, social work, counseling psychology, theology, law, medicine, nursing, community mental health, or other field determined by the Board to be a related field.

**Supervised Clinical Experience.** A minimum of 200 hours of supervision in the clinical practice of marriage and family therapy by an approved supervisor. A minimum of 100 hours of the required minimum 200 hours of supervision must be individual supervision.

(3) **Licensure Eligibility Categories.** A candidate for licensure as a marriage and family therapist must meet the requirements of one of the licensure eligibility categories set forth in 262 CMR 3.01(3).

(a) **Clinical Member of the AAMFT.** A candidate applying under this category must provide satisfactory evidence that the applicant is currently a clinical member in good standing of the AAMFT.

(b) **Master's or Doctoral Degree in Marriage and Family Therapy or Related Field.** A candidate applying under this category must provide satisfactory evidence of:

1. A master's or doctoral degree in marriage and family therapy or related field from a recognized educational institution.

   a. **Degree completion prior to July 1, 1999.** If an applicant's master's or doctoral degree program of study consisted of less than 45 semester hours, or, if the applicant's master's or doctoral degree was in a related field or did not include an internship, evidence of completion of graduate level courses outside of the degree program in the content areas listed in 262 CMR 3.01(3)(b)2. sufficient to meet the 45 semester hour degree, required courses, and/or internship requirements must be submitted to the Board for review and approval.

   b. **Degree completion after July 1, 1999.** The graduate program of study required must be a minimum of 60 semester hours. If an applicant's master's or doctoral degree program of study consisted of less than 60 semester hours, evidence of completion of graduate level courses outside of the degree program in the content areas listed in 262 CMR 3.01(3)(b)2. sufficient to meet the 60 semester hour degree, required courses, and/or internship requirements must be submitted to the Board for review and approval.

2. **Successful completion of:**

   a. Three graduate level courses in each of the following content areas (Total courses required = 9):

      i. **Marital and Family Studies.** Family life cycle; sociology of the family; families under stress; the contemporary family; family in a social context; the cross-cultural family; and youth/adult/aging and the family; family subsystems; individual, interpersonal relationships
ii. **Marital and Family Therapy.** Family therapy methodology; family assessment; treatment and intervention methods; overview of major clinical theories of marital and family therapy.

iii. **Human Development.** Human development; personality theory; human sexuality; psychopathology; behavior-pathology.

b. One graduate level course in each of the following content areas (Total courses required = 2):

i. **Professional Studies.** Professional socialization and the role of the professional organization; legal responsibilities and liabilities; independent practice and interprofessional cooperation; ethics; family law.

ii. **Research.** Research design; methods; statistics; research in marital and family studies and therapy;

3. **Two year experience requirement.** A minimum of two years full-time, or equivalent part-time, supervised clinical experience with individuals, couples or families for the purpose of assessment and intervention in a clinic or hospital licensed by the Commonwealth of Massachusetts Department of Mental Health or accredited by the Joint Commission on Accreditation of Hospitals or an equivalent center or institute, or under the direction of an approved supervisor. The required two years full-time, or equivalent part-time, supervised clinical experience in marriage and family therapy must include a minimum of 1000 hours of post-master’s degree face-to-face contact hours of clinical experience with individuals, couples or families under the direction of an approved supervisor; a minimum 500 hours of which must be face-to-face contact hours of clinical experience with couples and families under the direction of an approved supervisor;

4. Successful completion of a Supervised Clinical Experience; and

5. Achievement of a passing score on the licensure examination.

**REGULATORY AUTHORITY** 262 CMR 3.00: M.G.L. c. 112; 163 through 172; c. 13; 88 through 90; St. 1987, c. 521, as amended by St. 1989, c. 720; and St. 1990, c. 477.
APPENDIX M: AAMFT Code of Ethics

The most current Code of Ethics of AAMFT can be found at:

This Code is published by: American Association for Marriage and Family Therapy 112 South Alfred Street, Alexandria, VA 22314 Phone: (703) 838-9808 Fax: (703) 838-9805 www.aamft.org