



HOFSTRA
UNIVERSITY®

School of Health Sciences and Human Services

Graduate Program in Marriage and Family Therapy



Program Guide
Fall 2014- Spring 2015

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History of the Marriage and Family Therapy Program

The first training program in marriage and family therapy (MFT) at Hofstra University was developed by Dr. Don David Lusterman in 1982. At that time, the program was located in what is now the Counseling and Mental Health Professions (CMHP) Department in Hagedorn Hall. In 1983 Dr. Joan Atwood became the director of the program, with three enrolled students, and, over the years, she implemented a number of changes that led to the program's growth. She remained in this position for 23 years.

In 1990 Dr. Atwood established the Marriage and Family Therapy Clinic (now called the Counseling and Mental Health Professions Clinic) at the Joan and Arnold Saltzman Community Services Center on campus. The clinic, which serves as the clinical arm of the academic program, enables students to practice therapy in a supervised environment. The Saltzman Center provides MFT students with consulting rooms that have one-way mirrors and video-recording equipment. Dr. Atwood served as director of the clinic until 2006. At that point, Professor Madeline Seifer assumed the directorship. Under her leadership, the clinic became the site of the practicum placement for all MFT students. Professor Seifer retired at the end of 2011, and was replaced as clinic director by Teresa Grella-Hillebrand.

In 1998 the Marriage and Family Therapy Program merged with the Graduate Programs in Health, forming a new department called Health Professions and Family Studies (HPFS), which in 2010 became the Department of Health Professions and Kinesiology, and which recently split into the Department of Health Professions and the Department of Health Studies and Kinesiology. In 2005 Dr. Mel Goldstein took over as director of the program for two years, and Dr. Atwood remained as a full-time faculty member in the program. In 2007 the program earned recognition by the New York State Education Department as a licensure-qualifying program. At this time, a second full-time faculty position was created for the program, and Dr. Julie Askew was welcomed to the team.

From 2007 to 2009, Lauren Mangino served as director of several graduate programs within the HPFS Department, including the MFT Program. In 2009 Professor George Simon was appointed program director.

In the fall of 2012, the program transitioned to the newly formed School of Health Sciences and Human Services.

Context of the Marriage and Family Therapy Program

The Marriage and Family Therapy Program is housed in the Department of Counseling and Mental Health Professions (CMHP) in Hofstra's School of Health Sciences and Human Services.

Marriage and Family Therapy graduate students have access to the University's excellent resources, which include a newly renovated library. MFT students begin their internship experiences at the Hofstra Counseling and Mental Health Professions Clinic, which is housed in the Saltzman Center, located on the University's south campus. MFT students may also utilize the Saltzman Center's Diane Lindner-Goldberg Child Care Institute, which provides a full range of services for infants, toddlers and preschool children on a sliding scale basis. In addition, students have access to Hofstra's Health and Wellness Center, the Computer Center and recreational facilities. Financial aid, in the form of loans, grants, scholarships and assistantships, is also available to students.

Philosophical Model

The MFT model at Hofstra is integrated, as students are exposed to a wide range of theories, including structural, object relations, cognitive behavioral, emotionally focused, solution focused and narrative. This broad approach not only familiarizes students with the traditional models of family therapy, but also helps students remain current with developments in the field.

The integration of theory and practice is vital, so students begin a four-semester internship after completion of the first set of core classes. Thus, students are provided with an intensive training experience, both academically and clinically. All clinical hours completed by students can be applied to their application for licensure as marriage and family therapists in the state of New York, with a minimum of 300 face-to-face client contact hours being required for graduation.



The approach to marriage and family therapy at Hofstra is interdisciplinary. For example, Dr. Joan Atwood of the MFT Program collaborated with Andrew Schepard and Steve Schlissel of Hofstra University School of Law in developing the P.E.A.C.E. (Parent Education and Custody Effectiveness) Program, a court-based educational program for divorcing parents. Another department that collaborates with our program faculty is the Psychology Department. Additional opportunities for students have included the development of student-led therapy groups through the CMHP Clinic.

For students who are interested in developing their research skills or having work published, there are opportunities to collaborate with faculty in areas of mutual interest. To date, students have published papers in professional journals and submitted chapters for faculty books. Students are also strongly encouraged to present to community groups and at national conferences; publications and presentations are particularly important for those intending to continue their education in a doctoral program. Occasionally, stipends may be available to help students wishing to attend national and regional conferences.

Other highlights of the program include special workshops and guest speakers. Past speakers have included Carl Whitaker, Harry Aponte, Bill O'Hanlon, Lynn Hoffman, Harville Hendrix, Kenneth Gergen, Virginia Satir, Stephen Lankton, Karl Tomm, and Frank Dattilio. The MFT Club, a student-led group that receives financial support from the University, is very active in helping to organize special events and regular social evenings, and we encourage you to give them your support.

Master of Arts in Marriage and Family Therapy

Curriculum

Core Courses*

MFT 266:	Family Therapy	4.0 s.h.
MFT 238:	Couples Therapy	4.0 s.h.
COUN 210:	Counseling and Helping Relationships	3.0 s.h.
MFT 267:	Family Assessment and Intervention	4.0 s.h.

Additional Required Courses

MFT 239:	Families in Transition	3.0 s.h.
MFT 205:	Historical and Sociocultural Aspects of Family Development and Theory	3.0 s.h.
MFT 204:	Family Lifecycle Development	3.0 s.h.
MFT 260:	Sexual Issues in MFT	3.0 s.h.
MFT 241:	Family Law and Ethics	3.0 s.h.
COUN 261:	Understanding Psychopathology in Counseling	
OR		
MFT 206:	Overview of the DSM	3.0 s.h.
RES 258:	Understanding Research Methodology	3.0 s.h.
PSYCH 229:	Cognitive Behavioral Counseling and Psychotherapy (available to MFT students in Summer Session II only)	3.0 s.h.
Elective	Elective with advisement	3.0 s.h.

Internship Courses**

MFT 269:	Practicum and Ethical Issues in MFT (Saltzman Center)	3.0 s.h.
MFT 270:	Practicum and Ethical Issues in MFT (Saltzman Center or external placement***)	3.0 s.h.
MFT 298:	Group Supervision in MFT (external placement)	3.0 s.h.
MFT 299:	Group Supervision in MFT (external placement)	3.0 s.h.

*These courses need to be completed before the internship courses may be taken.

**Attendance at seminar or successful completion of home-study course in "Training in the Identification and Reporting of Child Abuse and Maltreatment" must take place before MFT 269 begins.

***External placement during this course can only be arranged with permission. See page 14 for details.

NB: Students who might be planning to obtain licensure in a state other than New York should consult the requirements of that state. Some states require students to obtain more than 54 credits of education before applying for an MFT license.

Course of Study and Advisement

Each student constructs a plan to complete the program according to how many hours they have available to devote to study each week. It is not generally advised to attempt more than three courses a semester. It should be noted that the level of commitment to the program increases as internship courses begin. Classes generally are offered at 4:30 p.m. and 6:30 p.m., but some non-core courses may be offered beginning at 2:30 p.m.

Students should seek academic advisement at the beginning of each academic year, to ensure they are planning their courses, and to discuss their progress through the program. Students in the program are assigned to either Dr. Askew, Dr. Atwood, or Professor Simon for advisement, according to the following scheme:

Last names beginning with the letters A-H: Dr. Askew

Last names beginning with the letters I-O: Dr. Atwood

Last names beginning with the letters P-Z: Professor Simon

In addition to the fall and spring semesters, there are three summer sessions and a January session, and MFT electives are typically offered over January and Summer Sessions I and II. These elective workshops are usually offered either on weekends or several evenings a week for the length of the semester. In addition, there are some courses that are offered by the Counseling Program that students may take as electives. These could include:

COUN 220: Technology for Counselors

COUN 225: Counseling for Death, Dying & Bereavement

COUN 237: Counseling Families of the Elderly

COUN 277: Group Counseling (COUN 210 is prerequisite)

COUN 279: Human Sexuality and Counseling

Students should discuss the choice of electives with an advisor before enrollment.

The "typical" course of study in the program is as follows (assuming full-time enrollment throughout the program).

For Students Who Enter the Program in the Fall:

Fall I: MFT 238, MFT 266, MFT 267	Spring I: COUN 210, MFT 239, MFT 260	Summer I: PSYCH 229 (offered during Summer Session II)
Fall II: MFT 204, MFT 206, MFT 269	Spring II: MFT 205, MFT 241, MFT 270	Summer II: Elective*
Fall III: MFT 298, RES 258 Comprehensive Exam	Spring III: MFT 299	

For Students Who Enter the Program in the Spring:

	Spring I: MFT 204, MFT 239, COUN 210	Summer I: PSYCH 229 (offered during Summer Session II)
Fall II: MFT 238, MFT 266, MFT 267	Spring II: MFT 241, MFT 260, MFT 269	Summer II: MFT 270, Elective*
Fall III: RES 258, MFT 206, MFT 298, Comprehensive Exam	Spring III: MFT 205, MFT 299	

*Students may take the elective course during any semester of their choosing. However, students must secure permission from their advisor to register for more than three (3) courses in any given semester.

Practicum

Once students have completed the required core classes, they enroll for their first practicum class (MFT 269). This course is offered both in the fall and spring semesters, but never during the summer. The course takes place at Hofstra's Counseling and Mental Health Professions Clinic, which is located on the Hofstra campus at the Saltzman Center. This is a professional internship. Students are therefore expected to make a 10-hour per week commitment to this vital part of their training and to complete a minimum attendance of 150 hours at the clinic during the course.

For the second practicum course, MFT 270, students are placed at the Saltzman Center or at an external site, as explained on page 14. **Students are expected to accrue at least 30 hours of client-contact time during the period spent in MFT 269/270.**

Before starting a practicum, students must successfully complete the seminar "Training in the Identification and Reporting of Child Abuse and Maltreatment." The School of Education offers the child abuse seminar, at no cost to students, online each semester; online registration is required. The course is SOE 002 and is completed using Blackboard. This training can also be completed through a variety of organizations, such as the New York Society for the Prevention of Cruelty to Children, and students should read the instructions available at the following website: www.op.nysed.gov/training/camemo.htm. Notification of successful completion of the child abuse seminar will be sent to the New York State Education Office, as it is required for licensure.

Students must also present proof of a negative PPR test (a test for tuberculosis) within the past year before they will be assigned cases at the Counseling and Mental Health Professions Clinic.

Orientation

At the beginning of MFT 269, students will be oriented to practicum requirements and will receive an introduction to the CMHP Clinic. Dates for the orientation sessions will be announced at least one month in advance. Orientation includes the following components:

1. Students will be taken on a tour of the facilities, meet with clinic personnel, and complete appropriate New York state-mandated paperwork.

2. Interns will be instructed on the proper construction of a client's chart as well as the maintenance of progress notes.
3. Health Insurance Portability and Accountability Act (HIPAA) regulations will be reviewed.
4. Use of equipment for recording sessions will be reviewed.
5. Intern contracts will be signed. (See page 31 of this guide.)
6. Verification of liability insurance will be filed with the clinic director. **Students are responsible for securing and maintaining their own liability insurance throughout their clinical experience in MFT 269/270 and 298/299.**
7. Team assignments will be distributed and scheduling will be reviewed. Team leaders will be introduced.

Clinical Intern Responsibilities

Students attend their practicum class each week, during which time they receive supervision of their cases. They are then required to spend an additional eight (8) hours at the clinic each week (to be arranged according to work and client schedules), seeing clients and performing administrative duties. This experience is designed to ensure that students receive extensive supervision and support during their first clinical semester. Interns' specific responsibilities include the following:

1. Maintenance of all ethical and professional expectations of a marriage and family therapist, as per the *AAMFT Code of Ethics* (www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx).
2. Maintenance of a caseload, as assigned by the clinical director.
3. Maintenance of client records and session notes.
4. Provision of weekly updates to the MFT 269/270 instructor, who will provide clinical supervision.
5. Development and facilitation of workshops and groups.
6. Participation in collateral contacts with families and providers (outreach projects) and presentations within the local community.
7. Attendance at scheduled group supervision and staff meetings.
8. Allocation of a minimum of 10 hours per week at the clinic, including time spent in the MFT 269 class.

Confidentiality

The Hofstra University Counseling and Mental Health Professions Clinic is dedicated to the principles of privacy and confidentiality for all clients. The CMHP Clinic's policies are designed to comply with HIPAA.

The principle of confidentiality requires that information given by the client to the professional or support staff at the clinic may not be revealed to anyone, except with the client's written permission, or as required by the Tarasoff ruling of 1976. (See Appendix I.)

Confidentiality entails the following practices and procedures:

1. No written or otherwise reproduced information regarding a client is to be given to anyone outside the CMHP Clinic without a release form that is:
 - ▶ Signed by the client.
 - ▶ Co-signed by the intern.
 - ▶ Signed by the clinical supervisor.

A copy of the release must remain in the client's file.

2. No client information must ever appear in an email.
3. Faxed releases may be sent only to **secure** faxes and must be signed by a clinical supervisor or by the clinic director.
4. Client cases are not to be discussed outside of the professional context, i.e., outside of supervision or class. Painstaking efforts should be taken to maintain client confidentiality in the classroom setting. Academic presentations may not contain a client's real name nor provide any details that would make the client identifiable to those outside the clinical setting.
5. Client charts (files) may not leave the clinic. They are to be maintained in the CMHP file cabinet in the reception area. Charts are to be removed only for the addition of progress notes and/or for consultation with a supervisor. Such activity is to take place in the CMHP office. When notes are complete, the file is to be returned to the cabinet, which is secured by the clerical staff.
6. All audio and/or video recordings of client sessions must be erased after use in class. Discs may **not** leave the clinic **except** when needed for use in a practicum or supervision class. They must not leave the campus.
7. If a court order or subpoena is issued on one of an intern's cases, the intern should notify her/his supervisor and the clinic director.

Any such matters will be handled through Hofstra's Office of Legal Affairs and General Counsel. Interns should not speak with a client's legal representative. Interns will be advised by the supervisory staff, after consultation with the general counsel, exactly how to proceed.

Procedures for Initial Telephone Intake

Interns will handle telephone duties as part of their administrative assignments. When an inquiry comes in, interns should answer the person's questions about the clinic's services and try to be as helpful as possible. When it becomes apparent that the person is ready to come in for services, the intern should complete a phone intake form, located in the cabinets above each telephone in the intern office. The intern should advise the caller of the fee structure and the policies regarding cancellation. The intern should inform the caller that this intake will be forwarded for assignment and that he/she will hear back within 24 hours. At that point, the intern should contact either the clinic director or the assistant director with the intake information. The intern should make a copy of the intake form and place it in the director's office.

Case Distribution

Cases are distributed by the clinic director to the team leaders. Team leaders assign the case to the next intern on their team due to receive a case. If that intern has a scheduling problem, the case will go to the next person on the list. On rare occasions, the director will use her discretion in assigning cases based upon the needs of the clients.

Procedure for Signing Out Rooms

1. Rooms used by interns for client sessions or groups must be signed out in advance.
2. The clinic director works with the administrative secretary in charge to block out a group of therapy and observation rooms for each semester. The number of rooms assigned to each clinic in the Saltzman Center is based upon a needs assessment done by all the clinic directors. The rooms appear on a master sheet and are labeled "CMHP."
3. Each intern or team leader must put in a request for one of the blocked out rooms as soon as it becomes apparent that the room will be used for ongoing therapy or group work. These requests should be done each semester. If you need a room unexpectedly, please sign

one out by using the same form. The request forms are located on the wall next to the desk of the CMHP secretary.

4. If it becomes apparent that the room will not be in use due to client cancellation or termination, please notify the secretary so that the room can become available to other CMHP interns. It is imperative that you make this notification. Rooms during peak hours are at a premium; cooperation in this area is essential.

Procedure for Recording Sessions

1. Submit your license or Hofstra student ID to the administrative assistant in charge of room keys. Obtain one of the numbered keys.
2. Insert the key into the keypad in the room you have signed out. Turn to the ON position. YOUR SESSION IS NOW BEING RECORDED ON THE SALTZMAN CENTER NETWORK.
3. To burn a DVD, follow written instructions located on the wall next to the DVD burner in the CMHP Office.
4. When the session is complete, turn off the DVD burner, and be sure that the key is turned off. (Otherwise, the activities in the room will continue to be recorded on the network.)
5. Return the key to the main office and retrieve your license or Hofstra student ID.

Procedure for the Initial Interview

1. Inform the client during the initial phone conversation that he or she needs to come in 15 minutes prior to the scheduled appointment in order to fill out forms.
2. Make sure that all forms are properly filled out.
3. Escort clients to an interview room, which has been signed out in advance. Be sure to have the video equipment ready and running before escorting the clients into the room.
4. Review the forms with the clients and answer their questions. Discuss rules and parameters of therapy, for example, appointments, fees, and cancellation rules. (See Appendix III.)
5. Begin therapy.

6. From this point on, all therapy is closely supervised. Be sure that all paperwork is completed and that all session notes are up to date.

Procedure for Closing a Case

When an intern has determined and confirmed with his/her supervisor that a case needs to be terminated, the intern should:

1. Write a brief termination summary for inclusion in the file.
2. Send a termination letter to the client and have it co-signed by the supervisor.
3. Inform the administrator that the case is to be considered disengaged.
4. Remove the case from the green or blue folder and place the entire case in a regular manila folder. File it behind the active cases in the CMHP file cabinet in the main office. Inactive files will be maintained there for one year. After that, they will be stored in the basement of the Saltzman Center.

Procedure for Reopening a Case

When reopening a file that has been closed for more than three (3) months, an intern must update all paperwork. This entails:

1. Obtaining new intake information to determine whether any pertinent data has changed.
2. Obtaining new releases and consent forms.
3. Incorporating the old file into the new one.

Procedure for Running Groups and Workshops

Psychoeducational groups and workshops are an important part of the MFT clinical experience. A **workshop** is defined as a one-time-only presentation designed to inform the public and advertise our services. A **group** is an ongoing meeting of more than six people. It is typically designed to run for six to eight (6-8) sessions and generally has a particular theme, e.g., parenting, children of divorce, chronic illness issues, midlife or bereavement issues, etc.

To organize a group or workshop, an intern should discuss it with her/his supervisor and the clinic director. If the group or workshop is approved, the intern should print fliers and have them approved by the director, who will assist with advertising. When the desired number of individuals is registered for the group and the intern is ready to proceed, he/she should:

1. Sign out the largest rooms available. Rooms 202 and 204 are generally in use for classroom instruction, but may be taken if available. Next, try to sign out the conference rooms (Rooms 233-235). Since space is limited, sign out the room as far in advance of the group's start date as possible.
2. On the day of the group, put the room number and group name on the bulletin board near the lobby.
3. Prepare a spreadsheet with the names, phone numbers, and other essential data of group members. Make sure it contains room for dates of attendance. Present a copy of it to the secretary in charge of fee collection or the secretary at the front desk. The secretary will collect the fees as group members arrive. Group members receive a receipt as soon as they present payment.

Interns should note that minor children must be accompanied to group sessions by their parents. In the event that a parent is unable to pick up his or her child(ren) from a group therapy session, a document must be signed by the parent, granting permission to release the child(ren) to another individual.

External Placement During MFT 270

Students may request permission to seek an external, off-campus clinical placement during the second practicum course, MFT 270. Requests for external placement during MFT 270 are evaluated based on students' performance at the Hofstra CMHP Clinic during MFT 269. The evaluation looks for evidence of applicants' ability to function well in the less closely supervised environment they may encounter in an external placement, as compared to the closely supervised environment of the CMHP Clinic. Specifically, the MFT Program will look for the following:

1. Professional demeanor, in phone and face-to-face contact with clients, and in dealings with fellow professionals, referral agents, etc.
2. The ability to build and maintain strong therapeutic alliances with clients.
3. The ability to formulate case dynamics based on accepted models of therapeutic practice.

4. The ability to make clear and concise case presentations.
5. Openness to supervisory feedback.
6. Thorough execution of administrative tasks, such as maintenance of case records, return of phone calls, writing of letters, engagement in outreach, etc.

Any student who believes he/she has demonstrated proficiency in all of the above areas and wishes to be considered for external placement during MFT 270 should make this desire known to his/her MFT 269 instructor **TWO WEEKS PRIOR TO THE END OF THE SEMESTER**. Students will be notified of the decision by their MFT 269 instructor. If the decision denies the application, it will be accompanied by a brief explanation. If the decision approves the application, students will be directed to meet with the MFT Program director as soon as possible to make arrangements for the off-campus placement. When students meet with the director for this purpose, they should bring the form found on pages 33 and 34 of this guide, with the first section completed.

STUDENTS MAY NOT MAKE ARRANGEMENTS FOR AN OFF-CAMPUS PLACEMENT ON THEIR OWN. All placements must occur at approved sites that have entered into a contractual agreement with Hofstra University.





Supervision

In the final internship year (MFT 298/299), if students have completed their practicum requirements to a satisfactory level, **and if they do not have any Incompletes from previous courses in the program**, they will be placed at an external agency, which they are required to attend for a minimum 20 hours per week (a minimum 300 hours per semester). **Students must meet with the MFT Program director at the midpoint of the semester in which they are taking MFT 270 to arrange their placement at an agency approved by Hofstra University.** When students come to this meeting, they must bring the form found on pages 33 and 34 of this guide, with the first section of the form completed. (Students who had an external placement for MFT 270 may request to continue this placement for MFT 298/299.)

At the commencement of MFT 298, students must furnish their instructor with proof of ongoing professional liability insurance.

Logging Hours During Practicum and Supervision

Students are required to complete a minimum of 300 total client contact hours during MFT 269/270 and 298/299 in order to graduate from the program. These hours must consist of face-to-face client contact and not general clinic administrative work. These client-contact hours can be counted toward the total required for New York state licensure. Other states may vary in their licensure requirements, and students considering licensure outside New York should check the requirements via the American Association for Marriage and Family Therapy website: aamft.org/imis15/content/directories/MFT_licensing_boards.aspx.

During MFT 269 and 270, students are required to spend a minimum of 10 hours per week (150 hours per semester) on-site at their clinical placement. During MFT 298 and 299, students are required to spend a minimum of 20 hours per week (300 hours per semester) on-site.

To help the student and the program director keep track of these hours on an ongoing basis, **all students in MFT 269/270 and MFT 298/299 are required to submit to their classroom instructor the Weekly Internship Log, found on page 35 of this guide, at each meeting of the course.** For students in external placements, this form must bear the signature of their agency supervisor when it is submitted to the classroom instructor. The classroom instructor will sign the form and forward it weekly to the program director, who will keep a running tally of students' cumulative hours. **Students are urged to keep a copy for their own records of all Weekly Internship Logs that they submit to their classroom instructor.**



Clinical Evaluation During Practicum and Supervision

To facilitate professional growth and for purposes of evaluation, students are provided feedback on their progress twice a semester during MFT 269/270 and MFT 298/299. The form used for this purpose can be found on pages 36-37 of this guide. **It is the responsibility of students to present this form to their agency supervisor during Week 6 and Week 13 of each semester for the supervisor to complete.** (For students placed at the Saltzman Center, their agency supervisor is their classroom instructor.) Once this form is completed by the supervisor, students must present it to their classroom instructor.

Students who are placed at the Saltzman Center also receive at the middle and end of each semester a Clinical Intern Administrative Evaluation Form, completed by the clinic director. (See pages 38-39 of this guide.)

Students should consult the course syllabus for details on how the information contained on these evaluation forms is calculated in their final grade.



Assessment and Comprehensive Examination

Assessment in the program is a continuous process, as courses must be completed with a minimum cumulative GPA of 3.0 in order for students to graduate.

Two semesters before students plan to graduate, the Comprehensive Examination should be taken. This exam is offered each fall and spring, typically on a Friday, and students should ensure they take the exam two semesters before their intended graduation date to allow time for a re-take should they fail at the first attempt. **Only two attempts at the exam are offered, and failure to pass the exam at the second attempt will result in dismissal from the program.**

The comprehensive exam consists of six essay-style papers that are taken in one day: three in a three-hour morning session, and the final three in a three-hour session following lunch. A student cannot work on the papers from the morning session after the session has ended. The exam takes place in a computer lab so that answers can be typed. Questions require students to relate theory to practice and draw on their knowledge of six areas covered in classes:

- ▶ Couples Therapy
- ▶ Family Therapy
- ▶ Diagnosis and Assessment in MFT
- ▶ Sexual Issues
- ▶ Family Lifecycle and Transitions
- ▶ Ethics in MFT

Students are advised to form study groups and to begin their preparation for the examination well in advance of the exam. **Students should be aware that any study guides for the Comprehensive Examination that they encounter as they prepare for the exam are informal documents that have been created by former students in the program to aid their own preparation for the exam. These study guides should not be treated as authoritative statements as to what material will appear on the exam.**

Ethical and Professional Behavior

Students must behave in an ethical and professional manner, as outlined in the guidelines for student conduct and academic honesty of Hofstra University, and as specified in the Code of Ethics of the American Association for Marriage and Family Therapy. Students must display emotional maturity, satisfactory interpersonal behavior, and professional demeanor in classes and meetings, and during their practicum and internship. If a report of an ethics violation, or of interpersonal behavior that may be impeding professional growth and/or the adequate delivery of clinical services, is received regarding a student, the program director will convene a meeting of the core faculty of the program to discuss the report. After a faculty investigation, a finding will be issued that may clear the student of any wrongdoing or problem, place the student on probation with a plan for remediation, or dismiss the student from the program. A letter reporting the finding of the core faculty will be generated by the program director, and a copy will be sent to the student.

Maintenance of Matriculation

Under certain circumstances, students might not be able to graduate at the end of the semester during which they have taken their final course in the program. This might occur, for example, if they have not yet accrued the 300 client-contact hours needed for graduation, or if they need to take or retake the Comprehensive Examination. Under such circumstances, students must take formal steps to maintain their matriculation at the University. They are required to pay a Maintaining Matriculation Fee and file a registration card for the semester during which they will be maintaining matriculation but not registering for any classes.



Program Faculty

Julie Askew, PhD (Associate Professor)

Dr. Askew holds a master's degree in psychotherapy and psychosexual therapy from South Bank University in London, England, and a PhD in child and family development with a marriage and family therapy specialization from the University of Georgia in the United States. She completed two years of specialist clinical training in couples and sex therapy at the Maudsley Hospital and Institute of Psychiatry in London, and additionally trained and worked as a mental health counselor in the United Kingdom. She has more than 20 years of clinical experience in a variety of settings, including private practice and mental health clinics and providing therapy services for a physician's general practice. Dr. Askew is a licensed marriage and family therapist in New York state and an AAMFT-approved clinical supervisor.

Dr. Askew has published in professional journals on topics such as couples and Viagra, women's health, and adolescent identity, and has given invited presentations at international conferences. Her current projects include writing a book reporting on her research on women's sexuality after hysterectomy. In addition, Dr. Askew is focused on the systemic nature of food and families, and the role of nutrition in child behavior.

Joan Atwood, PhD (Professor)

Dr. Atwood holds a bachelor's degree in psychology, a master's degree in psychology, a master's degree in social psychology, and a master's degree in social work. She earned a Ph.D. in social psychology from Stony Brook University. She is a licensed marriage and family therapist, a licensed clinical social worker, a member of the National Academy of Social Workers, a certified sex therapist, and a certified Imago therapist.

Dr. Atwood is the past president of the New York State Association for Marriage and Family Therapy Clinic and was awarded the Long Island Family Therapist of the Year Award for outstanding contributions to the field. She is a clinical member and approved supervisor of AAMFT. She holds diplomate status and is a clinical supervisor on the American Board of Sexology. In addition to being professor of marriage and family therapy at Hofstra, she is also adjunct professor of psychology at SUNY New Paltz.

Dr. Atwood has published nine books and more than 100 peer-reviewed journal articles. She serves on the editorial boards of most journals in the field. She has also served on The President's Commission for Domestic Policy. Among her many projects, she is the co-developer of the P.E.A.C.E. (Parent Education and Custody Effectiveness) Program, a court-based educational program for parents obtaining a divorce.

Dr. Atwood has made numerous TV appearances and has given several radio and newspaper interviews. She is the president and clinical director of Marriage and Family Therapists of New York, a private practice and professional training corporation with offices in Rockville Centre, Manhattan, and Kerhonkson, NY.

Nancy Cohan, MA (Adjunct Assistant Professor)

Nancy Cohan is a graduate of Hofstra's Marriage and Family Therapy Program. For nearly 20 years, she has worked for a nonprofit human services agency. She has applied the principles and theoretical models of MFT to her work with families in need and in crisis.

Sam Ferrara, JD (Adjunct Assistant Professor)

Sam Ferrara teaches the Family Law class. He has worked extensively in the field of family law and is in private practice as an attorney in New York.

Teresa Grella-Hillebrand, MA (Director, Hofstra Counseling and Mental Health Professions Clinic)

Teresa Grella-Hillebrand holds a master's degree in MFT from Hofstra University and a bachelor's degree in psychology. Ms. Grella-Hillebrand also received an Advanced Certificate in substance abuse training from the School of Social Work at Stony Brook University. From 2001 to 2012 she served as a supervising family therapist at Bellport Outreach, a substance abuse treatment facility. In addition to her supervisory experience, Ms. Grella-Hillebrand has served as an educator. From 2003 to 2009, she worked at the Outreach Training Institute, training students seeking the CASAC credential in the integration of family therapy and substance abuse treatment. She also served as adjunct faculty at Hofstra from 1997 to 1999, teaching undergraduates diagnosed with learning disabilities. Ms. Grella-Hillebrand is the founder of Life Stages Counseling Center, a private practice in Dix Hills, NY. She served as president of the Long Island Association for Marriage and Family Therapy from 2010 to 2011, and continues to be actively involved in the chapter.

George Simon, MS (Adjunct Assistant Professor; Director, Marriage and Family Therapy Program)

George Simon holds a bachelor's degree in meteorology from New York University, a master's degree in philosophy from Fordham University, and a master's degree in counseling from Fordham. He was trained in structural family therapy by Salvador Minuchin, who asked him to join the faculty

of The Minuchin Center for the Family. Considered one of the country's leading experts on structural family therapy, Mr. Simon co-authored a book with Minuchin on supervision, and authored a book of his own devoted to helping family therapists identify the model of treatment that best fits their personal worldview. He has also published numerous articles in leading family therapy journals.

Student Support

The process of mentoring and supporting students is an important aspect of the program. The design of the curriculum helps incoming students form cohorts, and we encourage you to form study groups and find opportunities to network and support each other outside of the program.

The program faculty is always willing to talk with students who have questions or concerns. In addition, we have excellent secretarial support from Ms. Victoria Herlihy and Ms. Sandra Lakotta in our main office in Hagedorn Hall. They are a great source of information as you work your way through the program.

Student Concerns

The CMHP faculty aspires to provide students with an exceptional academic experience, practical training and the support necessary to achieve their professional goals.

In the rare case that a student may find that he/she has an issue or concern in a class or with a faculty member, the following guidelines are encouraged for resolution:

1. The student should first discuss his/her specific concerns directly with the faculty member involved. The goal of this interaction would be to explore the concern and proffer options for resolving the issue or reaching appropriate next step(s).
2. If the concern persists after this meeting, the student should follow up with the department chairperson in writing, substantiating the concern and indicating prior steps taken to address the issue with the instructor.
3. After meeting with the chair, if the concern persists, the student should follow up with the dean of the School of Health Sciences and Human Services.

Format for Class Papers

Unless a given professor says otherwise, all papers must be written in a professional format that adheres to American Psychological Association (APA) guidelines. Students should visit apastyle.org/learn and obtain a copy of the *APA Style Guide* (currently in its sixth edition) to familiarize themselves with the required format for professional papers. Generally, papers should be double-spaced with one-inch margins.

Students are expected to hand in papers that are thoroughly spell-checked, grammatically correct, and well researched. You are strongly advised to use the spell-checker on your word processing program and to proofread your work before handing it in.

Hofstra's Joan and Donald E. Axinn Library is an excellent resource, and the library staff is glad to help students who are navigating the library system for the first time. The library is located across the Unispan from the Mack Student Center. The library website is accessible through the Hofstra portal, and provides access to thousands of online journals through research databases such as PsychINFO. When doing research for your class papers, ensure that you use peer-reviewed sources such as those found through the Axinn Library. Students who rely on the Internet (i.e., using Google to find websites as a primary source of information) rather than the Axinn Library are likely to find that their class papers do not receive a satisfactory grade.

Professional Organizations

It is strongly advised that students become student members of the American Association of Marriage and Family Therapy (www.aamft.org). This organization offers important information about the field, national and regional conferences, job information, and liability insurance. Membership is available at a variety of levels, from student to full clinical. The national conference each fall is an excellent place to network and review the MFT doctoral programs available around the country.

It is also recommended that students join the New York division of AAMFT at www.nyamft.org. Other organizations that may be of interest include the American Psychological Association (Family Psychology Division), the American Counseling Association, and its family counseling division (the International Association of Marriage and Family Counselors).

MFT Licensure

Current information on the requirements for New York state licensure can be obtained at www.op.nysed.gov/prof/mhp/mftlic.htm. Students are strongly advised to familiarize themselves with this website and to review it on a regular basis for any changes.

When students graduate from the MFT Program, they can apply the logged client contact hours gained while in the program toward the total required by the state for licensure (1,500 at the time of writing). Once students have graduated from the program, they must obtain from the state a limited permit, and work under supervision, in order to complete the required hours.

Students may take the MFT Licensure Examination anytime after they graduate from the MFT Program. Information on preparing for the examination is available at the Family Solutions Institute website: www.fso.com. The examination is offered at various sites around the country, and more information on this will be sent to you by New York state once you have obtained your limited permit.

Students who plan to work in a state other than New York are strongly advised to check the licensing requirements of that state before graduation.



Bibliography

This list should prove helpful in your preparation for the comprehensive examination as well as in your professional development in the field of marriage and family therapy.

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Also see the following website for the AAMFT Code of Ethics:
www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx.

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Appendix I

There are some circumstances when client confidentiality must be legally set aside. Interns are **required** to notify certain individuals/agencies if:

1. There is suspected child abuse or neglect. (Notify Child Protective Services within 24 hours.)
2. An adult is involving a child in criminal activity. (Notify CPS.)
3. There is suicidal ideation. (Notify your supervisor immediately.)
4. There is a real threat of harm to another identifiable person. (Notify the supervisor immediately.)

Tarasoff (1976):

"The case of Tarasoff v. Regents of the University of California (1976) imposed an affirmative duty on therapists to warn a potential victim of intended harm by the client, stating that the right to confidentiality ends when the public peril begins. This legal decision sets an affirmative duty precedent in cases of harm to others that is generally accepted within the mental health profession."

Notify your clinical supervisor if any of the above circumstances occur.

Appendix II

HOFSTRA UNIVERSITY SALTZMAN COMMUNITY SERVICES CENTER Counseling and Mental Health Professions Clinic

Intern Contract

As an intern at Hofstra University's Counseling and Mental Health Professions Clinic, I understand that there are obligations and requirements associated with this position. First and foremost, I understand that as an intern, I represent to the public, as well as to other Saltzman Center personnel, an image of a *professional practitioner* in training. As such, I am aware that I need to be dressed professionally at all times, particularly when interacting with clients. My comportment is representative of the clinic and of the mental health profession as a whole.

I understand that I need to devote the total number of hours required by my program to my practicum experience in the clinic (consult your program guide for the specific requirements of your program). In addition, I understand that I am responsible for attendance at staff meetings. It is vital for the successful and collaborative functioning of the clinic that personnel be clear with regard to policies and procedures. This clarity is facilitated through ongoing dialogue during such meetings.

Additionally, I am aware that I must obtain and maintain my own professional liability insurance coverage in order to function as a CMHP intern at the Saltzman Center. Verification of such coverage must be on file in the clinic director's office.

Next, I agree that it is my responsibility to maintain clear, timely, and accurate session notes. I understand that notes are to be written during or immediately after a therapy session. Also, all telephone communication with clients and those delivering ancillary services must be documented.

Telephone messages are vital to the smooth functioning of the clinic. Fellow interns and supervisors require timely delivery of messages. All of us provide multiple means of telephone access to one another. I agree to pass along telephone messages to other staff members as soon as possible. Email may be used to communicate about general clinical matters, but I am aware that *no information regarding individual clients may ever appear in an email*.

In addition, I understand that I must adhere to any and all agency policies and procedures as outlined by the procedures manual and by my supervisors. I am aware that all correspondence leaving the clinic must be co-signed by my clinical supervisor.

I have read the sections of the *Program Guide* that pertain to the policies and procedures of the clinic and agree to abide by all its requirements and stipulations.

Print Name: _____

Signature: _____ Date: _____

Appendix III

HOFSTRA UNIVERSITY SALTZMAN COMMUNITY SERVICES CENTER Counseling and Mental Health Professions Clinic

Policies Regarding Fees, Appointments and Cancellations

Fees are often discussed prior to the initial therapy session. Please clarify any ambiguities about session fees. The current fees for services at the CMHP Clinic are as follows:

- ▶ Therapy session - \$40
- ▶ Workshop or Group - \$15

Appointments are typically made one week in advance. Twenty-four (24) hour notice is required to cancel or reschedule an appointment. Failure to give sufficient notice for a cancellation will result in half the fee being forfeited. If a scheduled session is not canceled and clients fail to appear for that session, the entire fee is forfeited and billed to the client. Payment is expected at the next scheduled session.

Appendix IV — Forms

▶ Application for External Clinical Placement (MFT 270 or MFT 298/299)

The following section is to be completed by the student prior to meeting with the program director.

Name: _____

Courses currently being taken: _____

Indicate which of the following courses have been taken and passed:

MFT 238 MFT 266 MFT 267 COUN 210

Do you currently have any Incompletes in courses taken in the program?

The following is to be completed by the MFT program director during meeting with student.

Agencies to which the student will apply:

1. Name: _____

Address: _____

Phone number: _____

Contact person: _____

2. Name: _____

Address: _____

Phone number: _____

Contact person: _____

▶ Application for External Clinical Placement

(continued)

3. Name: _____

Address: _____

Phone number: _____

Contact person: _____

Agency at which student accepted placement: _____

Program director's signature: _____ Date: _____

Student's signature: _____ Date: _____

► Weekly Internship Log

Student's name: _____

Course in which the student is currently enrolled (*circle one*):

MFT 269

MFT 270

MFT 298

MFT 299

Placement site: _____

Log for week beginning Monday, _____, 20_____

NUMBER OF HOURS ON-SITE*	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Total	

*Students placed at the Hofstra Marriage and Family Therapy Clinic may count hours spent off-site that are devoted to work directly associated with clinic duties (e.g., outreach, research in preparation for a psychoeducational group, etc.) as on-site hours.

	CLIENT-CONTACT HOURS			
	Individual	Group	Couple	Family
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total				

Total client-contact hours for this week: _____

Agency supervisor's signature: _____

Classroom instructor's signature: _____

Program director's signature: _____

► Mid- and End-Term Evaluation of Student's Clinical Performance

Student's name: _____

Course in which student is currently enrolled (*circle one*):

MFT 269

MFT 270

MFT 298

MFT 299

Placement site: _____

Therapeutic Alliance-Building:

1. Student establishes a solid connection with each member of the client system.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

2. Student avoids behaviors that might communicate judgment or disapproval to members of the client system.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

Assessment:

1. Student's efforts to assess cases are informed by theories of therapeutic practice that have wide currency in the field of family therapy.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

2. Student clearly articulates her/his assessment in professional venues (e.g., case conferences, supervision) using the theoretical concepts of the model being used to treat a particular case.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

3. Student utilizes her/his assessment of a particular case in the construction of an appropriate, theory-informed treatment plan.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

Executive Skills:

1. Student assertively establishes and consistently enforces rules for the therapeutic process (e.g., who will attend sessions, how often sessions will occur, etc.) with clients.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

2. Student exhibits the style of therapeutic leadership countenanced by the theoretical model being used to treat a particular case.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

3. Student enforces the clinic's/practice's policies regarding fees, cancellations, missed appointments, etc.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

Intervention:

1. Student utilizes the techniques countenanced by the theoretical model being used to treat a particular case.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

2. Student's interventions focus on model-relevant process, rather than on the content of client verbalization.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

3. Student continues to intervene in the manner countenanced by the model being used to treat a given case, despite resistance or attempts by the client(s) to shift the treatment onto a different focus.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

Supervision:

1. Student responds well to supervision.

Never
(0 points)

Almost Never
(1 point)

Sometimes
(2 points)

Almost Always
(3 points)

Always
(4 points)

Overall Clinical Performance:

2. Student is progressing in a satisfactory manner in the development of clinical skills.

Not at all
(0 points)

Somewhat
(1 point)

Excellent
(2 points)

Total Points: _____(out of a possible 50)

Student's major strengths: _____

Areas of needed improvement: _____

Additional comments: _____

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

► Clinical Intern Administrative Evaluation

Intern Name: _____ Semester/Year: _____

Outreach: *(Possible 10 points)*

Monthly Outreach task: _____

Month: _____

Number of contacts *(at least 10 per week)*: _____

Number of follow-ups: _____

(Please submit an itemized list at the end of the month.)

TOTAL POINTS: _____

Office Duty: *(Possible 10 points)*

How often did intern miss office duty? _____

Did intern obtain coverage for missed office duty? _____

TOTAL POINTS: _____

Group Work: *(Possible 10 points)*

Was the intern successful in marketing and facilitating his/her psychoeducational and/or support group? *(Possible 6 points)* _____

Did the intern put better than average effort into encouraging group participation from the general public? *(Possible 4 points)* _____

If not, how can he/she improve those efforts? _____

TOTAL POINTS: _____

File Review: *(Possible 12 points)*

Progress Note Review #1 - Date _____ Score *(out of 6)* _____

Progress Note Review #2 - Date _____ Score *(out of 6)* _____

Professionalism and Ethics: *(Possible 8 points)*

Did intern conduct him/herself in a professional and ethical manner when interacting with clients, other interns, staff members, and supervisors? _____

Did the intern demonstrate a mastery of ethical practice? _____

If not, please explain: _____

TOTAL POINTS: _____

TOTAL SCORE: _____/50

Grade:

45-50 = A

40-44 = B

35-39 = C

30-34 = D

29 & below = F



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