Student Handbook
for the Specialization in
Marriage and Family Therapy

Master’s Degree in Child Development and Family Studies

Department of Behavioral Sciences
(7/13)
Mission Statement

The Marriage and Family Therapy Program at Purdue University Calumet espouses a scholar/practitioner model of family therapy training. Graduates of the Program will be well versed in family therapy theory, research, and practice. We expect that our graduates will stay abreast of the cutting-edge trends in our field and that they will contribute to this process through their own scholarship, their clinical practice, and the training of future family therapists. Further, we expect that our graduates will be respectful and clinically competent to work with a diverse range of clients with respect to race, culture, gender, sexual orientation, religion, age, and physical and mental ability.

Program Outcomes

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

Program Outcomes

Outcome 1

The MFT Program will maintain COAMFTE accreditation.

1. The MFT Program will successfully receive COAMFTE reaccreditation at each reaccreditation cycle.

Outcome 2

The MFT Program will monitor student academic and clinical progress via semester clinical evaluations, twice yearly theory of change papers, and the completion of a quantitative M.S. thesis.

1. One hundred percent of all graduates of the program (exclusive of transfer students) will have received 6 semester clinical evaluations (CDFS 669 Supervisor Evaluation of MFT Student).
2. One hundred percent of all graduates of the program (exclusive of transfer students) will have completed 4 Theory of Change Papers and Presentations.
3. One hundred percent of all graduates of the program will have completed a quantitative M.S. thesis.

**Outcome 3**

The MFT Program will enroll a culturally diverse cohort of students who possess excellent qualifications.

1. At all times, a minimum of fifteen percent of the entire MFT student body will be comprised of students who are diverse in relation to culture and international status as stated on student applications.

**Outcome 4**

The MFT Program will prepare students to gain employment as MFT clinicians or in related fields and gain acceptance into doctoral programs after graduation.

1. Eighty percent of the graduates who apply for clinical jobs will attain clinical jobs or those related to the field of family therapy.
2. Eighty percent of all graduates who apply to MFT Doctoral programs will be accepted.

**Outcome 5**

The MFT Program will prepare students to pass the National MFT Licensure Exam after graduation.

1. Eighty percent of all graduates will pass the National MFT Licensure Exam.

**Outcome 6**

The MFT Program will graduate students in a timely manner

1. Fifty percent of all students in a specific cohort will graduate within 3 calendar years (the advertised time for a full-time student).
2. Sixty five percent of all students in a specific cohort will graduate within 5 calendar years (the maximum allotted time to graduate).

**Student Outcomes**

**Outcome 1**

Graduate students will be well-versed in the various family therapy theories.

1. Eighty percent of the students will receive a satisfactory rating of B or higher on their four theory of change papers.
2. Eighty percent of the students will receive a rating of 4 (5 point Likert scale, with 5 being the highest score) or higher on the theory category questions (1-3) of the “Intern Evaluation Form” which is completed by the site supervisor.

3. Eighty percent of students in the program will satisfactorily complete a Master’s thesis.

**Outcome 2**

Graduate students will have a strong beginning professional-level grasp of the practice of family therapy.

1. Eighty percent of the students will receive a satisfactory rating of B or higher on four videotape presentations, accompanying their theory of change presentations, exemplifying the practice of family therapy.

2. Eighty percent of the students will receive a score of 4 or higher on the practice category questions (4-9) of the “Intern Evaluation Form” which is completed by the site supervisors.

3. Eighty percent of students will receive an overall score of 5 or 6 (meaning consistent or beginning professional level) on the “CDFS 669 Supervisor Evaluation of MFT Student Form”, completed by Program Faculty Supervisors, upon completing the practicum experience.

**Outcome 3**

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

1. Eighty percent of all students in the program who complete their coursework will satisfactorily complete an empirical Master’s thesis.

**Outcome 4**

Graduates of the program will be culturally competent to work with a diverse array of individuals, couples, and families.

1. Eighty percent of the students will receive a score of 4 or higher on the diversity question of the “Intern Evaluation Form” which is completed by the site supervisors.

2. Eighty percent of the students will receive a score of 4 or higher on the “diversity” (or larger systems) question on the Theory of Change paper, indicating that cultural diversity informs their theory.

3. Eighty percent of the students will receive a “consistent” to “beginning professional level” total score of 25 points or higher on the 5 questions of the Human Diversity section of the “CDFS 669 Supervisor Evaluation of MFT Student” form upon completion of the practicum experience.
Outcome 5

Graduates of the program will have a “consistent” to “beginning professional” level grasp of legal and ethical professional practice.

1. Eighty percent of the students will receive a “consistent” to “beginning professional level” score of 30 points or higher on the 6 questions of the Legal and Ethical Issues section of the “CDFS 669 Supervisor Evaluation of MFT Student” form upon completion of the practicum experience.

Faculty Outcomes

Outcome 1

Full-time MFT faculty members and adjunct faculty members who teach CDFS 669 – Family Therapy Practicum will maintain credentials as AAMFT Approved Supervisors or Supervisor Candidates.

1. One hundred percent of all MFT full-time faculty members will be current AAMFT Approved Supervisors or AAMFT Supervisor Candidates.
2. One hundred percent of all MFT adjunct faculty members who teach CDFS 669 – Family Therapy Practicum will be AAMFT Approved Supervisors or AAMFT Supervisor Candidates.

Outcome 2

Full-time MFT faculty members will engage in ongoing scholarly activities.

1. One hundred percent of all MFT full-time faculty members will submit a minimum of one journal article/book chapter every two years or one book every six years.
2. One hundred percent of all MFT full-time faculty members will submit a minimum of one presentation every two years.

Outcome 3

Full-time MFT faculty members and half-time research faculty will serve on MFT student thesis committees on an ongoing basis.

1. One hundred percent of all MFT full-time faculty members will serve on a minimum of two MFT thesis committees each year.
2. One hundred percent of all MFT half-time research faculty will chair a minimum of six MFT student thesis committees when their cycle to chair thesis committees comes due (currently every two years).

Outcome 4

Full-time MFT faculty members and adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will actively learn and teach diversity on an ongoing basis.
1. One hundred percent of all MFT full-time faculty members will attend at least one professional development training on diversity each year.
2. One hundred percent of all MFT adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will attend at least one professional development training on diversity each year.
3. One hundred percent of all MFT full-time and adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will include material related to diversity/cultural competency/contextual issues in all of their courses as presented in their course syllabi.

Outcome 5

Full-time MFT faculty members will actively engage in professional, university, or departmental service on an ongoing basis.

1. One hundred percent of all full-time MFT faculty members will engage in a minimum of one professional, university, or departmental service activity per year.
The Marriage and Family Therapy Program at Purdue University Calumet is committed to the promotion of diversity among all human beings. This is more than a statement, but is a foundational belief that not only are all individuals entitled to love, understanding, and equal rights, but that family therapists must learn to understand and support individuals whose gender, age, race, culture, ethnicity, sexual orientation, socioeconomic status, veteran status, religion, and physical ability might be different than their own. Diversity cannot be achieved solely through the reading of textbooks, but must be accomplished through one-on-one discussions between individuals of diverse lifestyles. This is not always easy, but it is a process that bears the most fruit. To ensure that students receive strong training in diversity, the MFT faculty is committed to discussing diversity issues in all courses, providing readings that deal with diversity issues, providing a practicum experience where students are exposed to a diverse client population, including discussion of diversity in clinical supervision, and developing a diverse faculty and student body. Consistent with this stance, the Program abides by the AAMFT 2005 position affirming the right of all committed couples and their families to legally equal benefits, protection and responsibility, and the 2004 American Psychological Association resolution supporting same-sex marriage, and gay and lesbian parenthood.
The specialization in Marriage and Family Therapy at Purdue University Calumet is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). This will allow students to apply for Clinical Membership in AAMFT and take the Indiana, and most other states’ MFT licensure exam (some states require additional coursework due to unique requirements) after they have completed the required number of post-graduate hours practicing family therapy.

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

Breakdown of Courses

Courses in the marriage and family therapy specialization are designed to comply with COAMFTE Marriage and Family Therapy Educational Guidelines (2005) as well as satisfying specific Indiana MFT Licensure and PUC MFT Program needs. Courses are listed by COAMFTE academic categories.

Theoretical Knowledge

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 603 Theories of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 665 Transgenerational Family Therapies</td>
<td>3</td>
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Clinical Knowledge

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 590 Couple Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 657 Social Constructionist Family Therapies</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 660 Family Therapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 663 Structural, Strategic, and Systemic Family Therapies</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 671 Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 673 Psychology of Behavior Disorders</td>
<td>3</td>
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</tbody>
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Individual Development and Family Relations

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 601   Advanced Child Development</td>
<td>3</td>
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Professional Identity and Ethics

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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 680  Professional Issues for Child and Family Specialists</td>
<td>3</td>
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Research

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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 605   Applied Multivariate Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 615  Research Methods in Child and Family Study</td>
<td>4</td>
</tr>
<tr>
<td>CDFS 698  Research M.S. Thesis</td>
<td>6</td>
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Additional Learning (Students must take a minimum of one course.)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 590   Children in Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 590   Trauma and Recovery in Family Therapy</td>
<td>3</td>
</tr>
</tbody>
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Supervised Clinical Practice

Students in the marriage and family therapy program are required to spend a minimum of two complete calendar years in practicums. These one-year practicum experiences begin at the start of the spring semester of the first and second years, continue through the summer session, and end at the completion of the fall term. Students will be placed in our on-site Couple and Family Therapy Center in their first year, and in a community agency that provides marriage and family therapy during their second year. Throughout this process, students will receive one hour of weekly individual supervision by their practicum site supervisor (second-year practicum) and participate in both weekly individual and group supervision sessions conducted by a member of the marriage and family therapy faculty (both first and second year). Only those supervision hours conducted by a faculty member count towards the supervision hours requirement. Supervision will consist of a mixture of live supervision (depending on the practicum site), videotape and audiotape supervision, and case consultation. Students will receive an evaluation by both their site supervisor and faculty supervisor at the end of the fall and spring semester. Faculty supervisors will evaluate students at the end of the summer session. Evaluations will cover both strengths and growth areas. Students will evaluate their site supervisor at the end of
As a prerequisite to enrolling in practicum, students must complete CDFS 660, Family Therapy Skills; CDFS 603, Theories of Family Therapy; and PSY 673, Psychology of Behavior Disorders. Students will be evaluated by the marriage and family therapy faculty as to their readiness to begin the practicum experience.

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

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Spring - First Year - Onsite</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Summer - First Year - Onsite</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Fall - Second Year - Onsite</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Spring - Second Year – Offsite</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Summer - Second Year – Offsite</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 669 Practicum in Family Therapy</td>
<td>Fall – Third Year - Offsite</td>
<td>3</td>
</tr>
</tbody>
</table>

(All third year students who have not yet defended their thesis)
TRANSPORTATION OF VIDEOTAPES AND AUDIOTAPES

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

MALPRACTICE INSURANCE

All students must have Malpractice Insurance prior to the start of Practicum. This is included as part of the student’s yearly fees. This policy is renewed by June 1st of each year. By June 1st, a copy of the student’s malpractice card is submitted to the program secretary from the Bursar’s Office. The program secretary then gives the card to the student and places a copy of the card in the student’s file. Any student who does not receive a card by the end of June should contact the MFT secretary immediately to ensure they are not removed from their practicum site.
Students must complete a master’s thesis as part of their graduation requirement. This is to be a scholarly piece of research dealing with some aspect of the marriage and family therapy field. Students will begin this process in CDFS 615 during the fall semester of their second year. Their CDFS 615 Professor will serve as their thesis chair. Students will choose a thesis committee that will consist of three members: the chair; one member of the marriage and family therapy faculty; and a member of the Behavioral Sciences Department or a related department. Students will work with their committee members throughout their thesis project.

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

**Purpose of the Thesis**

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

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

**Choosing a Thesis Topic**

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

**The Thesis Proposal**

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

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

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

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

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

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

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

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

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

**References.** The reference section lists all material cited in the proposal. References should follow the guidelines presented in the “Publication Manual of the American Psychological Association Sixth Edition.”

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

**The Proposal Meeting**

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

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

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

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

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

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

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

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

The committee suggestions will fall into one of three categories:
**Outcome A**: The student will be told that his/her project is fully satisfactory and proceed with no changes to the proposal. This is a rare outcome. Students should expect some changes to the proposal.

**Outcome B**: The student will be told to proceed with his/her project with specific changes and suggestions. These suggestions will be listed in the committee feedback document.

**Outcome C**: The student will be told that more work needs to be done on the proposal before the committee can adequately evaluate it. The student will be advised how to strengthen the document through committee feedback. The student should continue to work on these ideas with the chair and other committee members prior to scheduling the next proposal meeting. In some rare cases the student may be advised to undertake a different project. This should not occur if the student works closely with the committee members prior to the proposal meeting.

### The Thesis

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

### Sections of the Thesis

The main body of the thesis consists of four chapters. The content of these chapters will be discussed below. In addition, the thesis should follow all of the guidelines set forth in the most recent edition of “A Manual for the Preparation of Graduate Theses” provided by the graduate school of Purdue University. This discusses indexing the thesis, proper formatting of the thesis, and procedures for reference sections and appendices. Purdue University West Lafayette also has on-line tools available to assist in writing a thesis, which can be accessed at the following website: [http://www.gradschool.purdue.edu/thesis2.cfm](http://www.gradschool.purdue.edu/thesis2.cfm). Students must make an appointment with the thesis format office at Purdue Calumet during the semester in which they hope to defend and graduate. Timelines for thesis formatting are available from the graduate school office on the Calumet campus and the thesis formatting office at West Lafayette.

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

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

**Chapter One: Introduction**: Chapter one states the significance of the problem and presents a review of the literature. This chapter should be an expanded version of the first part of the proposal. It contains the statement of the Problem, the Significance of the Problem, and the hypotheses. It is in this chapter that the student presents the rationale for the completed study.
Chapter Two: Methodology. Chapter two presents all of the procedures done in the study. It describes in detail the subjects, procedures, and data analysis done in the project. This chapter should be an expanded version of the research section of the proposal.

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

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

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

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

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

1. Dedication: This is a brief statement about who the thesis is dedicated to. Students often dedicate theses to spouses, family members, or other people who are important to them.
2. Acknowledgments: This is a statement of appreciation to those persons who helped with the thesis. Students typically acknowledge their committee members, fellow students who helped with the thesis, and other individuals who worked on the project.
3. Preface: This section is an enlarged abstract of the thesis. It provides a brief overview of the project.

The Thesis Defense

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

Organizing the thesis defense. It is the student’s responsibility to arrange a time and room for all committee members to meet. The student should plan on everyone meeting for two hours. All committee members should receive a copy of the thesis two weeks prior to the defense. The thesis defense is open to the University Community. All MFT graduate students and Behavioral Sciences faculty are invited to attend.
**Procedure for the thesis defense.** Like the proposal meeting, the thesis defense is a collegial process in which the student presents his/her thesis. The thesis defense is a five-step process lasting about two hours.

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

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

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

**Step 4:** The student returns to the room and the committee presents their suggestions.

Outcomes fall into one of three categories.

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

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

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

**Internal Paperwork in Preparation for Thesis Defense Prior to Graduation**

Students preparing to defend their thesis should see the Program Secretary to ensure they are progressing through the sequence of internal paperwork in the required order.

It is the responsibility of the student to determine, in conjunction with his or her thesis committee, a time for the thesis defense that works for everyone involved. He/she must notify the MFT secretary as soon as a date, time, and room are finalized so he or she can process the required Form 8 (Request for Appointment of Examining Committee). At least two weeks prior to the thesis defense the student must meet with the Thesis Format Advisor. Appointments for thesis formatting are made by calling Ext. 2435. Thesis Preparation, Format & Deposit Checklists, University Printing Services and other valuable information for preparing your thesis
can be found on the Purdue University website at [http://www.gradschool.purdue.edu/thesis.cfm.](http://www.gradschool.purdue.edu/thesis.cfm) Be sure to see the Program secretary for accompanying Form 9 (Thesis Acceptance Form) and instructions. The student must take the approved Form 9 and Form 7 (Report of Master’s Examining Committee) to their defense for signature by their committee members. Immediately following the defense, the student delivers the approved Form 7 to the Graduate School Office. The approved Form 9 becomes the first page of the printed thesis. It is important that students approaching thesis defense/graduation meet regularly with the Program secretary to keep apprised of internal paperwork procedures and requirements.

**Registering for Thesis in the Final Semester**

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

**Submitting the Approved Thesis**

Students must submit five bound copies to Purdue University. One electronic copy goes to the thesis office at West Lafayette. A second case-bound copy goes to the department in which the thesis was completed. A third case-bound copy goes to the thesis chair. Two case-bound copies go to the other committee members to thank them for their help and guidance. The sixth case-bound copy goes to the Purdue Calumet Library. Students can get their thesis bound at the Printing Services Building on the West Lafayette campus. Students must check with the Purdue Calumet Marriage and Family Therapy secretary to see that they have all appropriate forms completed for their defense and thesis deposit. Plus, the MFT Program Secretary will guide them in how to deposit their electronic thesis copy and electronically contacting the printing center on the West Lafayette campus.

**Choosing a Thesis Committee**

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

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

The third committee member is a person who has an interest in the proposed topic or has special expertise that the student needs. This person can be someone from the Department of Behavioral Sciences, a faculty person from another department in the university, or an outside person with specific expertise in the thesis area. Non-university members must be accepted by Purdue University prior to serving on a thesis committee.
Students are required to complete a plan of study identifying the courses they will be taking during their graduate education. This document is to be signed by all members of their thesis committee, checked by the director of the graduate program, and submitted to the graduate school in West Lafayette for approval one semester prior to defending their thesis. It is advised that students submit their plan of study to the program director at the start of the semester prior to their defense to insure that is approved by West Lafayette by the end of that semester. Many students prefer to submit their plan of study during their first year in order to better plan their academic coursework. The University conducts an audit of the student’s transcripts during their final semester to see that they have completed all courses on their Plan of Study. A copy of the audit is placed in the student’s file to verify that they have completed the program. A student who fails to submit a plan of study no later than one semester before they plan to defend their thesis and graduate will not be able to defend their thesis or graduate until the following semester. A template for completing the plan of study follows.

**Template for Plan of Study**

**TRACK 1 (Even Years)**

1st Fall Semester:
- CDFS 603 Theories of Family Therapy (3)
- CDFS 660 Family Therapy Skills (3)
- CDFS 680 Professional Issues for Child and Family Specialists (3)
- PSY 673 Psychology of Behavior Disorders (3)
- GRAD 590 (Teaching)

1st Spring Semester:
- CDFS 590 Couple Therapy (3)
- CDFS 663 Structural, Strategic, and Systemic Family Therapies (3)

1st Summer:
- CDFS 590 Children in Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)

2nd Fall Semester:
- CDFS 601 Advanced Child Development (3)
- CDFS 615 Research Methods in Child and Family Study (4)
- CDFS 657 Social Constructionist Family Therapies (3)
- CDFS 669 Practicum in Family Therapy (3)
2nd Spring Semester:
- CDFS 665 Transgenerational and Specialized Family Therapies (3)
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 671 Sex Therapy (3)
- CDFS 698 Research M.S. Thesis (3)

2nd Summer Semester:
- CDFS 590 Trauma, Recovery & Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)

3rd Fall Semester:
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 698 Research M.S. Thesis (3)

**TRACK 2 (Odd Years)**

1st Fall:
- CDFS 601 Advanced Child Development (3)
- CDFS 603 Theories of Family Therapy (3)
- CDFS 660 Family Therapy Skills (3)
- PSY 673 Psychology of Behavior Disorders (3)
- GRAD 590 (Teaching)

1st Spring
- CDFS 665 Transgenerational Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 671 Sex Therapy (3)
- PSY 605 Applied Multivariate Analysis (3)

1st Summer:
- CDFS 590 Trauma, Recovery & Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)

2nd Fall Semester:
- CDFS 615 Research Methods in Child & Family Studies (4)
- CDFS 657 Social Constructionist Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 680 Professional Issues for Child and Family Specialists (3)

2nd Spring
- CDFS 590 Couple Therapy (3)
- CDFS 663 Structural, Strategic, and Systemic Family Therapies (3)
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 698 Research M.S. Thesis (3)

2nd Summer:
- CDFS 590 Children in Family Therapy (3)
- CDFS 669 Practicum in Family Therapy (3)
3rd Fall Semester:
- CDFS 669 Practicum in Family Therapy (3)
- CDFS 698 Research M.S. Thesis (3)

**PART-TIME STUDENTS**

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

**EVALUATION CRITERIA FOR ENTERING FIRST PRACTICUM**

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

A. Complete the following coursework with a minimum of a “B.”
   1. CDFS 603 Theories of Family Therapy
   2. CDFS 660 Family Therapy Skills
   3. CDFS 673 Psychology of Behavior Disorders

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

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

D. Demonstrate professionalism.

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

E. Demonstrate a beginning skill level in the following:

1. Relationship Skills
2. Structuring Skills
3. Conducting an Initial Session
4. Constructing Genograms
5. Tracking Interactional Sequences
6. Conducting an Initial Telephone Call to Clients

F. Demonstrate personal maturity and responsibility

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

G. Show emotional stability

1. Avoid allowing personal issues to become a destructive influence with prospective clients.

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

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

A. Develop confidence as a clinician.

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

C. Demonstrate the ability to present a case in a clear, coherent fashion.
   1. Show a link between interventions and hypotheses about the family.
   2. Show a link between hypotheses and own theory of change.

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

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

F. Demonstrate theoretical grounding.
   1. Be able to discuss own theory of family therapy.
   2. Be able to integrate hypotheses and techniques to theory.
YOUR ASSIGNED INTERNSHIPS

After meeting the above named requirements for entering practicum, you will be assigned an internship site. First year students will be placed at the PUC Couple and Family Therapy Center. Second year students will be placed in one of our established sites in the community.

Prior to your internship at the Couple and Family Therapy Center, there is a mandatory training day. This day is the first Friday prior to the start of spring semester. This training is mandatory. Be sure you plan to be back to campus on this day. You will not be allowed to see clients without this training. In addition, do not plan vacations or extended absences during your internship with the exception of university sanctioned holidays. Any deviations from this need to be discussed with your CDFS 669 instructor, and the CFTC director.

As you are assigned to your second internships in the community, you will be asked to interview with the assigned practicum site supervisor. Again, do not plan vacations or extended absences during your internship unless they have been expressly approved by your internship supervisor and your CDFS 669 supervisor. Consider your internships as you would employment.

DISCLOSURE OF STUDENT PERSONAL INFORMATION

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

Student personal information will not be disclosed to outside sources without the permission of the student. Students who wish faculty to serve as references for jobs and doctoral programs must be aware that personal information may be given unless the student specifically discusses this with the faculty.
Faculty members share student clinical and academic progress with each other when evaluating student progress. Personal information specifically related to clinical practice and academic performance may be discussed during these sessions. The faculty does not share personal confidences of students unless these directly impact the personal safety of the student or others, or involve abuse of children. As faculty members evaluate students, they may share that a student is struggling with issues, but will not share the content of these issues unless they relate directly to the above stated areas. Faculty will share relevant student personal information when a student is in various stages of the severe deficiency track for evaluation purposes (See Procedure For Counseling A Student Out Of The Program in the following section.). Students who triangle faculty members about issues with other faculty members will be directed to discuss this with the faculty member of concern and will notify that faculty member that the specific student approached them and was redirected to speak with the faculty member of concern.

PROCEDURE FOR COUNSELING A STUDENT OUT OF THE PROGRAM

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

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

Categories of Severe Deficiencies

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

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

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

Procedure for Counseling a Student out of the Program

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

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

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

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

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

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

The following are grounds for dismissal from the MFT Program:

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

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

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

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

**ACADEMIC CRITERIA FOR REMAINING IN THE MARRIAGE AND FAMILY THERAPY PROGRAM**

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

**STUDENT GRIEVANCE POLICY**

In general, if you have a complaint or dispute concerning a professor or supervisor or if you have concerns with any aspect of the program, you should first attempt to resolve the problem directly with the party involved. If a satisfactory outcome cannot be worked out, then you can bring your concern to the Program Director. Every attempt shall be made to explore the
issue thoroughly and to work out an informal remedy, if possible. If, after discussing the concern with the Program Director (or if the person with whom you have the dispute is the Program Director), you may present the case to the Department Chair, who can mediate the concern or settle the matter. If further appeal is warranted, see the Dean of Students web site at http://webs.purduecal.edu/deanofstudents/complaint-resolution-process/.

If you have a dispute regarding a grade, the university sets a policy regarding Grade Appeals, which can be found in the Purdue University Calumet Student Handbook [See http://webs.purduecal.edu/studentaffairs/student-handbook.pdf].

Sexual and racial harassment is defined and detailed in the University Student Handbook. [See http://webs.purduecal.edu/studentaffairs/student-handbook.pdf]. Any concerns of this nature may be reported to Mary Beth Rincon, SPHR, Schneider Avenue Bldg. – 1005G, (219) 989-2254 Assistant Vice Chancellor for Human Resources, or the Sarah Howard, the Dean of Students, Lawshe, Room 106, (219) 989-4141.

PROCEDURES FOR COLLECTING PROGRAM, STUDENT, & FACULTY OUTCOME DATA

Program Outcomes

Outcome 1
The MFT Program will maintain COAMFTE accreditation.

2. The MFT Program will successfully receive COAMFTE reaccreditation at each reaccreditation cycle.

The Program will successfully receive notification of reaccreditation from the Commission on Accreditation for Marriage and Family Therapy Education following successfully submitting a reaccreditation self study, successfully hosting a reaccreditation site visit, successfully responding to the site visit report, and successfully being reviewed by the Commissioners. Receiving successful notification of reaccreditation at each reaccreditation cycle will satisfy this outcome.

Outcome 2
The MFT Program will monitor student academic and clinical progress via semester clinical evaluations, twice yearly theory of change papers, and the completion of a quantitative M.S. thesis.
4. One hundred percent of all graduates of the program (exclusive of transfer students) will have received 6 semester clinical evaluations (CDFS 669 Supervisor Evaluation of MFT Student).

The “CDFS 669 Supervisor Evaluation of MFT Student Form” is completed by the practicum supervisor at the end of each semester of practicum and placed in the student’s file. This information is collected from the final student evaluation at the end of the first semester of the third year and is aggregated each year at the end of the spring semester.

5. One hundred percent of all graduates of the program (exclusive of transfer students) will have completed 4 Theory of Change Papers and Presentations. 

_Students make a Theory of Change Presentation 4 times during the Program. This contains a 14-page Theory of Change Paper discussing their integrated theory of change and a video presentation of their clinical work exemplifying their work. The presentation is given at the end of the practicum and is graded by the practicum supervisor. The schedule of presentations is:_

- **End of Spring Practicum – First Year**
- **End of Fall Practicum – Second Year**
- **End of Spring Practicum – Second Year**
- **End of Fall Practicum – Third Year**

   Data is placed in each students file and is aggregated each year at the end of the spring semester.

6. One hundred percent of all graduates of the program will have completed a quantitative M.S. thesis.

The “Graduate Form 7” is placed in each students file as proof that the student completed his/her thesis prior to graduation. The data is aggregated each year at the end of the spring semester.

**Outcome 3**

The MFT Program will enroll a culturally diverse cohort of students who possess excellent qualifications.

2. At all times, a minimum of fifteen percent of the entire MFT student body will be comprised of students who are diverse in relation to culture and international status as stated on student applications.

All application forms contain diversity information. The forms are place in each students file. Diversity information is aggregated at the end of each spring semester.

**Outcome 4**

The MFT Program will prepare students to gain employment as MFT clinicians or in related fields and gain acceptance into doctoral programs after graduation.
3. Eighty percent of the graduates who apply for clinical jobs will attain clinical jobs or those related to the field of family therapy.

This information is contained in the “Post Graduate Evaluation Form” which is sent to all graduates 3 months after graduation. Data is aggregated from the collected surveys each year at the end of the spring semester.

4. Eighty percent of all graduates who apply to MFT Doctoral programs will be accepted. This information is contained in the “Post Graduate Evaluation Form” which is sent to all graduates 3 months after graduation. Data is aggregated from the collected surveys each year at the end of the spring semester.

Outcome 5

The MFT Program will prepare students to pass the National MFT Licensure Exam after graduation.

2. Eighty percent of all graduates will pass the National MFT Licensure Exam. Graduates are contacted each year by the MFT Program Assistant enquiring whether they took the National MFT Exam and the outcome. Data is aggregated at the end of each semester.

Outcome 6

The MFT Program will graduate students in a timely manner

3. Fifty percent of all students in a specific cohort will graduate within 3 calendar years (the advertised time for a full-time student).

Student transcripts are collected from the Registrar each semester for those students who graduated during that semester and are placed in their files. The data is aggregated yearly at the end of the spring semester.

4. Sixty five percent of all students in a specific cohort will graduate within 5 calendar years (the maximum allotted time to graduate).

Student transcripts are collected from the Registrar each semester for those students who graduated during that semester and are placed in their files. The data is aggregated yearly at the end of the spring semester.

Student Outcomes

Outcome 1

Graduate students will be well-versed in the various family therapy theories.

1. Eighty percent of the students will receive a satisfactory rating of B or higher on their four theory of change papers.
Students make a Theory of Change Presentation 4 times during the Program. This contains a 14-page Theory of Change Paper discussing their integrated theory of change and a video presentation of their clinical work exemplifying their work. The presentation is given at the end of the practicum and is graded by the practicum supervisor. The schedule of presentations is:

1. End of Spring Practicum – First Year
2. End of Fall Practicum – Second Year
3. End of Spring Practicum – Second Year
4. End of Fall Practicum – Third Year

Data is placed in each student’s file and is aggregated at the end of the spring semester.

2. Eighty percent of the students will receive a rating of 4 (5 point Likert scale, with 5 being the highest score) or higher on the theory category questions (1-3) of the “Intern Evaluation Form” which is completed by the site supervisor.

Students in their second practicum are placed in outside agencies for one year. Their site supervisor completes an “Intern Evaluation Form” on them at the end of the spring semester of their second year and the fall semester of their third year. This information is placed in the student’s files and is aggregated each year at the end of the spring semester.

3. Eighty percent of students in the program will satisfactorily complete a Master’s thesis.

Student transcripts are collected from the Registrar each semester for those students who graduated during that semester and are placed in their files. The data is aggregated each year at the end of the spring semester.

Outcome 2

Graduate students will have a strong beginning professional-level grasp of the practice of family therapy.

1. Eighty percent of the students will receive a satisfactory rating of B or higher on four videotape presentations, accompanying their theory of change presentations, exemplifying the practice of family therapy.

Students make a Theory of Change Presentation 4 times during the Program. This contains a 14-page Theory of Change Paper discussing their integrated theory of change and a video presentation of their clinical work exemplifying their work. The presentation is given at the end of the practicum and is graded by the practicum supervisor. The schedule of presentations is:

1. End of Spring Practicum – First Year
2. End of Fall Practicum – Second Year
3. End of Spring Practicum – Second Year
4. End of Fall Practicum – Third Year
Data is placed in each student's file and is aggregated each year at the end of the spring semester.

2. Eighty percent of the students will receive a score of 4 or higher on the practice category questions (4-9) of the “Intern Evaluation Form” which is completed by the site supervisors.

Students in their second practicum are placed in outside agencies for one year. Their site supervisor completes an “Intern Evaluation Form” on them at the end of the spring semester of their second year and the fall semester of their third year. This information is placed in the student’s files and is aggregated each year at the end of the spring semester.

3. Eighty percent of students will receive an overall score of 5 or 6 (meaning consistent or beginning professional level) on the “CDFS 669 Supervisor Evaluation of MFT Student Form”, completed by Program Faculty Supervisors, upon completing the practicum experience.

The “CDFS 669 Supervisor Evaluation of MFT Student Form” is completed by the practicum supervisor at the end of each semester of practicum and placed in the student’s file. This information is collected from the final student evaluation at the end of the first semester of the third year and is aggregated each year at the end of the spring semester.

Outcome 3

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

1. Eighty percent of all students in the program who complete their coursework will satisfactorily complete an empirical Master’s thesis.

Student transcripts are collected from the Registrar each semester for those students who graduated during that semester and are placed in their files. The data is aggregated each year at the end of the spring semester.

Outcome 4

Graduates of the program will be culturally competent to work with a diverse array of individuals, couples, and families.

1. Eighty percent of the students will receive a score of 4 or higher on the diversity question of the “Intern Evaluation Form” which is completed by the site supervisors.

Students in their second practicum are placed in outside agencies for one year. Their site supervisor completes an “Intern Evaluation Form” on them at the end of the spring semester of their second year and the fall semester of their third year. This information is placed in the student’s files and is aggregated each year at the end of the spring semester.
2. Eighty percent of the students will receive a score of 4 or higher on the “diversity” (or larger systems) question on the Theory of Change paper, indicating that cultural diversity informs their theory.

Students make a Theory of Change Presentation 4 times during the Program. This contains a 14-page Theory of Change Paper discussing their integrated theory of change and a video presentation of their clinical work exemplifying their work. The presentation is given at the end of the practicum and is graded by the practicum supervisor. The schedule of presentations is:

1. End of Spring Practicum – First Year
2. End of Fall Practicum – Second Year
3. End of Spring Practicum – Second Year
4. End of Fall Practicum – Third Year

Data is placed in each student’s file and is aggregated each year at the end of the spring semester.

3. Eighty percent of the students will receive a “consistent” to “beginning professional level” total score of 25 points or higher on the 5 questions of the Human Diversity section of the “CDFS 669 Supervisor Evaluation of MFT Student” form upon completion of the practicum experience.

The “CDFS 669 Supervisor Evaluation of MFT Student Form” is completed by the practicum supervisor at the end of each semester of practicum and placed in the student’s file. This information is collected from the final student evaluation at the end of the first semester of the third year and is aggregated each year at the end of the spring semester.

Outcome 5

Graduates of the program will have a “consistent” to “beginning professional” level grasp of legal and ethical professional practice.

1. Eighty percent of the students will receive a “consistent” to “beginning professional level” score of 30 points or higher on the 6 questions of the Legal and Ethical Issues section of the “CDFS 669 Supervisor Evaluation of MFT Student” form upon completion of the practicum experience.

The “CDFS 669 Supervisor Evaluation of MFT Student Form” is completed by the practicum supervisor at the end of each semester of practicum and placed in the student’s file. This information is collected from the final student evaluation at the end of the first semester of the third year and is aggregated each year at the end of the spring semester.
Faculty Outcomes

**Outcome 1**

Full-time MFT faculty members and adjunct faculty members who teach CDFS 669 – Family Therapy Practicum will maintain credentials as AAMFT Approved Supervisors or Supervisor Candidates.

1. One hundred percent of all MFT full-time faculty members will be current AAMFT Approved Supervisors or AAMFT Supervisor Candidates.

Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This contains AAMFT Approved Supervisor and Supervisor Candidate Status. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.

2. One hundred percent of all MFT adjunct faculty members who teach CDFS 669 – Family Therapy Practicum will be AAMFT Approved Supervisors or AAMFT Supervisor Candidates.

Adjunct faculty members submit proof of their AAMFT Approved Supervisor and Supervisor Candidate Status to the MFT Program Director at the end of the spring semester. This information is aggregated each year at the end of the spring semester.

**Outcome 2**

Full-time MFT faculty members will engage in ongoing scholarly activities.

1. One hundred percent of all MFT full-time faculty members will submit a minimum of one journal article/book chapter every two years or one book every 6 years.

Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.

2. One hundred percent of all MFT full-time faculty members will submit a minimum of one presentation every two years.

Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.
Outcome 3

Full-time MFT faculty members and half-time research faculty will serve on MFT student thesis committees on an ongoing basis.

1. One hundred percent of all MFT full-time faculty members will serve on a minimum of two MFT thesis committees each year.

   Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This includes service on thesis committees. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.

2. One hundred percent of all MFT half-time research faculty will chair a minimum of six MFT student thesis committees when their cycle to chair thesis committees come due (currently every 2 years).

   Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This includes chairing of thesis committees. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.

Outcome 4

Full-time MFT faculty members and adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will actively learn and teach diversity on an ongoing basis.

1. One hundred percent of all MFT full-time faculty members will attend at least one professional development training on diversity each year.

   Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This includes attendance at professional diversity trainings. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.

2. One hundred percent of all MFT adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will attend at least one professional development training on diversity each year.

   Adjunct faculty members submit proof of their attendance at professional diversity trainings to the MFT Program Director at the end of the spring semester. This information is aggregated each year at the end of the spring semester.

3. One hundred percent of all MFT full-time and adjunct faculty members, who teach courses in Areas I, II, III, IV, & VI, will include material related to diversity/cultural competency/contextual issues in all of their courses presented in their course syllabi.
Full-time MFT faculty members and adjunct faculty members submit course syllabi, which contain diversity/cultural competency/contextual issues to the Program Director at the start of each semester. This information is filed and aggregated at the end of the spring semester.

**Outcome 5**

Full-time MFT faculty members will actively engage in professional, university, or departmental service on an ongoing basis.

1. One hundred percent of all full-time MFT faculty members will engage in a minimum of one professional, university, or departmental service activity per year.

Faculty members submit a report of their yearly accomplishments, Form 36C, in teaching, scholarship, and service as part of their annual review in February of the spring semester. This information becomes part of their file. This information is aggregated each year at the end of the spring semester.
The Marriage and Family Therapy faculty members have doctoral degrees in Marriage and Family Therapy. Their areas of expertise include treatment of incest, sexual dysfunction, substance abuse, child and adolescent treatment, marital therapy, family therapy supervision, grief and trauma recovery, the marital/family life of the family therapist, and research methodology. All members of the MFT faculty are AAMFT Clinical Fellows and Approved Supervisors.

**Lorna Hecker, Ph.D., LMFT**

Dr. Hecker is a full professor in the Marriage and Family Therapy program at Purdue University Calumet. She is also the director of the Couple and Family Therapy Center. She received her doctorate in Marriage and Family Therapy from Purdue University. She teaches graduate courses in ethics and professional issues, couples therapy, children in family therapy, trauma and recovery in family therapy, and practicum. She is a Clinical Fellow of the American Association for Marriage and Family Therapy (AAMFT) and an AAMFT Approved Supervisor. Her research and clinical interests surround ethics and professional issues in marriage and family therapy, couples therapy, divorce and post-decree co-parenting, and trauma recovery. She authored the book *Ethics and Professional Issues in Couple and Family Therapy* (2010; Taylor-Francis). In 2007 she and Catherine Ford Sori co-edited *The Therapist’s Notebook II: More Homework, Handouts & Activities for Use in Psychotherapy*, and in 2008, Dr. Sori and Dr. Hecker produced Volume III of *The Therapist’s Notebook* (Haworth Press). She coauthored (with Catherine Ford Sori, PhD & Associates) *The Therapist's Notebook for Children and Adolescents: Homework, Handouts and Activities for Use in Psychotherapy* (Haworth, 2003), and authored (with Sharon Deacon and Associates) *The Therapist's Notebook: Homework, Handouts and Activities for Use in Psychotherapy* (Haworth, 1998). She also edited (with Joseph Wetchler) *An Introduction to Marriage and Family Therapy* (Haworth, 2003). Dr. Hecker was the founding editor of the *Journal of Clinical Activities, Assignments & Handouts in Psychotherapy Practice*. She has also published articles in the *Journal of Marital and Family Therapy*, *Journal of Contemporary Family Therapy*, *American Journal of Family Therapy*, and the *Journal of Divorce and Remarriage, and the Journal of Creativity in Mental Health*. She was nominated for Outstanding Teacher in the School of Liberal Arts and Sciences at Purdue University Calumet, and previously received the Recognition Award for Outstanding Teacher from the University of Nebraska Parents Association and Teaching Council in 1992.
Megan Murphy, Ph.D., LMFT

Dr. Murphy is an associate professor and Program Director of the Marriage and Family Therapy at Purdue University Calumet. She received her doctorate in Marriage and Family Therapy at the University of Georgia. She is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy.

Joseph Wetchler, Ph.D., LMFT

Dr. Wetchler is a Professor in the Marriage and Family Therapy Program at Purdue University Calumet. He received his doctorate in Marriage and Family Therapy from Purdue University. He is a Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy. Dr. Wetchler was the recipient of the 2007 American Association for Marriage and Family Therapy Award for Training, the 2004 Purdue University Calumet Outstanding Faculty Scholar Award, and the 1997 Indiana Association for Marriage and Family Therapy Award for Outstanding Contribution to Research in Family Life. He served as Editor of the Journal of Couple and Relationship Therapy from 1999 through 2008, and has served on the editorial boards of the American Journal of Family Therapy, the Journal of Family Psychotherapy, the Journal of Feminist Family Therapy, the Journal of GLBT Family Studies, the Journal of Marital and Family Therapy, and the Journal of Clinical Activities, Assignments & Handouts in Psychotherapy Practice. Dr. Wetchler is co-editor (with Jerry Bigner) of Handbook of LGBT-Affirmative Couple and Family Therapy, editor of Handbook of Clinical Issues in Couple therapy (2nd edition), Handbook of Clinical Issues in Couple Therapy (1st edition), co-editor (with Fred Piercy and Katherine Hertlein) of Handbook of the Clinical Treatment of Infidelity, a co-editor (with Jerry Bigner) of Relationship Therapy with Same-Sex Couples, co-editor (with Volker Thomas and Terri Karis) of Clinical Issues with Interracial Couples, co-editor (with Lorna Hecker) of An Introduction to Marriage and Family Therapy, and co-author (with Fred Piercy and Douglas Sprenkle) of the Family Therapy Sourcebook, 2nd Edition. His research interests include social justice issues and family therapy, LGBT-affirmative couple and family therapy, child and adolescent treatment, couple therapy, sex therapy, substance abuse treatment, family therapy supervision, and the self of the therapist.
The research faculty members have doctoral degrees in experimental psychology and human development and social policy. They teach courses in statistics and research design. In addition, the research faculty serves as thesis chairs and are research methodologists.

**Anne Edwards, Ph.D.**

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

**David Nalbone, Ph.D.**

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

*Ursula Saqui, Ph.D.*

Dr. Saqui received her doctorate in Marriage and Family Therapy from Purdue University. She works as a research consultant to businesses and organizations.

**ADJUNCT FACULTY**

*Jerome Bercik, M.S.W.*

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

*Seda Gulvas, Ph.D.*

Dr. Gulvas received her doctorate in Marriage and Family Therapy from Purdue University. She is an AAMFT Supervisor Candidate. She practices family therapy in Northwest Indiana.

*Sarah Morris, M.S.*

Ms. Morris received her M.S. in Marriage and Family Therapy from Purdue University Calumet.
Appendix A

Recording Clinical and Supervisory Hours

Clinical Hours

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

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

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

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

IV. Supervisory Hours

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

B. Categories
   1. Case Consultation:
Individual Supervision: This is counted when your case is reviewed and supervised without the use of raw data (video, audio tape, or live supervision). Group Supervision: This is counted when your case or another student’s case is reviewed and supervised without the use of raw data.

2. Video Tape:

Individual Supervision: This is counted when you are supervised and videotape of the case is presented. If two students are participating in individual supervision, then only the student who shows the video may count the hour as video supervision, the other student must mark their sheet as case consultation.

Group Supervision: This is counted when you or another student is supervised and a videotape of the case is presented. For example in a two hour group supervision if two students are scheduled to show video then all students may count two hours of group video supervision. However, if two students are scheduled to present in a two hour group supervision session and only one shows a video while the another presents a case, then all students may count one hour group video supervision and one hour group case supervision.

3. Audio Tape:

Individual Supervision: This is counted when you are supervised and an audiotape of the case is presented. If two students are participating in individual supervision, then only the student who presents the audiotape may count the hour as audiotape supervision, the other student must mark their sheet as case consultation.

Group Supervision: This is counted when you or another student is supervised and an audiotape of the case is presented. For example in a two hour group supervision if two students are scheduled to present audiotape then all students may count two hours of group audiotape supervision. However, if two students are scheduled to present in a two hour group supervision session and only one shows an audiotape while the another presents a case, then all students may count one hour group audiotape supervision and one hour group case supervision.

4. Live:

Live supervision is counted when you conduct therapy in the presence of your supervisor at Purdue Calumet, or you view a live case with your supervisor. This is to be counted only if the session was conducted at the Purdue Calumet MFTC. It can be counted as individual live, by the one or two therapists conducting the session, or group live for those therapists viewing the session. No more than 6 total students can be involved in a live supervision session (combined total conducting and observing the session.).

5. Raw Data:

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

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

I. General Comments

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

Supervisory and Clinical Hours Log Sheets

(Text versions follow)

<table>
<thead>
<tr>
<th>Individual Hours</th>
<th>Group Hours</th>
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<tbody>
<tr>
<td>1 = case consultation</td>
<td>5 = case consultation</td>
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<td>2 = * videotape</td>
<td>6 = * videotape</td>
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<td>3 = * audiotape</td>
<td>7 = * audiotape</td>
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<td>4 = * live</td>
<td>8 = * live team</td>
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Total Individual Hours for the Month
- Case Consultation
- * Videotape
- * Audiotape
- * Live

Total Individual Raw Data = # (add the *'s)
Total Individual Hours #

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

Cumulative Hours: Refer to previous month’s totals and add this months.
Total Individual Cumulative Hours
- Case Consultation
- * Videotape
- * Audiotape
- * Live

Total Cumulative Individual Raw Data = # (add the *'s)
Total Cumulative Individual Supervisory Hours #

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

* = raw data
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<th>Date</th>
<th>Individual</th>
<th>Couple</th>
<th>Family</th>
<th>Indiv. Group</th>
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<th>Family Group</th>
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**MONTH**

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

**CUMULATIVE**

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

- Total Team Hours Month *(add "s)*
- Total Relational Hours Month *(add "s)*
- Total Hours Month
- Total Team Hours Cumulative
- Total Relational Hours Cumulative *(add "s)*
- TOTAL HOURS CUMULATIVE

**Supervisor's Initials**
Supervisor’s Initials ____________

**SUPERVISORY HOURS**

<table>
<thead>
<tr>
<th>Individual Hours</th>
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<td>1 = case consultation</td>
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**Total Individual Hours for the Month**
- Case Consultation
- * Videotape
- * Audiotape
- * Live

**Total Individual Raw Data = _____ (add the *s)**

**Total Individual Hours = #_______**

**Total Individual and Group Raw Data _________ (add the *s)**

**Total Individual and Group Supervision Hours for this Month _________ (add the #s)**

---

**Cumulative Hours:** Refer to previous month’s totals and add this month’s.

<table>
<thead>
<tr>
<th>Individual Cumulative Hours</th>
<th>Group Cumulative Hours</th>
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<td>Case Consultation</td>
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<td>* Live</td>
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**Total Cumulative Individual Raw Data = _____ (add the *s)**

**Total Cumulative Individual Supervisory Hours #_______**

**Total Individual and Group Raw Data Cumulative _________ (add the *=s)**

**Total Supervision Hours Cumulative _________ (add the #’s)**

* = raw data
<table>
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<tr>
<th>Date</th>
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**MONTH**

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

Total Team Hours Month ______
Total Relational Hours Month * (add **’s)
Total Hours Month ______

**CUMULATIVE**

Total Individual Cumulative ______
Total **Couple** Cumulative ______
Total Family Cumulative ______
Total Relational Cumulative * ______ (add couple & family)
Total Individual Group Cumulative ______
Total Couple Group Cumulative ______

Total Relational Group Cumulative * (Add C & F group)
Total Individual Team Cumulative ______
Total Couple Team Cumulative ______
Total Family Team Cumulative ______
Total Relational Team Cumulative * (Add C & F team)
Total Team Hours Cumulative ______
Total Relational Hours Cumulative * (add **’s)
TOTAL HOURS CUMULATIVE ______