UNIVERSITY OF TOCCOA FALLS

CHAPMAN SCHOOL OF GRADUATE STUDIES

CLINICAL TRAINING HANDBOOK

MA Marriage and Family Therapy Program

MFT 663 PRACTICUM
MFT 753 INTERNSHIP I
MFT 763 INTERNSHIP II
MFT 773 INTERNSHIP III

Version: August 2026

TABLE OF CONTENTS

WELCOME **5**

CORE FACULTY OF THE MAMFT PROGRAM **6**

Faculty Roles in the Marriage and Family Therapy Program 6

MISSION AND VALUES **7**

Mission of the Marriage and Family Therapy Program 7

Diversity Statement 7

Non-Discrimination Statement 7

STANDARDS FOR PROFESSIONAL AND ETHICAL PRACTICE **7**

Student Ethical Responsibilities 8

Technology Requirements 8

Communicating Concerns/Challenges 8

CLINICAL TRAINING PREPARATION **9**

Mandatory Practicum Orientation 11

Student Fitness to Practice 11

State Licensure Requirements 11

Preparation Checklist 12

SITE SELECTION **12**

Site Supervisor Qualifications 12

Clinical Placement Considerations 13

Audio/Video Recordings and Transcripts 13

Communities of Interest (COI) 14

Conflicts of Interest 14

In-Home or Telehealth Services 14

Multiple Site Arrangements 14

Interviewing for Placement 15

Placement Paperwork 15

COURSE REQUIREMENTS **16**

Practicum 17
Internship 1 18
Internship 2 18
Internship 3 18
Assignments 19
CLINICAL SUPERVISION 19
Faculty Program Clinical Supervision 20
Clinical Site Supervision 20
Responsibilities of Clinical Site Supervisors 21
STUDENT RESPONSIBILITIES 21
Supervision Etiquette 22
Exceptions to Confidentiality 22
CLINICAL HOURS 23
Defining Clinical Hours 23
Direct Client Contact Hours 23
Relational Hours (Direct Client Contact) 23
Group Hours (Direct Client Contact) 24
Indirect Clinical Hours 24
Observable Data (Not Direct Client Contact Hours) 24
Group Supervision (Not Direct Client Contact Hours) 24
AAMFT-Approved Supervision (Not Direct Client Contact Hours) 25
Summary of Minimum Required Direct Client Contact and Supervision Hours 25
Tracking/Logging Hours 26
Tracking Break Hours 26
Progression and Rollover of Clinical Hours 27
TELEHEALTH 27
Program Telehealth Requirements 27
Program Oversight 28

State-Specific Requirements....28

OBSERVABLE DATA POLICIES....29

Observable Data Requirements....29

Secure Recording and Storage of Observable Data....29

Retention Period of Observable Data....29

EVALUATIONS OF STUDENT CLINICAL WORK....30

Site Supervisor Evaluation....30

Faculty Program Clinical Supervisor Evaluation....30

CHANGES IN PLANNED PROGRAM OF STUDY....30

COMPLETING CLINICAL TRAINING....31

Ending Your Practicum/Internship Experience....31

Licensure Paperwork....31

GLOSSARY AND APPENDICES....33

Glossary....34

Appendix A: Student Acknowledgment: Receipt and Review of the Practicum/Internship Information....36

Appendix B: Completed Therapy Verification Form....37

Appendix C: Practicum and Internship Site Agreement....38

Appendix D: Telehealth and Virtual Supervision Compliance Policy....42

Appendix E: Site Supervisor Evaluation of Student Clinical Experience....44

Appendix F: Faculty Program Clinical Supervisor Evaluation of Student Clinical Experience....47

Appendix G: Evaluation of Practicum/Internship Site and Site Supervisor Form....50

Appendix H: Evaluation of Faculty Program Clinical Supervisor Form....52

Appendix I: Supervision Sites Directory (most current offerings accessible in Supervision Assist)....54

Appendix J: Sample Client Contact Logs (accessible in Supervision Assist)....54

Appendix K: Sample Supervision Logs (accessible in Supervision Assist)....54

Appendix L: Post-Graduation Information and Resources....55

WELCOME

Dear Student,

Congratulations on reaching this pivotal milestone in your academic journey: the Clinical Training sequence. This marks the transition from learning about marriage and family therapy to becoming a practicing systemic clinician. Over the next year, you will have the privilege of integrating theory, research, clinical skills, and your developing professional identity through direct work with individuals, couples, and families.

Throughout this journey, you will be supported by our faculty program clinical supervisors, Dr. Arielle Blum and Dr. Franchesca Meyers. They are committed to helping you develop the knowledge, skills, ethical decision-making, and confidence necessary for effective relational and systemic practice. Through individual and group supervision, case consultation, and ongoing mentorship, they will provide guidance, encouragement, and accountability as you navigate the rewards and challenges of clinical work.

Clinical training is one of the most transformative experiences in becoming a marriage and family therapist. You will celebrate meaningful successes, encounter moments of uncertainty, and continually refine your clinical judgment. Each experience will contribute to your growth as a competent, reflective, and compassionate therapist.

This handbook has been designed to serve as your guide throughout the practicum and internship process. It outlines program expectations, policies, clinical requirements, and essential resources to support your success. We encourage you to refer to it regularly and to ask questions whenever you need clarification.

As you begin serving clients, remember that your presence, curiosity, humility, and commitment to learning are among your greatest strengths. We are honored to accompany you on this important stage of your professional development and look forward to witnessing the clinician you will become.

Welcome to clinical training!

Sincerely,

Master of Arts in Marriage and Family Therapy (MAMFT) Core Faculty

CORE FACULTY OF THE MAMFT PROGRAM

Jamie Brodarick, PhD, LMFT, AAMFT Approved Supervisor

Program Director

jbrodarick@utf.edu

Franchesca Meyers, PhD, LMFT, AAMFT Approved Supervisor

Clinical Training Coordinator

fmeyers@utf.edu

Arielle S. Blum, PhD, LMFT, AAMFT Approved Supervisor

Core Faculty

ablum@utf.edu

Faculty Roles in the Marriage and Family Therapy Program

Core faculty and non-core faculty act as instructors for didactic courses throughout the program. Program Clinical Supervisors supervise the clinical development of students while students see clients. Faculty have credentials such as advanced degrees in couples and family therapy or a related field. While Program Clinical Supervisors also have advanced degrees, they additionally have extensive training in providing relational/systemic supervision. All Program Clinical Supervisor in the MAMFT program hold the AAMFT Approved Supervisor designation and state level qualified supervisor credentials in various states. The only Program Clinical Supervisors in our program are also the core faculty listed above. Thus, the language Faculty Program Clinical Supervisor is used in this Handbook. See the glossary for more information.

MISSION AND VALUES

Mission of the Marriage and Family Therapy Program

The Master of Arts in Marriage and Family Therapy (MAMFT) develops clinicians with the skills and knowledge to provide ethical, competent, compassionate, systemic, and relational therapy for individuals, marriages, and families within a multicultural, integrated Christian framework.

Diversity Statement

The Graduate Studies program at the University of Toccoa Falls (UTF) strives to be a community which embodies core values of Representation, Cultural Competence, Humility, and Responsible Advocacy in keeping with the teachings of Jesus and the deepest convictions of Christian charity and mission. These values are exhibited in the facilitation of our Master of Arts in Marriage and Family Therapy program. See the MAMFT program diversity statement **here**.

Non-Discrimination Statement

The University of Toccoa Falls admits students of any race, color, sex, national and ethnic origin, or other protected classifications to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate and will not tolerate harassment on the basis of age, veteran status, sex, race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

STANDARDS FOR PROFESSIONAL AND ETHICAL PRACTICE

Students should approach their posts at their practicum/internship sites with the utmost professionalism and ethical integrity as they prepare to enter the field of Marriage and Family Therapy and shape their professional identity. In fact, many students choose to remain at their sites post-graduation, securing employment as a therapist. As such, students might think of this as one long job interview and an opportunity to showcase clinical abilities and skills.

Students are expected to comply with their site's policies and protocols pertaining to attendance, communication, professional attire, etc. Students are ambassadors of UTF's MAMFT program and are a reflection of our standards and expectations. Therefore, complaints from on-site supervisors about a student's lack of professionalism at their site will result in faculty involvement and counseling, possible disciplinary action, and possible dismissal from the program (depending on the infraction). Above all, students should prioritize the best interest of their clients and strive to do no harm in all decisions and actions.

Student Ethical Responsibilities

MFT students who are participating in a clinical internship are held to all of the American Association for Marriage and Family Therapy (AAMFT) ethical guidelines found in the **AAMFT Code of Ethics (2026)**. Various legal and ethical guidelines can be found at this **link**. However, the above information is not an exhaustive list of the required criteria for clinical practice.

Technology Requirements

The Masters of Arts in Marriage and Family Therapy program at the University of Toccoa Falls is a primarily online program. Thus, computer hardware, software, and internet connection are the main means of participating in courses and, thus, are significant contributors to academic success. UTF provides students with access to Office 365 products to utilize in academic coursework.

The IT Department is available to help students with all computer and technology problems. If students need help with computer-related problems, contact the IT Department by sending an email to support@utf.edu, or calling 706-886-7299 x5463. Students can access the Office 365 installation instructions, Technology Usage and Security Policy, and Data Protection Awareness Policy through their myUTF account by going to Resource Pages>Services>IT Department.

Communicating Concerns/Challenges

The University of Toccoa Falls Marriage and Family Therapy Program is committed to providing students with a safe, ethical, and supportive clinical training experience. Students are encouraged to communicate concerns as early as possible so that issues can be addressed in a timely and collaborative manner.

Students who experience concerns related to their clinical placement, site supervisor, clinical responsibilities, professional relationships, or safety should immediately notify their Faculty Program Clinical Supervisor. Examples include, but are not limited to:

- Inadequate supervision or lack of supervisor accessibility.
- Requests to engage in clinical activities outside the student's scope of training or competency.
- Ethical concerns, including suspected violations of professional standards.
- Concerns regarding telehealth or virtual supervision practices.
- Unsafe working conditions or situations that may place clients or students at risk.
- Sexual harassment, discrimination, retaliation, or other conduct inconsistent with University or site policies.

Upon notification, the Faculty Program Clinical Supervisor will review the concern with the student and collaborate with the Clinical Training Coordinator (CTC) and Program Director (PD) to determine an appropriate course of action. The program may communicate directly with the clinical site or site supervisor to obtain additional information, clarify expectations, develop a

remediation plan, or resolve concerns. When necessary, the Program Director may participate in decisions regarding continuation of the placement, site modifications, remediation, or termination of the clinical placement. Students are expected to communicate concerns in a timely manner and to work collaboratively with program faculty throughout the resolution process. Likewise, students are expected to promptly inform their Faculty Program Clinical Supervisor of any issue that may jeopardize client welfare, the student's clinical experience, or compliance with program, site, ethical, or legal requirements.

Students should first raise concerns or grievances with the faculty instructor or Faculty Program Clinical Supervisors. If the issue is not able to be resolved with the Faculty Program Clinical Supervisor, students should reach out to the Program Director directly. The Program Director will review the concern with the student, advocate for them, and assist the student with navigating the concern as appropriate. If the issue is not resolved with the Program Director, then a meeting with the Dean may be scheduled. If the student has concerns related to their grades or discrimination, the program faculty, staff, or the Program Director will assist the student in completing the necessary steps to formally address these matters. Information related to student complaints and appeals can be found in pages 31-32 of the Graduate Catalogue.

Student feedback regarding the clinical training experience is essential to maintaining high-quality practicum and internship placements. Students are encouraged to discuss concerns during supervision and will complete formal evaluations of their clinical site, site supervisor, and Faculty Program Clinical Supervisor at the conclusion of each semester (Appendices G & H).

CLINICAL TRAINING PREPARATION

Before beginning practicum, students must ensure they have completed the following **Practicum Prerequisites**. Students who have outstanding items when the course begins will not be permitted to register for/attend the course.

1. Successfully completed course prerequisites/co-requisites with good standing (a B- or higher) in MFT 543 (Foundational Skills for Counseling and MFT) and MFT 683 (Contemporary Issues and Community Resources), as well as completed at least 30 credit hours in the program.

2. Access to Supervision Assist, a tracking software that will allow students to document, organize, and report clinical hours while completing their field experience, as well as post-graduation while pursuing licensure as a Marriage and Family Therapist. There is a one-time fee of $244. Students are required to complete the orientation and familiarize themselves with the software prior to practicum. For more information, visit **https://help.supervisionassist.com/article/121-student-introduction-to-supervision-assist**.

3. A clear certified level 2 (national) criminal background check. Students can refer to this website for additional information: **https://printscan.com/Services/Level-2-Background-Check**.

4. Secure student membership in the American Association of Marriage and Family Therapists (AAMFT) to demonstrate a commitment to professional affiliations and continuing education. This level of membership is available to students who are currently enrolled in an accredited educational institution programs in a Marriage and Family Therapy or related mental health field which meets the education and training criteria established by the AAMFT Board and who are interested and supportive of AAMFT's mission to advance Marriage and Family Therapy or Systemic Family Therapy as a profession and field of study. Students who are eligible for a higher category of membership, based on licensure or post-master's work toward licensure, are ineligible for student membership and must apply under the professional membership category. Student membership dues are $99 annually. Visit **https://www.aamft.org/join** to become a student member.

5. Obtain malpractice liability insurance. Each student that is engaged in client contact at an internship site must have an active liability insurance policy on file (viewable in Supervision Assist) with the Clinical Training Coordinator. Policies are generally issued for 12 months, therefore documentation must be updated annually. AAMFT Student Membership includes free liability insurance as part of the annual membership dues. The AAMFT student policy is designed to provide registered AAMFT students with professional liability protection while performing therapeutic services (e.g. practicum) related to their marriage and family therapy curriculum. This policy will pay for defense against covered claims and provide professional liability limits up to $1,000,000 per claim, and a $3,000,000 annual aggregate.

6. Find and secure an approved practicum/internship site and site supervisor (see requirements below in the Site Selection section).

7. Completed six (6) sessions of personal therapy (in-person or telehealth) with a fully licensed therapist (a Licensed Marriage and Family Therapist, Licensed Professional Counselor, Licensed Clinical Social Worker, or Licensed Psychologist) or three (3) sessions must be individual, and the remaining three (3) sessions may be couple or family sessions. Associate level or non-licensed individuals cannot be used for this assignment. The licensed therapist cannot be anyone at the student's site (site supervisor or co-worker) or of any other dual relationship with the student, and they must be in good standing with their state board. Therapy sessions must take place over a minimum of six (6) weeks, with no more than one session taking place per week. *Note: This is a co-requisite so it can be completed as the student completes the Practicum semester. It must be completed by Completing Appendix B and uploading it in Moodle before registering for Internship 1. Failure to complete this requirement by the last day of the Practicum semester will result in repeating the course.*

Mandatory Practicum Orientation

Like all other aspects of the practicum/internship process, orientation is critical to a student's success in the program. Orientation marks the beginning of the practicum/internship placement process and is designed to prepare students for a successful practicum experience. During orientation, students receive an overview of the Clinical Training Handbook, practicum expectations, telehealth and virtual supervision requirements, clinical hour requirements, site supervision requirements, documentation, and the use of Supervision Assist. Students also have the opportunity to ask questions and gain a clear understanding of the clinical training process before beginning Practicum. Attendance at one Practicum Orientation is required prior to enrollment in Practicum.

Student Fitness to Practice

Admission to the program does not guarantee fitness to remain in the program. Students must meet fitness to practice standards that are assessed by faculty throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others, as well as conformance with codes of marriage and family therapy associations and the student's state of residence. During the Internship Orientation, the Clinical Training Coordinator will assess if the student is prepared to start the Practicum/Internship process. Other MAMFT faculty may provide the Clinical Training Coordinator and student with feedback or recommendations based on their observations and interactions with the student in courses and during residencies. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter into a remediation plan in order to remain in the program or continue the Practicum/Internship process. If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and a recommendation for removal from the program is possible.

State Licensure Requirements

Students are responsible for understanding the licensure requirements of the state in which they intend to practice. Licensure requirements vary by state and may change over time. Students are responsible for reviewing the current requirements established by the appropriate state licensing board before clinical training and throughout the program. Requirements include but are not limited to approved clinical settings, supervisor qualifications, supervision requirements, direct client contact hours, documentation requirements, etc..

While UTF approves clinical training sites and supervisors in alignment with University requirements, approval by the University does not guarantee that a site or supervisor will satisfy the requirements of every state licensing board. Students are responsible for ensuring that their clinical training meets both University requirements and the requirements of the state in which they intend to seek licensure. When state licensure requirements exceed University requirements, students must satisfy the additional state requirements. When University requirements exceed state requirements, students must complete all University requirements for degree completion.

Preparation Checklist

To prepare for Practicum/Internship, students must:

1. Read the Clinical Training Handbook thoroughly.
2. Attend one required Practicum Orientation session.
3. Review the expectations for clinical training, including state licensure requirements, supervision, clinical hours, documentation, and professional responsibilities.
4. Ask questions and seek clarification regarding the practicum process before beginning Practicum.

SITE SELECTION

Students are ultimately responsible for finding and securing their own practicum/internship site(s); however, the Clinical Training Coordinator will work collaboratively with you in this process. Students are encouraged to research their local community agencies, faith-based organizations, treatment centers, and group practices, etc. An assignment is dedicated to this endeavor in the MFT 683 (Contemporary Issues and Community Resources) course. UTF will also maintain a list in Supervision Assist of approved sites they are familiar or contracted with to accommodate student interns. As the MAMFT program evolves, additional sites are added to the approved site list. If none of the site options are geographically convenient or desirable, students should make contact with an organization of their choosing and inquire about their interest and availability in acquiring interns. Before making contact with a potential practicum/internship site or site supervisor, it is important that the student thoroughly understands the requirements and obligations of sites and site supervisors (outlined below). As part of the contractual arrangement with their internship site, the student-intern will receive weekly individual or dyadic supervision from a qualified, licensed supervisor at their site that is approved by the program. Supervision should provide optimal support in troubleshooting client issues, provide clinical direction and insight, aid with developing documentation skills, navigating boundary issues, and responding to ethical issues, etc.

Site Supervisor Qualifications

In order to receive approval, a student must obtain a qualified supervisor that meets **all** of the following criteria:

1. A masters or doctoral degree,
2. An active state professional license in one of the following disciplines: LMFT, LPC/LMHC, LCSW/LMSW, or Licensed Psychologist, **AND**
3. In good standing with the state licensing board.

Optional criteria include:

1. Demonstration of professional identity as a marriage and family therapist, **AND**

2. Demonstration of training in MFT relational/systemic supervision by **ONE** of the following:
    - A graduate course in MFT relational/systemic supervision equivalent to three semester-credit hours
    - Postgraduate professional education in MFT relational/systemic supervision of at least 30 clock hours
    - A state established MFT supervisor designation that includes relational/systemic supervision training
    - Designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate

Final supervisory approval is granted by the Clinical Training Coordinator, who will conduct an interview with the potential site supervisor and obtain a signed Practicum and Internship Site Agreement. Once this process is complete, the student will be notified in Supervision Assist their placement application has been approved.

Clinical Placement Considerations

Internship activities are many and varied, drawing upon students' entire range of preparation and experience aimed at preparing competent professional marriage and family therapists for a diverse field of practice. Students will commit to their site(s) for a minimum of one year (no less than 12 consecutive months) and should plan to report to their sites between 15-20 hours per week in order to accrue sufficient hours to meet course requirements. An internship site must ensure that a clinical supervisor remains onsite and accessible to students while the student has contact with clients (practicing either group, individual, couple, or family therapy). To ensure safety and compliance with ethical standards, no student shall provide client services without an onsite supervisor present and onsite at all times the student is conducting sessions. Weekly individual or dyadic supervision for a minimum of one hour at the site is required.

Audio/Video Recordings and Transcripts

As a part of the Practicum/Internship process, students are required to record (video and/or audio) client sessions, so they are not allowed to serve as interns at sites that do not allow recording. While not all sessions with all clients must be recorded, the site must allow the opportunity for recording dependent on the appropriate authorizations taking place. It is the student's responsibility to obtain the requisite permissions required by their particular site/agency, to secure appropriate permissions from their clients, and only use approved recording methods.

As part of their coursework, students may need to transcribe a portion of their therapy sessions. These transcripts will be de-identified and pseudonyms will be used to protect client confidentiality. Electronic submission of written work that includes client information or client video should NOT be sent electronically through email any other unsecure form of communication.

Communities of Interest (COI)

UTF's MAMFT program is committed to serving diverse, marginalized, and underserved communities. As such, we are selective in our community partnerships with agencies, treatment centers, and practices. Sites must commit to offering students the opportunity to service members of these communities in an effort to develop cultural competence and appreciation for diversity. During their fieldwork experience, students will self-reflect on these abilities and skills and identify opportunities to expand their familiarity and comfort in working with diverse populations.

Conflicts of Interest

Students are not permitted to serve as interns at their place of formal, paid employment. There are many reasons for this. Practicum/internship is a unique opportunity for the student to learn therapy skills without competing interests/dual roles that could compromise this experience. As pre-masters graduate students, you are not able to function as independent therapists and therefore your paid employment will not align with the standards and requirements for practicum and internship. It is therefore necessary to secure a separate practicum and internship site to ensure you meet these requirements. Exceptions to this rule may be granted in unique circumstances (e.g. separation of departments, site supervisors, roles, etc.). Only the Clinical Training Coordinator may approve an exception.

In-Home or Telehealth Services

To ensure safety and compliance with ethical standards, no student shall provide client services without an onsite supervisor present. However, some students may seek placement with a site that conducts in-home therapy service or a site that allows telehealth services for appropriate clients. With such placements, it is the student's responsibility to work with his/her site supervisor to distinguish the aspects of in-home care or telehealth services that are unique and different from services offered in the context of a clinic-based or office setting. Students providing in-home or telehealth services to clients must have a signed written policy in place with their site for responding to crisis situations, obtain approval from the Clinical Training Coordinator prior to signing with one of these sites or engaging in these services, and must have a licensed supervisor accessible to them in troubleshooting any issue that arises.

Multiple Site Arrangements

Occasionally, students seek diverse and varied training experiences. They are encouraged to consult with the Clinical Training Coordinator for further clarification in meeting their training needs. It is considered optimal to complete the entire practicum requirement in one setting for reasons of continuity, integration into an agency, and exposure to a given system. In rare circumstances, it may be necessary for a student to add an internship site (if they are not receiving enough hours at their site or if there is a unique opportunity that will enhance clinical skills). This must be approved in advance by the Clinical Training

Coordinator and just cause must be determined. Each of the off-campus practicum/internship sites, and the respective site supervisors, need to be made aware of such an arrangement. Students must obtain an approved Placement Application and complete hourly individual or dyadic supervision weekly at each site. A student is not allowed to intern in three or more sites concurrently.

Interviewing for Placement

Students should interview no less than one semester in advance to ensure they secure placement for Practicum. However, it is recommended students start contacting potential sites immediately after completing the MFT 683 (Contemporary Issues and Community Resources) course, which is roughly one year prior to starting Practicum. It is important that students treat the practicum/internship interview as they would a job interview. Review basic interview etiquette online or talk to MAMFT program faculty/staff and others in the field.

Below are other tips based on feedback from site supervisors and interviewers who have seen dozens of students come through their doors looking for placement.

1. Dress appropriately.
2. Thoroughly familiarize yourself with the organization's website and all the links provided on the website.
3. Bring an extra copy of your resume to the interview, even if you provided it with your initial application.
4. Confirm the interview time and location about 24 hours in advance.
5. Know where you're going before you start driving there.
6. Don't assume you can find someone's office easily based on the address alone. Pay attention to the directions given at the time the interview was scheduled.
7. Give yourself enough time to arrive a bit early so that you are calm and collected when you enter the interview.
8. After the interview, send a thank you note to the interviewer.
9. Follow-up with interviewers if you are not selected and ask for constructive feedback to aid you in future interviews.

Placement Paperwork

Each student will submit the Student Acknowledgment: Receipt and Review of the Practicum/Internship Information (Appendix A) in a designated assignment in the MFT 683 (Contemporary Issues and Community Resources) course.

Once a student has been offered a practicum/internship position, they must create and submit a Placement Application in Supervision Assist. This involves creating the application and submitting the signed Practicum and Internship Site Agreement (Appendix C) and all other required associated documentation. As a final step in the application process, students will work with the Clinical Training Coordinator to schedule a qualifying Practicum/Internship site interview. The student will arrange for a meeting between themselves, the Clinical Training Coordinator, and their potential site supervisor. In the meeting, the Clinical Training Coordinator will ensure the site and site supervisor meet all requirements, establish if it is an appropriate site for the student, and make the final decision that the student is prepared to start

Practicum/Internship. After the meeting, the student will receive one of the following: 1) an approval of the Placement Application in Supervision Assist, 2) a denial of the Placement Application in Supervision Assist and a recommendation to find another site that meets requirements, or 3) a recommendation to delay practicum with possible additional steps to prepare more adequately for this portion of the program. The student is responsible for contacting the Clinical Training Coordinator to find out if their assigned site supervisor has already been approved by UTF. It is the intern's responsibility to check with the Clinical Training Coordinator if confirmation has not been received or he/she is uncertain of the status of a placement application.

In addition to the UTF Practicum and Internship Site Agreement, some internship sites also use a separate contract that is specific to the site. The MAMFT Clinical Training Coordinator must approve any additional internship contracts that are required by the organization. These must be submitted to Dr. Meyers for review. Interns are not allowed to break the contract with their site prior to the end date that was agreed upon when the contract was signed. If a site ceases to be an appropriate training context, students must consult with the Clinical Training Coordinator **before** terminating the placement.

Interns shall not begin seeing clients at an agency until placement has been approved by both the agency and UTF. The intern must have placement secured and appropriate forms on Supervision Assist completed before work can begin on site or by the end of the second week of the semester, whichever comes first. If a student does not have viable placement secured by the end of week two, Practicum should be dropped by that deadline. The student can plan to re-enroll and start practicum/internship in a later semester.

COURSE REQUIREMENTS

The MFT clinical training sequence involves three courses (MFT 663 Practicum, MFT 753 Internship 1, and MFT 763 Internship 2), and each are three credit hours. Each of these courses is a full semester long (13-16 weeks). These three courses will be taken without interruption (e.g., Spring semester, Summer semester, and Fall semester) for a total of 12 consecutive months. These courses provide students with clinical training and offer a guided transition from the academic setting to professional practice.

During these sequential courses, each MFT student participates in providing therapy for individuals, couples, and families in an agency, church, or community practice setting. During the time that students are meeting with clients, they are also required to be under clinical supervision provided at their agency site, and with UTF faculty who are Program Clinical Supervisors as defined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). In mandatory weekly group supervision with Faculty Program Clinical Supervision, students present raw and observable data from their clinical work for review, as well as receive feedback from their peers and supervisor. Weekly faculty group supervision

attendance is required. Two unexcused absences from faculty group supervision will result in a letter grade reduction. Three unexcused absences will result in failure of the course.

The primary purpose of the group supervision is to promote each student's understanding of the roles and skills of a family therapist, as well as to facilitate her/his ability to fulfill this responsibility with clients. Typically, groups use a variety of educational methods to accomplish this purpose, such as the reflecting team, case presentations, theme centered discussions and role plays to explore professional, theoretical and ethical issues related to the practicum experience.

Additionally, during this time, students will develop their personal theory of therapy and put into practice the self-reflection skills and person-of-the-therapist skills learned in other courses. These experiences involve the continued development of the student as a therapist and as a person. As such, reflective assignments will be required (such as submitting video/audio recordings, case conceptualizations, documentation such as biopsychosocial reports, progress notes, and treatment plans, etc.). Another academic requirement is for students to log their client contact and supervision hours in an online platform called Supervision Assist. Your site supervisor will be responsible for verifying the accuracy of this information. Once approved at the site level, your Faculty Program Clinical Supervisor will review your records and offer approval after verifying. Accuracy is extremely important and falsification of records will result in disciplinary action, including the possibility of dismissal from the program.

The MAMFT field experience is based on a specific set of skills that are the focus of each level of clinical training. Advancement to the next level of training (Beginning- Practicum, Intermediate – Internship 1, and Advanced - Internship 2) is achieved once the Faculty Program Clinical Supervisor determines that the student has met the designated clinical competencies and goals for the respective training stage. **To ensure the student has engaged in sufficient clinical experience to be appropriately evaluated, they must also complete at least 80% of the required direct client contact hours and 80% of the required relational hours for the respective course. Students who do not meet this minimum requirement will not pass the course and will be required to repeat it.** Meeting the minimum requirement alone does not guarantee successful course completion. Students must also complete all course assignments, demonstrate clinical competency, and meet all program expectations.

Practicum

In the initial practicum course, students will be delving into extensive clinical training. Required client contact hours for this semester are lower to allow students the opportunity to complete necessary training and shadowing as they learn the policies and protocols of their site(s). During this course, students are encouraged to co-facilitate therapeutic support groups or complete co-therapy with more seasoned clinicians (preferably those who are licensed), though they might also expect to begin seeing a caseload of their own clients. Students should also learn valuable skills such as completing biopsychosocials/intake assessments, constructing case conceptualizations and diagnostic formulations, suicide risk assessments, safety plans, crisis intervention protocols, creating treatment plans, aiding clients with goal setting, progress note documentation, billing and communication with insurance companies/third party reimbursors.

Students will be required to accrue a minimum of 50 direct client contact hours (face-to-face) with a minimum requirement of 25 relational hours (couples or family therapy). Please note that if a student is present as a co-therapist or co-facilitator and participates in the session, this is considered a direct client contact hour; however, if a student is present only to shadow another clinician and does not actively participate in the session then the hour does not count as a direct client contact hour. A client must be present for time to be counted as a direct client contact hour. Therefore, staff meetings, training, and time spent completing documentation do not meet this requirement.

Internship 1

In the first internship, students will be required to complete a minimum of 125 direct client contact hours, with 62.5 of those hours being relational hours. By this point, students should have a regular caseload (depending on the frequency of meetings, between 5-15 clients) and meet with clients 10-20 hours per week to conduct intakes/assessments, individual/group/couples/family therapy.

Ideally, students will receive opportunities to perform a variety of duties to make them well-rounded clinicians with diverse therapeutic experiences. During this internship, students will become familiar with and begin to utilize evidence-based interventions from multiple systemic therapeutic models. Students will also submit observable data (video/audio recordings) to facilitate the evaluation of their clinical development, identify strengths and growth areas, and explore alternative treatment strategies for optimal client outcomes. Throughout Internship 1, students will hone foundational clinical skills, such as monitoring client progress towards goals, selecting appropriate interventions to achieve successful outcomes, session planning with unique populations, and discharge planning.

Internship 2

In the second internship, students will be required to complete a minimum of 125 direct client contact hours, with 62.5 of those hours being relational hours. At this stage, students are expected to function relatively autonomously with an independent caseload, demonstrate greater confidence in clinical and ethical decision-making, have a well-developed systemic personal theory of therapy, and appropriate management of self-of-the-therapist concerns. Following this course, students should be well-prepared for a seamless transition for post-graduation employment as an Associate Marriage and Family Therapist. Students should demonstrate proficiency in clinical skills and professional competence, as evidenced by a favorable mid-term and final evaluation by their on-site supervisor and final evaluation by their faculty clinical program supervisor.

Internship 3

There are three possible reasons that a student might enroll in Internship 3 (MFT 773). Depending on the student's plan of study, enrollment in Internship 3 may delay graduation from the program, and full tuition fees may apply.

1. If the state licensure requirements mandate additional clinical hours beyond those required by our program. In these cases, students will enroll in Internship 3 to complete any remaining state-required hours that have not been met by the end of Internship 2.
2. If a student is unable to complete the program's required clinical hours by the end of Internship 2. Any remaining required hours will be completed during Internship 3.
3. If a student elects to enroll in Internship 3 to maintain continuity in their clinical training or to gain additional supervised clinical experience prior to graduation. For example, this option may be appropriate for students whose academic plan of study results in a gap between the completion of Internship 2.

In all cases, students must continue developing advanced clinical skills while maintaining an active caseload and participating in group supervision for the entire semester. At-risk students will be identified by the Clinical Training Coordinator (CTC) at the midpoint of the semester. At that time, the CTC will request a meeting with the student and the Program Director to develop a remediation plan and discuss available options.

Assignments

As part of your academic coursework in practicum/internship, students will be required to complete various assignments that teach and measure clinical skills. For example, in the Practicum course, students will complete biopsychosocials/intake assessments, case conceptualizations and diagnostic formulations, treatment plans, progress notes, and suicide risk assessments with safety plans. In the two Internship courses, students will continue to hone their skills and complete case conceptualizations using different systemic modalities, case presentations, and session planning activities. Students will have the opportunity to critique and learn by reviewing recorded sessions and engaging in reflecting teams.

Students will be required to share audio/video-recordings of their sessions for some assignments, requiring informed consent from clients, and to use the HIPAA-compliant features in Supervision Assist. Students are required to present at least three (3) recorded sessions to their Faculty Program Clinical Supervisor and peers as part of their practicum and internship coursework. However, it is recommended that all therapy sessions be recorded whenever possible for the purposes of consultation and supervision. The student should discuss this requirement with the potential site prior to accepting the position so the site can provide the necessary authorizations.

CLINICAL SUPERVISION

Clinical supervision is a core component of the Marriage and Family Therapy Program and is designed to support the development of students' clinical competencies, professional identity, and ethical decision-making, and systemic thinking. Throughout the clinical training sequence, students participate in both **Faculty Program Clinical Supervision** and **Clinical Site Supervision,** each of which serves a distinct role in the student's professional development.

Faculty Program Clinical Supervision emphasizes relational/systemic case conceptualization, integration of theory in practice, and professional growth in accordance with the philosophy, ethics, and standards of the marriage and family therapy profession. Clinical Site Supervision provides ongoing oversight of the student's clinical work within the approved clinical training site and supports the student's development in the delivery of competent and ethical client care.

Faculty Program Clinical Supervision

While enrolled in practicum and internship, students will receive weekly group supervision from a Faculty Program Clinical Supervisor. Faculty Program Clinical Supervisors include Dr. Franchesca Meyers, Dr. Arielle S. Blum, and Dr. Jamie Brodarick. Students are expected to complete **100 hours of Faculty Program Clinical Supervisor-led group supervision** during their year-long clinical training sequence. Group supervision is conducted weekly for **2.5 hours** and consists of one Faculty Clinical Program Supervisor and no more than eight students. Faculty Program Clinical Supervision fulfills the program's required AAMFT Approved Supervision, as all Faculty Program Clinical Supervisors hold the AAMFT Approved Supervisor designation.

Faculty Program Clinical Supervisor-led group supervision is conducted entirely virtually using a secure video platform in accordance with applicable federal, state, and local laws, ethical standards, and University policies. The Marriage and Family Therapy program conducts group supervision virtually using approved technology that protects the confidentiality of supervision discussions. Faculty Program Clinical Supervision does not replace the requirement for weekly clinical site supervision.

Clinical Site Supervision

The clinical site supervisor is responsible for providing supervision of the student's clinical work, supporting the student's professional development and ensuring services are provided in accordance with applicable laws, ethical standards, and site policies. The clinical site supervisor must remain onsite and accessible to students while the student is providing clinical services, including group, individual, couple, or family therapy.

The clinical site supervisor plays an essential role in the student's clinical training experience by providing supervision, guidance, and opportunities for professional development within the approved clinical training site. Clinical site supervisors are approved by the Marriage and Family Therapy Program based on their qualifications and ability to provide clinical experiences that support program requirements.

Students are required to participate in a minimum of one hour of weekly individual or dyadic supervision with their designated clinical site supervisor. Clinical site supervision may be conducted in person or virtually, as permitted by the clinical training site and applicable state regulations. Students should consult with their clinical site supervisor regarding make-up supervision. Any week in which direct client contact hours are accrued must include clinical site supervision. Direct client contact hours earned during weeks without the required supervision will not be counted toward program requirements.

Responsibilities of Clinical Site Supervisors

- Orienting students to the clinical training site's policies, procedures, safety protocols, and emergency procedures.
- Providing opportunities for students to become familiar with the site's mission, services, client population, and organizational structure.
- Providing weekly individual or dyadic supervision and remaining available for consultation while students are providing clinical services.
- Providing opportunities for students to develop clinical competencies through direct client services, case consultation, treatment planning, and other appropriate clinical experiences.
- Reviewing observable data, when permitted by the clinical training site, to support student learning and clinical development.
- Encouraging participation in staff meetings, case conferences, training, and other professional activities, as appropriate.
- Maintain communication with the Faculty Program Clinical Supervisor regarding the student's progress, concerns, or significant developments related to the clinical training experience.
- Reviewing and approving the student's clinical hours, supervision hours, and documentation submitted through Supervision Assist.
- Completing all required student evaluations within Supervision Assist by the published deadlines.
- Serving as a professional role model by demonstrating ethical, legal, and professional standards of clinical practice.

STUDENT RESPONSIBILITIES

Students are expected to conduct themselves in a professional, ethical, and responsible manner throughout the clinical training experience. Students represent the University of Toccoa Falls, the Marriage and Family Therapy Program, and the marriage and family therapy profession while completing clinical training. Students are expected to comply with University policies, clinical training site policies, the AAMFT Code of Ethics, and all applicable federal, state, and local laws and regulations. Students whose behavior does not meet these standards may be referred to the appropriate University review process. Weekly individual clinical site supervision and weekly Faculty Program Clinical Supervisor-led group supervision are mandatory. Students are expected to adjust their schedules as needed to prioritize these meetings.

While participating in clinical training, students are responsible for:

- Actively participating in all aspects of the clinical training experience to develop clinical competence and professional identity.
- Providing clinical services in accordance with ethical, legal, and professional standards.

- Demonstrating professionalism by completing assigned responsibilities in a timely manner.
- Collaborating with the clinical site supervisor to establish and achieve learning objectives.
- Seeking and incorporating supervisory feedback to support continued clinical growth.
- Participating in weekly clinical site supervision and group supervision as required by the program.
- Obtaining and submitting observable data in accordance with program and clinical training site requirements.
- Accurately documenting clinical hours, supervision hours, and required program documentation in Supervision Assist.
- Ensuring all required evaluations, assignments, and documentation are completed by established deadlines.
- Promptly communicating concerns or changes related to the clinical training experience with the clinical site supervisor and Faculty Program Clinical Supervisor.

Supervision Etiquette

Students are expected to engage in ethical, legal, and professional supervision practices during both Clinical Site Supervision and Faculty Program Clinical Supervision. Students are expected to arrive on time, come prepared for supervision, actively participate in discussions, and demonstrate openness to feedback and self-reflection. Students are expected to treat faculty, supervisors and peers with professionalism and mutual respect while maintaining the confidentiality of all supervision discussions and client information.

Students are expected to attend and actively participate in all scheduled virtual supervision sessions from a private location using approved technology and secure internet connection to maintain the confidentiality of supervision discussions. Students are expected to communicate with their Faculty Program Clinical Supervisor in a timely manner if circumstances interfere with attendance or participation. Students may not record supervision sessions without prior written authorization from the Faculty Program Clinical Supervisor.

Exceptions to Confidentiality

In circumstances related to client safety and duty to warn (abuse/neglect/homicidal or suicidal intent), the student should immediately contact the on-site supervisor for direction. The student intern's Faculty Program Clinical Supervisor can be contacted additionally if needed. The consultation with the on-site supervisor and the actions taken (or lack of action taken) should be documented appropriately in the client's case file. UTF MFT program students are not allowed to share their personal contact information, such as cell phone, email addresses, or social media accounts with clients. This is not a secure form of communication and poses a threat to client safety and confidentiality. Clients in need of immediate response should be directed to the after-hours procedures of the site or to call 911.

CLINICAL HOURS

Defining Clinical Hours

Direct Client Contact Hours

Direct client contact hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by HIPAA-compliant/approved technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage in the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, training, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Students are not required to log any indirect hours. Certain activities are considered indirect service hours and can be recorded as such, but the student should research their state laws and rules to learn what each state counts as indirect hours and if they should be keeping record of those. Students should contact their Faculty Program Clinical Supervisor if they question whether time can be counted as direct client contact.

Relational Hours (Direct Client Contact)

Relational hours are a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems. With approval from a Faculty Program Clinical Supervisor, relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members).

Each semester, half (a minimum of 50%) of all direct client contact hours must be relational. If uncertain as to what constitutes a relational hour, students should consult with their Faculty Program Clinical Supervisor to determine whether an hour should be considered relational or individual.

Group Hours (Direct Client Contact)

Group hours are defined as time spent in face-to-face contact with multiple individuals at once. Time should be logged based on the amount of time spent in the session and does not change based on the number of people in the group. For example, if a student leads a group therapy session for 60 minutes it should be logged as one hour regardless if there are four people in the group or eight people in the group. Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours. Prior approval from the Clinical Training Coordinator is mandatory before a student can log group hours as relational.

There is a maximum number of group hours that can be counted toward the total required hours. A maximum of 50 of the 300 required direct clinical contact hours may be group hours. Group hours may continue to be logged in Supervision Assist after the maximum is met, but those hours will not be counted toward the total hour requirement for graduation.

Indirect Clinical Hours

Indirect clinical hours are activities that support the delivery of clinical services but do not involve direct, face-to-face client contact. Examples include: case consultation, case conferences, staff meetings, treatment planning, clinical documentation, session notes, record review, report writing, professional development and other site-required activities that support client care. While indirect clinical hours are not required for program completion, students are expected to participate in these activities as appropriate to their clinical training experience and in alignment with site and state licensing expectations.

Observable Data (Not Direct Client Contact Hours)

Observable data is obtained in Faculty Program Clinical Supervisor-led group supervision and includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.). A minimum of 50 hours of supervision with Observable Data is required over the span of one year. Students will be responsible for tracking this supervision and recording it accurately in Supervision Assist. Observable data time includes the time spent playing the recording in which the student was the therapist, as well as time spent in discussion about the recording between the student, fellow learners, and the Faculty Program Clinical Supervisor.

Group Supervision (Not Direct Client Contact Hours)

Students are required to complete 100 hours of Faculty Program Clinical Supervisor-led group supervision during the practicum and internship sequence. Group supervision is held weekly for 2.5 hours by a Faculty Program Clinical Supervisor and provides opportunities for case consultation, clinical skill development, and professional growth.

Attendance and participation in group supervision are required. Students are responsible for accurately documenting all group supervision hours in Supervision Assist.

Group supervision consists of one faculty supervisor and no more than eight students. To meet program requirements, group supervision may not exceed eight students, regardless of the number of faculty supervisors present. A group that exceeds eight students does not meet program requirements, and supervision hours obtained in that setting may not be counted toward the required 100 hours.

AAMFT-Approved Supervision (Not Direct Client Contact Hours)

An AAMFT Approved Supervisor is an individual who has met the education, training, and experience requirements established by the AAMFT to provide clinical supervision to marriage and family therapists and trainees. To earn this designation, supervisors must maintain AAMFT Professional Membership, complete the required supervision training, and fulfill AAMFT's mentoring requirements. The AAMFT Approved Supervisor designation is awarded by AAMFT and is not issued by state licensing boards.

Summary of Minimum Required Direct Client Contact and Supervision Hours

	MFT 663 Practicum	MFT 753 Internship 1	MFT 763 Internship 2	MFT 773 Internship 3	Minimum total number of hours
Total face-to-face **client** contact hours	50	125	125	Hours are determined based on the individual students need	300
Face-to-face **relational client** contact hours (couples/families)	25	62.5	62.5		150 (included in 300)
Other hours of clinical experience (case conferences, staff meetings, etc.)	Whatever is required by site				
Face-to-face **site supervision** hours	16	13-16	13-16	13-16	45
Face-to-face **AAMFT supervision** hours	32.5-40	32.5-40	32.5-40	32.5-40	100
Observable Data	50 total observable data hours (must occur with a Faculty Program Clinical Supervisor)				
Other hours – session notes, research, etc.	Whatever is required by site				

1. 300 hours of **direct** client contact are required.
    a. Note: the ratio of client contact hours to supervision hours is considerably less in Internship than in Practicum. In Internship, the expectation is that the student is moving toward independent practice.
2. 50% of direct client contact hours must be **relational**.
3. A maximum of 50 group hours will be counted toward direct client contact requirements.

4. Students must accrue a minimum of 100 hours of supervision with a Faculty Program Clinical Supervisor.
5. Students must meet weekly for individual supervision with their site supervisor.
    a. Note: every week in which direct client contact hours are obtained **must** include supervision hours. If not, the direct client contact hours cannot be counted.
6. Students must complete a minimum of 50 hours of supervision with "observable data" (live supervision or video/audio recording). Observable data can only be counted in supervision with a Faculty Program Clinical Supervisor.

Tracking/Logging Hours

Students will only be required to log direct client contact hours, supervision hours, and observational data for the MAMFT Program at UTF. However, students are responsible for determining their state requirements and if that state requires indirect or non-direct hours to be recorded. Students are required to enter all hours into Supervision Assist within one (1) week of the date the activity occurred. Students are expected to encourage their onsite supervisors to review and approve their entries in a timely manner (within one week of submitting). While interns cannot control when supervisors approve hours, they can stay in close contact with their supervisors about the requirements that affect them and their progress in the program. The ability to appropriately advocate for self and maintain open and productive lines of communication with supervisors is an essential part of the clinical and professional training of MFTs. **Hours that are not entered into Supervision Assist within one (1) week of the date they were accrued will not be counted toward program requirements unless an exception is approved by the student's Faculty Program Clinical Supervisor due to documented extenuating circumstances.**

It is each student's responsibility to keep accurate records of internship activities, including clinical caseload, types of cases, audio/video recording, client contact hours with individuals, families, couples and groups, and the necessary supervisory hours. The timely documentation of clinical and supervision hours is an exercise and demonstration of professional development and counts toward the final grade in practicum. Completed forms reflecting client contact hours, on-site supervision, and on-campus supervision hours are housed in Supervision Assist and need to be signed by the respective supervisors. The hour summary maintained in Supervision Assist supersedes personal records maintained by students; therefore, it is each student's responsibility to verify there are no discrepancies in records.

Tracking Break Hours

Students may continue to accrue and document clinical hours between Practicum and Internship 1 semesters and between the Internship 1 and Internship 2 semesters, as long as they are in good standing with the program and their clinical training site and obtain clinical site supervision during all break weeks where clients are seen. Following the completion of Internship 2, students must discontinue providing clinical services no later than the final day of the semester, unless they are enrolled in Internship 3. Students may not continue to provide clinical services or accrue clinical hours without being enrolled in an UTF internship course.

Progression and Rollover of Clinical Hours

Students are expected to complete the required direct client contact and relational hours during the semester in which they are enrolled. Students who exceed the minimum required hours should continue to accurately document all clinical hours in Supervision Assist. The use of previously accrued hours to address a clinical hour deficit, as well as the amount of excess hours permitted to roll forward into a subsequent semester, is not automatic and will be determined on a case-by-case basis by the Program Director, Clinical Training Coordinator, and Faculty Program Clinical Supervisor(s). Decisions will consider student competency, educational needs, accreditation requirements, and the objectives of the clinical training sequence.

TELEHEALTH

Telehealth is the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements or guidelines in which the clinical student therapist and participant(s) are physically located. Some internship sites may provide telehealth services using HIPAA-compliant software (such as Simple Practice or Zoom for Healthcare), allowing a student intern to work remotely. In these circumstances, a site must provide a written protocol of supervisor accessibility should an urgent situation arise and the student requires support. Students can obtain documentation at the following links for more information on teletherapy guidelines (**https://amftrb.org/wp-content/uploads/2021/09/AMFTRB-Teletherapy-Guildelines-9-21.pdf**) and best practices (**https://www.aamft.org/AAMFT/Online_Education/Online_Therapy_Guidelines_2.aspx**) in the field of marriage and family therapy.

Program Telehealth Requirements

During Practicum, prior to engaging in clinical telehealth, all students are required to comply with the telehealth laws, licensing board regulations, and requirements of the state(s) in which they will provide clinical services. Because telehealth requirements vary by state, it is program policy for students to identify an appropriate telehealth training that meets the requirements of the applicable state and submit the proposed training to their Faculty Program Clinical Supervisor for written approval prior to completing the training. If the applicable state does not require formal telehealth training, students will complete a telehealth training that meets the current telehealth training requirements of the State of Georgia, which serves as the Marriage and Family Therapy Program's minimum training standard. Completion of the approved telehealth training alone does not authorize a student to provide telehealth services.

Upon completion of the approved training, students must:

- Submit documentation of completion.
- Complete the **Telehealth and Virtual Supervision Compliance Policy** (Appendix D).

- Satisfy all additional program and site requirements.

Program Oversight

The Marriage and Family Therapy Program is responsible for ensuring that students meet the telehealth requirements applicable to the state(s) in which they provide clinical service. Prior to authorizing a student to engage in telehealth services, the Faculty Program Clinical Supervisor verifies that the student has:

1. Submitted documentation of completion of an approved telehealth training.
2. Completed and submitted the Telehealth and Virtual Supervision Compliance Policy.
3. Met all applicable state-specific telehealth requirements.
4. Met all applicable clinical training site requirements.
5. Demonstrated the competencies necessary to provide telehealth services.

Once all of the above has been successfully completed, the Faculty Program Clinical Supervisor will issue a written Telehealth Clinical Authorization to the student and they may begin providing telehealth services.

The Marriage and Family Therapy Program further monitors compliance with applicable telehealth and virtual supervision requirements by conducting annual reviews of state telehealth and virtual supervision regulation, verifying applicable state educational and clinical requirements prior to each student's practicum placement and again each subsequent semester, maintaining ongoing communication with site supervisors regarding telehealth and virtual supervision requirements, and requiring students and Faculty Program Clinical Supervisors to complete a Telehealth and Virtual Supervision Compliance Policy form each semester.

State-Specific Requirements

Telehealth laws, regulations, and licensing board requirements vary by state and are subject to change. Students are responsible for complying with the telehealth requirements of the state(s) in which they provide clinical services. For example, in Georgia it is required to have obtained a minimum of six (6) continuing education hours in telemental health prior to providing telehealth services, which should be on file in Supervision Assist (Georgia Rules and Regulations Chapter 135-11).

Although live/in-person therapeutic services are optimal and should constitute the majority of the student’s direct client contact hours, telehealth hours may count toward program requirements when services are provided in accordance with program, site, and state requirements using an approved HIPAA-compliant platform. Telephone calls and other forms of communication (emails, texting, etc.) do not constitute appropriate platforms for providing therapeutic services. Additionally, it is the student’s responsibility to ensure that both they and the client engage in telehealth services in appropriate, secure settings that uphold client confidentiality (i.e., no public places).

OBSERVABLE DATA POLICIES

Observable Data Requirements

Students are required to obtain observable data as part of the clinical training experience. Observable data includes audio- or video-recorded counseling sessions for review during site supervision and Faculty Program Clinical Supervisor-led group supervision. These recordings are used to support clinical training and fulfill the program's observable data requirement. Approved clinical training sites must permit the recording of live counseling sessions in accordance with applicable laws, ethical standards, and site policies. Students must obtain a signed Informed Consent for Audio/Video Recording form from each client prior to recording and keep the signed form on file.

Secure Recording and Storage of Observable Data

Observable data must be recorded, stored and shared using approved, HIPAA-compliant methods. To protect the confidentiality and privacy of client information, audio and video therapy recordings can only be recorded and stored in Supervision Assist, which provides HIPAA-secure cloud-recording of live sessions for later playback, as well as end-to-end encryption during live and recorded video sessions.

Recordings should not be kept on flash drives or cellular devices at any time. Access to observable data is limited to the student therapist, the Faculty Program Clinical Supervisor, and other authorized individuals participating in supervision or training as permitted by applicable law, ethical standards, and site policy. Students are responsible for ensuring that all observable data are handled in accordance with HIPAA, applicable state laws, and University of Toccoa Falls policies. Any recording or storage of videos outside of the Supervision Assist platform are considered in violation of UTF policies and procedures.

It is required that all sessions recorded in Supervision Assist must be immediately shared with the student's Faculty Clinical Program Supervisor and remain shared until the retention period expires or permission is granted by the Faculty Clinical Program Supervisor to delete it.

Retention Period of Observable Data

The retention for therapy recordings in Supervision Assist is 365 days maximum.

By adhering to these guidelines, the University of Toccoa Falls aims to uphold the principles of privacy and confidentiality outlined in applicable rules, regulations, and professional standards while harnessing the benefits of audio/video therapy recordings for educational and therapeutic purposes.

EVALUATIONS OF STUDENT CLINICAL WORK

Site Supervisor Evaluation

Site supervisors are responsible for completing written evaluations to assess the student intern's progress, strengths, and growth areas. This data is collected at mid-term and then again at the end of each semester. Site supervisors should provide frequent verbal feedback to aid the student in developing clinical skills. It is each student's responsibility to ensure their site supervisor completes both the mid-term and final evaluation in Supervision Assist each semester (Appendix E). Failure to submit the site supervisor evaluations by the deadline will adversely affect the final grade.

In addition to formal evaluations, Faculty Program Clinical Supervisors maintain regular communication with site supervisors throughout the practicum and internship experience to discuss student progress, supervision, professional development, and any concerns related to the clinical placement. Communication may also include discussion of applicable telehealth and virtual supervision requirements, when relevant, and is documented in accordance with program policies.

Faculty Program Clinical Supervisor Evaluation

Faculty program clinical supervisors are responsible for completing a written evaluation to assess the student intern in three main categories: practice, diversity, and legal, ethical, and professional. This data is collected at the end of each semester and constitutes a large portion of the final grade. The Faculty Program Clinical Supervisor evaluation of student clinical experience is completed in Supervision Assist (Appendix F). The student intern's Faculty Program Clinical Supervisor will go over the final evaluation of them at the end of each semester.

CHANGES IN PLANNED PROGRAM OF STUDY

When a student is accepted for a practicum and agrees to/signs the internship contract, the student becomes the link between the sponsoring agency and the MFT Program. In accepting this responsibility, students are expected to fulfill their obligations to the practicum site during the specified period of time that is negotiated in the formal practicum/internship contract (i.e. a minimum of one year). Should the student experience extenuating life circumstances that require them to work part-time or step away from their duties as an intern for an extended period of time, they should communicate proactively with the site-supervisors and provide ample notice for adjustments to be made. Additionally, the student should immediately notify their Faculty Program Clinical Supervisor to develop a plan for progression toward graduation. The student should understand that this will postpone their graduation from the program and require

additional semesters in practicum or internship in order to meet program requirements. Every effort should be made to honor the students' commitment set forth at the beginning of the semester and mid-semester disruptions should be avoided when possible.

Only in rare circumstances when steps toward remediation have been exhausted and after consulting with site supervisor(s) and UTF contacts, can a student withdraw from their internship site prematurely. When all parties agree that withdrawal is the only viable option, a student should provide a minimum of 2-weeks' notice to his/her site supervisor. The student should follow verbal notification with written notification of the withdrawal. It is important for the students' clients, site supervisor, the student, and the MAMFT Program that an appropriate, ethical withdrawal occurs.

Students must ensure that no breach in the contract that they have established with the practicum/internship site supervisor is permitted without first consulting and then securing the permission of the MAMFT Clinical Training Coordinator (Dr. Franchesca Meyers). It is necessary to follow this procedure. Unilateral changes by an intern can have untoward repercussions upon clients, as well as a significant impact upon a site, its operations, and its ability to deliver services. Further, a breach of contract can impact the program's relationship with the site, potentially jeopardizing further student placements.

COMPLETING CLINICAL TRAINING

The Practicum/Internship sequence spans a minimum of one year, assuming the student is able to accrue the minimal requirement of direct client contact hours each semester and satisfactorily complete the required coursework in each class. Students should expect to complete all clinical training requirements during Internship 2. If students successfully follow their degree plan, they will finish Internship 2 and all clinical training requirements during the same semester they complete all other academic coursework and graduation requirements.

Ending Your Practicum/Internship Experience

Once all Practicum/Internship requirements are completed, the Faculty Program Clinical Supervisor will review all hour requirements to ensure program standards were met. The Faculty Program Clinical Supervisor will also verify that students have submitted all required documents and received a final score of 80% or higher in all courses in the clinical training sequence (Practicum, Internship 1, Internship 2, and Internship 3 if needed). Once that is successfully verified, they will approve final grade and graduation status with the Registrar. For specific questions on degree conferral, students should contact the Registrar directly.

Licensure Paperwork

The University of Toccoa Falls MAMFT program encourages students to seek associate licensure in their chosen state after graduation. Faculty Clinical Program Supervisors will

provide student interns with relevant information related to obtaining associate licensure as a marriage and family therapist. However, as stated above, students are ultimately responsible for researching licensure requirements in their state and submitting any necessary paperwork to the appropriate parties. Faculty and/or staff will provide verification of program completion in support of state credentialing and employment for graduates upon request. When applying for state licensure and completing the necessary paperwork, students should submit it to their Faculty Clinical Program Supervisor directly. If they are unable to reach their Faculty Clinical Program Supervisor, they should contact the Clinical Training Coordinator or the Program Director.

GLOSSARY AND APPENDICES

Glossary

AAMFT Approved Supervisor: an individual who has satisfied all of the academic, clinical requirements, and supervisory training requirements set by the AAMFT to be designated an AAMFT Approved Supervisor.

AAMFT Code of Ethics: the document of professional conduct set forth by the AAMFT.

AAMFT Supervisor Candidate: an individual who has contracted with an AAMFT Approved Supervisor and is working towards meeting the criteria to become an AAMFT Approved Supervisor.

Clinical Training Coordinator (CTC): supports the clinical training sequence of the MFT program and oversees the internship application review process. The CTC works collaboratively with the PD to support alignment of the MFT clinical training program with COAMFTE accreditation standards and program requirements.

Communities of Interest: stakeholders of the program that may include but are not limited to students, administrators, program core and non-core faculty, program clinical supervisors, consumers, graduates, germane regulatory bodies, and diverse/marginalized/underserved groups within these communities.

Core Faculty Members: hold an annual contracted position with the UTF and 50% or more of their assigned role is specific to the MAMFT program. Core faculty members share responsibility for the creation, evaluation, revision, and maintenance of the program's outcome-based education framework, curriculum, policies, and procedures. Core faculty demonstrate professional identity as a marriage and family therapist and contribute to the MFT profession in various ways such as scholarship, research, teaching, MFT relational/systemic supervision, practice, and/or service.

Diverse, Marginalized, and/or Underserved Communities: refers to groups from non-majority populations currently discriminated against and underrepresented with regard to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language.

Faculty Program Clinical Supervisor: a UTF faculty member acting in a supervisory capacity to provide MFT relational/systemic supervision. They have an established professional identity as a marriage and family therapist, and have training in MFT relational/systemic supervision, including designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate. Faculty Program Clinical Supervisors teach practicum and internship courses in which they provide weekly virtual group supervision throughout the academic year.

Program Director (PD): a core faculty member with the primary responsibilities to provide oversight to the overall operations of the education and practice components in the MAMFT program. The program director is responsible for overseeing the curriculum, the clinical training sequence, managing all core and non-core faculty members, and ensuring the quality of the MAMFT program.

Site Supervisors: a supervisor located at the student's approved practicum/internship site based upon a review of their qualifications and other information they have provided as part of the site application process to assess their ability to meet program requirements and provide the experiences that will support the activities required by the program for graduation. Site supervisors must hold a minimum of a master's degree and be licensed and in good standing with their state board to practice psychotherapy independently providing mental health services in the appropriate state.

Student Fitness: involves any physical, mental, or emotional impairment that has a direct impact on the student's ability to develop academic and/or clinical competency.

Teletherapy: the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.

Virtual Supervision: the process of delivering synchronous MFT relational/systemic supervision using a secure video platform. Online supervisory interaction must be compliant with relevant state, federal, and provincial regulations for the location in which the clinical student therapist and supervisor are physically located.

Appendix A

Marriage & Family Therapy Program

Student Acknowledgment: Receipt and Review of the Practicum/Internship Information

By signing this document, you are acknowledging you have access to/received the Internship Information for the Marriage & Family Therapy (MFT) Program at University of Toccoa Falls (UTF) which includes information about the practicum and internship requirements, policies, and procedures. Additionally, all necessary forms for Internship Application and recording of hours is included in this document. We request that students read the document carefully and keep it available as a reference throughout the Program. This document and all of the necessary forms for Practicum and Internship can be retrieved online on the MFT Student Resources course page on *myutf*.

Your signature below indicates that you have read the complete document and that you understand and agree to abide by its policies and procedures.

If you have any questions regarding any of the information in the document, please contact the Program Director or Clinical Training Coordinator.

Student Name: _____

Student Signature: _____

Date: _____

PLEASE PRINT, SIGN AND SCAN THIS form and email it to the Clinical Training Coordinator (fmeyers@utf.edu) before you begin MFT 663 Practicum.

Appendix B

Completed Therapy Verification Form

A pre-/co-requisite for practicum and internship enrollment is the successful completion of six (6) one-hour individual therapy sessions OR three (3) individual therapy sessions AND three (3) couple or family (termed conjoint) therapy sessions. Students beginning practicum who have not yet completed this requirement will need to do so by their first practicum semester's end. The student is required to see a Licensed Marriage and Family Therapist, Licensed Professional Counselor, Licensed Clinical Social Worker, or Licensed Psychologist who is in good standing with their state board. Associate level or non-licensed individuals cannot be used for this assignment.

*Session 1: Date*_____ *Individual or Conjoint:* _____

*Session 2: Date*_____ *Individual or Conjoint:* _____

*Session 3: Date*_____ *Individual or Conjoint:* _____

*Session 4: Date*_____ *Individual or Conjoint:* _____

*Session 5: Date*_____ *Individual or Conjoint:* _____

*Session 6: Date*_____ *Individual or Conjoint:* _____

Student Signature: _____

Licensed Therapist's Name (Print): _____

Licensed Therapist's Signature: _____

License Number and Expiration Date: _____

Appendix C

Practicum and Internship Site Agreement

Student Name:

Name of Academic Program: MAMFT

Name of Site:

Site Supervisor:

Supervisor Email and Phone #:

Credentials/License:

License #:

On behalf of UTF's Master of Arts in Marriage and Family Therapy Program, thank you for your interest in partnering with us to ensure an optimal training experience for our practicum students and interns. Your collaboration is greatly appreciated, and we hope that our students will enhance your programs and services as they gain valuable clinical experience.

This agreement presents our commitments to one another and outlines the requirements of our clinical sites. Please review the terms carefully to ensure all standards are met.

I attest that I will serve as the student's designated supervisor and that I meet the following criteria:

_____ I have acquired a master's or doctoral degree and possess an active state professional license (as a LMFT, LPC/LMHC, LCSW/LMSW, or Licensed Psychologist) and am in good standing with my state licensing board.

Optional criteria (please only indicate if you meet both of the following):

_____ demonstration of professional identity as a marriage and family therapist,

AND

_____ demonstration of training in MFT relational/systemic supervision by **ONE** of the following:

> _____ A graduate course in MFT relational/systemic supervision equivalent to three semester credit hours
>
> _____ Postgraduate professional education in MFT relational/systemic supervision of at least 30 clock hours
>
> _____ A state-established MFT supervisor designation that includes relational/systemic supervision training

_____ Designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate

Please upload a copy of your resume or curriculum vitae in Supervision Assist or send via email to **fmeyers@utf.edu**.

Supervision Requirements:

1. A clinical training site must ensure that a clinical supervisor (meeting the above criteria) remains onsite and accessible to students while the student is in contact with clients (practicing either group, individual, couple, or family therapy). To ensure safety and compliance with ethical standards, no student shall provide client services without an onsite supervisor present. Students providing in-home or telehealth services to clients must have a signed written policy in place for responding to crisis situations, and a licensed supervisor must be accessible to them in troubleshooting any issue that arises.
2. As the designated supervisor, you will need to provide weekly individual or dyadic (two students maximum) supervision for a minimum of one hour (virtual or in-person). In addition, students will receive two hours of weekly group supervision with a UTF faculty member as part of their coursework. However, academic supervision cannot replace the supervision requirement at their site.
3. In order for students to have the continuity necessary to benefit from their clinical experience, we ask that you commit to providing one full year of student supervision. Typically, this year will coincide with the calendar year. Once you have completed one full year of student supervision, we ask that you indicate whether you are interested in continuing for the next academic year if there is another student in your area.
4. A minimum of 50 hours of supervision with Observable Data (live supervision, co-therapy, supervision via video/audio recording) is required over the span of the one-year practicum/internship experience. Students will be responsible for obtaining clinical data in audio/video recordings using a HIPAA-compliant software (Supervision Assist), as well as tracking this supervision and recording it accurately.
5. In accordance with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), our program is committed to serving "Communities of Interest," which are defined as stakeholders of the program that may include but are not limited to students, administrators, faculty, supervisors, consumers, graduates, germane regulatory bodies, and diverse/marginalized/underserved groups within these communities. Your signature below indicates that you confirm students will have an opportunity to service these populations as interns.
6. To avoid conflicts of interest/dual roles, students are generally not permitted to be paid employees of the organization/program in which they intern. Exceptions to this rule may be approved by the Clinical Training Coordinator, who can discuss appropriate provisions.
7. Supervisors are responsible for completing written evaluations to assess the student's progress, strengths, and growth areas. This data is collected at mid-term and then again at

the end of each semester. Supervisors provide frequent (weekly) verbal feedback to aid the student in developing clinical skills.

8. Supervisors must confirm the student's client contact and supervision online logs on Supervision Assist to verify the information entered is accurate. The designated site supervisor will receive access and training to our clinical software program, Supervision Assist. Students should enter their client contact and supervision information weekly, which the supervisor should sign off on weekly.

Please note: UTF may terminate the relationship if the supervision requirements are not met.

Student Requirements:

Students will complete a three-semester clinical rotation spanning twelve months (though students may step in and out of the program and courses depending on life circumstances), consisting of Practicum, Internship 1, and Internship 2. During Practicum, students will be responsible for orienting to their site, completing required trainings, and shadowing more seasoned therapists (such as conducting group therapy co-facilitation or co-therapy). They are expected to accrue 50 hours of direct client contact hours. This includes intakes, biopsychosocial assessments, group facilitation, and individual, couple, and family therapy. In Internship 1, students will need to obtain 125 direct client contact hours and will begin working more autonomously with clients. They are expected to attend mandatory trainings and attend staffing/treatment team meetings. Internship 2 will require 125 additional direct client contact hours and students are expected to function independently under supervision in preparation for graduation and becoming registered Associate Marriage and Family Therapists. The transition between this final practicum and employment should be seamless (i.e., they should function comparably to your other pre-licensed therapists). PLEASE NOTE: Half of all hours accrued must be relational, which means joint sessions with couples or two or more family members. Thus, 25 relational hours will be accrued in Practicum, 62.5 in Internship 1, and 62.5 in Internship 2.

Please note: Students are not deemed employees **or** independent contractors and they will maintain their own professional malpractice insurance.

What You Can Expect:

Students are expected to be engaged, teachable, and professional in their interactions with clients, supervisors, and personnel. They come to you with one year of completed graduate course work and should have a strong foundational knowledge of ethics, therapeutic modalities, and basic counseling skills. However, they will require support, guidance, and empowerment as they hone their skills. We hope that student placement will be beneficial to your organization and allow you to service more clients. As an internship site, you are permitted to charge client fees for the students' services if you so choose.

UTF is committed to providing quality instruction from a Christian worldview. As such, some of our internship sites provide religious-based counseling services while others may not. If religious

counseling is included as part of the services your organization provides, this should be clearly outlined in your informed consents.

You are encouraged to contact the Clinical Training Coordinator, Dr. Franchesca Meyers, LMFT at **fmeyers@utf.edu** if you encounter any issues or concerns with a student (e.g., a pattern of lateness, not maintaining client confidentiality, ethical questions or breaches, lack of professional behavior or attitude, abuse reporting, etc.). Alternatively, you may contact UTF's MFT Program Director, Dr. Jamie Brodarick, at **jbrodarick@utf.edu**. Appropriate action will be taken to remediate the issue (i.e., advising the student, completing additional training, or disciplinary action).

As a partnering site, you must show professional liability coverage with limits of at least $2 million/$2 million. University of Toccoa Falls and the host site shall indemnify, defend, and hold the other party, and its affiliates, directors, officers, employees and agents harmless from and against any and all third party claims, demands, damages, costs, expenses (including reasonable attorneys' fees), losses and liabilities incurred which directly arise out of or relate to (i) the indemnifying party's breach of any material term of this Agreement; or (ii) any act or omission constituting gross negligence or willful misconduct of the indemnifying party or the indemnifying party's affiliated entities, directors, officers, employees or agents.

Student Signature: **Date:**

Site Supervisor Signature: **Date:**

Vice President of Academic Affairs Signature: **Date:**

Clinical Training Coordinator Signature: **Date:**

Program Director Signature: **Date:**

Appendix D

Telehealth and Virtual Supervision Compliance Policy

Students and Program Clinical Supervisors and on-site supervisors agree to comply with the following concerning providing telehealth services and virtual supervision. Please initial each line, obtain all appropriate signatures, and email this document to the Program Director.

____ Abide by all University of Toccoa Falls (**https://my.utf.edu/i-t-department/**) and Marriage and Family Therapy Program policies and procedures regarding use of technology as found in the most recent version of the MAMFT Clinical Training Handbook.

____ Read and understand the portions of the most current American Associated Marriage and Family Therapy (AAMFT) Code of Ethics (**https://www.aamft.org/AAMFT/web/Action-Advocacy/Code-of-Ethics-New.aspx**) pertaining to

- Knowledge of regulatory standards (3.2)
- Standard VI Technology Assisted Professional Services

____Read and understand AAMFT Best Practices in Online Practice of Couple and Family Therapy, available free online through AAMFT (**https://www.aamft.org/Online_Education/Online_Therapy_Guidelines_2.aspx**)

____ Obtain and maintain in working order all necessary equipment for conducting teletherapy and virtual supervision.

____ Conduct teletherapy and virtual supervision ONLY in a secure location that is quiet, private, and free from distractions.

____ Agree not to take pictures, screenshots, recordings, or video during session unless discussed and having obtained a written signed informed consent form PRIOR to the session and for educational purposes only.

____ Conduct teletherapy and virtual supervision using ONLY HIPAA compliant platform provided or approved by the program.

____ Comply with teletherapy and virtual supervision standards of care including obtaining all informed consent and appropriate documents from clients PRIOR to commencing teletherapy and regularly confirming client and student therapist's identity and location.

____ Discuss with client and student therapists risks and benefits of teletherapy and virtual supervision PRIOR to commencing teletherapy and virtual supervision.

____ Use the Telehealth Checklist in Moodle for EACH telehealth session to ensure that both the clients and student therapists continue to be appropriate for teletherapy, including but not limited to understanding technology, being able to utilize required technology, are able to be in a secure, private location, are not in danger of self- harm or harm to others and are not chemically compromised.

____ Continuously monitor client's symptoms to determine if a referral to an in-person therapy format is warranted.

____ Comply with emergency protocols, which include but are not limited to confirming the client's current location, obtaining contact information for emergency contacts, and having access to supervisor's contact information during teletherapy and virtual supervision sessions.

____ Store and maintain all client and student therapist data in a confidential manner.

____ Abide by the local, state, and provincial requirements and regulations where the client, student therapist, and supervisor are located.

____ Abide by your state's regulatory requirements for telehealth and virtual supervision.

Student Therapist Name (print): _____

Student Signature: _____ Date: _____

Site Supervisor Name (print): _____

Site Supervisor Signature: _____ Date: _____

Program Clinical Supervisor Name (print): _____

PCS Signature: _____ Date: _____

Appendix E

Site Supervisor Evaluation of Student Clinical Experience

This form is accessible and will be completed within Supervision Assist

This form should be completed once at the semester mid-term point and once at the end of the semester. The supervisor should review this form with the student to facilitate their professional development.

Date:
Student Name:
Site:
Site Supervisor:

Please select one:
Mid-Term Evaluation (mid-point in semester)
Final Evaluation (end of semester)

Please select one:
Practicum
Internship 1
Internship 2
Other

Please rate the student on the following using a 5-point scale (1 point indicates that the intern failed to demonstrate the competency all or most of the time, 2 points indicates the intern demonstrates some competency, but does so inconsistently, 3 points indicates a satisfactory or average achievement of the competency, 4 points indicates advanced competency, 5 points indicate master or expert competency). Please provide constructive commentary on rankings below 3. If the student-intern did not have an opportunity to demonstrate a competency, please select N/A.

INTERPERSONAL SKILLS

1. The student-intern demonstrates collaboration in using a team approach to their work at the site. (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern demonstrates humility and teachability when given constructive feedback from fellow staff/supervisors. (1, 2, 3, 4, or 5)
   Comments:
3. The student-intern demonstrates a strength-based and non-judgmental stance and is able to identify clients' strengths and resources within their socio-cultural context. (1, 2, 3, 4, or 5)
   Comments:
4. The student-intern demonstrates an ability to build rapport with clients, and prioritizes customer service in meeting the needs of the site's constituents. (1, 2, 3, 4, or 5)

Comments:

PROFESSIONALISM

1. The student-intern maintains regular and timely attendance, and follows appropriate communication protocols if they need to be absent. (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern establishes and maintains appropriate boundaries and relationships with clients, site colleagues, and site supervisors. (1, 2, 3, 4, or 5)
3. The student-intern proactively communicates/seeks out supervision or consultation with appropriate parties when they have a client concern, clinical need, or require support. They then use this feedback to advance their clinical skills. (1, 2, 3, 4, or 5)
   Comments:

MULTICULTURAL COMPETENCY

1. The student-intern displays cultural curiosity and a commitment to understand cultural constructs and factors that affect clients and their family systems. Issues of diversity, inclusion, and social justice are considered and addressed in clinical work. (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern is able to monitor and manage attitudes, assumptions, biases, and personal issues to ensure they do not impact the therapy process adversely. (1, 2, 3, 4, or 5)
   Comments:
3. The student-intern demonstrates competence in developing culturally appropriate and theoretically consistent interventions (1, 2, 3, 4, or 5).
   Comments:

DOCUMENTATION

1. The student-intern demonstrates knowledge of agency policies and procedures and follows all site requirements, including file management, record keeping, and timely submission of paperwork. (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern submits quality documentation (intakes, treatment plans, assessments, progress notes, etc.) reflective of sound clinical skills. (1, 2, 3, 4, or 5)
   Comments:

ETHICAL DECISION MAKING

1. The student-intern is able to take appropriate action when ethical/legal dilemmas emerge. (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern assesses risk and manages emergency situations, and intervenes when clinically indicated and/or legally mandated, taking appropriate actions (including developing safety plans as needed). (1, 2, 3, 4, or 5)

Comments:

3. The student-intern adheres to ethical, legal, and professional guidelines and follows all applicable HIPAA privacy and security rules, including the use of technology (i.e. cell phones, fax machines, websites, online supervision, teletherapy platforms, electronic records, social networking, etc). (1, 2, 3, 4, or 5)
   Comments:

CLINICAL SKILLS

1. The student-intern demonstrates clinical skills consistent with their training in systemic frameworks (asking relational questions, validating multiple perspectives, identifying contextual factors, etc.). (1, 2, 3, 4, or 5)
   Comments:
2. The student-intern demonstrates skills in assessing the various aspects of the client system, forming hypotheses, and diagnosing the client system in order to guide therapeutic interventions. (1, 2, 3, 4, or 5)
   Comments:
3. The student-intern is able to articulate coherent conceptualizations in supervision. (1, 2, 3, 4, or 5)
   Comments:
4. The student-intern can develop effective and appropriate treatment plans through goal formulation, selection of interventions, monitoring of progress toward goals, and termination planning. (1, 2, 3, 4, or 5)
   Comments:
5. The student-intern manages intensity in the session while remaining respectful to the client(s) and their contexts. (1, 2, 3, 4, or 5)
   Comments:

What specific areas of growth have been demonstrated in the student-intern's performance thus far?

What specific areas require additional development and/or monitoring?

Student Concerns/Feedback:

Site Supervisor Signature: **Date:**

Appendix F

Faculty Program Clinical Supervisor Evaluation of Student Clinical Experience

This form is accessible and will be completed within Supervision Assist

This form should be completed once at the end of the semester. The faculty program clinical supervisor should review this form with the student to facilitate their professional development.

Date:
Student Name:
Site:
Site Supervisor:

Please select one:
Practicum
Internship 1
Internship 2
Other

Please rate the student on the following using a 3-point scale (1 point indicates that the intern failed to demonstrate the competency at all or does so inconsistently, 2 points indicates an average achievement of the competency with minor exceptions, 3 points indicates advanced competency). Please provide constructive commentary on rankings below 3. If the student-intern did not have an opportunity to demonstrate a competency, please select N/A.

PRACTICE

1. The student-intern presents observable data that shows evidence of clinical skills consistent with their training in systemic frameworks (building rapport, asking relational questions, validating multiple perspectives, identifying contextual factors, etc.) (1, 2, or 3)
   Comments:
2. The student-intern demonstrates the ability to apply research and evidence-based practice of systemic family therapy models, including model-based interventions and techniques. This has been reviewed through observable data in the form of audio and/or video recordings or live observation of sessions. (1, 2, or 3)
   Comments:
3. The student-intern demonstrates skills in assessing the various aspects of the client system, forming hypotheses, and diagnosing the client system (individual, couple, and family) in order to guide therapeutic interventions consistent with a systemic perspective. (1, 2, or 3)
   Comments:

DIVERSITY

1. The student-intern can facilitate a safe therapeutic environment and demonstrate a non-judgmental, compassionate stance when working with clients, particularly when treating clients from diverse or marginalized communities. (1, 2, or 3)
   Comments:
2. The student-intern is able to apply global awareness and facilitate a broader understanding of diverse perspectives and other cultures when conducting therapy. Issues of diversity, inclusion, and social justice are considered and addressed in clinical work. (1, 2, or 3)
   Comments:

LEGAL, ETHICAL, AND PROFESSIONAL

1. The student-intern consistently submits quality documentation (intakes, case conceptualizations, treatment plans, assessments, progress notes, etc.) reflective of sound clinical skills and founded in evidence-based practices. (1, 2, or 3)
   Comments:
2. The student-intern explains ethical decision making and clinical judgement consistent with a biblical worldview perspective (1, 2, or 3)
   Comments:
3. The student-intern demonstrates the ability to apply the AAMFT Code of Ethics by taking appropriate action when ethical/legal dilemmas emerge, including assessing risk and managing emergency situations, and intervening when clinically indicated and/or legally mandated, taking appropriate actions (including developing safety plans as needed). (1, 2, or 3)
   Comments:
4. The student-intern adheres to ethical, legal, and professional guidelines and follows all applicable HIPAA privacy and security rules, including the use of technology (i.e. cell phones, fax machines, websites, online supervision, teletherapy platforms, electronic records, social networking, etc). (1, 2, or 3)
   Comments:
5. The student-intern is able to manage self-of-the-therapist factors by monitoring and managing attitudes, assumptions, biases, and personal issues to ensure they do not impact the therapy process adversely, including when working with clients who have different worldviews or hold diverse personal values. (1, 2, or 3)
   Comments:
6. The student-intern utilizes supervision appropriately, including proactively communicating/seeking out supervision with suitable parties when they have a client concern, clinical need, or require support and using supervision feedback to advance their clinical skills. (1, 2, or 3)
   Comments:
7. The student-intern maintains regular and timely attendance, follows appropriate communication protocols if they need to be absent from supervision, and engages

professionally with peers during group supervision. They also engage in accurate record-keeping, including the weekly submission of clinical hours. (1, 2, or 3)
Comments:

What specific areas of growth have been demonstrated in the student-intern's performance thus far?

What specific areas require additional development and/or monitoring?

Student Concerns/Feedback:

Faculty Program Clinical Supervisor Signature: **Date:**

Appendix G

Evaluation of Practicum/Internship Site and Site Supervisor Form

This form is accessible and will be completed within Supervision Assist

All practicum/internship students are required to complete an evaluation of their site and supervisor at the conclusion of the course. Please note that this evaluation will be kept **confidential** and will not be shared with your site or supervisor. This information helps the program assess the quality and effectiveness of clinical sites and supervisors so that we may improve practicum/internship opportunities in the future.

Student Name:
Site Supervisor Name:
Site Name:
Date:

Use the scale provided below to rate your practicum/internship site and supervisor by circling the appropriate number:
1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Strongly Agree

SITE EVALUATION

1. The site provided me with sufficient orientation to its mission, purpose, culture, policies and procedures. (1, 2, 3, or 4)
   Comments:
2. The staff were open and helpful to my experience. (1, 2, 3, or 4)
   Comments:
3. The tasks and experiences helped me meet my learning goals and objectives. (1, 2, 3, 4, or 5)
   Comments:
4. I would recommend this site to future students. (1, 2, 3, or 4)
   Comments:

SITE SUPERVISOR EVALUATION

1. My supervisor was conscious of my needs as a student. (1, 2, 3, or 4)
   Comments:
2. My supervisor made my responsibilities clear to me. (1, 2, 3, or 4)
3. My supervisor assigned an appropriate amount of work. (1, 2, 3, or 4)
   Comments:
4. My supervisor provided regular supervision and assistance. (1, 2, 3, or 4)
   Comments:

5. My supervisor provided me with regular and helpful feedback on my performance. (1, 2, 3, or 4)
   Comments:
6. I would recommend this supervisor to future students. (1, 2, 3, or 4)
   Comments:

Comments: (Please provide a specific explanation for any rating of 1 or 2)

Student Signature: **Date:**

Appendix H

Evaluation of Faculty Program Clinical Supervisor Form

All practicum/internship students are required to complete an evaluation of their faculty program clinical supervisor at the conclusion of the course. Please note that this evaluation will be kept **confidential** and will not be shared with your faculty program clinical supervisor. This information collected is used to evaluate faculty program clinical supervisors' effectiveness and contributions, identify opportunities for professional development, and support continuous program improvement.

Student Name:
Faculty Program Clinical Supervisor:
Semester:
Date:

Use the scale provided below to rate your faculty program clinical supervisor by circling the appropriate number:
1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Strongly Agree

Faculty Program Clinical Supervisor Evaluation:

1. My faculty program clinical supervisor made positive contributions to the program. (1, 2, 3, or 4)
   Comments:

2. My faculty program clinical supervisor is effective in the role as a supervisor. (1, 2, 3, or 4)
   Comments:

3. My faculty program clinical supervisor was knowledgeable regarding program policies, accreditation expectations, and clinical training requirements. (1, 2, 3, or 4)
   Comments:

4. My faculty program clinical supervisor was available and responsive when questions or concerns arose and provided constructive, timely, and meaningful feedback. (1, 2, 3, or 4)
   Comments:

5. My faculty program clinical supervisor encouraged reflection on diversity, equity, inclusion, and culturally responsive clinical practice. (1, 2, 3, or 4)
   Comments:

Comments: (Please provide a specific explanation for any rating of 1 or 2)

Student Signature: **Date:**

Appendix I: Supervision Sites Directory (most current offerings accessible in Supervision Assist)

Appendix J: Sample Client Contact Logs (accessible in Supervision Assist)

Appendix K: Sample Supervision Logs (accessible in Supervision Assist)

Appendix L

Post-Graduation Information and Resources

During Internship 2, students should begin to prepare for their professional transition in becoming post-graduate Associate Marriage and Family Therapists. Since licensure requirements for LMFTs vary by state, students will work closely with a UTF faculty mentor and/or the Clinical Training Coordinator to understand their state-specific requirements (including continuing education requirements, applying for the designation, and submitting required materials such as transcripts).

Registering with your State Board

Students should refer to the American Association of Marriage and Family Therapists MFT State Licensing Boards for current information on their state licensure requirements. Visit **https://www.aamft.org/web/web/Membership/State-and-Provincial-Resources/MFT-State-Resources.aspx** for information on each state. Once your degree is conferred and all MAMFT program requirements have been met, you may submit an application with your state licensing body to become a registered Associate Marriage and Family Therapist.

National MFT Exam

As part of the licensure process, all pre-licensed Associate Marriage and Family Therapists are required to pass the National MFT Exam prior to achieving full licensure as a LMFT. For additional information and resources on the exam, visit: **https://amftrb.org/your-exam-roadmap/.**

Securing Employment and Qualified Supervision

Once students are registered as pre-licensed Associate Marriage and Family Therapists and working on occurring post-graduate hours, they are encouraged to seek out supervision from an AAMFT Approved Supervisor or an AAMFT Approved Supervisor Candidate, who is also licensed in the state in which they practice. For a current directory, please visit **https://aamft.org/Supervision/Search/Find_a_Supervisor.aspx.**