

Online Marriage and Family Therapy Student Handbook

**College of Graduate and Professional Studies
ACU Dallas**

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Welcome!

Welcome to Online Marriage and Family Therapy at Abilene Christian University. You are part of a group of people selected through careful consideration, and we are glad you have chosen to complete your MFT education with us. During the program, you will be challenged in a variety of ways -- academically, emotionally, mentally, and spiritually. You will learn new ways of viewing relationships and new ideas about how to create change within relationship patterns, and you will grow as a person and in your own relationships.

Your academic and clinical experiences will be significant. Academically, your journey will be guided by official policy as determined by the University. Clinically, your journey will be guided by MFT program policies. You will be given the opportunity to earn 500+ hours of client contact and 100+ hours of supervision within the context of the program.

This Handbook is designed to be an aide to you during the program. It will provide much of the information necessary to complete your journey successfully. It does not, however, supersede any official university policies. It is your responsibility to be familiar with the ACU Student Catalog and Handbook.

This handbook may be updated as you progress through the program, and you will be notified in writing if changes are made. You are responsible for being familiar with the most current version of this handbook. When situations arise that are not addressed in this manual, please consult with the Program Director.

We hope your professional and personal journey to become a marriage and family therapist is rewarding and challenging!

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Mission Statements

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

The mission of MFT Online is to graduate clinically competent, ethical, and professionally engaged marriage and family therapists. This mission is accomplished through equipping MFT students to:

- Provide effective intervention to diverse couples, families, and individuals dealing with a range of relational and mental health issues from a systemic perspective;
- Critically reflect on MFT research and utilize research findings to inform evidence-based practice;
- Engage in ethical decision-making processes; and
- Cultivate a sense of vocation informed by Christian principles.

Program Goals and Student Learning Outcomes

Program Goals	Student Learning Outcomes
1.Demonstrate competency in the practice of systemic therapy with diverse couples, families, and individuals.	<p>1.1 Understand foundational systems concepts, theories, and techniques of marital, couple, and family therapy.</p> <p>1.2 Recognize contextual and systemic dynamics with a commitment to diversity and inclusion.</p> <p>1.3 Understand principles of human development, human sexuality, gender development, psychopathology, psychopharmacology, couples processes, & family development processes.</p> <p>1.4 Distinguish differences between content and process issues.</p> <p>1.5 Describe sufficient understanding of relevant biomedical issues, language, culture, various disciplines, and providers in healthcare systems.</p>
2. Demonstrate competency in assessing, hypothesizing and diagnosing.	<p>2.1 Develop systemic hypotheses and assess family history and dynamics from a systemic perspective.</p> <p>2.2 Recognize contraindications for couples and family therapy.</p> <p>2.3 Understand behavioral health disorders including the epidemiology, etiology, phenomenology, effective treatments, course, & prognosis.</p> <p>2.4 Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.</p>
3. Demonstrate competency in designing and conducting systemic treatment.	<p>3.1 Know which models, modalities, and/or techniques are most effective for presenting problems and apply them to diverse couples and families.</p> <p>3.2 Understand theories of group psychotherapy and apply them to specific populations within a systemic framework.</p> <p>3.3 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.</p>
4. Demonstrate competency in evaluating ongoing process and terminating treatment.	<p>4.2 Develop measurable outcomes, treatment goals, treatment plans, and after-care plans with an eye toward termination.</p>
5. Demonstrate competency in managing crisis situations.	<p>5.1 Understand how crisis and trauma impact the family system.</p> <p>5.2 Manage risks, crises, and emergencies using recognized standards of practice.</p>

6. Demonstrate competency in maintaining ethical, legal, and professional standards.	6.1 Know state, federal, & provincial laws & regulations as well as professional ethics and standards for clinical practice and research.
	6.2 Understand the process of making an ethical decision and recognize dilemmas in which ethics, laws, and professional liability apply.
	6.3 Monitor attitudes, personal well-being, personal issues, and personal problems and ascertain their influence on ethical practice.
	6.4 Articulate a personal spiritual/religious perspective on the discipline of marriage and family therapy.
7. Demonstrate competency in understanding, critically evaluating, and clinically applying relational/systemic research.	7.1 Understand the relationship between research and evaluative practices.

Respect for Diversity

The Online Marriage and Family Therapy (MFT) program is committed to creating a learning context that is characterized by the inclusion of multiple groups in the student body and faculty. Further, the faculty and program leadership view matters of diversity as integral to the foundational curriculum and foundational practice component. The program defines diversity as acknowledgment and acceptance of individual factors including but not limited to: race, age, gender, ethnicity, gender identity, sexual orientation, housing status, immigration status, socioeconomic status, disability, health status, and religious and spiritual practices. The program aspires to include representation of these contextual factors in the student body and faculty.

The university's mission is to "educate students for Christian service and leadership throughout the world." The mission of MFT Online is to graduate clinically competent, ethical, and professionally engaged marriage and family therapists. More specifically, students and graduates will provide effective intervention to diverse couples, families, and individuals and cultivate a sense of vocation informed by Christian principles.

Our calling as people of faith is to be Christ's body for mission and service in the world. As faculty and students in ACU's online marriage and family therapy program, we aspire to serve our clients faithfully by learning the science of marriage and family therapy and applying it skillfully and ethically. The course of study in the program requires a commitment to the Christian principles of honesty, integrity, and hospitality. It is with the principle of hospitality in mind that we aspire to celebrate the gift of diversity by employing faculty and recruiting students with diverse ethnicities, experiences, interests, abilities, and training. Because the program aspires to graduate clinically competent, ethical, and professionally engaged marriage and family therapists, the curriculum and practice component seeks to be enriched by diverse ideas, thoughts and perspectives.

Faculty and staff within ACU, and within the Online MFT program, understand that creating a learning environment that accepts and respects diversity requires intentional practice. Such a learning environment must extend beyond the classroom. A total learning environment in which respect for, and acceptance of, diversity must be cultivated explicitly and implicitly throughout the program. Explicit content on diversity is integrated throughout the curriculum and taught by instructors who model respect for, and appreciation of, diversity. This culminates in a required emphasis in the final Capstone presentation required of each student. Implicitly, the Online MFT program models respect for, and appreciation of, diversity in its policies, procedures, recruiting, daily practices, and attitudes. As a professional MFT training program in the landscape of Christian higher education, appreciating and respecting all humans, regardless of differences, is of utmost importance.

PART I: GENERAL PROGRAM REQUIREMENTS

Degree Plan

The degree plan for the online Marriage and Family Therapy program consists of 48 credit hours in the Foundational Curriculum and 12 credit hours in the student's choice of specialization: General MFT, Medical Family Therapy (MedFT), Treatment of Trauma (TOTR), Child & Adolescent Therapy (CATH), or Therapy with Military Families (THMF).

Every student will complete the first 12 credit hours in the program, earn a minimum cumulative 3.0 GPA in those first 12 hours, and receive a minimum grade of B in MFTO 601 Pre-Internship before beginning Internship.

- MFTO 639 Family Theory
- MFTO 641 Family Therapy I
- MFTO 601 Pre-Internship
- MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law (for CA students)

The remaining foundational curriculum courses for all students include:

- MFTO 602 Internship I
- MFTO 603 Internship II
- MFTO 604 Internship III
- MFTO 605 Internship IV
- MFTO 606 Internship V
- MFTO 607 Internship VI
- MFTO 608 Internship VII
- MFTO 609 Internship VIII
- MFTO 610 Couples Therapy
- MFTO 615 Research Methods in Family Therapy
- MFTO 634 Addictive Disorders
- MFTO 645 Systemic Diagnosis & Assessment
- MFTO 651 Sex Therapy
- MFTO 661 Family Therapy II
- MFTO 662 Family Life Cycle
- MFTO 663 Cultural Diversity

Students in the general MFT track will complete the following courses:

- MFTO 665 Therapy across the Life Cycle
- MFTO 697 Ecology of Trauma and Crisis for the Therapist
- Elective

- Elective

Students in the MedFT track will complete the following courses:

- MFTO 670 Introduction to Medical Family Therapy
- MFTO 671 Theory and Practice of Medical Family Therapy
- MFTO 675 Interventions in Medical Family Therapy
- MFTO 697 Ecology of Trauma and Crisis for the Therapist

Students in the Treatment of Trauma track will complete the following courses:

- MFTO 630 Trauma Intervention Models
- MFTO 655 Systemic Trauma and Violence
- MFTO 657 Assessment and Treatment of Family Violence
- MFTO 697 Ecology of Trauma and Crisis for the Therapist

Students in the Child & Adolescent Therapy track will complete the following courses:

- MFTO 622 Systemic Play Therapy
- MFTO 624 Family Therapy with Children and Adolescents
- MFTO 628 Assessment and Treatment of Child and Adolescent Disorders
- MFTO 697 Ecology of Trauma and Crisis for the Therapist

Students in the Therapy with Military Families track will complete the following courses:

- MFTO 657 Assessment and Treatment of Family Violence
- MFTO 682 Dynamics of Military Families
- MFTO 684 Family Therapy with Military Families
- MFTO 697 Ecology of Trauma and Crisis for the Therapist

See Appendix A for the degree plans. Students are advised to remain in regular contact with their Student Services Advisor and Financial Aid Specialist throughout the program, especially if there are any deviations to the degree plan due to change in student status with the university such as an academic break, course withdrawal, retake, or a deferred entrance into the Internship.

Student Evaluation Process

Competence in the discipline of marriage and family therapy cannot be measured only through grades earned in courses. Rather, the evaluation of clinical and professional skills is dependent upon students' work in their internships. Rather than gathering data only from local/site supervisors, however, the evaluation will be a recursive process in which students also evaluate themselves by offering responses to their goals. In addition, students will be formally evaluated by their local clinical supervisor on their clinical competence at four points throughout the program:

- During MFTO 603 Internship II
- During MFTO 605 Internship IV
- During MFTO 607 Internship VI
- During MFTO 609 Internship VIII

The Basic Skills Evaluation Device (Nelson & Johnson, 1999)¹ is utilized for the completion of student evaluations. The BSED is included in Appendix B.

¹ Nelson, T. S., & Johnson, L. N. (1999). The basic skills evaluation device. *Journal of Marital and Family Therapy, 25*, 15-30.

Professional Identity

Being professionally engaged in the field of marriage and family therapy is an important step in developing an identity as a systemic therapist. To facilitate this development, all students will be required to join the American Association for Marriage and Family Therapy and maintain an active membership throughout their time in the program. Dues and enrollment information can be found at aamft.org. One benefit of student membership is receiving malpractice insurance coverage, which is a requirement of the Internship process. Students must join the AAMFT during their MFTO 601 Pre-Internship course and submit proof of enrollment; this is a prerequisite to beginning Internship. The annual membership fee is not included in student tuition or fees.

Writing Style

All formatting and referencing for papers written in the program should follow the current edition of *The Publication Manual of the American Psychological Association*. Papers should be written in Times New Roman 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. The final paper is expected to be professional in appearance. Papers should include an introduction, a body, and a conclusion. If papers contain pervasive APA and/or grammatical errors, the professor may return the paper without grading it.

Discussion Posts

The following rubric will be used for discussion posts.

	Meets Expectations	Below Expectations	Clearly Unacceptable
Points	.5 or 1	.25 or .5	0
Quality of post	Student referenced the readings and resources for the week in an integrated, thoughtful response.	Student posted brief or superficial responses or repeated or summarized information.	Student did not post.
Interaction with cohort	Subsequent responses supported or challenged someone else's responses.	Although s/he posted multiple times, the student did not respond to others' contributions.	Student was disrespectful in their manner of responding.

What is a Substantive Contribution? This contribution can include an academic reference from another article you may have read or your educated opinion based upon logical and rational information that is relevant to the topic.

What is Not a Substantive Contribution? “LOL, Totally agree, You are on point,” etc.

Capstone Project

The purpose of the capstone project is to assess the student’s ability to integrate knowledge of MFT theories, models, and research with clinical practice. There are two portions to the capstone project: 1) a theory of change paper and 2) a clinical presentation. Each portion is described in more detail below. Students must pass both parts of the capstone project in order to graduate from the program.

Theory of Change Paper

Students will write a 15-20 page theory of change paper of professional, journal quality using primary source material that addresses his or her primary theoretical orientation for treating relational systems. For example, students may choose to write about Structural Family Therapy and apply it to a particular family system in their caseload. This paper is an intellectual exercise in which the student presents his/her theory of change with specific references to reputable research and theory. The paper should demonstrate critical thinking as well as the ability to integrate theory of change of General Systems Theory along with that of modality or modalities chosen by the student. Rather than consisting of disjointed pieces, the sections of this paper should inform one another. For example, one’s philosophical/theological/spiritual considerations should make sense in light of the theory one chooses and vice versa. It is imperative that students consult with the instructor of their internship course for direction. The paper must adhere to APA standards.

Students may use first person in the writing of this paper. Students should use 15-20 references.

The paper should include the following sections/topics:

- Introduction
- Literature review on systemic change in therapy
 - The literature review provides the foundation for the theory of change presented by the student. It will include a focus on General Systems Theory in addition to the assumptions of change underlying the chosen modality.
- Theoretical considerations (one or no more than two theories/models)
 - This section should include a summary and discussion of the underlying assumptions of each model as well as an explanation of dysfunction and change through the same theoretical lens.
- Philosophical/theological/spiritual considerations of change
 - This section is a discussion and reflection of the manner in which the student makes sense of the change that occurs in therapy from a philosophical, theological, or

spiritual perspective. A minimum of two references in addition to sacred texts such as the Bible, the Qur'an, the Talmud, the Vedas, the Book of Mormon, etc. is required.

- Integrated theory of change
 - Based on research, theoretical considerations, and philosophy/theology/spirituality, what is the student's theory of change? How does the student integrate these topics to explain their personal theory of change? For example, a student who selects Structural Family Therapy will describe how the tenets of that model along with the student's theological view of change form a coherent, integrated approach toward family therapy.
- Application in therapy
 - The section should contain an explanation utilizing the student's theory of change with a relational client system in the following phases of therapy:
 - Assessment/engagement
 - Interventions
 - Termination
- Conclusion

Case Study Presentation

The student must also prepare a 30-minute clinical presentation during which time he or she will present a case study including video clips from a relational client system that the student has worked with in his/her internship. The clip selections should be a minimum of 10 minutes but no longer than 20 minutes long and should illustrate the stages of the student's particular model of therapy in a relational system. The presentation should include clips from various stages of therapy, spanning multiple sessions. The presentation should begin with a **brief** description of your integrated theory of change. The majority of the presentation should focus on the case study with the following points being addressed:

- Briefly describe the client system, including the initial assessment. Include relevant data from the intake/assessment packet.
- Describe a conceptualization/systemic hypothesis of the case. This should be informed by the student's integrated theory of change
- Identify and discuss ethical and legal issues.
- Identify and describe issues of diversity.
- Using the DSM-5, state diagnostic impressions for each of the members of the system. Discuss the basis for these diagnoses.
- Discuss all referrals made and any consultations engaged in, including supervision consultations.
- Describe the stages of therapy and the interventions used based on the integrated theory of change.
- Describe the progress of the case over time.
- Assess how the case reflects the theory of change. Evaluate the quality of therapy with the case. Reflect on the personal journey of selecting the theory.

The capstone project committee will be composed of two members, where at least one member is a full-time (core) faculty. Each will be responsible for rating the paper as well as the presentation. The members of the committee will determine an average grade for the presentation based on the rubrics included in Appendix C. An average score of 3 or above on the paper and the presentation is an outright pass. An average grade of 2-2.99 is a pass with reservations and will include an additional writing and/or presentation assignment. Students must score an average score of 3 or above on the additional writing and/or presentation to pass the second attempt. Any score at or below 1.99 is failing. Both portions of the capstone project must be passed outright in order for the student to graduate.

A student has the right to appeal the decision of the Capstone Project committee through procedures described in the ACU Catalog and Student Handbook.

Capstone Preparation Timeline

Students should review the milestone assignments below to obtain an overall perspective of how the assignments in Internship courses are aligned to support preparation for the Capstone process. Full details of these assignments can be found in the Internship course syllabi.

Course	Assignment
MFTO 602 Internship I	Raw Data Assignment, week 5
	Theory of change discussion, week 6
MFTO 603 Internship II	Raw Data Assignment, week 3
	Faith integration discussion, week 6
MFTO 604 Internship III	Raw Data Assignment, week 2
	Raw Data Assignment, week 5
	Theory of change discussion, week 6
MFTO 605 Internship IV	Raw Data Assignment, week 1
	Raw Data Assignment, week 3
MFTO 606 Internship V	Capstone Preparation: Literature Review of Systemic Change - Sources, week 1
	Abbreviated Raw Data Capstone Preparation, week 4
MFTO 607 Internship VI	Theory of Change Outline, week 2

	Theory of Change Draft, week 5
	Full Mock Capstone Presentation, week 7
MFTO 608 Internship VII	Capstone Paper and Presentation, week 1

Graduating Student Survey

As students prepare to graduate from the program, they will be given the opportunity to provide comprehensive feedback to the program about their experiences. Students will evaluate the program's role in helping them to achieve Student Learning Outcomes, the quality of coursework, perceived clinical competence, and internship experiences (including the quality of their internship site, their local supervisor, and their faculty supervisor).

Student Advisory Council

Students will have the opportunity to be elected as members of the Student Advisory Council (SAC) whose purpose is to advise the program leadership of questions or concerns about the program. Nine members will be elected annually and serve for one calendar year. Three members will be elected from courses 1-6, three members will be elected from courses 7-12, and three members will be elected from courses 13-20. (When calculating courses taken, the number of courses will include the Spring 1 term.) The SAC will meet once each term, with dates to be provided at the beginning of the calendar year. Members must attend 4 of the 6 meetings during the year or they will be removed from the SAC. The associate program director will chair the SAC.

Nomination and Election Process

- Nominations will open at the beginning of the Spring 1 term and remain open for one week.
- Students may nominate themselves or someone else.
- Students who are nominated may accept or decline to run.
- After nominations, faculty and advisors will vet the students to ensure they are in good standing in the program. Their academic progress will be reviewed as well as their history of communication with faculty and staff. Any students who are deemed ineligible will be notified by the program director.
- Students who are on academic probation are not eligible to run.
- The ballot will be sent out to all active students by the third week of the term and will remain open for one week.
- The results of the election will be announced by the program director by the fifth week of the term.

PART II: CLINICAL INTERNSHIP REQUIREMENTS

Introduction and Purpose

Clinical training is a core aspect of graduate education in Marriage and Family Therapy. Clinical training engages the student in applied learning experiences under close supervision by licensed professionals. To meet the clinical requirements of the program, students must complete a total of 500 hours of direct client contact with a minimum of 200 hours of relational therapy hours (provided to a couple or family). In addition, students must receive a minimum of 100 hours of supervision from an AAMFT-Approved Supervisor or the equivalent. At least 50 hours of supervision must be based upon raw data (audio or video content), which is in keeping with the best practices for clinical training in the MFT field. In some cases, students may be required to pay for local clinical supervision if the practicum site or the supervisor is not willing to provide it free of charge.

A student's clinical internship may begin after completion of the first four courses and continues until he/she has accrued a minimum of 500 hours of clinical contact and 100 hours of supervision.

Direct client contact = 500 hours	200 hours of relational therapy + 300 hours of either individual or relational therapy
Supervision = 100 hours *50 hours must include raw data	The majority of supervision must be face-to-face, individual supervision

A ratio of five clinical contact hours to one hour of supervision (5:1) must be kept at all times throughout the internship. The clinical training portion of the program is divided into eight courses, worth 1.5 credit hours each.

- MFTO 602 Internship I
- MFTO 603 Internship II
- MFTO 604 Internship III
- MFTO 605 Internship IV
- MFTO 606 Internship V
- MFTO 607 Internship VI
- MFTO 608 Internship VII
- MFTO 609 Internship VIII
- MFTO 698 MFT Internship Continuation I (if needed to earn additional hours)
- MFTO 692 MFT Internship Continuation II (if needed to earn additional hours)
- MFTO 693 MFT Internship Continuation III (if needed to earn additional hours)

It is expected that students would earn approximately 75 hours of client contact by the end of Internship II and approximately 75 hours in each remaining Internship course. At the end of MFTO 607, students who have not earned at least 350 hours will be notified of the necessity to enroll in MFTO 698 Internship Continuation. If MFTO 698 is necessary, students will remain in the course until they have earned 350 hours. At that point, students may be enrolled in MFTO 608.

Most states require a practicum experience between 9 and 12 months to pursue licensure as a marriage and family therapist. The 12 credit hours of Internship required by ACU's program should meet most states' practicum requirements. However, students are responsible for ensuring that the length of the practicum, along with the required number of clinical hours, meets their state's regulations for licensure. State licensure regulations can be accessed through the [Association of Marriage and Family Therapy Regulatory Boards](#).

This handbook serves as a contract between the online Marriage and Family Therapy program and the student. Please read this handbook carefully and keep it accessible for quick reference. Students should provide a copy of this handbook to their local supervisors; there are sections that specifically apply to their work with students.

Prerequisites, Competencies, and Benchmarks

Prior to enrolling in the Internship sequence, students must complete the following prerequisite courses:

- MFTO 601 Pre-Internship
- MFTO 639 Family Theory
- MFTO 641 Family Therapy I
- MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law (for CA students)

In order to proceed into the clinical training portion of the program, students must earn a minimum cumulative 3.0 GPA in the prerequisite courses; receive a minimum grade of B in MFTO 601 Pre-Internship and complete all aspects of the Internship Checklist.

Before enrolling in MFTO 602 Internship I, students must submit the Internship Site and Local Supervisor Application to the Clinical Coordinator for approval. Students may not begin accruing hours at the site until both the site and the supervisor have been approved. Students should begin investigating possible sites as soon as possible once they enter the program. It is not uncommon for this process to take 6-9 months.

Liability Insurance

Prior to beginning clinical work at a site, all students must have liability insurance. As student members of AAMFT, students receive the benefit of liability coverage through their annual membership dues. Note: Students practicing in countries outside of the US will need to secure liability insurance that meets the required standards of that country.

Process of Clinical Internship

Students will receive two hours of weekly synchronous group supervision from an ACU faculty member during their Internship courses, in addition to at least one hour of individual supervision at their site. The Clinical Coordinator, working with the Student Services Advisor, will assign the supervision groups with consideration for scheduling needs, balance of the groups, and individual preferences.

Supervision Definitions

Individual supervision is defined as one or two supervisees receiving supervision at the same time. Group supervision is defined as three to eight supervisees receiving supervision at the same time. Two supervisees in the therapy room may receive individual live supervision credit. Supervisees on a reflecting team or observing the session will receive individual credit if no more than two are observing. Three to eight supervisees behind the mirror constitutes group supervision for those observing while those in the therapy room (not to exceed two) will receive individual supervision.

Individual Supervision

During the individual supervision session with the local/site supervisor, the intern(s) will be asked to provide file(s) for inspection and documentation of caseload, play recorded sessions of current clients, engage in live supervision sessions, and/or discuss current cases. The student is expected to be prepared for any and all of the above requirements each week in keeping with the expectations of the supervisor. Between scheduled supervision sessions, the intern is required to keep the supervisor updated as to any important changes in a case.

Group Supervision

Weekly group supervision will occur in the Internship courses (MFTO 602-609) and will be conducted with an ACU faculty member. These supervision sessions will be synchronous meetings and the sessions are considered assignments in the Internship courses. The sessions will convene for 2 hours each week and various topics related to marriage and family therapy will be discussed. Emphasis will be directed toward case management skills, general clinical issues, developing clinical skills, Internship site dynamics, and exploring personal or family issues that impact one's therapeutic effectiveness. The primary focus of the group supervision will be the students' clinical cases and should be presented using **raw data** (A video recording in which the student demonstrates an MFT theory. The video clip should be an excerpt from an actual session with a relational client system, with the camera trained on the student and the client system). Students are expected to attend each session for the full 2 hours. Students will be given an alternate assignment for one missed supervision in each part of term. Each subsequent absence in a part of term will result in a loss of points. Supervision meetings may not be recorded.

Specific explanations for the various modalities of supervision are offered in the table below.

Live	supervision conducted from behind a one-way mirror or over a live video feed
Video	supervision conducted utilizing a video portion of a previously recorded session
Case Note	supervision conducted utilizing anecdotal and diagnostic information from the case files

Client Contact Definitions

Client contact is defined as a therapist and client or client system engaged in the process of therapy in the same physical space. The following activities are **not** considered client contact:

- Telephonic counseling or contact
- Case conceptualization
- Treatment planning
- Observation of a therapy session
- Updating client charts or records
- Consultation with a treatment team or other provider
- Supervision

Intake assessments may be counted if they are face-to-face processes and the student is actively involved and not merely observing or documenting information.

Specific explanations for the various constellations of therapy are offered in the table below.

Individual	systemic therapy to one person who requests treatment for themselves
Couple	systemic therapy to partners who request treatment for themselves or their family
Family	systemic therapy to two or more people in a system, related by blood or not, who have defined themselves as a family
Group	<p>systemic group psychotherapy facilitation or co-facilitation</p> <p><i>Unless at least one person in the group is related to or in a relationship with another group member, that hour will be counted as individual</i></p>

	<p><i>client contact.</i> In keeping with generally recognized guidelines, students may only earn up to 100 group hours.</p>
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**Students may not engage in private practice or earn credit for direct client contact for performing services in the context of their ministerial duties while in Internship.*

***Students may not engage in any client contact in their own homes. In-home therapy at the clients' residence is permitted if it is the modality of the Internship site.*

Guidelines for Choosing a Clinical Placement

Students should consider a variety of factors when discerning and selecting a clinical site. First, the student should determine if the location will provide the type and volume of client contact hours and supervision necessary to achieve the program requirements needed for graduation. Specifically, students should determine if there will be an opportunity to earn couple and family hours (200 are needed) and participate in at least one hour of individual supervision per week. Students should also confirm with the site that the placement will last the length of Internship.

When discerning which sites might be a good fit, students should consider the history and reputation of the site (How long has it been established? How is it regarded in the community?) as well as the philosophy of the site. For example, students opting to work in community mental health may be required to utilize cognitive behavioral therapies; students should inquire about the freedom to utilize other methods in addition to those. Or students may wish to work at an agency that primarily provides play therapy. However, the site philosophy may be such that parents are usually not involved in sessions. This would limit the ability to earn relational hours. In addition, students should consider the logistics of commuting to the site. Given that most students earn hours during the afternoon and evenings, students should consider the time commitment to travel to and from the site.

In keeping with the program mission to serve diverse clients and our sense of vocation informed by the principle of hospitality, students are encouraged to seek opportunities to serve underserved populations.

Students should also inquire as to other required tasks such as charting in the client file and attendance at treatment team meetings. As a reminder, these are not considered client contact.

Finally, the site should have an on-site supervisor who will monitor all clinical work and provide supervision. If the supervisor cannot provide clinical supervision, he or she will still be responsible for monitoring the student's activities while on site. In this event, the student will need to secure a

local clinical supervisor to provide clinical supervision. Students should refer to the Internship Search Process in Appendix M for a more detailed explanation on how to identify and secure a site.

Guidelines for Terminating a Clinical Placement Agreement

There may be reasons a student needs to terminate a clinical placement agreement including a personal move by the student, a change in the referral level or type at the site, or a change in the structure of the clinical placement. The student should first notify the Clinical Coordinator, as well as their ACU Group Instructor, regarding the desire to terminate the placement. The Clinical Coordinator will evaluate the request to terminate and make a decision regarding whether the termination should occur, and if so, the process for termination. The Clinical Coordinator will seek input from the clinical placement regarding the request to terminate. Every effort will be made to ensure the termination process adheres to the ethics and integrity of MFT.

Guidelines for Selecting a Local Clinical Supervisor

When selecting a supervisor, students should search for an [AAMFT-Approved Supervisor](#) or an AAMFT-Approved Supervisor Candidate. This will enable students to benefit from systemic supervision at the site. If a supervisor with these credentials cannot be located within a reasonable distance, a licensed mental health professional who meets the state's requirements for post-degree supervision toward an LMFT will be acceptable. Please see the explanation below.

Supervisor Equivalency is demonstrated by programs meeting **one** of the following **two** criteria:

- 1) A program may designate a person who is not an AAMFT Approved Supervisor as equivalent to that status, for purposes of supervision if the person is an AAMFT Supervisor Candidate. A person can be an AAMFT Supervisor Candidate for up to 5 years.
- 2) A program may designate a person who is not an AAMFT Approved Supervisor or Supervisor Candidate as equivalent to an AAMFT Approved Supervisor for purposes of supervision, if the program documents that the equivalent supervisor has:

- a) Demonstrated education and experience in systemic/relational therapy by:
 - i. designation as a Clinical Fellow; or
 - ii. meeting the requirements for Clinical Fellow status with the exception of having to meet the curriculum requirement for Clinical Fellow. If supervisors do not meet the course requirements for the Clinical Fellow designation, then they must demonstrate at least one course or 45 clock hours of CEU training in each educational content area;
 - a) or be independently licensed as a marriage and family therapist;
 - b) A valid/state or provincial license/registration in a mental health profession;
 - c) demonstrated 5 years of professional work experience in MFT;

d) demonstrated education and experience in systemic/relational supervision. Supervision education may be demonstrated by completing 30 hours of coursework or continuing education in MFT supervision. Supervision experience can be demonstrated by at least 3 years of experience supervising MFTs, and 36 hours of supervised supervision.

Guidelines for Terminating a Local Clinical Supervisor Agreement

There may be reasons a student needs to terminate a local clinical supervisor agreement including a change in the practice profile of the supervisor, an opportunity for the student to reduce out of pocket expense by changing to another supervisor, or a personal move by the student. The student should first notify the Clinical Coordinator, as well as their ACU Group Instructor, regarding the desire to terminate the placement. The Clinical Coordinator will evaluate the request to terminate and make a decision regarding whether the termination should occur, and if so, the process for termination. The Clinical Coordinator will seek input from the local clinical supervisor regarding the request to terminate. Every effort will be made to ensure the termination process adheres to the ethics and integrity of MFT.

Supervisor Distinctions

ACU Faculty Supervisor	AAMFT-Approved or Approved Candidate; provides weekly online group supervision
Local Clinical Supervisor	AAMFT-Approved or Approved Candidate or, State-Approved or, demonstrates other equivalent experience; provides weekly in-person individual supervision
*Site Supervisor	*Necessary <i>only</i> if the local clinical supervisor does not practice <i>at</i> the Internship site; responsible for monitoring compliance with policies and procedures of the site

Documentation of Clinical Experience

Students will ensure that all direct client contact and supervision hours (activities) are logged in Time2Track. Hours will be submitted to the local clinical supervisor for approval, and subsequently approved by the faculty member.

Use of Technology

Weekly group supervision will be conducted on Zoom during each Internship course. Zoom is supported by Apple and Windows [operating systems](#) and there is also an [app](#) for Android and iPad devices. Students can learn more about specific computer system requirements on the Zoom [website](#).

It is the student's responsibility to ensure total confidentiality when attending supervision and discussing cases. Therefore, it is essential that students attend supervision in a private area of the home or office. Passersby should not be able to hear the audio or see the screen while students are in supervision. In the event students must attend supervision while traveling or on vacation, every effort must be made to ensure there are no breaches of confidentiality.

Technology Requirements

The table below provides a summary of the necessary requirements for a successful supervision experience.

Broadband internet connection (high speed internet service)	Suitable examples are cable, DSL, or a data card; satellite and dial-up connections will not provide enough bandwidth.
Webcam	Many computers have built-in cameras. In the event a student's computer or device is not equipped with a built-in camera, affordable options exist for external webcams.
Router	To maximize connectivity speed, students should connect directly to the router during supervision if possible. Otherwise, the wireless connection may suffice.
Noise-cancelling headset or earbuds	These options will reduce ambient noise and an echo when speaking or playing video.
Digital recording device	Students are expected to present one clip of raw data for each supervision session (see Internship syllabus for more details). Care should be taken prior to the beginning of a session to ensure the recorder is trained on the clients and the therapist. Suggestions for devices include video camera with tripod and external mic, or tablet.

Ethics of Recording and Storage

Students must adhere to the [AAMFT Code of Ethics](#) and site requirements when properly recording videos and disposing of them once they are no longer needed. Specifically, students must take particular note of the following Standards in these situations:

1.12 Written Consent to Record.	"Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation."
2.4 Confidentiality in Non-Clinical Activities.	"Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality."
2.5 Protection of Records.	"Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards."
2.7 Confidentiality in Consultations.	"Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation."
STANDARD VI TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES (the entire standard applies)	<i>"Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and related professional services using electronic means."</i> (AAMFT, 2015)

Furthermore, students should attempt to protect confidentiality as much as possible. If storing raw data on an external device, students must have two layers of password protection. Students not using an external device should ensure cloud-hosted storage is disabled on any device used to

record and/or store raw data. Students must also ensure that when deleting raw data, the files are actually deleted and not merely stored in a trashcan or the cloud.

Supervision Decorum

Supervision attendance is mandatory for all Internship students and students should approach online group supervision with the same professionalism as they would a live supervision session with their local/site supervisor. This includes logging in promptly as the meeting begins and remaining in the meeting for the entire time, unless previously discussed with the faculty member. If a student must miss a supervision session, he or she must seek prior approval from the faculty member

Delivery of supervision in this manner means that other students will be able to see part of where you live or work. Most webcams have a wide focus which allows other participants to see the background of your surroundings. Students will need to ensure they are comfortable with their surroundings being on camera.

Expectations and Guidelines

Students should be cognizant of and adhere to the following guidelines:

- Remain on camera for the entire session unless instructed to go off camera for bandwidth or other issues.
- Avoid eating on camera.
- Avoid attending to personal hygiene while on camera. If it is necessary to step away for a moment, send a private chat message via Zoom to the faculty member.
- Attend supervision fully clothed and kempt.
- Avoid lying down or reclining.
- Instruct family members, friends, and/or roommates of the confidential nature of the session. Participate in supervision in a private area of the home or office where others will not enter the room or distract.
- Secure animals away from the supervision session.
- Minimize ambient noise by muting when not speaking.

PART III: INFORMATION FOR SITE SUPERVISORS

Internship Sequence

The Internship portion of the student's program consists of eight Internship courses:

- MFTO 602 Internship I
- MFTO 603 Internship II
- MFTO 604 Internship III
- MFTO 605 Internship IV
- MFTO 606 Internship V

- MFTO 607 Internship VI
- MFTO 608 Internship VII
- MFTO 609 Internship VIII

Students are expected to be clinically active for at least 52 weeks, which allows some time at the outset to become accustomed to the site and gain clients, and toward the end to prepare for the Capstone presentation. During the Internship courses, students are expected to earn 500 hours of direct client contact and receive a minimum of 100 hours of supervision, with at least 50 hours of raw data supervision. Students must maintain a 5:1 ratio of client contact to supervision hours during each course.

Roles of the ACU Faculty Supervisor

The faculty supervisor will be an AAMFT-Approved Supervisor or Supervisor Candidate and will provide supplemental, systemic, group supervision designed to support the local supervisor. For issues of remediation or coaching, the faculty supervisor will collaborate with the local/site supervisor to provide comprehensive direction to the student.

Roles and Responsibilities of the Local Clinical Supervisor

While students will attend weekly group supervision with their ACU faculty via video conference, they are also expected to attend weekly supervision with their local supervisor. Group supervision will offer students a variety of experiences including, but not limited to, a chance to present cases; prepare for Capstone; discuss site issues; and discuss ethical dilemmas and how to respond to them. The supervision format will not allow for students to present all cases or to receive individualized, in-depth attention. The local supervisor will provide individual supervision from a systemic perspective and will be expected to sign off on client charts in keeping with site requirements; answer case-specific questions about treatment and MFT theories; and be the point-of-contact for any crises, or ethical and legal situations. In keeping with the best practices of supervision in the field of marriage and family therapy, live supervision is the preferred model. In both group and individual supervision, students should attempt to schedule and coordinate opportunities for live supervision as much as possible.

The local supervisor will be responsible for four main areas:

1. overseeing the student's clinical training
2. modeling systemic approaches to therapy
3. ensuring students engage in the journey toward cultural competency
4. protecting the public through gatekeeping functions.

These areas are further explained in the following tables.

Area 1

Supervisors will oversee the student's clinical training by:	Modeling and maintaining appropriate boundaries
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	Recognizing and attending to issues of power and privilege in an isomorphic fashion
	Coaching the student to develop sound clinical judgment
	Ensuring clients are aware of the student's status as an intern
	Ensuring all clients are provided an informed consent
	Conducting periodic live supervision
	Utilizing raw data in weekly supervision

Area 2

Supervisors will model the use of systemic approaches to therapy by:	Discussing systemic approaches to therapy and challenging the student to utilize and apply them to cases
	Identifying and discussing isomorphism

Supervisors will ensure students engage in the journey toward cultural competency by:	Highlighting issues of power, oppression, and privilege as it relates to sexism, the spectrum of ability, ethnicity, race, ageism, and classism
	Discussing self-of-the-therapist issues of diversity related to treating clients

Area 3

Supervisors will ensure students engage in the journey toward cultural competency by:	Highlighting issues of power, oppression, and privilege as it relates to sexism, the spectrum of ability, ethnicity, race, ageism, and classism
	Discussing self-of-the-therapist issues of diversity related to treating clients

Area 4

Supervisors will protect the public through gatekeeping by:	Applying the AAMFT Code of Ethics and state statutes to cases where conflict or dilemmas arise and supporting the student in praxis
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	Discussing self-of-the-therapist issues related to boundaries and sexual attraction
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Finally, supervisors will be expected to inform the student of site policies and introduce them to coworkers and other staff members. This will entail explaining social mores of the site, rules, procedures, and equipping students with the relevant phone numbers for crisis or emergency calls. The supervisor must also ensure the student has a confidential space to counsel that offers privacy and safety or if home-based services are included, then sufficient training in offering home-based therapy, including knowledge of safety planning and crisis procedures.

The supervisor should ensure the student has access to a variety of clients and presenting problems as well as an opportunity to participate in clinical training, staff meetings, or treatment team meetings.

The supervisor should submit an honest and critical evaluation using the Basic Skills Evaluation Device ([BSED](#)) in MFTO 603, MFTO 605, MFTO 607, and MFTO 609. The supervisor's responses to the evaluation will be automatically recorded and sent to the supervisor's email address. The results should be provided to the student and ACU faculty supervisor and reviewed during a meeting with the student, ACU faculty supervisor, and local clinical supervisor.

Roles and Responsibilities of the Site Supervisor

Some students may be unable to find a clinical supervisor who practices at their internship site. Thus, students will also need a site supervisor who will be the primary point of contact regarding policies and procedures.

In this case, the site supervisor will be responsible for four main areas:

1. Inform the student of all expectations, policies, and procedures
2. Provide students with the relevant phone numbers for crisis or emergency calls
3. Ensure the student has a confidential space to counsel that offers privacy and safety
4. Work collaboratively with the Clinical Supervisor to ensure charts are completed in accordance with ethical standards, state statutes, and HIPAA guidelines.

The site supervisor should submit an honest and critical evaluation using the BSED at the end of MFTO 603, MFTO 605, MFTO 607, and MFTO 609.

Supervisor Distinctions

ACU Faculty Supervisor	AAMFT-Approved or Approved Candidate; provides weekly online group supervision
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Local Clinical Supervisor	AAMFT-Approved or Approved Candidate or, State-Approved or, demonstrates other equivalent experience; provides weekly in-person individual supervision
*Site Supervisor	*Necessary <i>only</i> if the local clinical supervisor does not practice <i>at</i> the Internship site; responsible for monitoring compliance with policies and procedures of the site

Evaluation of the Student Intern

The supervisor will evaluate the student using the Basic Skills Evaluation Device (BSED; Appendix B) in MFTO 603, MFTO 605, MFTO 607, and MFTO 609. It is expected that students will grow within a set of developmental criteria. The growth and evaluation should be based upon direct client contact hours and not on hours spent *at* the internship site.

To aid the supervisor in assessing the student, Nelson and Johnson (1999, pp. 23-24) have provided some developmental criteria to operationalize expectations of student development at various stages.

Internship I & II [Beginner (0-75 hours)]	<ul style="list-style-type: none"> ● In this stage, supervisees may require “more direction and structure, clear session plans,” and support for their attempts at theoretical autonomy. ● Supervisees may be eager for supervision or experience anxiety or confusion when placed in new situations. ● Supervisees may not be able to conceptualize more than one theory in practice.
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Internship III - VII [Intermediate (75 - 350-400 hours)]	<ul style="list-style-type: none"> ● In this stage, supervisees may be more comfortable joining with clients. ● The supervisee can “...structure sessions and execute session plans...provide hypotheses or direction for therapy based upon theoretical
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	<p>concepts.”</p> <ul style="list-style-type: none"> • The supervisee “can discuss cases from multiple theoretical viewpoints and can evaluate...treatment...progress based on clear goals.” • The supervisee may be “uneven in evaluation of therapy and self.” • Supervisees may not actively seek or want supervision, preferring instead to ask for help when needed.
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Internship VIII [Advanced (400-500 hours)]	<ul style="list-style-type: none"> • The supervisee is comfortable in most clinical situations. • Supervision focuses on the “finer, abstract points of therapy and theory.” • The supervisor and supervisee “may engage in debate regarding theoretical perspectives and interventions.” • The supervisee can “evaluate both therapy and self.” • The supervisee may appear “eager for supervision and express concern that he or she is inadequate as a therapist.”
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Evaluation of the Clinical Internship

At the end of MFTO 603, 605, 607, and 609, students will evaluate the internship site using the Evaluation of Clinical Internship form found in Appendix L. The evaluation will be completed through Time2Track. Your feedback is valuable and allows the Clinical Coordinator to determine the strengths and growth areas of the site. This information will be distilled, de-identified, and integrated into the Internship Checklist so other students may benefit from the various internship site experiences.

Failure to Meet Standards

Students should refer to the Internship syllabi for specific information regarding the course requirements. Students are also subject to the [ACU Code of Conduct](#), the AAMFT Code of Ethics, and all policies in the ACU Catalog and ACU Dallas Student Handbook. Depending on the level of severity

of the violation, the Program Director and Clinical Coordinator will work with the student to develop a remediation plan or the student may be dismissed from the program.

Internship Grievance Policy

Supervisors with concerns about students' performance in their Internship duties may contact the Clinical Coordinator. The Clinical Coordinator will make a recommendation to the Program Director regarding remediation.

PART IV: PROGRAM EVALUATION PROCESS

At various times throughout the program, students will have an opportunity to evaluate aspects of the program. The data will be aggregated on an annual basis and will be used by the Program Director to make improvements.

Students will evaluate the following areas of the program:

- Resources, Teaching and Learning Practices - Graduating Student Survey
- Courses - At the completion of every course
- Faculty - At the completion of every course and in the Graduating Student Survey
- Internship Sites - At the completion of MFTO 603, 605, 607, and 609
- Supervisors - At the completion of MFTO 603, 605, 607, and 609

PART V: LICENSURE

Students are encouraged to review the Path to Licensure video in the Internship & Programmatic Resources Canvas module. Additionally, students should take advantage of assignments throughout the curriculum to learn more about their state's licensure requirements.

- Students in MFTO 601 Pre-Internship will complete a licensure plan worksheet, designed to increase student familiarity with the rules in his or her state.
- Students in MFTO 643 Professional Ethics & the Law will complete a professional plan presentation in which they further investigate laws and rules for MFT licensure.
- Students in MFTO 609 Internship VIII will complete an AMFTRB practice exam.

Students should become familiar with the entities and processes involved in the licensure process. See below for a brief summary.

AMFTRB

The Association for Marriage and Family Therapy Regulatory Boards (AMFTRB) is the “association of state licensing boards governing the regulation of LMFTs.” The association owns and administers the MFT National Exam used by most states. (amftrb.org)

Licensing Boards

Each state has a licensure board that is created in statute by the state legislature. Board members are typically appointed by the governor’s office. The purposes of the licensing board are to issue and regulate licenses and protect the public. In some states, MFTs have their own licensure board. Other states have composite boards, containing two or more mental and behavioral health professions in addition to MFTs such as licensed professional counselors or social workers.

State Statutes/Laws and Rules

The state board’s power to issue and regulate licenses comes from legislation that created the board; that legislation is called *statute*. It is not easily changed and requires legislative action. Board *rules* are regulations that clarify and define the statute. The rules provide the details to implement licensing and practice standards. They can be adjusted during a rule review period. In Texas, the statute about MFTs is found here: <https://statutes.capitol.texas.gov/Docs/OC/htm/OC.502.htm>. The rules about MFTs are found here: https://www.dshs.texas.gov/mft/mft_rules.shtm.

Students in need of further assistance should contact the Program Director or Clinical Coordinator.

Appendices

APPENDIX A: DEGREE PLANS

Requirements for the MMFT, General MFT track, are:

1. Marital and family systems, 3 hours:

MFTO 639 Family Theory/General Systems Theory

2. Marital and family therapy, 15 hours:

MFTO 610 Couples Therapy

MFTO 641 Family Therapy I

MFTO 645 Systemic Diagnosis and Assessment

MFTO 651 Sexual Therapy

MFTO 661 Family Therapy II

3. Individual development, 9 hours:

MFTO 662 Family Life Cycle

MFTO 663 Cultural Diversity in Marriage and

Family Therapy

MFTO 665 Therapy Across the Life-Cycle

4. Professional studies, 3 hours:

MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law

5. Supervised clinical practice, 12 hours:

MFTO 602, 603, 604, 605, 606, 607, 608, and 609

6. Research, 3 hours:

MFTO 615 Research Methods in Family Therapy

7. Additional courses, 9 hours:

MFTO 697 Ecology of Trauma and Crisis for the Therapist

MFTO 634 Addictive Disorders

MFTO 601 Pre-Internship

8. Two electives from a related area in the university with the approval of the Program Director.

9. Capstone Project.

Requirements for the MMFT, Medical Family Therapy track, are:

1. Marital and family systems, 3 hours:

MFTO 639 Family Theory/General Systems Theory

2. Marital and family therapy, 18 hours:

MFTO 610 Couples Therapy

MFTO 641 Family Therapy I

MFTO 645 Systemic Diagnosis and Assessment

MFTO 651 Sexual Therapy

MFTO 661 Family Therapy II

MFTO 634 Addictive Disorders

3. Individual development, 6 hours:

MFTO 662 Family Life Cycle

MFTO 663 Cultural Diversity in Marriage and

Family Therapy

4. Professional studies, 3 hours:

MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law

5. Supervised clinical practice, 12 hours:

MFTO 602, 603, 604, 605, 606, 607, 608, and 609

6. Research, 3 hours:

MFTO 615 Research Methods in Family Therapy

7. Medical Family Therapy, 12 hours:

MFTO 670 Introduction to Medical Family Therapy

MFTO 671 Theory, Practice, & Research in Medical Family Therapy

MFTO 697 Ecology of Trauma and Crisis for the Therapist

MFTO 675 Interventions in Medical Family Therapy

8. Additional courses, 3 hours:

MFTO 601 Pre-Internship

9. Capstone Project.

Requirements for the MMFT, Child and Adolescent Therapy Track, are:

1. Marital and family systems, 3 hours:

MFTO 639 Family Theory/General Systems Theory

2. Marital and family therapy, 18 hours:

MFTO 610 Couples Therapy

MFTO 641 Family Therapy I

MFTO 645 Systemic Diagnosis and Assessment

MFTO 651 Sexual Therapy

MFTO 661 Family Therapy II

MFTO 634 Addictive Disorders

3. Individual development, 6 hours:

MFTO 662 Family Life Cycle

MFTO 663 Cultural Diversity in Marriage and

Family Therapy

4. Professional studies, 3 hours:

MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law

5. Supervised clinical practice, 12 hours:

MFTO 602, 603, 604, 605, 606, 607, 608, and 609

6. Research, 3 hours:

MFTO 615 Research Methods in Family Therapy

7. Child and Adolescent Therapy , 12 hours:

MFTO 622 Systemic Play Therapy

MFTO 624 Family Therapy with Children and Adolescents

MFTO 697 Ecology of Trauma and Crisis for the Therapist

MFTO 628 Assessment and Treatment of Child and Adolescent Disorders

8. Additional courses, 3 hours:

MFTO 601 Pre-Internship

9. Capstone Project.

Requirements for the MMFT, Treatment of Trauma track, are:

1. Marital and family systems, 3 hours:

MFTO 639 Family Theory/General Systems Theory

2. Marital and family therapy, 18 hours:

MFTO 610 Couples Therapy

MFTO 641 Family Therapy I

MFTO 645 Systemic Diagnosis and Assessment

MFTO 651 Sexual Therapy

MFTO 661 Family Therapy II

MFTO 634 Addictive Disorders

3. Individual development, 6 hours:

MFTO 662 Family Life Cycle

MFTO 663 Cultural Diversity in Marriage and

Family Therapy

4. Professional studies, 3 hours:

MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law

5. Supervised clinical practice, 12 hours:

MFTO 602, 603, 604, 605, 606, 607, 608, and 609

6. Research, 3 hours:

MFTO 615 Research Methods in Family Therapy

7. Treatment of Trauma, 12 hours:

MFTO 630 Trauma Intervention Models

MFTO 655 Systemic Trauma and Violence

MFTO 697 Ecology of Trauma and Crisis for the Therapist

MFTO 657 Assessment and Treatment of Family Violence

8. Additional courses, 3 hours:

MFTO 601 Pre-Internship

9. Capstone Project.

Requirements for the MMFT, Therapy with Military Families track, are:

1. Marital and family systems, 3 hours:

MFTO 639 Family Theory/General Systems Theory

2. Marital and family therapy, 18 hours:

MFTO 610 Couples Therapy

MFTO 641 Family Therapy I

MFTO 645 Systemic Diagnosis and Assessment

MFTO 651 Sexual Therapy

MFTO 661 Family Therapy II

MFTO 634 Addictive Disorders

3. Individual development, 6 hours:

MFTO 662 Family Life Cycle

MFTO 663 Cultural Diversity in Marriage and

Family Therapy

4. Professional studies, 3 hours:

MFTO 643 Professional Ethics and the Law or MFTO 644 Professional Ethics and California Law

5. Supervised clinical practice, 12 hours:

MFTO 602, 603, 604, 605, 606, 607, 608, and 609

6. Research, 3 hours:

MFTO 615 Research Methods in Family Therapy

7. Therapy with Military Families, 12 hours:

MFTO 682 Dynamics of Military Families

MFTO 684 Family Therapy with Military Families

MFTO 697 Ecology of Trauma and Crisis for the Therapist

MFTO 657 Assessment and Treatment of Family Violence

8. Additional courses, 3 hours:

MFTO 601 Pre-Internship

9. Capstone Project.

APPENDIX B: BASIC SKILLS EVALUATION DEVICE

Instructions for Supervisors: The [Basic Skills Evaluation Device](#) (BSED) was developed by Nelson and Johnson (1999) from data gathered to determine the basic skills for family therapy that are essential for beginning level trainees. The device serves several purposes, including that of evaluating therapist trainees in their first 500 hours of training. The scale is used at the experience level of the trainee. That is, “meets expectation” means “in your experience, compared with other trainees with this level of experience and training,” which may differ from supervisor to supervisor. Included are descriptions for each training dimension based on data from the Basic Family Therapy Skills Project. Please use these descriptions when evaluating your trainees. Included in the device is a non-generic theory section that you may want to use, filling in the blank for the theory the trainee is currently working with. Evaluate each trainee using your best judgment from the descriptions given plus your subjective ideas about each item.

Instructions for Students: The Basic Skills Evaluation Device (BSED) was developed by Nelson and Johnson (1999) from data gathered to determine the basic skills for family therapy that are essential for beginning level trainees. The device serves several purposes, including that of evaluating therapist trainees in their first 500 hours of training. The scale is used at the experience level of the trainee. Included are descriptions for each training dimension based on data from the Basic Family Therapy Skills Project. Please use these descriptions when evaluating yourself. Included in the device is a non-generic theory section that you may want to use, filling in the blank for the theory you are currently working with. Evaluate your clinical skills based on the descriptions given plus your subjective thoughts about each item.

General Guidelines Regarding Developmental Levels

Beginner: First 50-75 hours of experience, less perhaps, if under intensive live supervision. The beginner will need more direction and structure, clearer session plans, and more freedom to go in a direction that may seem less productive but which follows the trainee’s plan for the session and the supervisor’s plan for what the trainee is currently working on. For example, the supervisor may see an opportunity for a paradoxical or solution-oriented approach, but the trainee may be working on structuring the session with parents and children. The trainee can discuss case material based on one theoretical perspective but may get confused if trying to use more than one. The trainee is eager for supervision and may feel confused or anxious in new situations.

Intermediate: Between 50 or 75 hours of experience and 350 or 400 hours. The trainee is comfortable joining with clients, can structure sessions and execute session plans, and is able to provide hypotheses or direction for therapy based on theoretical concepts. The trainee can be flexible during a session, changing the session plan easily and with little confusion. The trainee can discuss cases from multiple theoretical viewpoints and evaluate both treatment and self-as-therapist progress based on clear goals. The trainee may be uneven in evaluations of therapy

and self. The trainee benefits from supervision but may appear at times to not want supervision, wanting instead to be allowed to work on one's own unless asking for help.

Advanced: Between 350 or 400 hours of experience and 500 hours. The trainee is comfortable and does well in most therapy situations, managing most case situations smoothly and professionally. Supervision focuses on microskills and finer, abstract points of therapy and theory. The supervisor and trainee may engage in debate regarding theoretical perspectives and interventions. The trainee is able to evaluate both therapy and self. The trainee may appear eager for supervision and may express concern that he or she is inadequate as a therapist, unable to evaluate progress in therapy or supervision.

Conceptual Skills

Knowledge Base: The trainee has a basic understanding of family systems theory. The trainee is able to articulate principles of human developmental, family developmental, and family life cycle issues pertaining to the case. The trainee communicates an understanding of human interaction and normal family processes. The trainee can articulate how gender, culture, and class have an impact on the client and on therapeutic issues (including interaction with one's own gender, culture/ethnicity, and class). The trainee is able to determine and work within the clients' worldview. The trainee has an understanding of human sexuality. The trainee has a knowledge of assessment strategies (e.g., interviewing skills, various assessment devices, DSM).

Systems Perspective: The trainee understands and can articulate basic systems concepts. When talking about client problems, the trainee employs systemic concepts and perspectives, thus showing that he or she is thinking in systemic and contextual terms. Formed hypotheses are systemic. The trainee can articulate the difference between content issues and process issues. The trainee can recognize hierarchy problems.

Familiarity with Therapy Models: The trainee has a basic knowledge of family therapy theories. The trainee's goals, hypotheses, session plans, interventions, and evaluation strategies for terminating therapy are all linked to a specific employed and articulated therapeutic model (which may be an integrated model). The trainee also recognizes his or her own perceptions, client resources, and links between problems and attempted solutions.

Self as Therapist: The trainee can articulate his or her own model of therapy. The trainee is also aware of how his or her communication style impacts therapy and is curious in learning about himself or herself. The trainee is aware of and able to manage his or her own anxiety in therapy. In talking about cases the trainee is able to reframe or positively connote issues from cases for himself or herself. The trainee has an understanding of how to use a sense of humor in therapy. The trainee recognizes her or his ability to be flexible and curious and to think critically and analytically, expressing authenticity and accepting feedback. The trainee is able to recognize how her or his own developmental or other issues interact in therapy.

Perceptual Skills

Recognition Skills: The trainee shows the ability to recognize hierarchies, boundaries, dynamics of triangling, family interaction, and family behavioral patterns. The trainee can also recognize gender, ethnic, cultural, and class issues in client dynamics and in therapy. The trainee is able to recognize clients' coping skills and strengths and can understand dynamics and patterns in presenting problems. The trainee recognizes how patterns associated with presenting problems may be similar to other patterns of interaction in clients' lives. The trainee recognizes and can articulate her or his impact as part of the client/therapy system.

Hypothesizing: The trainee can formulate a systemic hypothesis and can generate general hypotheses as well as theory (or model) specific hypotheses. The trainee can formulate long- and short-term treatment plans based on hypotheses. The trainee is able to distinguish process from content at an appropriate level and include process issues in hypotheses. The trainee reframes patterns and problems appropriately.

Integration of Theory and Practice: The family therapy trainee is able to articulate theory as it is applied in practice, utilizing concepts appropriately, and describing interventions that fit with the theory and hypotheses. If using an integrated theory, the trainee is able to evaluate the appropriateness (positives and negatives) for a theory or integrated theory using concrete data from therapy cases.

Executive Skills

Joining: A trainee skilled in the technique of joining is able to engage each family member in a therapeutic alliance and relationship by establishing rapport through clear communication that conveys a sense of competency, authority, and trustworthiness while at the same time demonstrating empathy, warmth, caring, and respect. The trainee is capable of gathering information without making the client feel interrogated, laying down the ground rules for therapy, and setting up a workable treatment contract by exploring the client's expectations, points of view, and preparedness to make changes. These goals are accomplished in conjunction with setting appropriate boundaries and avoiding triangulation.

Assessment: The family therapy trainee demonstrates the ability to assess clients through use of genograms, family histories, suicide/depression interviews or inventories, and discussion of SES, employment, school, and developmental stages. The trainee is familiar and skilled in basic interviewing techniques and strategies. Assessment is formulated and appropriate to an articulated theory of change. The trainee is able to clarify the presenting problem, explore previous solutions to the problem, gather information regarding sequences and patterns in the family, and determine the strengths and resources that the family brings to therapy. Assessment strategies are sensitive to gender, race, and cultural issues.

Hypothesizing: The trainee exhibits the ability to formulate multiple hypotheses about a case based on articulated principles of a theory of change. She or he can develop treatment plans which include a rationale for intervention based on hypotheses; set clear, reachable goals in consultation with the family; focus the treatment toward a therapeutic goal; and modify the existing case plan when appropriate.

Interventions: The trainee demonstrates an understanding of intervention techniques by structuring interventions that defuse violent or chaotic situations, deflect scapegoating and blaming, and interrupt negative patterns and destructive communication cycles. The ability to intervene also includes appropriately challenging clients on their position, explicitly structuring or directing interactions among family members, and helping families establish boundaries. The trainee is able to elicit family/client strengths and utilize them in both session discussions and homework assignments. Other interventions that illustrate skill include normalizing the problem when appropriate, helping clients develop their own solutions to problems, giving credit for positive changes, reframing, and appropriately using self-disclosure. The trainee uses theory-specific interventions appropriately and is able to articulate a rationale for these interventions.

Communication Skills: Communication skills are demonstrated by active listening and reflecting; the use of open-ended questions; and short, specific, and clear oral forms of communication. The trainee's body language should convey a relaxed state and match the tone of the conversation. The trainee is also able to coach clients in learning communication skills rather than merely "lecturing" and instructing.

Personal Skills: Personal skills that are important for a successful therapy trainee to possess include a desire to be a family therapist, intelligence, curiosity, common sense, self-direction, commitment, patience, empathy, sensitivity, flexibility, the ability to manage his or her anxiety, authenticity, expression of a caring attitude, and acceptance of others. The trainee should also exhibit warmth, a sense of humor, a non defensive attitude, congruency, the ability to take responsibility for his or her mistakes, the ability to apply his or her own personal mode of therapy, and possess no debilitating personal pathology. The trainee demonstrates emotional maturity and the ability to be self-reflexive. The trainee demonstrates an appropriate attitude of expertness toward clients, congruent with her or his theory of change.

Session Management: The trainee is able to manage the therapy process by effectively introducing clients to the therapy room, explaining equipment and setting, if necessary, and explaining the policies and procedures of the agency/clinic. The trainee is able to engage the family in therapeutic conversation, controlling the flow of communication as per her or his therapy plan. The trainee is able to manage intense interactions appropriately, demonstrating skill at both escalating and deescalating intensity at appropriate times. The trainee is able to manage time, finishing sessions as scheduled, and is able to schedule further appointments, consultations, and referrals smoothly and effectively. The trainee is able to collect fees in an appropriate manner.

Professional Skills

Supervision: The trainee attends supervision meetings as scheduled and is prepared to discuss cases with colleagues, to formally present her or his own case, and to present audio or video material as requested. The trainee is respectful and positive about other trainees' cases and presentations, and is helpful and not demeaning about a fellow trainee's skills. The trainee makes use of supervision by accepting and utilizing supervisory feedback.

Recognition of Ethical Issues: A marriage and family therapy trainee knows and observes the code of ethics of AAMFT and is familiar with the laws of the state regarding privileged communication, mandatory reporting, and duty-to-warn issues. The trainee follows the supervisor's policies regarding reporting and consulting with the supervisor and/or other authorities; the trainee appropriately uses supervision and consultation regarding ethical issues. The trainee avoids potentially exploitative relationships with clients and other trainees. The trainee deals appropriately with his or her own issues as they affect therapy and is willing to take responsibility for her or his own actions.

Paperwork: The trainee maintains case files appropriately and follows clinic procedures for paperwork in a timely manner.

Professional Image: The trainee dresses appropriately according to the standards of the setting. The trainee is able to present an aura of confidence without arrogance and presents herself or himself to other professionals in an appropriate manner. The trainee is on time for sessions and supervision and treats staff with respect.

Professional Conduct: The trainee has the ability to initiate and maintain appropriate contact with other professionals along with maintaining a personal professional image. The trainee does not publicly denigrate or criticize colleagues. The trainee consults with professionals and others involved with cases appropriately, with appropriate signed releases, and in a professional manner, always keeping the clients' welfare foremost. The trainee shows the ability to handle unexpected and crisis situations with poise and skill, using consultation when appropriate. The trainee is punctual with therapy sessions and other professional meetings. The trainee follows clinic policies in setting and collecting fees.

Evaluation Skills

Therapy: A trainee skilled in evaluating therapy is able to verbalize the thoroughness of assessment; the link between theory, assessment, and hypotheses/interventions; the effectiveness of interventions; and how well the objectives of therapy have been met in terms of both the clients' goals and the therapist's perspective and analysis. The trainee can articulate aspects of the clients'

feedback in relation to assessment and intervention. The trainee is able to articulate links between conceptual, perceptual, interventive, and outcome data.

Self: The trainee therapist is skilled in evaluating himself or herself in terms of skills: conceptual, perceptual, executive, professional, and evaluative. The trainee is able to recognize signs in himself or herself that contribute to the ongoing understanding and analysis of the case and is able to articulate personal issues that may be interacting in therapy. The trainee is not unduly defensive about feedback, but is able to integrate multiple perspectives and incorporate them into a plan for enhancing his or her development as a family therapist. The trainee works with the supervisor in an ongoing evaluation of therapy skills and strives to improve areas that require it and, at the same time, clearly articulate strengths in behavioral terms.

Theory of Choice: The previous skill areas were generic; i.e., they apply across theoretical models of intervention. This section is for the trainee therapist and supervisor to use to evaluate the trainee's growing knowledge and expertise in a model or theory that is identified by the supervisor and trainee together. The trainee is able to identify assumptions and concepts of the theory, the primary techniques used in the theory, the role of the therapist, and evaluation strategies. The trainee is able to use the concepts and interventions in practice, identifying data to the supervisor that illustrate the concepts. The trainee is able to recognize and identify the strengths and weaknesses of the theory as used in practice.

BASIC SKILLS EVALUATION DEVICE

Therapist:

Date:

Supervisor:

Experience Level:

Conceptual Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Knowledge Base						
Systems Perspective						
Familiarity with Therapy Model						
Self as Therapist						

Comments:

Perceptual Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Recognition Skills						
Hypothesizing						
Integration of Theory into Practice						

Comments:

Executive Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Joining						
Assessment						
Hypothesizing						
Interventions						
Communication Skills						
Personal Skills						
Session Management						

Comments:

Professional Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Supervision						

Recognition of Ethical Issues						
Paperwork						
Professional Image						
Professional Conduct						

Comments:

Evaluation Skills	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Evaluation of Therapy						
Evaluation of Self						

Comments:

Theory (use preferred model)	Inadequate Information	Deficient	Below Expectation	Meets Expectation	Exceeds Expectation	Exceptional Skills
Knowledge of Theory						
Utilizes Theory in Practice						
Recognizes Strengths & Weaknesses of Theory						

Comments:

APPENDIX C: CAPSTONE PROJECT EVALUATION RUBRICS

Theory of Change Paper

1-1.99 = Fails to meet minimum expectations

2-2.99 = Meets some but not all expectations

3-3.99 = Meets expectations

4 = Exceeds expectations

Expectation	Score
1. Literature review on systemic change	
2. Adequate description of foundational aspects of chosen theory or theories	
3. Implement interventions that are consistent and congruent with model of therapy and articulates goals of the treatment plan in the case study (SLO 3.1)	
4. Articulate rationale for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics	
5. Demonstrate ethical practice regarding the integration of spirituality and clinical practice through the case study	
6. Use of reputable, professional, and scholarly resources and professionalism in writing (adherence to the current edition of the APA manual)	
7. Recognition of contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) as they pertain to case study (SLO 1.2)	
Feedback:	

Clinical Presentation

- 1-1.99 = Fails to meet minimum expectations
 2-2.99 = Meets some but not all expectations
 3-3.99 = Meets expectations
 4 = Exceeds expectations

Expectation	Score
1. Demonstrates knowledge of the chosen MFT theory with regard to assumptions of the model, role of the therapist, and appropriate interventions	
2. Demonstrates a critical view of how systems change and what brings systems to therapy	
3. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems (SLO 3.3)	
4. Recognizes ethical dilemmas in practice setting and takes appropriate action when ethical and legal dilemmas emerge	
5.. Possesses the ability to diagnose systems according to the DSM-5	
6. Monitors attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct	
Feedback:	

APPENDIX D: INTERNSHIP CHECKLIST OF PREREQUISITES

Internship Checklist of Prerequisites
Submit proof of liability insurance to Clinical Coordinator through membership in AAMFT
Submit Internship Site Application <i>and</i> Local Supervisor Application to Clinical Coordinator at least two months prior to beginning Internship
Agree to use Informed Consent at Site
Complete background check, if required by Site
Receive approval via email from Clinical Coordinator for Site Placement
Complete first 4 courses (12 hours) and be in good standing

APPENDIX E: LOCAL SUPERVISOR APPLICATION

Student Name: _____

Supervisor Name: _____

Gender: _____

Ethnicity: (mark all that apply)

Black _____

White _____

Mexican American _____

Asian or Pacific Islander _____

Other Hispanic American _____

American Indian/Alaskan Native _____

Cuban American _____

Puerto Rican American/Homeland _____

Puerto Rican American/Commonwealth _____

Unknown _____

Other _____

Phone: _____

Email Address: _____

License Type, State, and #: _____

Are you currently in clinical practice? Yes No

AAMFT Approved Supervisor? Yes No Expiration Date? _____

AAMFT Supervisor Candidate? Yes No Expiration Date? _____

AAMFT Member? Yes No Membership Category _____

Are you a state approved supervisor of MFT trainees? _____

Is your graduate training from a COAMFTE-Accredited program? Yes No

If no, please list your academic coursework, training, or CEUs pertinent to MFT. Include the number of hours, year in which training or course work was completed, and the title of the training.

Please complete the following section describing your work experience in the field of marriage and family therapy with an emphasis on your systemic and relational approach to treatment.

Year Work experience

Please complete the following section describing your supervisory training in the field of marriage and family therapy. Include the details of your graduate coursework in supervision and your supervision-of-supervision experience.

How many years have you provided supervision to MFTs? _____

Please list any professional associations related to the field of MFT to which you belong.

Year Association

Supervisor Signature: _____

Date: _____

Approval Signature:

Program Director: _____ Date: _____

APPENDIX F: INTERNSHIP SITE APPLICATION

Email address: _____

Student Name: _____

Site Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____

Site Supervisor's Name (if different from local supervisor):

Supervisor's Email Address: _____

Expected dates of Internship: From _____ / _____ To _____ / _____
Mo Yr Mo Yr

Expected client contact hours at site: _____
Relational (C/F) Individual

Student Signature: _____ Date: _____

Approval Signature:

Program Director: _____ Date: _____

APPENDIX G: TRACKING CLIENT CONTACT and SUPERVISION

Students will create their own account with Time2Track (at no additional cost to the student), an online clinical tracking and approval management system (<https://support.time2track.com/article/121-time2track-basics-for-individuals>). Students should discuss any questions with the Clinical Coordinator.

The following is a list of client contact and supervision activities in Time2Track:

Relational Direct

Couples Therapy

Family Therapy

Group Family Therapy

Group couples Therapy

Individual Direct

Individual Therapy

Group Therapy - Individual

Supervision

Individual Case Report

Individual Raw Data - Live

Individual Raw Data - Video

Individual Raw Data - Audio

Group Case Report

Group Raw Data - Live

Group Raw Data - Video

Group Raw Data - Audio

APPENDIX H: AAMFT CODE OF ETHICS

[AAMFT Code of Ethics \(2015\)](#)

APPENDIX I: ACU ETHICS PROTOCOL

The ACU Dallas Online Marriage and Family Therapy Program is committed to demonstrating and maintaining the highest levels of professional competency and integrity. Students and faculty in the program are expected to know and abide by the regulatory and statutory laws that govern the practice of MFT as well as the current AAMFT Code of Ethics (2015).

The following paragraphs offer brief explanations regarding certain Standards of the Code of Ethics and their applicability to students' work in the program.

Standard I - Responsibility to clients

Students do not discriminate against clients or potential clients on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity, or relationship status (1.1). In all clinical activities, students will strive to benefit the client system (1.9) and allow clients the right to make informed decisions about their treatment (1.8). It is imperative that students provide informed consent (1.2) to all clients and notify them of the student's intern status as well as gain written permission before recording sessions (1.12).

Standard II - Confidentiality

Maintaining client confidentiality is of paramount importance. In the informed consent documents, students will provide details about the limits of confidentiality and will review those limitations verbally (2.1). In order to release any client information, students will need written authorization (2.2); this is particularly important to remember when treating one member of a couple or family where secrets may be revealed. Students and licensed MFTs are not permitted to disclose any secrets without written authorization. Students should take appropriate measures to maintain confidentiality when charting, presenting cases in online supervision, and destroying videos after use (2.5; 2.7).

Standard III - Professional Competence and Integrity

Students should know the state statutes related to mandated reporting and other applicable laws and ethics related to the practice of marriage and family therapy (3.2). Students must know the procedures for making a mandated report within their state.

Standard VI - Technology-Assisted Professional Services

Before using technology for supervision, students must be familiar with the technology (6.1; 6.3) requirements and ensure the platform adheres to all ethical and legal standards.

Standard VII - Professional Evaluations

Students ensure they present a clear distinction between therapy and forensic evaluations (7.7) and avoid conflicts in providing those services for clients (7.6).

Standard IX - Advertising

Students ensure they represent their credentials accurately and in accordance with state statutes (9.1; 9.5).

This list is not exhaustive and if students have questions, they should consult with their local supervisor or faculty member.

APPENDIX J: FAQs

What is the difference between licensure requirements and what is required during the clinical internship?	Licensure requirements refer to the hours students will have to earn <i>post</i> master's degree that count toward their terminal license. These requirements vary across states. Clinical internship requirements satisfy what is necessary for students to earn their master's degree.
Can I be paid during my clinical internship?	It is highly uncommon for students to find an Internship site that allows them to be paid for their client contact. However, if the state statutes permit it, there are no ACU policies that prohibit students from being paid for client contact.
Can I do my internship in a private practice rather than an agency?	First, students should ensure that their state allows interns to work in a private practice. Next, students should ensure the volume of the practice will allow them to earn enough client contact to graduate. Finally, students are prohibited from earning client contact hours in a ministerial setting in which they are already working.
Will I have to pay for local individual supervision?	Students may be able to secure a supervisor who will provide services for free and this is the most desirable option. Students who may have to pay, will likely pay the supervisor's regular rate. Students are advised to present a letter to the supervisor, requesting a reduction in the fee. This letter is found in the Internship Resources module in Canvas.
How long will it take to find a site and a local supervisor?	This process can take 6-9 months, depending on your location. Students are advised to begin this process as soon as they begin the program.
Do I really have to have at least 200 hours of couple and/or family clients?	Yes, in order to adhere to the standards of training in the field, ACU Dallas requires that 40% of the 500 client contact hours (200) be provided to relational systems.
How does group therapy count?	Group therapy counts as individual client

	contact unless two or more members of the group are related by blood or affinity. Students are allowed to count 100 individual group hours or relational group hours toward their 500 total. These will be designated as alternative hours.
May I have more than one internship site at a time?	Yes, students may have more than one site at the same time. However, the second site (and supervisor, if necessary) must be approved before a student can begin to earn hours at that site.
Do I have to change sites during the internship experience?	No, unless there are extenuating circumstances.

APPENDIX K: LOCAL SUPERVISOR EVALUATION

Name: _____ Date: _____

Site Name: _____

Dates of Supervision: From ____ / ____ To ____ / ____
 Mo Yr Mo Yr

Would you recommend this supervisor to other students? YES NO MAYBE

Please rate your Supervisor in the following areas:

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provided clear systemic supervision						
Encouraged consideration of issues of power, hierarchy, oppression, and privilege						
Was available during crisis situations						
Provided concrete guidance during crisis situations						
Established clear expectations for supervision						
Provided guidance with systemic interventions						
Provided guidance on ethical and legal issues						
Exhibited respect to supervisees						
Explained client charting and documentation						
Created an open learning environment						
Modeled self-care						
Attended to self-of-the-supervisee issues						
Discussed gender, sex, race,						

ability, class as organizing principles of families						
Aided supervisees in ethically integrating matters of faith in therapy						
Accepted each supervisee's belief system						

Please provide two strengths of the supervisor:

- 1.
- 2.

Please provide two growth areas of the supervisor:

- 1.
- 2.

Student Signature: _____ Date: _____

APPENDIX L: EVALUATION OF CLINICAL INTERNSHIP

Name: _____ Date: _____

Site Name: _____

Dates of Internship: From ____ / ____ To ____ / ____
 Mo Yr Mo Yr

Name of Site Supervisor (if different from Local Supervisor): _____

Would you recommend this site to other students? YES NO MAYBE

Please rate your Internship in the following areas:

	N/A	Deficient	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of supervision					
Quantity of supervision					
Relationship with supervisor					
Staff rapport with student					
Quality of training experiences					
Quantity of training experiences					
Overall quality of site					

Please indicate the percentage of time spent in each professional activity while at your site.

Type of Service	Percentage
Individual child (less than 12 years old)	
Individual adolescent (13-17 years old)	
Individual adult	
Couple	
Family	
Group	

Please indicate the percentage of time spent providing services to each population.

Population	Percentage
Caucasian/European American	
African American	
Asian American	
Latino/Hispanic	
American Indian	
LGBTQ individuals, couples, or families	
Other (describe):	

Student Signature: _____ Date: _____

APPENDIX M: INTERNSHIP SEARCH PROCESS

Students begin the program with MFTO 601 Pre-Internship and proceed through the next three courses in preparation to begin Internship. From the beginning of the program until graduation, the student has access to the Internship module (Internship information including Online MFT Student Handbook, forms, videos, tips, FAQ's, etc.).

Internship is scheduled to begin after the student successfully completes the first four courses. The student should begin the internship site and supervisor search process during the first course in the program.

Begin the search process by visiting www.aamft.org and searching for Approved Supervisors in your area. Search by zip code within a specified mile radius, and expand the range to increase possible options. Search for Approved Supervisors who are affiliated with an agency, or who are involved in a group practice because the optimal internship site/supervisor combination is one with an Approved Supervisor. At the same time, search via the Internet for local/area social services agencies (outpatient mental health services that include a relational focus). Review therapy staff member credentials, looking for those licensed as MFTs. Examine the services offered, looking for child/adolescent, marital/couple, and family therapy specifically.

The optimal internship setting is one where the student can accrue the necessary number of clinical hours (and specifically relational hours) and is supervised by an AAMFT Approved Supervisor (or an AAMFT Approved Supervisor Candidate) as part of their work at the site (the student does not pay for supervision). The reality is that this optimal situation is less likely to occur because of the overall relative availability of Approved Supervisors (and especially those who are working in an agency setting).

Contact a potential site by phone, and request an in-person appointment with the person responsible for interns (it is possible that the site has never had an intern but is interested in you joining them). Ask if you can send materials via email in advance of the meeting, and if acceptable, forward a brief cover letter expressing your interest, a copy of your professional resume, and a copy of "Information for Site Supervisors" (Part III of the Online MFT Student Handbook). (Note: Once a site and supervisor are secured, the student should provide a complete copy of the Online MFT Student Handbook to their local supervisor).

In the meeting with a potential site and supervisor, explain your interest in wanting to complete your internship at the site, offer a brief overview of the Internship requirements, and briefly describe your potential to contribute as a MFT intern. (Note: If you were not able to send materials via email in advance, bring hard copies to the in-person meeting). Be prepared by having a beginning knowledge about the site and supervisor (review websites), and be interested in learning more about the site and supervisor.