Policies and procedures of requirements of the student practicum within the Masters of Marriage and Family Therapy (MMFT) Program.
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INTRODUCTION TO THIS MANUAL

This manual provides information about what is expected during the marriage and family therapy practicum experience. Graduate students, Approved Supervisors, church or other Agency Personnel involved in the educational process of the student intern are to review, refer and adhere to the policies and procedures in this manual throughout the course of the student’s practicum experience. Practicums are designed to provide students an opportunity to apply the knowledge, skills, and values acquired in their educational curricula. More specifically, competencies and practice behaviors are presented that are intended to best capture the knowledge, skills and values we desire of our graduates. The competencies and subsequent practice behaviors are found following this page.
# MFT Program Competencies

## Domain 1: Treatment

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<thead>
<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
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</table>
| 1.1.1  | Conceptual and Practice Behaviors (PB) | Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.  
Demonstrate working knowledge of psychological, systemic, and theological perspectives as it pertains to family assessment and treatment (PB) MFT I, MFT II, MFT III. |
| 1.1.2  | Conceptual and Practice Behaviors (PB) | Understand theories and techniques of individual, marital, couple, family, and group Psychotherapy.  
Demonstrate working knowledge of same by drafting an Informed Consent Document. (PB) |
| 1.2.1  | Perceptual and Practice Behaviors (PB) | Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context).  
Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems. (PB) |
| 1.2.2  | Perceptual and Practice Behaviors (PB) | Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).  
Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems. (PB) |
| 1.3.1  | Executive | Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.  
Use vignettes and genograms in textbooks to practice the systemic integration of relationship patterns and the assessment process. (PB) |
| 1.3.2  | Executive | Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra familial resources). |
| 1.3.6  | Executive | Establish and maintain appropriate and productive therapeutic alliances with the clients. |
| 1.4.1  | Evaluative and Practice Behaviors (PB) | Evaluate case for appropriateness for treatment within professional scope of practice and competence.  
Use genogram as a tool to decipher how the multigenerational family system might or might not be relevant to an identified client's presenting needs. (PB) |
1.5.1 Professional and Practice Behaviors (PB) Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors, minorities, disenfranchised). Identify family law applications (Federal Acts, State Regulations and State Statutes as they relate to the family, school and judicial systems. (PB)

### Domain 2: Assessment and Diagnosis

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<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>2.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics). Demonstrate working knowledge of family life cycle transitions, family development, vertical and horizontal stressors. Identify and systemically assess response to emotional load. (PB)</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis. Demonstrate a working knowledge of how to use the DSM-V. (PB)</td>
</tr>
<tr>
<td>2.1.6</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups. Identify cultural biases and beliefs in clinical formulations and correct same through inquiry and exploration of client context. (PB)</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems. Formulate a clinical hypothesis based on case vignettes and mock sessions. (PB) MFT II, MFT III</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms. Identify the difference between organic problems and emotional symptoms. (PB)</td>
</tr>
<tr>
<td>2.3.1</td>
<td>Executive</td>
<td>Diagnose and assess client behavioral and relational health problems systemically and contextually.</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Executive</td>
<td>Apply effective and systemic interviewing techniques and strategies.</td>
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2.4.3 **Evaluative and Practice Behaviors (PB)**

Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.

Identify cultural biases and beliefs in clinical formulations and correct same through inquiry and exploration of client context. (PB)

2.5.1 **Professional and Practice Behaviors (PB)**

Utilize consultation and supervision effectively.

Demonstrate ability to formulate a clinical hypothesis. (PB)

### Domain 3: Treatment Planning and Case Management

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<th>Competencies</th>
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| 3.1.1  | Conceptual and Practice Behaviors (PB) | Know which models, modalities, and/or techniques are most effective for presenting problems.  
Have a working knowledge of the following family systems models: intergenerational, cognitive-behavioral, structural, strategic, narrative and solution-focused. (PB) |
| 3.2.1  | Perceptual and Practice Behaviors (PB) | Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.  
Demonstrate an ability to integrate cultural competence in constructing a genogram. (PB) |
| 3.3.4  | Executive | Structure treatment to meet clients’ needs and to facilitate systemic change. |
| 3.3.7  | Executive | Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present. |
| 3.4.2  | Evaluative and Practice Behaviors (PB) | Recognize when treatment goals and plan require modification.  
Practice humility and recognize the common fact that we are not always right. Accept mistakes, switch gears and recover, keeping in mind that the client’s need is the subject for focus not our own pride. (PB) |
| 3.5.1  | Professional and Practice Behaviors (PB) | Advocate with clients in obtaining quality care, appropriate resources, and services in their community.  
Assist the family in getting additional services when necessary. (PB) |
## Domain 4: Therapeutic Interventions

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<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
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| 4.1.1  | **Conceptual and Practice Behaviors (PB)** | Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.  
**Identify culturally sensitive approaches and their relevance for therapeutic applications. (PB)** |
| 4.2.1  | **Perceptual and Practice Behaviors (PB)** | Recognize how different techniques may impact the treatment process.  
**Demonstrate a working knowledge of a variety of techniques and their subsequent impact of treatment process. (PB)** |
| 4.3.1  | Executive | Match treatment modalities and techniques to clients’ needs, goals, and values. |
| 4.3.5  | Executive | Engage each family member in the treatment process as appropriate. |
| 4.3.10 | Executive | Modify interventions that are not working to better fit treatment goals. |
| 4.4.6  | **Evaluative and Practice Behaviors (PB)** | Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.  
**Participate in Clinical Supervision and Case Conferences (PB)** |
| 4.5.3  | **Professional and Practice Behaviors(PB)** | Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.  
**Formulate a clinical hypothesis and draft a treatment plan consistent with same. (PB)** |

## Domain 5: Legal Issues, Ethics, and Standards

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<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
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| 5.1.2  | **Conceptual and Practice Behaviors(PB)** | Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.  
**Discuss professional ethics and standards of practice with clinical supervisor. (PB)** |
| 5.1.4  | **Conceptual and Practice Behaviors (PB)** | Understand the process of making an ethical decision.  
**Discuss ethical decision making with clinical supervisor. (PB)** |
| 5.2.4 | Perceptual and Practice Behaviors (PB) | Recognize when clinical supervision or consultation is necessary. Continuous seek and accept clinical supervision and constructive criticism. (PB) |
| 5.3.8 | Executive | Obtain knowledge of advances and theory regarding effective clinical practice. |
| 5.4.2 | Evaluative and Practice Behaviors (PB) | Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct. When attitudes, personal well-being, personal issues, and personal problems are thought to adversely or create vulnerability for misconduct, make a decision to cancel, re-schedule or refer until said situation is addressed with clinical supervisor. (PB) |
| 5.5.3 | Professional and Practice Behaviors (PB) | Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities. Volunteer to serve at an annual conference and submit academic products that contribute to the profession. (PB) |

Domain 6: Research and Program Evaluation

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<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>6.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Know the extant MFT literature, research, and evidence-based practice. Review at least five resources book-marked on course main page as well as those included as part of syllabus. (PB) MFT II, MFT III MFT II</td>
</tr>
<tr>
<td>6.1.2</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand research and program evaluation methodologies, quantitative and qualitative, relevant to mental health services. Identify and interpret programs and research relevant to practice (PB).</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Recognize opportunities for therapists and clients to participate in clinical research. Identify questions that require exploration of clinical outcomes (PB).</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Executive</td>
<td>Read current counseling literature.</td>
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<tr>
<td>Evaluation and Practice Behaviors (PB)</td>
<td>Evaluate knowledge of current clinical literature and its application. Show familiarity with counseling literature as demonstrated through assignment submissions and performance on exams. (PB)</td>
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<tr>
<td>Professional and Practice Behaviors (PB)</td>
<td>Contribute to the development of new knowledge. Pose a practice question and engage in clinical research. (PB)</td>
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MASTERS IN MARRIAGE AND FAMILY THERAPY PROGRAM OVERVIEW

The Marriage and Family Therapy program is available to students desiring preparation in this specialized area of counseling. The Kentucky Board of Licensure for Marriage and Family Therapists recommends coursework as outlined in KRS 335.330(3). Program coursework meets the requirements of COAMFTE (the Commission on Accreditation for Marriage and Family Therapy Education).

This area of study is designed to prepare graduates with the competencies and practice behaviors to provide marriage and family therapy to individuals, couples, and families. Students successfully completing the Marriage and Family Counseling program may qualify to seek licensure as a Marriage and Family Therapist in the state of Kentucky once all prerequisite requirements (as outlined in KRS 335.300 to 335.399) of the Kentucky Board of Licensure for Marriage and Family Therapists have been fulfilled.

The MMFT is offered in a series of eight week terms conducted through online, face-to-face and hybrid courses that occur in the evening. Psychology, Theology and Marriage & Family faculty, academically and experientially qualified to teach the curricula provide the course instruction for this degree.

The 60 credit hour MMFT degree does not require a thesis; however, the successful completion of a comprehensive examination is required before a student is granted their graduate degree.

**Marriage & Family Core Curriculum (required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MFT 500</td>
<td>MFT Foundations: Marriage and Family Therapy Theories and Practice I</td>
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<tr>
<td>MFT 520</td>
<td>Human Development</td>
</tr>
<tr>
<td>MFT 523</td>
<td>Marriage and Family Therapy Skills</td>
</tr>
<tr>
<td>MFT 530</td>
<td>Research Methods</td>
</tr>
<tr>
<td>MFT 550</td>
<td>MFT Foundations: Marriage and Family Therapy Theories and Practice II</td>
</tr>
<tr>
<td>MFT 560</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>MFT 570</td>
<td>Cultural Competencies</td>
</tr>
<tr>
<td>MFT 581</td>
<td>Ethical, Legal, and Professional Issues in Marriage and Family Therapy</td>
</tr>
<tr>
<td>MFT 515</td>
<td>Introduction to Family Studies</td>
</tr>
<tr>
<td>MFT 516</td>
<td>Marriage and Family Therapy II</td>
</tr>
<tr>
<td>MFT 517</td>
<td>Marriage and Family Therapy III</td>
</tr>
<tr>
<td>MFT 535</td>
<td>Trauma Counseling</td>
</tr>
<tr>
<td>MFT 540</td>
<td>Group Counseling</td>
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<tr>
<td>MFT 545</td>
<td>Premarital and Marital Counseling</td>
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<tr>
<td>MFT 555</td>
<td>Addictions Counseling for the MFT</td>
</tr>
<tr>
<td>MFT 560</td>
<td>Professional Issues for the MFT</td>
</tr>
<tr>
<td>MFT 624</td>
<td>The Child and Adolescent in Marriage and Family Therapy</td>
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*Practicum/Internship (500 direct client hours)  
MFT 690 Practicum

**Students may begin their practicum experience after they have successfully completed 18 credit hours in the program. Prior to beginning the experience, they must obtain approval of the Practicum Director for the adequacy of the field agency and the field agency supervisor.**

**OVERVIEW OF PRACTICUM**

Course Description:
The practicum student will participate in providing marriage and family therapy with individuals, couples, families and/or groups at a site selected by the student and approved by the Director of MMFT Practicum. This practice experience provides the students an opportunity to develop and apply general, and in some cases specialized, marriage and family therapy skills within a practical setting. It is preferable that the practicum site employ an LMFT who is an AAMFT approved supervisor and/or a Kentucky Board Approved Supervisor (BAS). However, a master’s level licensed mental health professional of another discipline may be accepted when an LMFT is not available. Supervisors other than AAMFT approved or a Kentucky Board Approved Supervisor (BAS) LMFT supervisor must be approved by the Practicum Director. The student would meet with the supervisor one hour each week for supervision. If the site does not employ a master’s level licensed mental health professional the student shall seek supervision with an approved supervisor off-site.

**Prerequisites:** Students may begin their practicum experience after they have successfully completed 18 credit hours in the program. Prior to beginning the experience, they must obtain approval of the Practicum Director for the adequacy of the field agency and the field agency supervisor.

**Goal:** Students should demonstrate a comprehension of learned knowledge and be able to apply that knowledge to the practice of counseling preferably under the supervision of an LMFT, or (if approved) a credentialed, experienced mental health professional who embodies the professional perspective.

**Objectives:** Once the internship is completed the student will demonstrate the competencies of this program at a level of a beginning practitioner. (see competencies on page 2 and following).

**Practicum Course Requirements:**
Students will have a preliminary meeting with the Practicum Director when reaching 12 credit hours to facilitate beginning practicum site search. **Students may begin their practicum experience after they have successfully completed 18 credit hours in the program.**

1. Students must receive a written confirmation from the Practicum Director before the internship experience begins. This can be via email.
2. Students must provide verification of malpractice insurance before they begin their practicum.
3. Students must attend a Practicum orientation (with their Approved supervisor and site overseer) prior to beginning their Practicum experience.
4. Student must meet with Practicum Director and Approved supervisor within 3 weeks of beginning their practicum work. A self-assessment must be completed by the student at the beginning and the end of the practicum experience for use in goal setting and SLOs.

5. Students must complete 500 clock hours of providing marriage and family therapy directly to clients during the Practicum experience and must attend in addition, one hour per week in supervisory session with their Approved Supervisor. The number of hours worked and the hour of supervision is to be documented each week on the “Internship Time Sheet” (Appendix D) and signed by the student and Approved Supervisor at the end of each supervisory session.

6. While pursuing the 500 hours of Practicum the student will engage with the Practicum Director and peer students for one hour per week for mandatory weekly supervision.

7. Live data must be presented at least 3 times during practicum to the Approved supervisor and/or the Practicum Director as part of individual or group supervision.

8. All requirements and assignments must be completed in a satisfactory and timely manner to pass the course.
   - 140 combined total hours of clinical supervision and case conference/
   - If does not complete the required client hours by completion of the 10 credit hours they must enroll in MFT 699-71 Graduate Candidacy. The course requirements are the same as MFT 690. Students must continue enrollment until all client hours are complete. If hours are complete the student still must complete the full term as with MFT 690.
   - Learning Agreement goals, objectives, and projected activities must be completed and submitted to the Practicum Director within three weeks of beginning the internship. This agreement is developed by the student and their Approved Supervisor and must be signed by both the student and the Approved Supervisor.
   - The student may also be required to complete additional assignments made during the internship by the Approved Supervisor and/or Practicum Director.
   - Students must complete final evaluations (Appendix F).

BEGINNING THE SEARCH FOR A PLACEMENT

Students are responsible for seeking a placement location that provides counseling services consistent with their interest and educational preparation. Before making contact, the student will confirm with the Practicum Director that the site is acceptable. After contacting the agency, church or school, the prospective intern notifies the Practicum Director of their acceptance at the site. The student then completes the Application for Practicum (Appendix A) and delivers same to the Director who reviews the application materials and signs the application. **The process in preparing for practicum is lengthy and should be initiated 4-6 months in advance of beginning the practicum.** If the
placement is not appropriate in providing the preparation consistent with the student’s educational preparation, an alternative placement must be sought by the student.

**Application Process**
The following must be included in the application for practicum materials:

- A copy of the student's certificate of malpractice insurance (Likely obtained from a counseling organization that the student has joined such as the American Association for Marriage and Family Therapy, the American Counseling Assoc., the American Assoc. of Christian Counselors, etc.)
- The Application for Practicum (Appendix A).
- A copy of the Approved Supervisor vitae (including educational credentials, license issued and license number)
- The Disclosure Statement (Appendix B)
- The Memorandum of Agreement between Approved Supervisor and this university (Appendix C)

**Criteria for Selection of Practicum Supervisors**
The Approved supervisor MUST HAVE:
1. A minimum of a Master’s degree in Marriage and Family Therapy (or approved equivalent) from an institution accredited by a regional accrediting organization;
2. A license to practice counseling services respective to the degree and educational qualifications of the supervisor (including the license # on vitae);
3. A commitment to the counseling profession including the embracing of its values, skills, and knowledge and an appreciation of racial, ethnic, and cultural diversity; The practicum site should provide direct practice counseling services to individuals, families and/or groups. The student will discuss with the Director of the agency, or a designee, to identify the most appropriate and available person to provide supervision (meeting all the aforementioned criteria). Before proceeding with the application process, the supervisor must also be approved by the Practicum Director.

**ROLES AND RESPONSIBILITIES**

**PRACTICUM RESPONSIBILITIES**

**The Role of the Director of MMFT Practicum**
The Director of MMFT Practicum has the following responsibilities in relation to the internship:

- Assess and approve the supervisor that is assuming primary responsibility for the students’ internship experience.
- Review all applications of student interns and the vitae’s of the intern’s supervisor/s.
- Develop and maintain positive courteous and effective working relationships with students, agency representatives, as well as others involved in the student internship experience.
- Recruit and converse with a wide and diverse array of healthy organizations, agencies and private practitioners representative of the types of work settings students will be entering after graduation.
- Orient and train professionally qualified counselors and other agency representatives who can offer instruction to student interns.
- Provide information about internship requirements.
- Provide guidelines and forms for conducting the student performance evaluation.
- Assess effectiveness of learning resources of all organizations hosting students and of the Internship Supervisors assigned to work with internship students.
- Establish mechanisms for obtaining systematic feedback from Approved Supervisors, students and others involved in the internship so as to ensure that this program reflects the needs and demands of current professional counseling practice.
- Is available to student interns and outside agency representatives by establishing reasonable office hours and an open communication process. Works with students and placement sites to arrange internships.
- Is informed regarding the policies, procedures and protocols of individual organizations hosting students.
- Clarifies requirements for all parties involved in the internship process.
- Ensures that agency staff and others involved in the student instruction are provided with written materials, including course syllabi and any necessary forms, guidelines, etc.
- Provides technical assistance to all parties regarding interpretation of the curriculum and the creation of sound learning activities and assignments in the practicum.
- Reviews and provides timely feedback on student written and oral assignments and agency documentation to the student, the Approved Supervisor and any other agency representative involved in the internship.
• Monitors student progress by way of: a site visit, telephone contact or email contact at least twice during the experience, and ensures that there is a formal assessment process to guide the student’s learning.
• Makes other on-site and telephone contacts needed to ensure the quality of the experience and to manage problem situations.
• Provides support, nurturing and other necessary technical assistance to facilitate the process.
• After consultation with the Approved Supervisor, assigns the final grade for the course.
• Engages in on-going evaluation of placement settings and Internship Supervisors and other agency representatives as education resources.

The Role of the Practicum Student

Practicum students are to be compared to beginning level counselors. The practicum student has already developed and practiced many of the skills and competencies needed as a beginning level counselor. The students’ role is to begin assuming the professional responsibilities of a counselor under the careful supervision of trained staff at the placement agency. They are to function as an employee of the agency and comply with its policies and procedures.

The practicum student is to conduct the 500 hours of direct face-to-face marriage and family therapy while enrolled in the Marriage and Family program. In addition, students must meet weekly with their Approved supervisor, Practicum Director and peer practicum students.

The Responsibility of the Practicum Student

• Accept responsibility for and ownership of his/her learning process.
• Acquire malpractice insurance as a student intern for the entire period of the student internship experience.
• Actively seek to establish a positive, courteous and effective working relationship with the Practicum Director, Approved Supervisor, and other staff of the host organization as appropriate. This includes notification of cancellation at least 24 hours prior to meeting.
• Enter the placement setting and engage in professional relationships and change efforts in a manner that reflect a commitment to the ethics and values of the counseling profession, the mission, policies, procedures and protocols of the placement organization.
• Observe ethical practice for self-care regarding their work, placement and their own family obligations.
• Assure that the confidentiality rights of clients are protected at all times and in all circumstances.
• Engage with the Approved Supervisor in preparing achievable goals and objectives to guide the learning process and seek approval from the Practicum Director.
• In response to varied client needs and requests, select from a repertoire of theories of intervention and conduct a variety of assessments, evaluations, interventions and treatments based on client goals and objectives.
• Complete internship learning assignments as required by the course syllabus.
• Complete required written work essential to effective performance in the agency.
• Prepare for and participate in weekly supervision meetings with the Approved Supervisor.
• Prepare for and participate in weekly case conference meetings with the Practicum Director and peers.
• Engage in on-going self-assessment, including a completion and review of the mid-way and final evaluation.
• Meet with the Practicum Director and Approved Supervisor together at least twice per within the internship experience to discuss progress, achievements, concerns, deficiencies, and evaluations.
Inform the Approved Supervisor and the Practicum Director of potential problems and conflicts in a timely, written and appropriate manner in an attempt to ensure opportunity for discussion and problem solving at the earliest possible time.

The Role of the Approved Supervisor
Approved Supervisor Responsibility

• Provide updated vitae.
• Actively seeks to establish a positive, courteous and effective working relationship with the student and the Practicum Director and others who may be involved in the student’s internship experience.
• Informs self of University policies, procedures, services, and course requirements for the student.
• Interviews and selects student interns by way of a mutual assessment of appropriateness of the match between student, supervisor and organization.
• Ensures that the student is appropriately oriented to the organization and is afforded reasonable and adequate opportunity to enter the “culture” of the organization as a learner.
• Facilitates the student in the development and implementation of written achievable goals and objectives that allow him/her the necessary opportunity to meet internship requirements.
• Provides the student with opportunity to individuals, families, and/or groups, on their behalf.
• Reviews the student’s work and provides written and oral feedback to the student on a weekly basis on all required written work that is essential to effective practice in the agency.
• Prepares for and conducts weekly supervision meetings (a minimum of one hour per week) with the student, and uses the student's learning objectives and other written work, as well as feedback from other agency personnel, as guides in planning those supervisory meetings and for on-going monitoring of student progress in the placement.
• Prepares an end of practicum student evaluation following university guidelines.
• Conferences at least twice during the student’s practicum experience in a face-to-face meeting with the Practicum Director, the student, and with the Approved Supervisor.
• Notifies the Practicum Director of potential problems or conflicts in a timely manner to allow for problem solving at the earliest possible moment.
Collaborates with the Practicum Director in conducting a mid and final review of the student, which assists in establishing an end of semester grade for the Student.

**Approved Supervisor Competencies and Practice Behaviors**

**Practicum Placement Evaluation**

Students will be evaluated at 150 and 300 hours, with a final evaluation at the end of the practicum education experience using the evaluation form provided on page 22 of this handbook. Approved Supervisors will complete the evaluation form and then share and discuss the evaluation with the student and the Practicum Director. The final evaluation for the course will be made by the Approved supervisor with the Practicum Director. Evaluations are based on the attainment of competencies and practice behaviors, attendance at the internship site, seminar participation, ratings provided by the Approved Supervisor and the successful completion of the internship.

The course grade is a “satisfactory” or “unsatisfactory” evaluation. As stated, a student will not receive a satisfactory grade unless all of the above requirements are met at a beginning therapist level of achievement. If the student receives an unsatisfactory grade the course must be repeated (including all seminar hours and 500 clock hours of client contact).

Permission to repeat the course must be obtained from the Practicum Director and a student may not repeat this course more than one time. If more than one repeat becomes necessary, the student will be dismissed from the program.

Any unwillingness to adhere to the AAMFT Code of Ethics and/or Practicum Policy
and Procedures will result in an automatic failure of this course and a possible dismissal from the counseling program.

GRIEVANCE AND APPEALS

Non-Academic Behavior

Students, at a minimum, are expected to follow the University behavioral code of conduct (see Appendix C). In addition, students are expected to adhere to the American Association for Marriage and Family Therapy Code of Ethics (http://www.AAMFT.org). Students accused or suspected of violating the University Code and/or the AAMFT Code of Ethics will be addressed directly by the program and may be referred to the University Judicial Council and/or the Graduate Committee for review. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following constitute examples for which termination from the program will be seriously considered:

1. Violation of the intent/spirit of the AAMFT Code of Ethics or University values. For example, if there is:
   a) Failure to respect the dignity and promote the welfare of clients.
   b) Intentional harm to clients, peers, or research subjects.
   c) Self-serving behaviors that breach client confidentiality or equivalent.
   d) A professional relationship boundary violation/s.
   e) Cheating or plagiarism.
2. Impaired performance secondary to alcohol and/or substance abuse.
3. Criminal conviction.
4. Poor performance in the Practicum, even after remediation, intervention or arbitration.

If the MMFT Program Committee, which is made up of the Program Director, the Assistant Director, and the Practicum Director identifies issues of concern related to student performance as described above, the student will be notified in writing of the issues of concern and will be invited to present his/her views to the committee, depending upon the nature of the issue.

Decisions of the committee may include:
1. Continuance in the program.
2. Provisional continuance in the program: continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
3. Termination from the program.

**Appeals**

The student dissatisfied with the decision of the committee may file an appeal about a decision made by the MMFT Program Committee for issues such as program continuance or dismissal. This appeal must be typed and submitted to the Dean of the School of Theology. A hearing with the MMFT Program Committee may be scheduled to address an appeal. No legal council is necessary or permitted. The MMFT Program Committee will send written notification to the Vice President of Academic Affairs as an invitation to participate in the appeal hearing. The Vice President of Academic Affairs serves as a representative of the University.

**Appeal of Actions due to Academic Behavior**

Internship issues and concerns and/or appeals should be submitted to the Practicum Director in writing. The previous procedure is to be followed if the student wishes to pursue the grievance to an advanced level.

If a student has a grievance with his/her Approved Supervisor concerning his/her admission, continuance, progression, or termination, an appeal must be made in writing to the Practicum Director. The next level of written appeal concerning such a grievance is to the Dean of the School of Theology. The decision of the Dean is final.

**Course Policies**

**Student Class Participation and Attendance**

Students are required to attend ALL class sessions. Professional functioning often involves collegial sharing and peer support. By being present in class students develop a commitment to, and a skill in, mutual problem solving. Each class builds on previous material, which further enhances the need for consistent and continual attendance. A professional degree trains students to be professionals in the workplace and dependably support colleagues. Class attendance is mandatory.

**Classroom Behavior**

Students are expected to learn collegiality and to develop listening skills. Professional collegiality demands respect for another’s viewpoints and statements. Listening is both a skill and an art that requires ongoing practice. In class and in the practicum students are expected to demonstrate collegiality, respect and the ability to listen and hold confidences. Side conversations, dozing, texting, using technology for non-coursework, doing homework, etc., while an instructor, guest speaker, or fellow student is talking is impolite and inappropriate.
Students conducting impolite or inappropriate activities may be asked to leave the classroom or receive an unsatisfactory grade for the course.
Appendix A: Completed by the Student
CAMPBELLSVILLE UNIVERSITY SCHOOL OF THEOLOGY
APPLICATION FOR MMFT INTERNSHIP

Students name: ___________________________________________________________
Address: _________________________________________________________________
Phone: ___________ Cell: ___________
City __________________ State _____ Zip ________________
E-mail Address: ___________________________________________________________
Number of hours of coursework to date? _____________ Date 18 hrs. completed: _____________
Date you plan to start your internship: _______________________________

On a separate piece of paper please describe and discuss your strengths and limitations in participating in
this internship experience. (Please type and attach to application)

Career Goals (Include experiences you wish to explore, skills you wish to acquire and career directions you
are considering):
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

What has been your experience with giving and receiving help?
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

Placement Preferences: Rank in priority: 1-1st choice, 2-2nd choice, 3-3rd choice
__Health care (hospital)   __Domestic violence
__Aging                   __Families and children
__Psychiatric hospital   __Intellectual disability
__Community mental health __Church counselor
__Private practice        __Other _____________________

Inception date of AAMFT membership: ______________________
Member Number: _____________________

Medical History: (please indicate any medical history that requires consideration in your practicum
placement)
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

Release of information:
I grant permission to the Campbellsville University School of Theology to release information about my
interests and abilities for the purpose of arranging my internship experience. This release extends to any
agency when necessary for confirmation of a mutually agreeable placement.
________________________________________________________________________________________________________________________
Students Signature  __________________ Date

21
Appendix B: Completed by the Student

DISCLOSURE STATEMENT

In order for the MMFT Program to approve your internship, the following information is needed. This information is for the purpose of:

• Protecting clients.
• Enabling the Program to respond to certain agency requirements for persons working in the agency (Some agencies may also require specific background checks/disclosures; these will be addressed on an individual basis.)

Disclosure of this information will not in and of itself, preclude admission to Internship; however, it may hamper your ability to obtain licensure. **No arrangements for internship will be finalized prior to completion of this statement and its submission to the Program Director.**

1. Have you had any criminal or civil adjudication/convictions?
   Yes: ____ No: _____
   If yes, please explain:
   __________________________________________________________________________
   __________________________________________________________________________

2. Is there any behavior, condition, illness, or addiction that could impair your ability to function in an agency that provides counseling services? This could include, but is not limited to, drug or alcohol use, domestic violence, or child abuse.
   Yes: ____ No: _____
   If yes, please explain:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

_______________________________  ______________________________
Signature                                      Date

Please submit this Disclosure Statement along with application for the MMFT Internship at least one full semester prior to the planned internship start date to:

Main Campus                                      Louisville Extension Center
Dr. John Hurtgen, Dean                          Dr. Ken Hollis, Director
School of Theology                                c/o MMFT Practicum Director
UP0 Box 855                        Campbellsville University
1 University Dr.                             Louisville Extension Center
Campbellsville, KY 42718                      2300 Greene Way
                                             Louisville, KY 40220
                                             Louisville, KY 40220
MEMORANDUM OF AGREEMENT
CAMPBELLSVILLE UNIVERSITY SCHOOL OF THEOLOGY

This agreement is entered into by and between the Campbellsville University School of Theology on behalf of ________________________________ herein after referred to as “student” and ________________________________, herein after referred to as “Agency,” to describe the manner in which the parties agree to cooperate on the placement and supervision of the counseling practicum students for the purpose of providing an educational experience designed to assist the student in applying the knowledge, skills, and values and ethics of the counseling profession in an actual field setting. The agreement will be renewed with change of leadership with either the Agency or the Campbellsville University School of Theology.

Therefore, the Campbellsville University School of Theology, the student and the Agency execute this Practicum Agreement and mutually agree that the responsibilities of each party shall be stated herein.

I. The Campbellsville University School of Theology shall:
   A. Conduct a program in the field of Marriage and Family therapy in conformity with all applicable statutes and regulations of the State of Kentucky and the United States and in keeping with the American Association of Marriage and Family Therapy code of ethics.
   B. Coordinate the process of placing students accepted into practicum courses.
   C. Ensure that the Agency is provided adequate opportunity to interview and determine the appropriateness of interested practicum students before any student is assigned to the Agency.
   D. Orient practicum students and personnel who serve in the capacity of Practicum Supervisors and Agency Representatives to practicum requirements, and policies and procedures of the Campbellsville University School of Theology.
   E. Expect students and all Campbellsville University School of Theology faculty members abide by the AAMFT Code of Ethics.
   F. The Practicum Director will serve as liaison between the student and the Agency when necessary. As liaison, the Practicum Director will serve when necessary and/or when enrollment mandates.
   G. Monitor and facilitate the student’s learning in the practicum by the use of a learning contract; provide weekly feedback to promote integration of academic learning and the agency based practice experience by the student; and offer technical assistance and problem solving as needed or at the request of the student or the Agency.
   H. Have students provide proof of malpractice insurance while enrolled in the practicum course.
I. Provide criteria and process for evaluating student educational progress and seek the assistance of the Agency Site Supervisor and/or Clinical Supervisor in carrying out that process over the course of the practicum.

J. Ensure that the Practicum Director makes a minimum of one site visit to the Agency.

K. Agree that the Campbellsville University School of Theology liaison(s) and the practicum student follow all policy, procedure and professional practice expectations as written and implemented by the Agency, especially related to confidentiality and client rights.

The Agency shall:

A. Assign a member of the Agency staff who meets established criteria for a Practicum Supervisor and who is acceptable to the Campbellsville University School of Theology to provide supervision of the student’s learning activities in the practicum. This person is referred to as the “Approved Supervisor” and will hold a license to counsel, preferably a licensed marriage and family therapist, in the respective state of practice (or when approved by the Practicum Director, a licensed clinical social worker, a licensed professional clinical counselor or a licensed psychologist). If the Agency does not have staff that meets the criteria the staff member will function as manager overseeing the student’s performance and compliance with Agency policies and procedures. The staff member will be asked to provide a signature on a time sheet to verify the direct client hours provided at the site.

B. Facilitate an adequate Agency educational learning experience for the student by participating in an orientation session between the designated Agency Practicum Supervisor and/or the Campbellsville University School of Theology Practicum Director.

C. Agree that Agency staff who work with practicum students become familiar with and adhere to the policies, procedures, roles and responsibilities outlined in the MMFT Practicum Instruction Manual of the Campbellsville University School of Theology (as applicable to the academic level of the student assigned to the Agency).

D. Retain all authority regarding all services to clients and other consumers of Agency services.

E. Provide reasonable opportunity for the Campbellsville University School of Theology Practicum Director to become oriented to the Agency as necessary and/or possible to facilitate coordination with the placement agency.

F. Provide the student with a detailed Agency orientation and learning opportunities essential to satisfying the goals and objectives established, as applicable, by the MMFT Practicum of the Campbellsville University School of Theology and as written in the practicum manual when the student enters the practicum.

G. Provide the release time necessary for the Approved Supervisor, if employed by the Agency, to offer the student a minimum of one hour per week of supervision, or release time necessary to the student if the student has clinical supervision off-site.

H. Provide reasonable and adequate logistical support for the student during the practicum, including, but not limited to, a work space, use of a telephone as required, writing
materials, computer and other office supplies necessary for Agency report writing and other activity documentation, etc. The Agency is not responsible for housing, transportation to the placement site, or usual living costs for the student.

I. Prohibit the student from personally transporting clients in an Agency or personal vehicle and train the student in all safety procedures of the Agency.

J. Participate in the student and practicum evaluation process as required by the Campbellsville University School of Theology.

K. Notify the Practicum Director of the Campbellsville University School of Theology if any questions or problems arise at the earliest possible date.

Both parties agree to the following:

A. Unless otherwise agreed upon by the Campbellsville University School of Theology and the Agency, students are not employees and shall therefore not be entitled to any wages or benefits as a result of their participation in this program unless an internship stipend is part of the Agency practice.

B. This Memorandum of Agreement shall be effective on the date it is signed and may be terminated at the option of either the Campbellsville University School of Theology or the Agency upon written notice given to the other party no less than thirty (30) days prior to the date of termination unless both parties agree upon immediate termination.

C. This agreement shall be governed and construed according to the laws of the State of Kentucky.

**ACCEPTED**  
**(CAMPBELLSVILLE UNIVERSITY SCHOOL OF THEOLOGY)**

<table>
<thead>
<tr>
<th>Signature</th>
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<tbody>
<tr>
<td>Name</td>
<td>Name</td>
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<tr>
<td>Title</td>
<td>Title</td>
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<tr>
<td>License Number</td>
<td>License Number</td>
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<tr>
<td>Date</td>
<td>Date</td>
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</table>

**ACCEPTED**  
**(AGENCY)**

**Distribution: Originals (2) Agency and Campbellsville University School of Theology**
<table>
<thead>
<tr>
<th>Date</th>
<th>Total Hours</th>
<th># of Hours in Supervision</th>
<th># of Hours Clinical (Direct)</th>
<th># of Hours Clinical (Supervised)</th>
<th># of Hours Individual</th>
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<td>120</td>
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Total: 100

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Total # of Combined Clinical Hours: 20

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Student Name: [Student Name]

Clinical Supervisor: [Clinical Supervisor]

Practice Location: [Practice Location]

B.I. Weekly Time Sheets

Appendix D

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Total # of Combined Clinical Hours: [Total # of Combined Clinical Hours]
Appendix E: Completed by the Approved Supervisor

RATING SCALE FOR THE FINAL EVALUATION OF THE STUDENT INTERN

Name of Student _____________________________ Date ______________
Name of Approved Supervisor completing this evaluation: __________________

Instructions for Rating Students on the competencies and practice behaviors in the first part of the evaluation:

The standard by which a student is to be compared is that of a new beginning-level counselor. The competencies and practice behaviors that are specified in this evaluation are those identified earlier in the Internship Manual. Under each competency statement are several items that we ask you to rate accordingly.

0= Placement provided no opportunity to assess this outcome
1= Not currently demonstrating readiness to achieve a beginning competence.
2= Requires additional training/knowledge in order to demonstrate a beginning competence.
3= Still in the learning process related to this competency/practice behavior, but will likely demonstrate a beginning competence soon after beginning practice.
4= Demonstrates a beginning level competence.
5= Demonstrates competence with mastery at a level expected of an MFT graduate.

Comments may be made under any competency and are strongly encouraged. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement.

This evaluation is intended to give the student feedback about his/her performance. The Approved Supervisor's rating of these items will only be a part of the overall calculation of the grade that is given to the student. The Practicum Director has the responsibility of determining the student's grade. The assigned grade is based on: the Director's overall evaluation of the student's performance, in conjunction with the Approved Supervisor's evaluation, attendance, and other required assignments as listed in course syllabus.

Goal: Students should demonstrate a comprehension of knowledge and demonstrate skills that apply to counseling individuals, families and groups, under the supervision of an experienced professional who holds the credentials and embodies the knowledge and skills AS a licensed therapist/counselor/social worker.
<table>
<thead>
<tr>
<th>Domain 1: Treatment</th>
<th>Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.1</strong> Conceptual and Practice Behaviors (PB)</td>
<td>Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy. <strong>Demonstrate working knowledge of psychological, systemic, and theological perspectives as it pertains to family assessment and treatment (PB) MFT I, MFT II, MFT III.</strong></td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.1.2</strong> Conceptual and Practice Behaviors (PB)</td>
<td>Understand theories and techniques of individual, marital, couple, family, and group Psychotherapy. <strong>Demonstrate working knowledge of same by drafting an Informed Consent Document.</strong> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.2.1</strong> Perceptual and Practice Behaviors (PB)</td>
<td>Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context). <strong>Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems.</strong> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.2.2</strong> Perceptual and Practice Behaviors (PB)</td>
<td>Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services). <strong>Demonstrate working knowledge of multiple systems (including work, church, and school) and their interlocking relationship with family systems.</strong> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.3.1</strong> Executive</td>
<td>Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. <strong>Use vignettes and genograms in textbooks to practice the systemic integration of relationship patterns and the assessment process.</strong> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.3.2</strong> Executive</td>
<td>Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra familial resources).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.3.6</strong> Executive</td>
<td>Establish and maintain appropriate and productive therapeutic alliances with the clients.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>1.4.1</strong> Evaluative and Practice Behaviors (PB)</td>
<td>Evaluate case for appropriateness for treatment within professional scope of practice and competence. <strong>Use genogram as a tool to decipher how the multigenerational family system might or might not be relevant to an identified client’s presenting needs.</strong> (PB)</td>
<td>0 1 2 3 4 5</td>
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</tbody>
</table>
### Domain 2: Assessment and Diagnosis

<table>
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<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics). <em>Demonstrate working knowledge of family life cycle transitions, family development, vertical and horizontal stressors. Identify and systemically assess response to emotional load.</em> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis. <em>Demonstrate a working knowledge of how to use the DSM-V.</em> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.1.6</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups. <em>Identify cultural biases and beliefs in clinical formulations and correct same through inquiry and exploration of client context.</em> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems. <em>Formulate a clinical hypothesis based on case vignettes and mock sessions.</em> (PB) MFT II, MFT III</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms. <em>Identify the difference between organic problems and emotional symptoms.</em> (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Executive</td>
<td>Apply effective and systemic interviewing techniques and strategies.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Evaluative and Practice Behaviors (PB)</td>
<td>Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses. <em>Identify cultural biases and beliefs in clinical formulations and correct same through inquiry and exploration of client context.</em> (PB)</td>
<td>0 1 2 3 4 5</td>
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</tbody>
</table>
### Domain 3: Treatment Planning and Case Management

<table>
<thead>
<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
<th>Rating</th>
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<tbody>
<tr>
<td>3.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Know which models, modalities, and/or techniques are most effective for presenting problems.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td></td>
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<td>Have a working knowledge of the following family systems models: intergenerational, cognitive-behavioral, structural, strategic, narrative and solution-focused. (PB)</td>
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<tr>
<td>3.2.1</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.</td>
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<td></td>
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<td>Demonstrate an ability to integrate cultural competence in constructing a genogram. (PB)</td>
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<tr>
<td>3.3.4</td>
<td>Executive</td>
<td>Structure treatment to meet clients’ needs and to facilitate systemic change</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3.3.7</td>
<td>Executive</td>
<td>Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Evaluative and Practice Behaviors (PB)</td>
<td>Recognize when treatment goals and plan require modification.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td></td>
<td></td>
<td>Practice humility and recognize the common fact that we are not always right. Accept mistakes, switch gears and recover, keeping in mind that the client’s need is the subject for focus not our own pride. (PB)</td>
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</tr>
<tr>
<td>3.5.1</td>
<td>Professional and Practice Behaviors (PB)</td>
<td>Advocate with clients in obtaining quality care, appropriate resources, and services in their community.</td>
<td>0 1 2 3 4 5</td>
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<td></td>
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<td>Assist the family in getting additional services when necessary. (PB)</td>
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### Domain 4: Therapeutic Interventions

<table>
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<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.</td>
<td>0 1 2 3 4 5</td>
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<tr>
<td></td>
<td></td>
<td>Identify culturally sensitive approaches and their relevance for therapeutic applications. (PB)</td>
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<tr>
<td>4.2.1</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Recognize how different techniques may impact the treatment process.</td>
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<tr>
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<td></td>
<td>Demonstrate a working knowledge of a variety of techniques and their subsequent impact of treatment process. (PB)</td>
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</tr>
</tbody>
</table>
4.3.1 Executive  Match treatment modalities and techniques to clients’ needs, goals, and values.  

4.3.5 Executive  Engage each family member in the treatment process as appropriate.  

4.3.10 Executive  Modify interventions that are not working to better fit treatment goals.  

4.4.6 Evaluative and Practice Behaviors (PB)  Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.

Participate in Clinical Supervision and Case Conferences (PB)  

4.5.3 Professional and Practice Behaviors(PB)  Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.

Formulate a clinical hypothesis and draft a treatment plan consistent with same. (PB)  

Domain 5: Legal Issues, Ethics, and Standards

<table>
<thead>
<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 5.1.2  | Conceptual and Practice Behaviors(PB) | Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.  
Discuss professional ethics and standards of practice with clinical supervisor. (PB) | 0 1 2 3 4 5 |
| 5.1.4  | Conceptual and Practice Behaviors (PB) | Understand the process of making an ethical decision.  
Discuss ethical decision making with clinical supervisor. (PB) | 0 1 2 3 4 5 |
| 5.2.4  | Perceptual and Practice Behaviors (PB) | Recognize when clinical supervision or consultation is necessary.  
Continuously seek and accept clinical supervision and constructive criticism. (PB) | 0 1 2 3 4 5 |
| 5.3.8  | Executive | Obtain knowledge of advances and theory regarding effective clinical practice. | 0 1 2 3 4 5 |
| 5.4.2  | Evaluative and Practice Behaviors (PB) | Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct.  
When attitudes, personal well-being, personal issues, and personal problems are thought to adversely or create vulnerability for misconduct, make a decision to cancel, re-schedule or refer until said situation is addressed with clinical supervisor. (PB) | 0 1 2 3 4 5 |
5.5.3 Professional and Practice Behaviors (PB)

Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.

Volunteer to serve at an annual conference and submit academic products that contribute to the profession. (PB)

Domain 6: Research and Program Evaluation

<table>
<thead>
<tr>
<th>Number</th>
<th>Subdomain</th>
<th>Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Know the extant MFT literature, research, and evidence-based practice. Review at least five resources book-marked on course main page as well as those included as part of syllabus. (PB) MFT II, MFT III MFT II</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6.1.2</td>
<td>Conceptual and Practice Behaviors (PB)</td>
<td>Understand research and program evaluation methodologies, quantitative and qualitative, relevant to mental health services. Identify and interpret programs and research relevant to practice (PB).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Perceptual and Practice Behaviors (PB)</td>
<td>Recognize opportunities for therapists and clients to participate in clinical research. Identify questions that require exploration of clinical outcomes (PB).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Executive</td>
<td>Read current counseling literature.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6.4.1</td>
<td>Evaluative and Practice Behaviors (PB)</td>
<td>Evaluate knowledge of current clinical literature and its application. Show familiarity with counseling literature as demonstrated through assignment submissions and performance on exams. (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6.5.1</td>
<td>Professional and Practice Behaviors (PB)</td>
<td>Contribute to the development of new knowledge. Pose a practice question and engage in clinical research. (PB)</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

In addition to the core competencies, please address the following elements of professionalism by circling either "strength", or “needs improvement:

- Attendance and punctuality STRENGTH NEEDS IMPROVEMENT
- Promptness in completing work assignments STRENGTH NEEDS IMPROVEMENT
- Prioritize the work that needs to be done STRENGTH NEEDS IMPROVEMENT
- Dependable STRENGTH NEEDS IMPROVEMENT
- Team player STRENGTH NEEDS IMPROVEMENT
<table>
<thead>
<tr>
<th>Self-Starter</th>
<th>STRENGTH</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional relationships with clients</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Professional relationships with colleagues</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Commitment to continue to seek out opportunities for professional growth</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Aware of personal limitations and seeks advice</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Time management</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Abides by agency policy and standards</td>
<td>STRENGTH</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
</tbody>
</table>

**Comments**

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

**EVALUATION**

Please check one of the following at the final evaluation.

- _____This student has performed unsatisfactorily and was well below expectations.
- _____This student needs improvement and has performed below expectations.
- _____This student has performed satisfactorily and meets all expectations.
- _____This student has performed very well and if a position becomes available will be considered for employment.
- _____This student displays outstanding performance and actions exceed expectations.
- _____This student displays outstanding skills, qualities and has been/will be hired as a new employee of our agency.

**Comments/elaboration:**

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Signature of Internship Supervisor: ________________________________________________

(Agency Representative)

Practicum Setting _______________________________    Date ______________
The following section is to be completed by the student:

My Approved Supervisor and the Practicum Director have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation _____
I do not agree with the evaluation ____

Student’s Signature __________________________ Date ________________

If the student disagrees with the evaluation, he/she should state that disagreement in writing and submit a copy to both the Internship Supervisor and the Program Director. The disagreement should be specific and should also relate to the items in the evaluation.
STUDENT EVALUATION OF THE APPROVED SUPERVISOR*

Circle the number that best represents your experience.

1. To what extent was your Approved Supervisor available when you needed him/her?
   - Never
   - 1
   - 2
   - 3
   - 4
   - 5
   - Always

2. If you sought your Approved Supervisor's help, did they help you when you needed?
   - Never
   - 1
   - 2
   - 3
   - 4
   - 5
   - Always

3. Did you find comments provided by the Approved Supervisor helpful?
   - Never
   - 1
   - 2
   - 3
   - 4
   - 5
   - Always

4. Were assignments returned within a reasonable time?
   - Never
   - 1
   - 2
   - 3
   - 4
   - 5
   - Always

5. Did you feel comfortable talking to your Approved Supervisor about your placement and any issues or problems that arose?
   - Never
   - 1
   - 2
   - 3
   - 4
   - 5
   - Always

6. What is your overall evaluation of your Approved Supervisor?
   - Poor
   - Adequate
   - Excellent
   - 1
   - 2
   - 3
   - 4
   - 5

What suggestions might you have for improving the internship experience?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What suggestions might you have for improving the internship experience?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

Signature of Student

Date

Please return to: Practicum Director @ CU
Appendix G: Completed by the Clinical/Approved Supervisor

EVALUATION OF THE PRACTICUM DIRECTOR

Name of Agency: _______________________________ Year: __________
Name of Student: _______________________________ Term: G2, G3, G4, G5, G6, G1

Circle one

1. Did the Practicum Director provide you with the information and support necessary to achieve the university goals and expectations for this internship?
   Never
   Always
   1  2  3  4  5

2. Was the Practicum Director readily available when and if you needed him/her?
   Never
   Always
   1  2  3  4  5

3. Were you provided a copy of the manual for students and Approved Supervisor?
   Never
   Always
   1  2  3  4  5

4. To what extent, if any, would you prefer more or less involvement and availability for consultation on the part of the Practicum Director? (circle one below)

   Less involvement needed  Involvement was appropriate  More involvement needed

What suggestions would you make for improving the internship experience?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What other aspects of the counseling program could be strengthened to help prepare students for internship?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________

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STUDENT EVALUATION OF AGENCY
INFORMATION FOR FUTURE STUDENTS

Name of Agency: _______________________________  Year: ____________
Name of Student: _______________________________  Term: G2, G3, G4, G5, G6, G1

Circle one

Please fill out this form and return it to the Practicum Director after the final evaluation meeting of your internship placement. The purpose of this evaluation is to give your agency feedback about your placement experiences and to help guide future students in their decisions for choosing a placement location.

Summary of what I did:
__________________________________________________________________________________
__________________________________________________________________________________

My thoughts about what I learned and the merits about this placement:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

The weaknesses of this placement were:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

My suggestions for improving this placement:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Please complete: I wish my Internship Supervisor had done the following to make my internship placement more educational for me:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

__________________________
Signature of Student

__________________________
Date
### Evaluation of the Practicum Director

#### General Information
- **Name of Agency:** _______________________________
- **Year:** ________________
- **Name of Student:** _______________________________
- **Term:** G2, G3, G4, G5, G6, G1

#### Evaluation Items

1. **Did the DIRECTOR provide you with the information and support necessary to achieve the university goals and expectations for this internship?**
   - **Never**
   - **Always**
   - **Circle one**
   - **1**
   - **2**
   - **3**
   - **4**
   - **5**

2. **Was the DIRECTOR readily available when and if you needed him/her?**
   - **Never**
   - **Always**
   - **Circle one**
   - **1**
   - **2**
   - **3**
   - **4**
   - **5**

3. **Were you provided a copy of the manual for students and Approved Supervisor?**
   - **Never**
   - **Always**
   - **Circle one**
   - **1**
   - **2**
   - **3**
   - **4**
   - **5**

4. **To what extent, if any, would you prefer more or less involvement and availability for consultation on the part of the Practicum Director?** (Circle one below)
   - **Less involvement needed**
   - **Involvement was appropriate**
   - **More involvement needed**

#### Suggestions for Improvement
- **What suggestions would you make for improving the internship experience?**
  - __________________________________________________________________________
  - __________________________________________________________________________

- **What other aspects of the counseling program could be strengthened to help prepare students for internship?**
  - __________________________________________________________________________
  - __________________________________________________________________________
  - __________________________________________________________________________

- **Signature of Student**

- **Date** __________________________

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**Please return to:** Program Director @ CU