

SUPERVISED PRACTICE HANDBOOK

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**Master of Arts in Marriage and Family Therapy (MAMFT) Program
ACTS Seminaries of Trinity Western University**

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Letter of Welcome to Internship Supervisors

Thank you for undertaking the rewarding and challenging task of supervising a counsellor in training from the Master of Arts in Marriage and Family Therapy (MFT) program at Associated Canadian Theological Schools (ACTS) of Trinity Western University (TWU). We trust that the experience of working with an intern student from the MFT program will not only benefit the student in her/his professional development, but will also enable your agency to better meet the needs of clients. Your willingness to supervise is greatly appreciated.

The MFT program is committed to the highest standards of education, and ethical and professional growth and competency. The MAMFT program is highly recognized both in and outside of the Christian community, and teaches from a systemic (MFT) perspective by faculty supervisors who are AAMFT (American Association of Marital and Family Therapists) approved. Graduates can expect to: be fully credentialed by the B.C. Minister of Advanced education, graduate with over 350 clinical practice hours (150 more than required by the British Columbia Association of Clinical Counselors [BCACC]), and be immediately successful – the MAMFT program requirements go beyond the educational requirements to qualify to be a registered marriage and family therapist.

This handbook has been developed to help support and guide the work of site supervisors with our MFT students. Feel free to copy the forms as necessary. It is the goal of our faculty that we develop a collaborative relationship with our supervision partners. If you have questions or feedback, please don't hesitate to contact the MFT program department:

- **Dr. Ian Verseveldt**, Director of MAMFT Program and Associate Professor of Marriage and Family Therapy @ (604) 513-2121 extension 3136, or via email versevel@twu.ca
- **Estera Boldut**, Clinical Coordinator and Assistant Professor of Marriage and Family Therapy @ (604) 513-2044 ext. 3137 or via email estera.boldut@twu.ca. We value your input.

It is our hope that through the supervised practice experience we can become partners together in providing your clients with services and students with excellence in MFT training.

Sincerely,



Ian Verseveldt, Ph.D., RMFT, R.Psych,
AAMFT Approved Supervisor,
Assistant Professor
Director of the MAMFT Program

**SECTION I:
THE SUPERVISED
PRACTICE
ENTERPRISE**

OVERVIEW

The Master of Arts in Marriage and Family Therapy Required Supervision Hours

Supervised practice experiences during graduate counselling studies are a critical component of counsellor training. The Master of Arts in Marriage and Family Therapy (MAMFT) program requires **810** hours of supervised practice with actual clients for completion of the degree: **150** practicum hours and **660** internship hours.

The MAMFT supervised practice sequence looks like this:

- MFT 590: Practicum = 150 hours total:
 - 50 'direct client contact' hours
 - 50 supervision hours
 - 40 'other activity' hours
 - 10 group hours
 - *completed by participating in MFT 661: Group Counselling*
- MFT 691: Internship I = 165 hours total:
 - 65 'direct client contact' hours
 - 36 supervision hours
 - 12 supervision hours with your site supervisor
 - 24 supervision hours via internship class
 - 54 'other activity' hours
 - 10 group hours
 - *group hours can be completed throughout the 4 internships; they simply need to be completed in full by the end of Internship IV*
- MFT 692: Internship II = 165 hours total:
 - 65 'direct client contact' hours
 - 36 supervision hours
 - 12 supervision hours with your site supervisor
 - 24 supervision hours via internship class
 - 54 'other activity' hours
 - 10 group hours
 - *group hours can be completed throughout the 4 internships; they simply need to be completed in full by the end of Internship IV*
- MFT 693: Internship III = 165 hours total:

- 65 'direct client contact' hours
- 36 supervision hours
 - 12 supervision hours with your site supervisor
 - 24 supervision hours via internship class
- 54 'other activity' hours
- 10 group hours
 - *group hours can be completed throughout the 4 internships; they simply need to be completed in full by the end of Internship IV*
- MFT 694: Internship IV = 165 hours total:
 - 65 'direct client contact' hours
 - 36 supervision hours
 - 12 supervision hours with your site supervisor
 - 24 supervision hours via internship class
 - 54 'other activity' hours
 - 10 group hours
 - *group hours can be completed throughout the 4 internships; they simply need to be completed in full by the end of Internship IV*

TOTAL = 810 hours

The MAMFT supervised practice sequence is modeled after CACREP and AAMFT recommendations

The Purpose of Supervised Practice:

For the student, the key objective of supervised practice is to provide an opportunity for them to integrate academic knowledge with acquired skills in a real life setting. Applying theory and skills under competent supervision enables students to make the bridge from the classroom to professional practice. Exceptional supervision therefore plays a vital part in consolidating personal growth and building professional competency.

All Master of Arts in Marriage and Family Therapy practicums and internships include weekly group supervision by an AAMFT Approved Supervisor/Supervisor in Training to ensure the highest level of support for their work with clients and agencies.

For the supervising agency, working with practicum or internship students has a number of benefits as well. It is expected that students under supervision will be directly involved in the delivery of counselling services to clients, and able to assist the agency in a variety of ways,

contributing substantially to the fulfilment of the mission of their practicum/internship setting. MFT students bring fresh perspectives, energy and enthusiasm to their supervision settings.

A Collaborative Effort

The faculty of the MFT program desire to cooperate with provincial agencies, educational institutions, churches and other appropriate settings in the provision of supervised practice opportunities. All practicum/internship students are required to attend a weekly 2 hour group supervision meeting with an MAMFT faculty supervisor (typically Wednesday or Thursday mornings). The intent is to monitor student performance and progress. In addition, a mid-term evaluation as well as a final evaluation is also in place in order to assess student development more effectively. It is our goal as MAMFT faculty to continually evaluate and improve the practicum/internship experience for students and supervising agencies alike.

MFT CLINICAL COORDINATOR ROLE

During the student's supervised practice experience the clinical coordinator is expected to function as a liaison person between the Master of Arts in Marriage and Family Therapy program and the agency where the student has been placed.

Specific Responsibilities

1. Provide a group orientation for students entering practicum.
2. Meet with individual students to determine specific interests.
3. Assist the student in finding a practicum/internship site.
4. Receive applications and approve the internship agreement.
5. Visit all new internship sites.
6. Maintain phone contact with the site supervisor regarding on-going placements of MAMFT students.
7. Maintain student files, ensuring to update them each semester/internship.
8. Maintain phone contact with site supervisor, at mid-term and as necessary, regarding student progress.
9. Review student's journals and practicum/internship hours log during the semester.
10. Meet with student and site supervisor at the internship site for a final evaluation interview when internship requirements have been completed as needed.

11. Submit to TWU's registrar each student's final outcome once all course work and internship paperwork has been submitted in full by the Internship Professor and student.

MFT FACULTY INTERNSHIP SUPERVISOR ROLE

1. Meet with students for a minimum of two (2) hour weekly on campus group supervision class.
2. Provide Clinical Coordinator with students' class assignments in a folder.
3. Connect with students for individual supervision should the students need extra support.

SITE SUPERVISOR ROLE

Ideally, the site supervisor is an experienced professional counsellor or qualified mental health professional who is an AAMFT approved supervisor or Supervisor in training. In the event, and with special permission, that a site supervisor has not attained these credentials, the site supervisor is an experienced professional counsellor with a minimum of five (5) years professional counselling experience and a minimum of a Master's degree in counselling or the mental health services field. The supervisor assists students in establishing goals, assessing and evaluating professional development, and in helping students to become an integral part of the staff and agency community. Primary responsibility for supervision of the student is with the on-site supervisor.

General Objectives for Site Supervisors

1. Guide students toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client population.
2. Provide students with counselling situations in which they can gain experience in practical applications of methods and techniques.
3. Assist students in planning for efficient use of time and resources.
4. Assist students in assessing client potential and prognosis.
5. Help students develop positive working relationships with supervisors, peers, and related agencies.

Specific Recommendations for Site Supervisors

1. Assist the student in developing a list of learning objectives, responsibilities, and tasks for her/his work with your agency.

2. Meet weekly for a minimum of one (1) hour of individual supervision. Supervision **must** include some of the following: observation of a student's work through video or behind the one way mirror, co-therapy with the supervisor, and the utilization of other audio devices. These are requirements of BCACC and AAMFT.
3. Include the student in weekly staff meetings, group supervision, or case reviews.
4. Communicate with MFT clinical coordinator, or the designated faculty supervisor, about the student's progress.

What to expect in supervision:

Supervised practice is a different kind of educational experience than didactic classroom settings or research projects. It calls for close-up observation, scrutiny of one's interpersonal skills by the supervisor and peers, surfacing of counter-transference issues that may be interfering with your work with clients and supportive but sometimes challenging feedback.

Success in supervised practice requires the student's ability to: accept feedback from their faculty or site supervisor, follow the directions of their faculty or site supervisor with regards to clients and professional development, be open to peer feedback, and engage in ongoing self-care. Not only are these abilities critical for success in supervised practice, they are critical with regards to the responsibilities of eventual professional practice.

Supervisors have an ethical and fiduciary responsibility to clients under the care of a student, as well as to the student herself/himself. Possible interventions that students may experience in practicum or internships during live observations:

- Observation of student's work with clients by supervisors and/or peers, via one-way mirror, live, T.V. or live audio.
- Active corrective coaching interventions during live observation by supervisors, such as:
 - politely knocking on the door of a counselling room and joining the student and client in session to offer expert help,
 - Calling into the counselling room by telephone to give guidance to the student,
 - Speaking into the ear of a student via an earphone to suggest questions and directions in the session.

- The use of peer feedback during a break in the session with clients.
Consultation with the supervisor during the session, where the student excuses himself/herself to meet with the supervisor for advice.
- Routine systemic questioning, discussion and feedback with the supervisor and/or internship peers after a session, to help the student articulate their clinical reasoning, identify their strengths, and recognize areas needing improvement.
- Assignments to help students improve their work with clients in targeted personal growth areas.

STUDENT ROLE AND RESPONSIBILITIES

Students under supervision are in essence guest team members in their counselling settings. This mutually beneficial arrangement requires students to follow guidelines that are similar to those followed by regular staff. While expectations of staff and students will vary from site to site, there are some basic guidelines for supervision of students that should be kept in mind in order to enhance the practicum/internship experience.

The role of students in supervised practice is to obtain experience in counselling and team participation. It is the student's responsibility to follow agency policy and accept direction from his/her site supervisor. If ethical issues arise the student is expected to bring these to both their site supervisor and faculty group supervisor for consultation. The privileges that are extended to practicum students and interns, upon consultation with MFT faculty, may be revoked by the internship setting at its discretion.

Spirituality Issues

Students are entitled to their own convictions and will respect the rights of others to hold differing opinions. Spirituality is viewed as an integral part of the whole person. Students are expected to know and follow specific agency guidelines concerning the integration of spirituality into the process of counselling/therapy.

Client Welfare

Supervised Practice arrangements assume that the primary responsibility of each practicum/internship agency is the welfare of the client. We assume that all practicum/intern activities will be conducted within the context of the client's welfare.

Professional Liability Insurance

As a partner in ACTS, TWU carries liability insurance that covers its partnership activities in ACTS. Other ACTS partners also carry liability insurance for their participation in ACTS as part of the contractual relationship with ACTS. TWU staff, faculty and students are covered by TWU's liability insurance as long as they are acting within their roles within TWU-approved activities.

If an outside agency (e.g. Counselling Centre where our students are acting as interns) wants proof of this insurance we can provide them with a Certificate of Insurance (COI) issued by our insurance company. To request a COI, you can contact the Clinical Coordinator, Estera Boldut at Estera.Boldut@twu.ca

Police Check

All practicum students and interns are required to obtain, at their own expense, a criminal record check. Students will request that a copy be sent the MFT clinical coordinator. These should be obtained at the police station in the district where the student resides at least one month prior to the start of the first practice experience.

Acknowledgements

Although currently these groups have not externally accredited us, the guidelines for supervised practice contained in this handbook reflect standards recommended by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) and the Committee on Accreditation of Counselling and Related Educational Programs (CACREP).

**SECTION II:
GUIDELINES FOR
PRACTICUM
SUPERVISION**

OVERVIEW

The Nature of a Practicum

The student's first experience in supervised practice should occur in a well-structured, supportive environment, allowing MFT faculty to observe first-hand student work with clients. The training of counsellors involves both the acquisition of a distinctive knowledge base and the acquisition of professional skills and techniques. Although counsellors in training can learn much in the classroom, the thorough integration of skill and theory and development of competent counselling practice can only occur by experience in the field. Supervised practice in a practicum setting is the initial opportunity for students to use their skills and knowledge with community clients.

MFT Counselling Practicum Settings

Master of Arts in Marriage and Family Therapy practicum takes place in one of the MFT practicum training centers: **CARES Counselling Centre** in Abbotsford, (2790 Gladwin Rd., Abbotsford, BC, V2T 4S7, Phone: 604-853-8916), **Burnaby Counselling Group** in Burnaby (3701 E. Hastings, St.230, V5C 2H6, Phone: 604-430-1303) or **Peace Portal Counseling Center** (15128 27 B Avenue Surrey, BC, V4P 1P2, Phone: 604-531-4733). Many factors are involved in the decision of placing students at various sites. Students are welcome to state their preferences for sites, however, placement of students will ultimately be decided by MFT faculty.

All facilities include videotaping and/or direct observation capacities through one-way mirror for supervisor observation. A group of 4–6 students will spend a block period of 8-10 hours at the training center on a designated day of the week. An MFT faculty supervisor will provide supervision at the site. As the initial community field experience, the practicum offers a structured learning environment with intensive individual and group supervision.

A minimum 140 clock hours under direct MFT faculty supervision is required. If there are insufficient client contact hours obtained (50), the Practicum experience will be extended into the Summer semester; students will remain at their practicum site with their faculty supervisor until their hours are completed.

Practicum Objectives

1. Students will participate in live observation, reflecting teams, and co-therapy with other student counsellors.
2. Students will be assigned 2-3 clients for the duration of the practicum.

3. Students will experience co-leading group therapy in group therapy class (MFT 661) (see below).
4. Students will receive individual and group supervision.
5. Students will tape all sessions for personal review as well as to review with their faculty supervisor.
6. Students will be expected to meet the requirements as outlined in the syllabus.

Competencies

A. Conceptual Competencies

1. Comprehend specific marriage and family theoretical approaches.
2. Gain knowledge of marital, couple and family assessment and treatment techniques appropriate to presenting problems.
3. Understand the DSM-5 assessment, diagnosis and treatment of mental health disorders and psychopathology.
4. Comprehend the influence of cultural and contextual variables.
5. Understand principles and dynamics of group counselling.
6. Begin to understand the recovery-oriented health services such as self-help groups, 12-Step programs, psycho-education groups, etc.
7. Know professional ethics and standards of MFT practice.
8. Understand the process of ethical decision-making.

B. Perceptual Competencies

1. Recognize systemic structures, relational interactions and contextual variables (e.g. ethnicity, sexuality, spirituality, socioeconomic, power).
2. Develop hypothesis regarding presenting problems.
3. Integrate client feedback, assessment, contextual information, and mental health status with preferred outcomes and treatment plans.
4. Distinguish differences between content and process issues, their role in therapy and their potential impact on therapeutic outcomes.
5. Consider physical/organic problems that may impact client situation.
6. Assess participating clients' engagement in the change process.
7. Consider the influence of treatment on extra-therapeutic relationships.
8. Begin to recognize the risks and benefits of individual, couple and family therapy.

C. Executive Competencies

1. Explain agency rules, obtain consent to treatment and exchange of information, when applicable, from all responsible persons.
2. Gather and review intake information and determine who should attend therapy and in what configuration.
3. Form and maintain an effective therapeutic alliance with clients and facilitate therapeutic involvement of all necessary participants.
4. Assess family history and dynamics using a genogram and elicit a perspective of the problem from each member.
5. Generate relational questions and reflexive comments.
6. Diagnose and assess clients' behavioral and relational health problems systemically and contextually and develop a therapeutic contract based on client's preferred outcomes.
7. Identify client's strengths, resilience and resources.
8. Screen and develop adequate safety plan for substance abuse, child and elder maltreatment, family violence and suicide potential.
9. Develop a clear plan of how sessions will be conducted and manage the progression of therapy toward treatment goals.
10. Able to modify interventions to match preferred client outcomes
11. Develop termination and aftercare plans.
12. Integrate supervisor/team interventions effectively.

D. Evaluative Competencies

1. Assess joining of therapist-client therapeutic alliance.
2. Monitor inner personal responses to client-therapist interactions.
3. Assess the therapist-client agreement of therapeutic contract/goals.
4. Evaluate interventions and progress of sessions toward treatment goals and client relevance.
5. Recognize client response to interventions and participation in the therapy process.
6. Assess ability to view issues and therapeutic processes systematically.
7. Recognize personal issues that help or hinder the therapeutic process.

E. Professional Competencies

1. Seeks consultation and supervision effectively.
2. Gives and receives feedback constructively.
3. Respects and integrates multiple perspectives

4. Demonstrates ability to prepare case documentation for clinical files.
5. Contributes to the development of new knowledge and practices.

PRE-REQUISITES FOR PRACTICUM

1. All undergraduate deficiencies have been satisfied where applicable.
2. The following courses have been completed:
 - a. MFT 525: Foundational Counselling Skills (3)
 - b. MFT 552: Marriage and Family Therapy Theories (3)
 - c. MFT 553: Advanced Skills in Marriage and Family Therapy (3)
 - d. MFT 664: Ethics and Professional Issues (3) or recused by special permission
3. The following courses have been completed or will be taken concurrently with the practicum experience:
 - a. MFT 660: Marriage and Family Therapy I (3)
 - b. MFT 661: Group Therapy or recused by special permission

OVERVIEW OF PRACTICUM REQUIREMENTS

A minimum of 140 clock hours of supervised practice is required at a MFT practicum centre. A practicum is demanding and challenging. Students need to be aware that it is not uncommon to exceed 140 hours of involvement and plan to allot sufficient time for focused involvement. In depth details of the following are provided in the Practicum syllabus.

Client Contact Hours: Minimum 50 hours of direct client contact. “Client contact” is defined as direct, live contact with clients in a therapy context. Experiences that qualify as client contact are:

- Primary therapist in counselling session
 - *At least 25 of the 50 client contact hours must occur in a context where the student is the primary therapist.*
 - *If 25 hours are not obtained in practicum, the remaining hours must be added onto internship 1.*
- Participating in a reflecting team with a faculty supervisor.

- *While you can have more than 15 hours of reflecting team, maximum of 15 hours of participation in a reflecting team with a supervisor present can be counted towards direct client contact hours.*
- Co-therapy with a student intern.
- Intake interviewing for psycho-social history.
- Counselling individuals/couples with faculty supervisor as the primary therapist.
- Facilitating or co-facilitating groups.
 - *Note that for Practicum only, a minimum of 10 hours of group participation are required. A maximum of 10 hours can be counted towards group client contact hours by facilitating and participating in 18 group therapy hours as part of MFT 661: Group Therapy.*

Supervision Hours: Minimum 50 hours of supervision.

- Individual supervision - minimum of 18 hours with an MFT faculty supervisor, in individual, dyads or live observation supervision. Supervision must include direct observation, video or audio of a student's clinical work. Supervision during live observation counts as both supervision and direct client contact. Note: students should be prepared to bring in their own personal audio/video recording devices.
- Group supervision weekly by MFT faculty supervisor 2 hours per week for the duration of the practicum, for a minimum of 32 hours per semester.

Remaining Hours: A minimum of 40+ hours of other practicum activities such as:

- additional client contact hours/reflecting team
- record keeping
- tape review
- reading
- workshop attendance (must be preapproved by faculty supervisor)
- assignments (must be approved by faculty supervisor)

Person of the Therapist (POTT) Journal: A POTT Journal must be kept throughout the duration of practicum, showing at least 1 entry per week.

STUDENT CORE RESPONSIBILITIES IN PRACTICUM

1. Attend practicum orientation session conducted by MFT clinical coordinator.

2. Complete “Application for Counselling Practicum” and discuss placement site with coordinator.
3. Provide Practicum Site Supervisor with a copy of signed “MAMFT Program Agreement Contract”.
4. Obtain a criminal record check from your local police station prior to start of practicum.
5. Obtain Student Membership with AAMFT. Student Membership must be maintained throughout the length of the program or risk being dropped from Internship class. Hand in a copy of acceptance letter for your file by the **first day** of Practicum class.
 - a. **Note:** Yearly renewal receipts must be handed in to your Faculty Internship supervisor.
6. Attend all practicum sessions and complete the assignments required by the MFT faculty supervisor.
7. Upon completion of practicum hours, complete:
 - a. Student self-evaluation
 - b. Student site-evaluation
 - c. Practicum hours log
 - d. Final Evaluation to be submitted in the last class. Students will receive a final evaluation the last class. Part of the final evaluation will include submitting a videotape cued to their best and worst therapeutic moments accompanied by a written explanation of what conceptual and executive skills could be improved. The tape will be reviewed in your final evaluation. Come prepared to discuss what you have written. Your write-up will become the basis for personal and professional goals in your Internship.
 - e. Person Of The Therapist (POTT) journal submitted to Estera. At least 1 entry/week throughout the duration of practicum.
8. Begin preparations for location of internship site.
9. If the student is unable to complete required competencies within the semester, they may be granted an extension. Arrangements are made with MFT clinical coordinator.
 - a. (Additional responsibilities will be detailed in practicum group supervision syllabus.)

POSSIBLE STUDENT OUTCOMES

- **Pass:** basic competency to proceed with the program and move onto internship has been met.
- **Fail:** basic competency to proceed with the program and move onto internship has not been met. Student may or may not be permitted to move on to internship; the MAMFT's competency requirements must be met before moving onto internship via remedial assignments to ensure competency.
 - **Examples of Possible Remedial Assignments:** (All remedial assignment costs are at the student's expense.) Students may be asked to:
 - retake MFT 525: Foundational Skills and/or MFT 553: Advanced Skills
 - retake practicum;
 - enter into personal counselling to work on issues which may have a potential impact on work with clients;
 - complete other assignments as deemed appropriate.

Note: Complete candidacy admission form and submit to the MAMFT Clinical Coordinator. In order to achieve candidacy status in the MAMFT program, a student must demonstrate basic competency by receiving an unqualified "Pass" in their practicum. Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.

**SECTION III:
GUIDELINES FOR
INTERNSHIP
SUPERVISION**

OVERVIEW

The Nature of a Internship

Integration of theory and practice.

Internship is an important step in solidifying the integration of classroom theory with skill development by having to deliver counselling services in a real life setting. As Faiver, Eisengart and Colonna (2003) state:

Ideally, your internship should provide you with a supportive, structured learning environment for acquiring clinical experience and practical on-the-job training. You will be called on to synthesize material from previous course work, to utilize theories and techniques, and to begin to develop a personal and professional style of relating effectively to clients, client's families, agency staff members, and other mental health professionals. (The Counselor Intern's Handbook, 3rd ed. p. 1)

Internship is an exciting and challenging part of becoming a competent counsellor. The student is a guest member of the team at the internship site and will take direction from their site supervisor.

Differences between an internship and a practicum

The difference between a practicum and internship is more one of degree than kind. Essentially internships require more clock hours and less structured supervision, since the intern has accumulated valuable experience in her/his practicum. For example:

- Interns are able to participate more actively in co-counselling situations with experienced therapists.
- Interns over time, are able to take greater responsibility and operate with more freedom as they demonstrate their competency.
- Interns are able to attend more effectively to the process of therapy as well as apply specific theoretical interventions in their practice.
- Interns are required to obtain **660** internship hours, which includes **300** hours of client contact.
- Interns must submit a Comprehensive Exam describing their personal theory of counselling during their last semester of study.

Internship Continuity

It is the preference of the MFT counselling program that students remain at their internship site for two consecutive semesters, ideally for at least 330 hours of internship.

This is helpful for both the student and the agency, which benefits from the retention of an experienced counsellor in training. We recognize also that it is often in the student's best interest to have exposure to more than one supervised practice setting. Therefore we encourage (but do not require) students to divide their internship experience between two different settings.

PRE-REQUISITES FOR INTERNSHIP

1. MAMFT students must have successfully completed the following courses (*and maintained a B- average in academic courses and B average in Counselling courses*):

- a. MFT 590: Practicum (3)
- b. MFT 525: Foundational Counselling Skills (3)
- c. MFT 552: Marriage and Family Therapy Theories (3)
- d. MFT 553: Advanced Skills in Marriage and Family Therapy (3)
- e. MFT 661: Group Counselling (3)
- f. MFT 660: Marriage & Family Therapy I (3)
- g. MFT 664: Ethics & Professional Issues (3)

2. MAMFT students must show a proof of membership with AAMFT.

MAMFT students must have completed and submitted an application for degree candidacy (ideally to be done immediately after MFT 690: Practicum, or **as soon as** all required pre-requisites/courses have been completed successfully). **Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.**

OVERVIEW OF INTERNSHIP REQUIREMENTS

A minimum of 660 hours of supervised practice is required at the end of all four internships. An internship is demanding and challenging. Students need to be aware that it is not uncommon to exceed 660 hours of involvement and plan to allot sufficient time for focused involvement.

Client Contact Hours. 65 hours per internship with a minimum total of 300 hours. "Client contact" is defined as direct, live contact with clients in a therapy context. Half of

your client contact must be with couples or families. Experiences that qualify as client contact are:

- Co-counselling with an experienced therapist.
- Intake interviewing for psycho-social history
- Counselling individuals, couples and families as the primary therapist.
- Facilitating or co-facilitating psychotherapy or psycho-education groups.
- A total of 40 hours of group experience is required.

Supervision Hours.

36 hours per internship with a minimum total of 144 hours.

- Individual supervision weekly by site supervisor—1 hour per week x 12 weeks per semester, or throughout the duration of the internship; (Minimum total: 48 hours over the course of 4 internships). Supervision **must** include live observation, video tape or audio tape of a student's clinical work on a weekly basis.
- Supervision during live observation counts as both supervision and direct client contact.
- Students must receive one hour of supervision for every five hours of direct client contact.
- Supervision involving the instructor and students observing someone else's clinical work may count as group supervision if the supervisory experience involves interaction between the students, supervisor and therapist. If there are no more than two students, it can count as individual supervision.
- Group supervision weekly by MFT faculty— 2.0 hours per week x 12 weeks per semester. (Minimum total: 96 hours over the course of 4 internships). Supervision must include video tape or audio tape of a student's clinical work. Failure to do so will result in an incomplete and the student will need to retake the Internship class.

Remaining "Other" Hours

54 hours per internship with a minimum total of 216 hours. Other activities include:

- additional client contact
- observation of therapy
- record keeping
- agency meetings
- agency group supervision

- in-service training or workshop attendance (must be preapproved by site supervisor)
- reading and other assignments approved by a site supervisor or faculty supervisor

Internship Continuation Class MFT 696

The accumulation of internship hours cannot always be attained within the timeline of one (1) semester. Yet students need, for auditing and educational purposes, an avenue to indicate their intention to continue in Internship. Therefore, internship continuation class is designed for students who have not completed their internship hours by the end of one (1) given semester. MFT 696 Internship continuation is free of charge.

If a student is ready to start a new semester but still completes hours in the previous internship (30 hours or more) they are advised to register in internship continuation. For example, during summer semester Eve registered in MFT 691 but she managed to complete only 25 direct clinical hours. Given her situation, during the Fall semester she will register in MFT 696 Internship continuation even though by the start of Spring semester she will finish internship I (MFT 691) hours and start to count hours for MFT 692. On the other hand, Adam who also registered in Internship 1 (MFT 691) during summer, managed to complete 55 clinical hours. For the Fall semester, Adam is encouraged to register in MFT 692. Students registered in MFT 696 have to attend Internship classes and do 2 presentations.

Note: before you register for courses, please make an appointment with the Program Director (Ian Verseveldt) or Clinical Coordinator (Estera Boldut).

Note: students are not permitted to see clients without being registered in an Internship class (i.e. MFT 691-694, or MFT 696).

INTERNSHIP SITE REQUIREMENTS

1. Able to provide the student with 75 hours of direct client contact (at least half of which is direct contact with couples or families) per 165 hours of internship, preferably during the period of one semester (4 months).
2. Provide the student with a Master's level site supervisor, with a minimum of two years' experience, who will meet weekly with the student for individual supervision. The degree must be in counselling or a counselling-related field, such as Marriage and Family therapy, psychology, social work, or other mental health services.

Supervisors must have, at minimum, a graduate course in supervision. An AAMFT Approved Supervisor designation is preferable.

3. Provide one way mirror observation by the supervisor or allow students to tape counselling sessions (audio or video) with client permission for personal review and supervision purposes (both onsite and at ACTS). This is a requirement for both credentialing with AAMFT and registration with BCACC.

INTERNSHIP SITE SUPERVISOR ROLE

The site supervisor is an experienced professional counsellor or qualified mental health professional with a minimum of 5 years full time professional counselling experience and a minimum of a Master's degree in counselling or the human services field as well as a graduate course in Supervision (AAMFT Approved Supervisor designation is preferable). The supervisor assists students in attaining the competencies set out in the syllabus, establishing goals, assessing and evaluating professional development, and in helping students to become an integral part of the staff and agency community. Primary responsibility for supervision of the student is with the on-site supervisor.

General Objectives for Site Supervisors

1. Guide students toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client population.
2. Provide students with counselling situations in which they can gain experience in practical application of methods and techniques.
3. Assist students in planning for efficient use of time and resources.
4. Assist students in assessing client potential and prognosis.
5. Help students develop positive working relationships with supervisors, peers, and related agencies.

Specific Recommendations for Site Supervisors

1. Assist the student in developing a list of learning objectives (including learning competencies) regarding personal development, counselling competencies, and professional accountability.
2. Meet weekly for a minimum of (1) one hour of individual supervision for every five hours of client contact. During this hour review a 15 minute portion of a taped counselling session with the student. Have the student do a written evaluation of the tape portion and bring it with him to the session.

3. Discuss impact of student-client interaction regarding personal issues and possible counter-transference responses.
4. Include the student in weekly staff meetings, case reviews and in-service training as appropriate.
5. Communicate with MFT clinical coordinator, or the designated faculty supervisor, about the student's progress. Be sure and complete the requested mid-term and final evaluations.
6. Review the student's record keeping and sign off at the designated lines.
7. Attend a professional supervision course. If interested, contact Estera Boldut at 604-513-2044 x3137 or Estera.Boldut@twu.ca Please note that as the MAMFT moves towards accreditation with COAMFTE (the education arm of AAMFT), supervisors will be required at minimum to have a supervision course and are encouraged to be AAMFT Approved Supervisors.

STUDENT INTERN CORE RESPONSIBILITIES

The following are core responsibilities for interns. Additional responsibilities will be detailed in the internship supervision group syllabus.

1. **INTERNSHIP APPLICATION PAPERWORK REQUIREMENTS** - MFT clinical coordinator will grant final approval for students to start their internship hours upon receipt of the following internship application paperwork:
 - a. Candidacy Application (*submitted once, ideally after Practicum & before Internship 691 or **as soon as** all required pre-requisites/courses have been completed successfully. Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.*)
 - b. Application for Counselling Internship (*per internship*)
 - c. Supervisor Agreement for Internship Students form (*per internship, per site*)
 - d. Proof of student membership with AAMFT (*per internship, yearly renewal*)
 - e. Site supervisor's resume (*per supervisor; if already on file at ACTS, please indicate*)
 - f. Site Survey forms (*to be completed by site supervisor. Per site; if already on file at ACTS, please indicate. This survey form must indicate that the site is able to provide video and audio recording permission and capability.*)

- g. Supervision Agreement for Internship Students form (*per internship, per site*)
- h. Students are required to arrange a meeting with the MFT Clinical Coordinator to discuss preferences and appropriateness of site choices.

2. INTERNSHIP COMPLETION PAPERWORK/ASSIGNMENT REQUIREMENTS -

MFT clinical coordinator will grant internship completion approval for students upon receipt of the following internship completion paperwork:

- a. Completed assignments given by the MFT faculty group supervisor in class (*per internship. These assignments require submission of two tapes for faculty review.*) **Please note that failure to attend class supervision in full will result in failing internship class despite paperwork/assignments being completed. Attending the minimum of 24 hours of class time is a requirement to pass each internship. If you are unable, for extenuating circumstances, to attend the internship class you are registered for please make arrangements to attend one of the other internship classes so as to ensure you acquire the full 24 hours of class supervision required for each internship course.
 - i. *POTT*
 - ii. *Collaborative Case Action Plan*
 - iii. Students are required to arrange a meeting with the MFT Clinical Coordinator for an individual progress interview
- b. Mid-semester requirements
 - i. Midterm Evaluation Form (*per internship; completed by site supervisor; to be completed mid-semester and/or mid-way through the student's completed 65 direct client hours*)
- c. Final Evaluation form (*per internship; completed by site supervisor*)
- d. Completed Internship hours logs (*per internship; ensure all are tallied and signed*)
 - i. *Client Contact*
 - ii. *Supervision*
 - iii. *Group*
 - iv. *Remaining "Other"*
- e. Student self evaluation form (*per internship, not per site; i.e. if interning at 2 different sites at the same time for 1 internship, only 1 self evaluation is required*)

- f. Student Site Evaluation form (*per internship, per site*)
- 3. FURTHER IMPORTANT NOTES FOR INTERNSHIP STUDENTS**
- a. Students who have not secured an internship site by the end of the second week of classes will be dropped.
 - b. Students are expected to tape a minimum of 10 sessions per semester where permitted. These tapes are for personal review and supervision purposes only.
 - c. When students are unable to finish the internship within the semester registered, they may continue until they have completed their hours. Students may not register for their next Internship until all paperwork for the present Internship is handed in, but students will be expected to continue to attend group supervision and continue meeting for individual supervision with their site supervisor.
 - i. In short, a student may register for the next internship only after:
 - 1. All completion paperwork has been completed, signed, and submitted to the MFT clinical coordinator.
 - 2. The MAMFT faculty supervisor had issued a grade for the internship.
 - 3. All application paperwork for the next internship has been completed, signed, and submitted to the MFT clinical coordinator.
4. For MFT 694, students will submit a 25-30 page Comprehensive Exam outlining their personal theory of counselling and how it integrates with a Christian worldview. The outline is available in the MAMFT Program Handbook.
5. Satisfactory completion requires 660 supervised hours of internship under the direction of MFT faculty supervisor and the site supervisor, evidencing the skill level and maturity appropriate to a professional counsellor in training.

POSSIBLE STUDENT OUTCOMES

- **Pass:** student competence, skill, and maturity continues to grow and improve. Student proceeds with next internship.
- **Fail:** student competence, skill, and/or maturity has not grown or improved. Student has not demonstrated sufficient competency to move onto the next internship. The MFT faculty will assess the student's suitability for the program, and a discernment process with the student will be initiated to determine possible outcomes.
 - **Examples of Possible Remedial Assignments:** (All remedial assignment costs are at the student's expense.) Students may be asked to:
 - retake MFT 525: Foundational Skills and/or MFT 553: Advanced Skills
 - retake a practicum
 - take an additional internship
 - completed other assignments as deemed appropriate
 - pursue continued personal therapy

SECTION IV: APPLICATIONS & AGREEMENTS

MAMFT Student Commitment to Ethical Practice

Students in the Master of Arts in Marriage and Family Therapy (MAMFT) program are expected to learn and follow ethical norms for professional practice while in training. As Baird, (1999) states:

Because internships represent a key step in the process of becoming a professional, as an intern it is vital that you understand and adhere to established standards of professional ethics (27).

Basic areas of ethical practice expected of our students include responsibility to clients to do no harm, confidentiality issues, dual relationships, professional competence and integrity, responsibility to research participants and test subjects, responsibility to the profession, and financial and advertising integrity. The MAMFT program, due to its focus on Marriage & Family Therapy, has endorsed the AAMFT Ethics Code as our program ethical standard.

One of the ethical responsibilities for counselling educators is to function as “gate-keepers” for the profession, identifying in training those who may not be able to function professionally or ethically as effective therapists. Therefore, the adherence of students to professional ethical standards, and diligent use of supervision when in doubt on matters of ethical nature, are expectations of the program faculty. Failure by MAMFT students to follow ethical standards in supervised practice may lead to termination from the program.

In the MAMFT program, information on ethics is infused in many therapy courses, explicitly taught in the required course MFT 664: Ethics and Professional Practice, and discussed in practicum and internship supervision groups. All practicum students are required to purchase and read B. N. Baird’s Internship, Practicum and Field Placement Handbook, which has an excellent overview of ethical responsibilities. As of January 1, 2003, all MAMFT students are also required to become and maintain student members of AAMFT, which requires a commitment to the AAMFT Code of Ethics (2001).

You will find a copy of the AAMFT Code of Ethics (2015) by clicking on the following link: http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx
PLEASE READ THE AAMFT CODE OF ETHICS AND SIGN THE STATEMENT BELOW,
THEN RETURN THIS FORM TO THE MAMFT CLINICAL COORDINATOR.

“ I have read the AAMFT Code of Ethics and agree to follow these ethical standards during my studies in the MAMFT program. I understand that failure to abide by these standards and/or failure to use supervision when facing ethical issues in practicum and internships may result in academic discipline and/or termination from the MAMFT program.”

Signature

Date

Print Your Name

MAMFT PRACTICUM APPLICATION & COMPLETION PAPERWORK CHECKLIST

Practicum Application Paperwork Requirements:

**to be handed into MFT clinical coordinator, and Practicum site where indicated, before practicum begins*

- Application for Counselling Practicum form
- Complete Proof of student membership with AAMFT
- Criminal Record Check (*hand into MFT clinical coordinator & Practicum site*)
- Copy of MAMFT Program Agreement Contract

Practicum Completion Paperwork Requirements:

- Student Self Evaluation form
- Student Site Evaluation form
- Practicum Hours Log
- Application for degree candidacy completed and handed in to MAMFT director (*to be done immediately after completing MFT 590: Practicum, and before starting MFT 691: Internship I. Officially due by May 31 of each year. **Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.***)
- Person of the Therapist (POTT) Journal (*at least 1 entry/week of practicum*)
- Final Evaluation
 - The Practicum Final Evaluation consists of a one-on-one meeting with the student's practicum supervisor to discuss strengths and areas of improvement. This meeting usually happens during practicum hours and at the practicum site near the end of the semester.

APPLICATION FOR COUNSELLING PRACTICUM ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

STUDENT NAME _____ PHONE _____

I.D.# _____ ACTS SEMINARY OF ENROLLMENT _____

SEMESTER OF REGISTRATION: SPRING SUMMER FALL YEAR _____**MINIMUM PREREQUISITES: SEMESTER COMPLETED TAKING CONCURRENTLY**

MFT 525: Foundational Skills _____

MFT 552: MFT Theories _____

MFT 553: Advanced Skills in MFT _____

MFT 661: Group Practice _____

MFT660: Marriage & Family I _____

MFT664: Ethics/Prof. Issues _____

Any student who is in recovery from alcohol or drug dependence or other harmful addictive process must supply to their faculty group supervisor a letter from their therapist, 12-Step Sponsor or other qualified professional documenting no abuse or dependency on mood altering substances or harmful addictive activities for a minimum of one year. Any person with less than a year of non-abuse must petition the MAMFT program committee for a waiver of this policy.

Students entering practicums or internships are expected to determine if he/she has any current mental, emotional, physical or time constraints that would affect his/her ability to deliver competent counselling services during supervised practice. It is also a requirement that students obtain a criminal record check for each practicum site. It is in the student's best interest to thoughtfully evaluate his/her readiness so as to maximize the experience and promote the welfare of potential clients.

Failure to comply with these criteria may result in a student's termination from their practicum or internship.

“I have read the above statements and as well as the general descriptions of the responsibilities of practicum and internship students in the MAMFT Supervised Practice Handbook and have determined that I meet all stated criteria, and desire to pursue practicum/internship placement.”

STUDENT SIGNATURE _____ DATE _____

MFT CLINICAL COORDINATOR _____ DATE _____

MAMFT INTERNSHIP APPLICATION & COMPLETION PAPERWORK CHECKLIST

Internship Application Paperwork Requirements:

**to be compiled and handed into MFT clinical coordinator as a package before each internship*

- Application for degree candidacy completed and handed in to MAMFT director (submitted once, ideally after Practicum & before Internship 691 or **as soon as all required pre-requisites/courses have been completed successfully**; this is not a paperwork requirement when applying to start MFT 692/3/4. **Candidacy application forms can be found in both the Supervised Practice Handbook and the MAMFT Student Program Guide.**
- Proof of student membership with AAMFT (per internship, yearly renewal; if updated renewal is already on file at ACTS, please indicate)
- Application for Counselling Internship form (per internship)
- Supervision Agreement for Internship Students form (per internship, per site supervisor)
- Site Supervisor's Resume (per supervisor; if already on file at ACTS, please indicate)
- Site Survey forms (per site; if already on file at ACTS, please indicate)

Internship Completion Paperwork Requirements:

**to be compiled and handed into MFT clinical coordinator as a package at the end of each internship, and before starting another internship*

- Completed assignments given by the MAMFT faculty group supervisor in class (per internship)
 - POTT
 - Collaborative Case Action Plan
- Midterm Evaluation Form (per internship; completed by site supervisor(s))
- Final Evaluation form (per internship; completed by site supervisor(s))
- Completed Internship hours logs (per internship; ensure all are tallied and signed)
 - Client Contact Hours Log
 - At least 65 hours/internship.
 - Supervision Hours Log
 - At least 36 hours/internship, with:
 - Individual direct supervision hours with site supervisor totaling at least 12 hours per internship (1 hour of supervision/week, or 1 hour of supervision for every 5 client hours).
 - Class supervision totaling at least 24 hours per internship at (~2 hours of supervision/class).
 - Group Hours Log
 - At least 40 over the span of the MAMFT program.
 - Remaining "Other" Hours Log
 - At least 54/internship.
- Student self evaluation form (per internship, not per site; i.e. if interning at 2 different sites at the same time for 1 internship, only 1 self evaluation is required)
- Student Site Evaluation form (per internship, per site)

APPLICATION FOR COUNSELLING INTERNSHIP ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

STUDENT NAME _____ PHONE _____

I.D.# _____ ACTS SEMINARY OF ENROLLMENT _____

SEMESTER OF REGISTRATION: SPRING SUMMER FALL YEAR _____Course registered in: MFT 691 MFT692 MFT693 MFT694 MFT696**MINIMUM PREREQUISITES: SEMESTER COMPLETED TAKING CONCURRENTLY**

MFT 525: Foundational Skills _____

MFT 552: MFT Theories _____

MFT 553: Advanced Skills in MFT _____

MFT 590: Practicum _____

MFT 661: Group Practice (ideal) _____

MFT660: Marriage & Family I _____

MFT664: Ethics/Prof. Issues (ideal) _____

Any student who is in recovery from alcohol or drug dependence or other harmful addictive process must supply to their faculty group supervisor a letter from their therapist, 12-Step Sponsor or other qualified professional documenting no abuse or dependency on mood altering substances or harmful addictive activities for a minimum of one year. Any person with less than a year of non-abuse must petition the MAMFT program committee for a waiver of this policy.

Students entering practicums or internships are expected to determine if he/she has any current mental, emotional, physical or time constraints that would affect his/her ability to deliver competent counselling services during supervised practice. It is also a requirement that students obtain a criminal record check for each practicum site. It is in the student's best interest to

thoughtfully evaluate his/her readiness so as to maximize the experience and promote the welfare of potential clients. Failure to comply with these criteria may result in a student's termination from their practicum or internship.

“I have read the above statements and as well as the general descriptions of the responsibilities of practicum and internship students in the MFT Supervised Practice Handbook and have determined that I meet all stated criteria, and desire to pursue practicum/internship placement.”

STUDENT SIGNATURE _____ DATE _____

MAMFT CLINICAL COORDINATOR _____ DATE _____

SUPERVISION AGREEMENT FOR INTERNSHIP STUDENTS

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1

PHONE: (604) 888-7511

DR. JOHAN (IAN) VERSEVELDT, PROGRAM DIRECTOR

Estera Boldut, Clinical Coordinator

STUDENT NAME: _____ PHONE: _____

I.D.# _____ ACTS SEMINARY OF ENROLLMENT _____

ADDRESS _____ POSTAL CODE: _____

SEMESTER OF REGISTRATION: SPRING SUMMER FALL YEAR _____

COURSE REGISTERED IN:

MFT 691 MFT 692 MFT 693 MFT 694 MFT 696

IMPORTANT: ALL MAILING AND OTHER INFORMATION MUST BE COMPLETE!

SITE INFORMATION (please print)

AGENCY NAME: _____ PHONE: _____

ADDRESS _____ POSTAL CODE: _____

Audio and Video Recording Capability: _____

SITE SUPERVISOR INFORMATION (please print)

Please read information contained in the MAMFT Supervised Practice Handbook.

NAME: _____ email _____

POSITION /TITLE AT AGENCY: _____ LENGTH OF TIME AT AGENCY: _____

HIGHEST LEVEL OF EDUCATION IN COUNSELLING OR RELATED FIELD:

DEGREE _____ DATE RECEIVED: _____

INSTITUTION: _____

CERTIFICATIONS & PROFESSIONAL CREDENTIALS (INCLUDE A GRADUATE COURSE IN SUPERVISION OR AAMFT APPROVED SUPERVISOR DESIGNATION AND NUMBER): _____

CV HAS BEEN PROVIDED TO STUDENT/MAMFT CLINICAL COORDINATOR:

SITE ALLOWS AUDIO CAPABILITY:

SITE ALLOWS VIDEO CAPABILITY:

“I have reviewed the expectations of the MAMFT Program for supervised practice and consent to provide supervision at the above location for this student.”

SITE SUPERVISOR: _____ DATE _____

STUDENT SIGNATURE: _____ DATE _____

MFT CLINICAL COORDINATOR: _____ DATE _____

**SITE SURVEY
FOR MAMFT SUPERVISED PRACTICE SITES
TRINITY WESTERN UNIVERSITY**

Dear Site Supervisor:

*Thank you for completing this survey. The information you have provided will be used to facilitate placements that we hope will not only provide our students with a meaningful learning experience, but also be a valued service to your agency/school.
Sincerely,*

MAMFT Counselling Faculty

PLEASE RETURN SURVEY TO:

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
TRINITY WESTERN UNIVERSITY
7600 GLOVER ROAD
LANGLEY, BC V2Y 1Y1**

SITE SURVEY
FOR MAMFT SUPERVISED PRACTICE SITES
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS at
TRINITY WESTERN UNIVERSITY
7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
PHONE: (604) 888-7511

DATE: _____

AGENCY/SCHOOL NAME: _____ PHONE: _____

ADDRESS: _____ POSTAL CODE: _____

CONTACT PERSON FOR SITE: _____ Email _____

DESCRIPTION OF AGENCY/SCHOOL (FUNCTION AND CLIENT POPULATION):

BEST TIME(S) TO BE REACHED: _____

I. PLACEMENT INFORMATION

1. Please indicate the number of student positions available at your site: _____ positions
2. Special requirements of students (male/female, prior experience etc.)

3. Total number of students you would like to interview for the position(s)? _____
4. Procedure for applying
 - a) I would like to be contacted by:
 - student directly
 - university faculty member
 - other, specify _____
 - b) Interview process (resume, interview, etc.): _____

- c) Please indicate any other requirements of the student/faculty supervisor, or information that has not been covered: _____

II. ACTIVITIES

6. Please indicate the general age of clients served by the agency/school.

children adolescent young adults adults geriatric

7. Please indicate the population or general problem area(s) the agency/school serves (e.g. rehabilitation, alcohol, drugs, unwed mothers, etc.) _____

Expectations of the student (hours, prior experience, etc.) _____

8. Will the agency be able to meet the minimum of 1 hour per week individual supervision?

YES NO

9. Will students be able to meet the minimum of 40 client contact hours?

YES NO

10. Activities the student will have the opportunity to be involved in include:

- | | |
|--|---|
| <input type="checkbox"/> case management | <input type="checkbox"/> career counselling |
| <input type="checkbox"/> workshop presentation | <input type="checkbox"/> attend staff in-service training |
| <input type="checkbox"/> co-counselling | <input type="checkbox"/> individual counselling |
| <input type="checkbox"/> in-service presentation | <input type="checkbox"/> attend staff meetings |
| <input type="checkbox"/> family therapy observation | <input type="checkbox"/> classroom guidance |
| <input type="checkbox"/> rehabilitation counselling | <input type="checkbox"/> record keeping |
| <input type="checkbox"/> family therapy participation | <input type="checkbox"/> parent education |
| <input type="checkbox"/> intakes/case histories | <input type="checkbox"/> crisis counselling |
| <input type="checkbox"/> group observation | <input type="checkbox"/> teacher consultation |
| <input type="checkbox"/> assessment | <input type="checkbox"/> make referrals |
| <input type="checkbox"/> group co-facilitation | <input type="checkbox"/> regular consultation |
| <input type="checkbox"/> case presentation observation | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> group facilitation | _____ |
| <input type="checkbox"/> case presentation | |

11. Will the student be able to make video or audio tapes at the site of his/her counseling with clients?

YES NO

III. TIME REQUIREMENTS

13. Do you have specific days and/or times the student must be available for work?

YES NO

14. If yes to question 13, please state those days/times_____

15. Is there any flexibility in work times to accommodate the student's class schedule?

YES NO

16. Does the position require Evening Work? Weekend Work?

17. Would you prefer the student's commitment to the internship placement be

a 9-month commitment a condensed 2 – 6 month commitment Other_____

IV. TRAVEL

18. Will the position(s) require off-site travel? YES NO

19. If yes to question 18, how often and average distance?

Daily 1 - 10 mile Several times/week 11 - 20 miles Several times/month

21+ miles Not at all

20. Are vehicles provided by the site for business travel as needed? YES NO

**MAMFT at ACTS Seminaries of Trinity Western University
STUDENT PROGRAM AGREEMENT CONTRACT**

Student Name: _____ ID# _____

Email: _____ Phone _____ Date: _____

I, _____

(PLEASE PRINT NAME)

- Received and read the MAMFT Student Program Handbook and the MAMFT Supervised Practice Handbook (collectively the “Handbooks”);
- Understand the policies and procedures as stated in the Handbooks;
- Agree to fulfill the requirements as stated in the Handbooks and abide by the policies set forth herein;
- Agree to read and familiarize myself with revised versions of the Handbooks;
- Further agree that the faculty of the MAMFT at ACTS Seminaries of Trinity Western University have the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics; and
- Agree to abide by the program committee’s decision as to whether or not I will be able to continue in the program if in the opinion of the faculty, any or all of these are in question.

Please give this completed form to the Clinical Coordinator.

Clinical Coordinator:

(PRINT NAME)

(SIGNATURE)

Student:

(SIGNATURE)

(DATE)

OFFICE USE ONLY

Program Director’s Signature: _____

Clinical Coordinator’s Signature: _____

Copies: Student Clinical Coordinator

- **Directions:** xerox a copy of sections A **and** B of the candidacy application, and fill out section A. Attach copies of all required documentation as indicated and submit to the MAMFT program chairperson. Deadline for applications: May 31st, immediately after the completion of MFT 590: Practicum.

Master of Arts in Marriage and Family Therapy Candidacy Application
--

Do not apply for candidacy unless you have completed all requirements/or are in the final weeks of successfully completing required courses for candidacy.

SECTION A (To be filled out by student)

Student Name: _____ Academic Year of Admission: _____ - _____

Advisor: _____ ACTS Seminary of enrollment: _____

1. Attach a copy of your letter of acceptance to the MAMFT program, which describes any conditions or prerequisites you were lacking at time of admission.
2. Attach a copy of your Student Program Agreement Contract.
3. Attach a copy of your MAMFT Student Commitment to Ethical Practice form.
4. Undergraduate Prerequisite Documentation.
 - If you were lacking any undergraduate prerequisites at time of admission, attach a copy of the transcripts documenting satisfactory completion of these deficiencies. (Completed = final grades have been received by the TWU registrar).
 - **NO STUDENT WILL BE ADMITTED TO CANDIDACY WITHOUT TRANSCRIPT VERIFICATION OF ALL PREREQUISITES.**
5. MAMFT academic and course requirements for candidacy.
 - The MAMFT program committee will obtain a copy of the student's TWU transcript. The student does not need to attach their transcript to their application.
6. In the event that your application for candidacy is not approved, you may appeal the decision to the dean of the seminary in which you are enrolled.

"I hereby request a formal evaluation of my provisional acceptance in the Master of Arts in Marriage and Family Therapy program and apply for full candidacy status."

signature

date

Master of Arts in Marriage and Family Therapy Candidacy Application

SECTION B (To be filled out by the candidacy reviewers)

Student Name: _____

Date reviewed: _____

1. Letter of acceptance attached: ____ **Academic Year admitted to the program:** ____ - ____

2. Undergraduate Prerequisites Satisfied at B level (if applicable)

- | | |
|---------------------------|-------------------------|
| A. Psychology | B. Bible/Theology |
| Intro to Statistics _____ | Bible Survey _____ |
| Abnormal Psych _____ | Intro to Theology _____ |
| Developmental Psych _____ | |
| Personality Theory _____ | |
| Foundational Skills _____ | |
| B&B/Cognition _____ | |

3. Student Program Agreement Contract completed

4. MAMFT Student Commitment to Ethical Practice form completed

5. MAMFT graduate transcript evaluation

- A. Graduate course grade level maintained at B- or better in all MFT courses: _____
- B. Minimum required courses for candidacy:
 - ____ MFT 552: Theories of Counselling (3)
 - ____ MFT 553: Advanced Skills (3)
 - ____ MFT 661: Group (3)
 - ____ MFT 590: Practicum (3)
 - ____ MFT 660: MFT II (3)

6. Faculty evaluation of student's interpersonal skills and abilities.

7. Faculty evaluation of student's spiritual/ethical development.

Conclusion:

Admitted to Candidacy: _____ Not admitted to Candidacy: _____

Recommendations or Comments:

Candidacy Reviewers:

Name

Name

Name

SECTION V: EVALUATION FORMS

PRACTICUM FINAL EVALUATION
 ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS of TRINITY WESTERN
 UNIVERSITY
 7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
 PHONE: (604) 888-7511; FAX: (604) 513-2045

MAMFT Clinical Competencies

1=Unsatisfactory; 2=Satisfactory; 3=Outstanding; NO=No Observation

A. CONCEPTUAL COMPETENCIES	1	2	3	NO
1. Understand theories, assessment instruments and therapeutic interventions of individual, couple and family therapy models.				
2. Understand principles of human development and family life cycle.				
3. Comprehend principles of human sexuality and gender development.				
4. Understand presentations and treatment of psychopathology.				
5. Comprehend impact of psychotropic medications on client progress.				
6. Understand the clinical implications of major health disruptions (e.g. cancer, heart disease, genetic diseases, relational losses, etc.).				
7. Comprehend the impact and treatment of comorbid disorders (e.g. depression, anxiety and panic, psychosis, substance abuse, family violence, etc.).				
8. Recognize strengths, limitations, and contraindications of specific therapy models.				
9. Comprehend an integrative approach to psychotherapy and MFT practice.				
10. Know professional ethics and standards of MFT practice, as well as provincial and federal laws and regulations.				
11. Understand the process of ethical decision-making.				
12. Know policies and procedures of practice setting.				
B. PERCEPTUAL COMPETENCIES	1	2	3	NO
1. Recognize systemic structures, relational interactions and contextual variables (e.g. ethnicity, sexuality, spirituality, socioeconomic, power).				
2. Develop hypothesis regarding presenting problems.				

3. Distinguish differences between content and process issues, their role in therapy and their potential impact on therapeutic outcomes.				
4. Identify models, modalities and techniques most effective for presenting problems.				
5. Consider physical/organic problems that may impact client situation.				
6. Assess participating clients' engagement in the change process.				
7. Integrate client feedback with assessment and treatment plans.				
8. Recognize ethical and legal dilemmas in practice setting.				
9. Recognize when clinical supervision and consultation is necessary				
C. EXECUTIVE COMPETENCIES	1	2	3	NO
1.Explain practice setting rules, obtain consent to treatment and exchange of information, when applicable, from all responsible persons				
2. Gather and review intake information and determine who should attend therapy and in what configuration.				
3. Form and maintain an effective therapeutic alliance with clients and facilitate therapeutic involvement of all necessary participants.				
4. Assess family history and dynamics using a genogram and elicit a perspective of the problem from each member.				
5. Administer and interpret results of assessment instruments.				
6. Generate relational questions and reframe problems and recursive interaction patterns.				
7. Diagnose and assess clients' behavioral and relational health problems systemically and contextually and develop a therapeutic contract based on client's preferred outcomes.				
8. Identify client's strengths, resilience and resources.				
9. Prioritize treatments goals, develop a clear plan of how sessions will be conducted and manage the progression of therapy.				
10. Facilitate clients developing and integrating solutions to problems				
11. Able to modify interventions to match clients' needs, goals, values.				

12. Screen and develop adequate safety plan for substance abuse, child and elder maltreatment, family violence and suicide potential.				
13. Provide appropriate psychoeducation for families as necessary.				
14. Develop and maintain collaborative working relations with referral resources and other practitioners.				
15. Defuse intense situations and manage risks, crises, and emergencies.				
16. Take action when ethical and legal dilemmas emerge and report information to appropriate authorities.				
17. Move to constructive termination and aftercare plans.				
18. Integrate supervisor/team interventions effectively.				
19. Read and apply current MFT research and literature.				
D. EVALUATIVE COMPETENCIES	1	2	3	NO
1. Assess joining of therapist-client therapeutic alliance.				
2. Monitor attitudes, personal well-being, personal issues and problems to insure they do not adversely impact the therapy process.				
3. Assess the therapist-client agreement of therapeutic contract/goals and progress of sessions toward treatment goals				
4. Evaluate interventions for consistency, congruency with model of therapy and theory of change, as well as treatment goals.				
5. Assess clients' reactions and responses to interventions and treatment.				
6. Evaluate level risks, management of risks, crises, and emergencies.				
7. Evaluate activities related to ethics, legal, and practice standards.				
8. Recognize client response and participation in the therapy process.				
E. PROFESSIONAL COMPETENCIES	1	2	3	NO
1. Seek and utilize consultation and supervision effectively.				
2. Give and receive feedback constructively.				
3. Respect and integrate multiple perspectives				
4. Utilize time management skills in therapy sessions and presentations.				
5. Set appropriate boundaries with clients, manage issues of triangulation and develop collaborative working relationships				

6. Maintain client records with timely and accurate notes and complete other case documentation in accordance with practice setting.				
7. Contribute to the development of new knowledge and practices.				
8. Pursue professional development through self-supervision, collegial consultation, professional reading and continuing education.				

Strengths observed _____

Further development _____

Supervisor's signature _____ Date _____

Student's signature _____ Date _____

SITE SUPERVISOR MIDTERM PRACTICUM / INTERNSHIP EVALUATION
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS at TRINITY WESTERN
UNIVERSITY

7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
PHONE: (604) 888-7511; FAX: (604) 513-2045

STUDENT _____ DATE _____

SUPERVISOR _____ SITE _____

MFT 691 MFT 692 MFT 693 MFT 694 MFT 695

Please use the following competencies as a guide to evaluate student performance.

1. Ability to form a therapeutic alliance with the client(s).
2. Establishes relevant counselling goals with the client(s).
3. Assists client(s) in exploration of personal alternatives.
4. Develops and implements a treatment plan.
5. Keeps adequate and timely client records.
6. Establishes and maintains a constructive working relationship with supervisor and staff.
7. Demonstrates self-directed learning, self-evaluation and seeks supervision as necessary.

Please comment on the capabilities and strengths of the student.

Please identify specific areas of growth the student should work on for this semester.

SUPERVISOR: _____ STUDENT _____

INTERNSHIP FINAL EVALUATION
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS at TRINITY WESTERN
UNIVERSITY

7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
 PHONE: (604) 888-7511; FAX: (604) 513-2045

To be filled out by student:

STUDENT NAME: _____ DATE: _____

SUPERVISOR _____ SITE _____

TERM SPRING SUMMER FALL YEAR

INTERN'S FINAL TERM AT SITE?: YES NO

TERM IN PRACTICUM/INTERNSHIP SEQUENCE: (check one)

PRACTICUM 1ST INTERNSHIP 2ND INTERNSHIP 3RD INTERNSHIP 4TH INTERNSHIP

TO THE SITE SUPERVISOR:

This form should be completed by the site supervisor at the end of each Practicum/Internship. Five domains of competence are listed below along with specific items in each domain. Circle the number to the right of each item that best describes your perceptions of the intern's skills compared to all other people you have trained at the same level of professional development.

14. Recognizes and appropriately addresses personal mental health issues relevant to professional performance													
---	--	--	--	--	--	--	--	--	--	--	--	--	--

COMMUNICATION CASE MANAGEMENT SKILL COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe												
	Clearly Deficient				Clearly Adequate				Clearly Excellent				
	1	2	3	4	5	6	7	8	9	10	IO	NR	
1. Knows community resources													
2. Responsibly schedules and meets with clients													
3. Keeps adequate and timely client records													
4. Consults with other staff regarding client needs													
5. Fulfills administrative responsibilities of the position													

SUPERVISION COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe												
	Clearly Deficient				Clearly Adequate				Clearly Excellent				
	1	2	3	4	5	6	7	8	9	10	IO	NR	
1. Meets with supervisor as scheduled													
2. Forms working relationship with supervisor													

3. Open to growth and learning (e.g. handles feedback well, uses supervision constructively)																			
4. Accurately evaluates own counselling session performance.																			

A. Based on your experiences, what would you evaluate as being the student's major strengths?

B. Suggestions for further professional development:

SIGNATURE OF SITE SUPERVISOR

DATE

Site supervisor's email: _____

SIGNATURE OF PRACTICUM STUDENT/INTERN

DATE

My signature indicates I have read and discussed the material above with my site supervisor. It does not indicate my total or partial agreement with the evaluation.

SIGNATURE OF MAMFT FACULTY SUPERVISOR

DATE

Faculty Supervisor Comments/Recommendations:

MAMFT STUDENT EVALUATION OF SUPERVISION SITE
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS at TRINITY WESTERN
UNIVERSITY

YOUR NAME _____ SITE _____

AGENCY SUPERVISOR'S NAME _____

SEMESTER _____ COURSE _____

Rate the following accordingly (Circle One):

SA = strongly agree; A = agree; D = disagree; SD = strongly disagree; NA = not applicable

1. This site was appropriate for my practicum/internship needs.	SA	A	D	SD	NA
2. My responsibilities were made clear to me.	SA	A	D	SD	NA
3. The clients and tasks assigned to me were appropriate for my current counselling skill level.	SA	A	D	SD	NA
4. My agency supervisor was readily accessible.	SA	A	D	SD	NA
5. Arrangements were made for an office or place to work.	SA	A	D	SD	NA
6. Feedback from the agency supervisor was helpful.	SA	A	D	SD	NA
7. Counselling tasks at the agency were consistent with skills learned in counselling class and group supervision with my MAMFT faculty supervisor.	SA	A	D	SD	NA
8. I would recommend this site to other students.	SA	A	D	SD	NA
9. My practicum/internship at this site was a vital part of my counselling graduate experience.	SA	A	D	SD	NA
10. I received at least 1 hour weekly of individual supervision from my site manager.	SA	A	D	SD	NA
11. This practicum/internship site provided adequate client contact to meet program requirements.	SA	A	D	SD	NA
12. I was able to meet taping requirements at their site.	SA	A	D	SD	NA
13. During individual supervision, my agency supervisor gave me his/her focused attention.	SA	A	D	SD	NA
14. I felt accepted and supported by regular staff members.	SA	A	D	SD	NA
15. I was adequately oriented to agency policies, procedures and values.	SA	A	D	SD	NA

What aspect of your practicum experience at this agency site did you like best? (Explain)

If the faculty were to use this site again, what changes would you recommend to improve a student's experience there?

On a scale of 1 - 10 (with 10 = outstanding), how would you rate:
Your Site Supervisor _____ The site overall as a practicum/internship location _____

STUDENT SELF-EVALUATION FOR PRACTICUMS/INTERNSHIPS
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS at TRINITY WESTERN
UNIVERSITY

STUDENT NAME _____ PHONE _____

I.D.# _____ ACTS SEMINARY OF ENROLLMENT _____

NAME OF AGENCY _____ SUPERVISOR _____

SEMESTER OF REGISTRATION: SPRING SUMMER FALL YEAR _____

COURSE REGISTERED IN: MFT 590 MFT 691 MFT 692 MFT 693 MFT 694 MFT 695

1. Your relationship to your supervisor and other training staff:

2. Your relationship to your fellow students:

3. Your relationship to your clients:

4. Your functioning as a member of a treatment or leadership team:

5. Your ability to deal with stress situations:

6. Your ability to incorporate new insights and knowledge gained into your functioning:

7. Your theological orientation and your ability to deal with theological issues:

8. Your psychological orientation and approach:

Your ability to be yourself and to identify and assess your own motives and dynamics:

10. Problem areas you feel you need to deal with:

11. Progress you feel you have made:

12. Your plans and goals for the future:

13. Your overall response to the total Program:

**SECTION VI:
RECORD KEEPING AND
CONSENT FORMS**

Practicum/Internship Log: Part 1 of 4
Direct Client Contact Hours

Nr.	Date	Individual		Couples		Family	
		Face	R.T	Face	R.T	Face	R.T
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
TOTAL HOURS		INDIVIDUAL		COUPLES		FAMILY	

Directions: Record the amount of time you spend with each of these client groups each week and record whether it was face to face or reflecting team (RT) participation. The term “Client” refers to any person receiving services including students, parents, teachers or patients). Remember to record audio, video or live supervision.

STUDENT SIGNATURE _____ **DATE** _____

SITE SUPERVISOR _____ **DATE** _____

**Practicum/Internship Log: Part 2 of 4
Record of Supervision**

Nr.	Date	One on One		Group supervision	
		Live/Video/Audio Supervision	Individual/Dyad Supervision	ACTS Video/Audio/Live	Agency Video/Audio/Live
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
Total					

Directions: *Supervision is the time spent with the site or MAMFT supervisor reviewing your clinical work. Record the amount of time you spend each week in supervision. Indicate the date and whether the activity took place in a one on one or group format. Students should indicate with a symbol supervision that occurred through live observation (L), video (V) or audio (A).*

STUDENT SIGNATURE _____ **DATE** _____

PRACTICUM/INTERNSHIP LOG: Part 4 of 4
RECORD FOR ACTIVITIES OTHER THAN CLIENT/STUDENT CONTACT,
SUPERVISION & CONSULTATION

DIRECTIONS: Record all other activities on this form, the amount of time and the date of the activity

DATE	REVIEW/ DISCUSSION OF CASE	CASE MANAGEMENT	FILE REVIEW	TRAINING INSERVICE	OTHER ACTIVITIES
TOTAL HOURS					

STUDENT SIGNATURE: _____ **DATE** _____

SITE SUPERVISOR: _____ **DATE** _____

TOTAL "OTHER ACTIVITIES" HOURS _____

(Time rounded to the nearest half hour)

**GRADUATE PROGRAM IN COUNSELING
CONSENT AND TAPING RELEASE FORM
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
PHONE: (604) 888-7511; FAX: (604) 513-2045**

Dear Client:

I am completing my graduate studies leading to a Master's degree in counseling at the Associated Canadian Theological Schools (**ACTS**) at **Trinity Western University**. In order to assure that I am doing the most effective job as a counselor it is important that you read and understand the following points:

1. **COUNSELING:** Individuals come to counseling when a problem has been identified in their lives. I help people explore their concerns and work towards making positive changes.
2. **CONFIDENTIALITY:** In order to protect your privacy, I will keep anything that you tell me in the strictest confidence unless I have your permission to tell someone. The only exceptions are:
(a) I may consult with my supervisors or agency staff, and other counseling interns about your concerns and how I might proceed in order to help you. (b) If you tell me that you intend to harm yourself or someone else, I am required by law to do anything I reasonably can to prevent that. (c) If you share information about incidents of child abuse, I am required by law to report this to the Ministry of Social Services or the police.
3. **VIDEO/AUDIO TAPING:** In order to assure you that I am doing the most effective job as a counselor, I wish to video tape or audio tape our counseling sessions. These tapes will be shown only to my supervisors and other counseling interns. I will erase the tapes of our counseling sessions within 4 weeks of taping. The availability and quality of services from this agency is not related to your agreement to record these sessions. You may decline to be taped or withdraw your permission to record these interviews at any time. As soon as you notify me that I no longer have your consent, I will stop recording the sessions and erase the tapes already made. If you decide at some point in a session you do not want something to be taped, you can turn the recorder off. **Remember:** (a) **I will only tape with your permission;** (b) **all taping is done openly;** (c) **the reason for taping is to help me become a better counselor.**

A. I have read and understood the above information about confidentiality and request counseling services for myself, from

(Client's name) _____ (Counseling Student's Name) _____

B. I understand the purpose of video/audio taping the counseling sessions. I give permission to (Counseling Intern's Name) to make a video/audio tape of our counseling sessions and to play the tape during supervision with the on-site supervisor or the **MAMFT** supervisor and counseling interns. *(If taping is refused, write N/A in the blank above)*

CLIENT SIGNATURE _____ DATE _____

STUDENT COUNSELOR'S SIGNATURE _____ DATE _____

***Counseling student: After client has given consent, make a copy for him/her and place original in client file at agency*

**GRADUATE PROGRAM IN COUNSELING
CONSENT AND TAPING RELEASE FORM
(CHILD VERSION)
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
PHONE: (604) 888-7511; FAX: (604) 513-2045**

Dear Client:

I am completing my graduate studies leading to a Master's degree in counseling at the Associated Canadian Theological Schools (**ACTS**) at **Trinity Western University**. In order to assure that I am doing the most effective job as a counselor it is important that you read and understand the following points:

1. **COUNSELING:** Children come to counseling when a problem has been identified in their lives. I help children explore their concerns and work towards making positive changes.
2. **CONFIDENTIALITY:** In order to protect your child's privacy, I will keep anything that your child tells me in the strictest confidence unless I have his/her permission to tell someone. The only exceptions are: (a) I may consult with you about your child's counseling experience. (b) I may consult with my supervisors or agency staff, and other counseling interns about your child's concerns and how I might proceed in order to help your child. (c) If your child tells me that he/she intends to harm him/herself or someone else, I am required by law to do anything I reasonably can to prevent that. (d) If someone is abusing or has abused your child, I am required by law to report this to the Ministry of Social Services or the police.
3. **VIDEO/AUDIO TAPING:** In order to assure you that I am doing the most effective job as a counselor, I wish to video tape or audio tape our counseling sessions. These tapes will be shown only to my supervisors and other counseling interns. I will erase the tapes of our counseling sessions within 4 weeks of taping. The availability and quality of services from this agency is not related to your agreement to record these sessions. You may decline to be taped or withdraw your permission to record these interviews at any time. As soon as you notify me that I no longer have your consent, I will stop recording the sessions and erase the tapes already made. If your child wishes at some point to stop the tape at any time during a session, he/she may do so, and restart it later if they wish. **All taping is done openly**
4. **FURTHER INFORMATION:** If any of the above information is unclear or unacceptable to you, do not hesitate to talk it over with me. I can be reached at . I will, whenever possible, adjust this agreement to your child's needs.

A. I have read and understood the above information about confidentiality and request counseling services for my child, from

(Child's Name) _____ **(Counseling Student's Name)** _____

B. I understand the purpose of video/audio taping the counseling sessions. I give permission to (Counseling Intern's Name) to make a video/audio tape of the counseling sessions with my child and to play the tape during supervision with the on-site supervisor or the **MAMFT** supervisor and counseling interns. *(If taping is refused, write N/A in the blank above)*

CHILD'S SIGNATURE _____ **DATE** _____
PARENT/GUARDIAN'S SIGNATURE _____ **DATE** _____

STUDENT COUNSELOR'S SIGNATURE _____ **DATE** _____

***Counseling student: After client has given consent, make a copy for him/her and place original in client file at agency.*

Information Privacy

Information Privacy Basics

All clients expect that their Personal Information will be kept secure and confidential.

What is considered "Personal Information"?

Personal Information is recorded information about an identifiable individual. It does not include "contact information". "Contact information" is information which allows a person at a place of work to be contacted, such as name with work phone number and work email address. Personal Information does not include information with personal identifiers removed, provided you cannot identify the person from the remaining information.

What does "Information Privacy" mean?

It means that an individual has the right to know that their Personal Information is secure and that they have some control over what information about them is collected, used, shared or disclosed. When we talk about privacy, we're referring to the Personal Information of our clients, therapists, supervisors and students.

How does Information Privacy differ from "Confidentiality"?

Staff/students are legally required to keep Personal Information confidential and protected under the BC Freedom of Information and Protection of Privacy Act (FOIPPA). Confidentiality is a legal obligation that ensures that we keep Personal Information confidential and protected from access by others who do not need to know it.

Whose "Personal Information" is it?

The information belongs to the person the information is about but the 'record' that contains the information is the property of the counseling agency/ health authority/ CYMH etc. This 'record' may be in the form of electronic files (i.e email), paper charts or files, video tapes, day timer notes, etc.

Protecting Personal Information

You have an obligation and responsibility to all clients/therapists/supervisors to protect and safeguard ALL personal information.

Prevent unauthorized access and unauthorized disclosure

- At the end of Practicum/Internship day make sure that clients' file are stored and secured in the locked filing cabinet
- Do not take clients' file outside of the agency
- Do not store any client info on your computer (write your clinical notes on site and put them directly in the file. When you write case presentations for class, remove any identifiable client information.
- Do not store any video/audio files on personal devices (laptop/phone/tablet etc.)
- You need to use an MAMFT approved encrypted USB device to store audio/video files (MAMFT approved encrypted USB devices can be purchased from university's books store)
- Only share personal information with those that need to know.
- Never talk about client personal information in public places where others may overhear (e.g. in elevators, hallways, cafeteria etc).
- Never leave personal information contained in documents/file folders in public places such as coffee shops, or cars or unlocked offices.
- Never use personal 'blogs' or social networking websites (i.e. Facebook, Twitter or Linked In) to discuss any client information.
- Do not post photos from practice education experiences on social networking sites.

Destroy personal information

- Use secure "Confidential Shredding" bins provided at the agency or at ACTS - for all paper documents that contain Personal Information.
- Burn - tapes, computer tapes, 35 mm slides, CDs.
- Delete your e-mails (and trash bin) that contain personal information.

You may share or disclose information if...

- The person the information is about has provided
- It is authorized by law (e.g., court order, subpoena, or other statutory authority).
- In emergency situations, there are compelling circumstances affecting health or safety, but you should consult with your supervisor or clinical coordinator.

Privacy Breaches

- A Privacy Breach is any unauthorized access to, or collection, use, disclosure, storage, transmission or disposal of personal information.

Examples of privacy breaches

- Discussing a patient's/client's personal information in a public area such as cafeteria, elevator or even at home where it might be overheard by others who don't need to know.
- Equipment or file containing personal information is stolen or lost and is accessed by an unauthorized person (e.g., stolen or lost laptop).
- Sending a fax containing personal Information to the wrong person/site.
- Leaving personal information that is accessible to others in a public area.
- Posting clinical related information, including photos, to social media sites.

What to do if you see or suspect a privacy breach

IMMEDIATELY report a privacy breach (even if suspected) to the Practicum/Internship Supervisor and Clinical Coordinator, who will initiate an investigation. Containment of the breach and risk is the most important priority!

Name

Signature

Date

By signing above, I am indicating that I have read, understood and am responsible for the requirements of this document. I further understand that I must immediately (within 24 hours) report any breach or suspected breach of privacy and confidentiality or any other ethical dilemma to my supervisor and MAMFT faculty. Failing to do so may involve probation in or suspension from the program.