

ACTS
SEMINARIES

SUPERVISED

PRACTICE

HANDBOOK

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Graduate Counsellor Training Program
MA in Marriage and Family Therapy (MAMFT)

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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 Associated Canadian Theological Schools (ACTS). We trust that the experience of working with an intern student from ACTS 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.

ACTS is a consortium of five seminaries which operates as the Graduate Theological School of Trinity Western University, in Langley, BC. The original counsellor training program at ACTS began in 1992 as the Masters of Theological Studies in Counselling (MTS-C) degree. In 1995 the counselling program was revised in order to reflect more closely curriculum standards recommended by the American Counselling Association's "Committee on Accreditation of Counselling and Related Educational Programs" (CACREP). In addition, a more intentional focus on the holistic integration of spirituality and counselling was recommended, as befits a seminary based counsellor training program.

In 1996 a new degree called the **Master of Counselling (MC)** was inaugurated. The MC degree was a non-thesis graduate degree aimed at individuals who desire a professional counsellor education program with a strong emphasis on spirituality and theological integration.

The MC program at ACTS:

- required 48 semester hours of professional counselling studies, (including 700 clock hours of supervised practice) as recommended by CACREP;
- required 20 hours of biblical and theological studies in order to help students explore the interface between spirituality and mental health;
- included a strong emphasis on marriage and family therapy within a community counselling framework;
- all MAMFT practicum and internship group supervision is carried out by ACTS Faculty, who are AAMFT Approved Supervisors or AAMFT Supervisors in Training.

Recently, in 2009, the MC degree was changed to an M.A. in Marriage and Family Therapy. Because the requirements for this new degree were gradually implemented over the last number of years, the degree looks very similar in structure. Key changes in the MAMFT program at ACTS include:

1. Changes to core requirements: MFT 682: Child and Adolescent Therapy and MFT 670 Marriage and Family Therapy II. These take the place of MFT Career and Lifestyle Development and Testing and Assessment.
2. Changes to the number of hours of client contact required to 350 and supervision hours to 194.
3. Students who desire to engage in research, a formal research option is available in the MAMFT. An advanced course in Statistics or additional course in Research in your undergraduate is recommended. Students must find a Faculty Supervisor before beginning the Thesis option.

This handbook has been developed to help support and guide the work of site supervisors with our students here at ACTS. 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 ACTS counselling program department: Dr. Ian Verseveldt, Director of ACTS MAMFT Program at (604) 513-2121 extension 3136; Dr. Vange Thiessen, Clinical Coordinator at (604) 513-2121 ext. 3137. We value your input.

In terms of scheduling, MAMFT students typically receive group supervision with ACTS faculty on Tuesdays or Thursdays.

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 counsellor training.

Sincerely,

Ian Verseveldt, Ph.D., RMFT, R.Psych,
AAMFT Approved Supervisor,
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 of the Associated Canadian Theological Schools (ACTS) requires 810 hours of supervised practice with actual clients for completion of the degree: 150 practicum hours and 660 hours of internship.

The MAMFT supervised practice sequence looks like this:

MFT 590: Practicum = 150 hours total. (50 hrs. client contact required)

MFT 691: Internship I = 165 hours total. (75 hrs. client contact required)

MFT 692: Internship II = 165 hours total. (75 hrs. client contact required)

MFT 693: Internship III = 165 hours total. (75 hrs. client contact required)

MFT 694: Internship IV = 165 hours total. (75 hrs. client contact required)

810 hours

The MAMFT supervised practice sequence is modelled 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. Adequate 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. ACTS -MFT students bring fresh perspectives, energy and enthusiasm to their supervision settings.

A Collaborative Effort

The faculty of the ACTS - 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 ACTS faculty supervisor. 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 ACTS faculty to continually evaluate and improve the practicum/internship experience for students and supervising agencies alike.

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.

The ability to accept feedback from your faculty or site supervisor follow their directions with clients and for professional development, as well as openness to peer feedback and the ability to engage in ongoing self-evaluation are critical for success in supervised practice and for preparing for 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 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 encouraged to bring these to their site supervisor for consultation, and then to their faculty group supervisor if needed. The privileges that are extended to practicum students and interns, upon consultation with ACTS - MFT faculty, may be revoked by the agency, church or other counselling 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 go to the Financial Services intranet site (<https://internal.twu.ca/sites/finance/default.aspx>) under the **Risk Management & Insurance** heading. Once the request is complete, it can be forwarded to Ana Voicu and she will look after sending the COI to the outside agency.

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 ACTS 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.

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 two (2) 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 ACTS - MFT clinical coordinator, or the designated faculty supervisor, about the student's progress.

THE ROLE OF ACTS CLINICAL COORDINATOR

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 at ACTS 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 ACTS students.

ROLE OF ACTS FACULTY SUPERVISOR

1. Meet with students for a two (2) hour weekly on campus group supervision class.
2. Maintain student files for each internship.
3. Meet with the student individually for a mid-term evaluation.
4. Maintain phone contact with site supervisor, at mid-term and as necessary, regarding student progress.
5. Review student's journals and practicum/internship hours log during the semester.
6. Meet with student and site supervisor at the internship site for a final evaluation interview when internship requirements have been completed.
7. Submit course evaluation and final grade to registrar.

Acknowledgements

In general, 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). Portions of the material in this handbook have been adapted from Supervision Guidelines for Counselling Internship Field Sites (1993) published by the Oregon Master of Arts in Marriage and Family Therapy Training Programs.

SECTION II:
**GUIDELINES FOR PRACTICUM
SUPERVISION**

SECTION II: THE PRACTICUM EXPERIENCE

NATURE OF A PRACTICUM

The student’s first experience in supervised practice should occur in a well structured, supportive environment, allowing ACTS 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.

ACTS Counselling Practicum Settings

Master of Arts in Marriage and Family Therapy practicum takes in one of two ACTS practicum training centres: CARES Counselling Centre in Abbotsford, (2790 Gladwin Rd., Abbotsford, BC, V2T 4S7 Phone # 604-853-8916) or Burnaby Counselling Group in Burnaby (3701 E. Hastings, St.230). Both 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 7–8 hours at the training centre on a designated day of the week. An ACTS 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 150 clock hours under direct ACTS faculty supervision is required.

Practicum Objectives

- Students will participate in live observation, reflecting teams, and co-therapy with other student counsellors.
- Students will be assigned 2-3 clients for the duration of the practicum.
- Students will experience co-leading group therapy off site.
- Students will receive individual and group supervision.
- Students will tape all sessions for personal review as well as to review with their faculty supervisor.
- 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-IV 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, psychoeducation 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 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. 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 taken:
 - MFT 525: Foundational Counselling Skills (3)
 - MFT 552: Marriage and Family Therapy Theories (3)
 - MFT 553: Advanced Skills in Marriage and Family Therapy (3)
 - MFT 664: Ethics and Professional Issues (3)
 The following will be taken prior to or concurrent with the practicum experience:
 - MFT 660: Marriage and Family Therapy I (3)
 - MFT 661: Group Therapy

OVERVIEW OF PRACTICUM REQUIREMENTS

A minimum of 150 clock hours of supervised practice is required at an ACTS practicum centre. A practicum is demanding and challenging. Students need to be aware that it is not uncommon to exceed 150 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
- Participating in a reflecting team with a faculty supervisor.
- 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 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. .

At least 25 of the 50 client contact hours must occur in a context where the student is the primary therapist. A maximum of 15 hours of participation in a reflecting team with a supervisor present can be counted towards direct client contact hours. A minimum of 10 hours of group participation are required.

Supervision Hours: Minimum 50 hours of supervision.

- Individual supervision - minimum of 18 hours with an ACTS 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 recording devices.
- Group supervision weekly by ACTS faculty supervisor 2.0 hours per week for the duration of the practicum, for a minimum of 32 hours per semester.

Remaining Hours: Minimum 50+ hours of other practicum activities such as: additional client contact hours, record keeping, tape review, reading, workshop attendance and other assignments approved by faculty supervisor.

STUDENT CORE RESPONSIBILITIES

1. Attend practicum orientation session conducted by ACTS clinical coordinator.
2. Complete “Application for Counselling Practicum” and discuss placement site with coordinator.

3. Obtain a criminal record check from your local police station prior to start of practicum.
4. Obtain Student Membership with AAMFT. Student Membership must be maintained throughout the program at ACTS or risk being dropped from Internship class. Hand in a copy of acceptance letter for your file by the first day of Practicum class. **Note:** Yearly renewal receipts must be handed in to your Faculty Internship supervisor .
5. Attend all practicum sessions and complete the assignments required by the ACTS faculty supervisor.
6. Upon completion of practicum hours, complete:
 - Student self-evaluation
 - Student site-evaluation
 - Practicum hours log
 - 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.
7. Begin preparations for location of internship site.
8. If the student is unable to complete required competencies within the semester, they may be granted an extension. Arrangements are made with ACTS clinical coordinator. (Additional responsibilities will be detailed in practicum group supervision syllabus)

POSSIBLE STUDENT OUTCOMES

Pass: student proceeds with the program

Pass (Conditional): student may proceed with their program if specific remedial assignments are carried out.

Fail: student's suitability for the program will be assessed by the faculty. A discernment process with the student will be initiated to determine possible outcomes.

Examples of Possible Remedial Assignments:

(All remedial assignment costs are at student expense.)

- retake MFT 525: Foundational Skills and/or MFT 553: Advanced Skills
- retake the practicum;
- requested to enter into personal counselling to work on issues which may have a potential impact on work with clients;
- other assignments as deemed appropriate.

Note: Complete candidacy admission form and submit to the MAMFT director. In order to achieve candidacy status in the MAMFT program, a student must demonstrate basic competency by receiving an unqualified "Pass" in their practicum.

SECTION III:
**GUIDELINES FOR INTERNSHIP
SUPERVISION**

SECTION III: THE INTERNSHIP EXPERIENCE

NATURE OF AN 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 (1995) 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, 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 Graduate Essay describing their personal theory of counselling during their last semester of study.

Internship Continuity

It is the preference of the ACTS 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 their practicum: MFT 590.
2. MAMFT students must maintain a B- average in their academic courses and a minimum B average in Counselling courses.
3. It is recommended that MAMFT students submit an application for degree candidacy after Practicum.
4. Proof of membership with AAMFT
5. Have taken the following courses:
 - MFT 525: Foundational Counselling Skills (3)
 - MFT 552: Marriage and Family Therapy Theories (3)
 - MFT 553: Advanced Skills in Marriage and Family Therapy (3)
 - MFT 661: Group Counselling (3)
 - MFT 660: Marriage & Family Therapy I (3)
 - MFT 664: Ethics & Professional Issues (3)
 - PTH 510/511: Spiritual Formation (1/1)

OVERVIEW OF INTERNSHIP REQUIREMENTS

Minimum 660 clock hours of supervised practice. 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. 75 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). 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 ACTS faculty— 2.0 hours per week x 12 weeks per semester. (Minimum total: 96 hours). 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 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, workshop attendance, reading and other assignments approved by a site supervisor or faculty supervisor.

MA/MFT 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 dynamics, contextual and cultural particularities.				
2. Develop hypotheses regarding relational patterns and problem saturated stories.				
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. Assess each participating client’s engagement in the change process and the influence of treatment on extra-therapeutic relationships.				
6. Consider physical/organic problems that may impact client situation.				

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.				
5. Evaluate level risks, management of risks, crises, and emergencies.				
6. Evaluate activities related to ethics, legal, and practice standards.				
7. 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.				
4. Set appropriate boundaries with clients, manage issues of triangulation and develop collaborative working relationships.				
4. Maintain client records with timely and accurate notes and complete other case documentation in accordance with practice setting.				
5. Contribute to the development of new knowledge and practices.				
6. Pursue professional development through self-supervision, collegial consultation, professional reading and continuing education.				

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 year’s 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.
4. Provide ACTS with site survey and supervisor’s resume.
5. Complete the Supervision Agreement form and partner with ACTS in supervision of the student.

Site Supervisor Role

The site supervisor is an experienced professional counsellor or qualified mental health professional with a minimum of 2 years 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

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

Specific Recommendations for Site Supervisors

- Assist the student in developing a list of learning objectives (including learning competencies) regarding personal development, counselling competencies, and professional accountability.
- 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.
- Discuss impact of student-client interaction regarding personal issues and possible counter-transference responses.
- Include the student in weekly staff meetings, case reviews and in-service training as appropriate.
- Communicate with ACTS clinical coordinator, or the designated faculty supervisor, about the student's progress. Be sure and complete the requested mid-term and final evaluations.
- Review the student's record keeping and sign off at the designated lines.
- Attend an AAMFT approved Supervision course. Vange Thiessen, our Clinical Coordinator, provides this course once per year at a discounted rate for those who supervise our students. If interested, contact Vange Thiessen at 604-513-2121 x3137 or VangeT@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. An Application for Counselling Internship should be completed and submitted to the Clinical coordinator.
2. The student is responsible to obtain a Supervision Agreement for each new internship experience. Final approval will be granted by ACTS clinical coordinator upon the completion of the following requirements:
 - Site supervisor's resume (if not yet on record)
 - Site survey completed by site supervisor (if not yet on record)

- Interview with ACTS clinical coordinator
 - Demonstration that the site is able to provide video and audio recording permission and capability.
 - Supervision agreement with site supervisor
3. Students who have not secured an internship site by the end of the second week of classes will be dropped.
 4. Students are expected to tape a minimum of 10 sessions per semester where permitted. These tapes are for personal review and supervision purposes only.
 5. Students are to required to submit two tapes each semester for faculty review in their group supervision.
 6. **Mid-semester requirements:**
 - Site Supervisor Midterm Evaluation form is submitted to the faculty supervisor.
 - Meet with the faculty supervision for an individual progress interview.
 7. **Upon completion of internship hours:** The student is required to see that the following forms/documents are completed and returned to their faculty supervisor:
 - Complete assignments given by their faculty group supervisor.
 - Final Site Supervisor Evaluation form
 - Completed Internship Hours Log signed by site supervisor
 - Student self evaluation form
 - Student Site Evaluation form
 8. 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. If students have not finished the hours for MFT 694, they will be required to register for MFT 695 (0) at an additional cost. **Note:** Students must attend faculty and individual supervision throughout the time that students are participating in client care.
- Note: A student may register for the next internship only after:**
- all paperwork has been submitted**
 - the faculty supervisor had issued a grade for the internship.**
 - Application for next Internship has been signed and handed in.**
9. For MFT 694, students will submit a 15-20 page Graduate Essay outlining their personal theory of counselling and how it integrates with a Christian world view. The outline is available in the MAMFT Student Handbook.
 10. Satisfactory completion requires 660 supervised hours of internship under the direction of ACTS faculty supervisor and the site supervisor, evidencing the skill level and maturity appropriate to a professional counsellor in training.

POSSIBLE STUDENT OUTCOMES

Pass: student proceeds with next internship.

Pass (Conditional): student may proceed with their program if specific remedial areas are addressed.

Fail: student's suitability for the program will be assessed by the faculty. Student cannot proceed to next internship without a full review of student status.

Examples of Possible Remedial Assignments:

(All remedial assignment costs are considered student expense.)

- retake MFT 525: Foundational Skills and/or MFT 553: Advanced Skills
- retake a practicum
- take an additional internship
- other assignments as deemed appropriate.

SECTION IV:

APPLICATIONS AND AGREEMENTS

ACTS MAMFT Student Program Agreement Contract

Student Name: _____ ID#: _____

Email: _____ Date: _____

I, _____
(PLEASE PRINT NAME)

- Received and read the MAMFT Student Handbook and the MAMFT Supervised Practice Handbook.
- Understand the policies and procedures as stated in the Handbook.
- Agree to fulfill the requirements as stated in the Handbook and abide by the policies set forth herein.
- I further agree that the faculty of the MAMFT at ACTS Seminaries of Trinity Western University the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the program committee's decision as to whether or not I will be able to continue in the program.

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

ACTS MAMFT Student Commitment to Ethical Practice

Students in the ACTS 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 ACTS 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 ACTS 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 (2001) on the website: www.aamft.org
http://www.aamft.org/resources/LRM_Plan/Ethics/ethicscode2001.asp

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 ACTS 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

**APPLICATION FOR COUNSELLING PRACTICUM
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS**

STUDENT NAME _____ PHONE _____

I.D.# _____ ACTS SEMINARY OF ENROLLMENT _____

SEMESTER OF REGISTRATION: SPRING SUMMER FALL YEAR _____
NUMBER OF CLOCK HOURS: _____

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 ACTS Supervised Practice Handbook and have determined that I meet all stated criteria, and desire to pursue practicum/internship placement.”

STUDENT SIGNATURE _____ DATE _____

ACTS 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

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

NUMBER OF CLOCK HOURS REQUIRED: _____ MFT 695

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 ACTS Supervised Practice Handbook.

NAME: _____ WORK PHONE: _____ HOME PHONE _____

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): _____

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

SITE SUPERVISOR: _____ DATE _____

STUDENT SIGNATURE: _____ DATE _____

ACTS CLINICAL COORDINATOR: _____ DATE _____

**SITE SURVEY
FOR ACTS SUPERVISED PRACTICE SITES**

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,

ACTS Counselling Faculty

**PLEASE RETURN SURVEY TO:
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
7600 GLOVER ROAD
LANGLEY, BC V2Y 1Y1**

**SITE SURVEY
FOR ACTS SUPERVISED PRACTICE SITES**

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
7600 GLOVER ROAD, LANGLEY, BC V2Y 1Y1
PHONE: (604) 888-7511

DATE _____

AGENCY/SCHOOL NAME: _____ PHONE: _____

ADDRESS: _____ POSTAL CODE: _____

CONTACT PERSON FOR SITE: _____ PHONE: _____

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

11. Will the student be able to make video or audio tapes at the site of his/her counseling with clients?
 YES NO

12. Please indicate stressors associated with the position _____

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 miles
 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

21. Comments: _____

MAMFT
STUDENT PROGRAM AGREEMENT CONTRACT

Student Name: _____

ID# _____

Email: _____ Date: _____

I,

(PLEASE PRINT NAME)

- Received and read the MAMFT Student Handbook and the MAMFT Supervised Practice Handbook.
- Understand the policies and procedures as stated in the Handbook.
- Agree to fulfil the requirements as stated in the Handbook and abide by the policies set forth herein.
- I 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 behaviour, and my personal characteristics.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the program committee's decision as to whether or not I will be able to continue in the program.

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

APPLICATION FOR MAMFT CANDIDACY
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

Directions: Photocopy this form (both sides) and fill out section A. Attach copies of all required documentation as indicated and submit to the MAMFT program chairperson.

DO NOT APPLY FOR CANDIDACY UNLESS YOU HAVE COMPLETED ALL REQUIREMENTS

SECTION A

STUDENT NAME _____ ACADEMIC YEAR ADMITTED TO PROGRAM _____

ADVISOR _____ ACTS SEMINARY OF ENROLLMENT _____

5. 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. Please describe below how you have satisfied these deficiencies: _____

6. 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 ACTS registrar).
 - NO STUDENT WILL BE ADMITTED TO CANDIDACY WITHOUT TRANSCRIPT VERIFICATION OF ALL PREREQUISITES.
7. ACTS Academic and Course Requirements for Candidacy.
- Please attach an up-to-date ACTS transcript documenting satisfactory academic performance and completion of the seventeen minimal candidacy semester hours at B- level or above.
8. 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."

STUDENT _____

SIGNATURE _____ DATE _____

**APPLICATION FOR MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY
CANDIDACY**

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

SECTION B

To be filled out by candidacy reviewers.

STUDENT NAME _____ DATE _____

REVIEWED _____

1. Letter of Acceptance Attached _____ Academic year admitted to program _____

2. Undergraduate prerequisites satisfies 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			
Brain and Behaviour/Cognition			

3. ACTS Graduate Transcript Evaluation

A. Graduate course grade level: - maintained at B- or better in academic courses _____
 - maintained at B in all counselling courses _____

B. Minimum required courses for candidacy:

- _____ MFT 552: Marriage and Family Therapy Theories (3)
- _____ MFT 553: Advanced Skills in Marriage and Family Therapy(3)
- _____ MFT 661: Group Practice
- _____ MFT 660: Marriage and Family I (3)
- _____ MFT 590: Practicum (3)
- _____ PTH 510/511 Spiritual Formation (1)

4. Faculty evaluation of student's interpersonal skills and abilities:

5. Faculty evaluation of student's spiritual/ethical development:

CONCLUSION:	Admitted to Candidacy _____	Not Admitted To Candidacy _____
-------------	-----------------------------	---------------------------------

6. Recommendations:

CANDIDACY REVIEWERS:

NAME _____

NAME _____

NAME _____

SECTION V: EVALUATION FORMS

SITE SUPERVISOR MIDTERM EVALUATION

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

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 _____

SITE SUPERVISOR FINAL EVALUATION
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
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:	<input type="checkbox"/> SPRING	<input type="checkbox"/> SUMMER	<input type="checkbox"/> FALL	YEAR _____
INTERN'S FINAL TERM AT SITE?:	<input type="checkbox"/> YES	<input type="checkbox"/> NO		
TERM IN PRACTICUM/INTERNSHIP SEQUENCE: (check one)				
<input type="checkbox"/> PRACTICUM	<input type="checkbox"/> 1 ST INTERNSHIP	<input type="checkbox"/> 2 ND INTERNSHIP	<input type="checkbox"/> 3 RD INTERNSHIP	<input type="checkbox"/> 4 TH 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.

COUNSELLING SKILL COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe						
	Clearly Deficient		Clearly Adequate		Clearly Excellent		
	1	2	3	4	5	IO	NR
1. Establish a working relationship with clients	1	2	3	4	5	IO	NR
2. Gathers client historical information	1	2	3	4	5	IO	NR
3. Facilitates the client's expression of feelings	1	2	3	4	5	IO	NR
4. Specifies the client's problems in concrete terms	1	2	3	4	5	IO	NR
5. Helps client explore personal alternatives	1	2	3	4	5	IO	NR
6. Establishes relevant counselling goals with client	1	2	3	4	5	IO	NR
7. Implements an intervention strategy consistent with client information and goals	1	2	3	4	5	IO	NR
8. Evaluates client progress with respect to goals	1	2	3	4	5	IO	NR
9. Appropriately refers and terminates clients	1	2	3	4	5	IO	NR
10. Understands theoretical and conceptual principles as applied to particular client problems	1	2	3	4	5	IO	NR
11. Understands diverse cultural ethnic, sexual, and social backgrounds and values	1	2	3	4	5	IO	NR
12. Facilitates groups for clients	1	2	3	4	5	IO	NR
13. Facilitates family counselling for clients	1	2	3	4	5	IO	NR

INFORMATION SERVICE & ASSESSMENT SKILL COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe						
	Clearly Deficient		Clearly Adequate		Clearly Excellent		
	1	2	3	4	5	IO	NR
1. Familiar with and utilizes current information services (e.g. community resource guides)	1	2	3	4	5	IO	NR
2. Helps client accumulate and interpret information about community resources	1	2	3	4	5	IO	NR
3. Appropriately chooses methods of assessment to determine client student concerns, problems or characteristics.	1	2	3	4	5	IO	NR
4. Appropriately interprets and uses assessment results with client and others	1	2	3	4	5	IO	NR

PROFESSIONAL SKILL COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe							
	Clearly Deficient		Clearly Adequate		Clearly Excellent		IO	NR
	1	2	3	4	5			
1. Willingly assumes responsibility	1	2	3	4	5	IO	NR	
2. Establishes and maintains a positive working relationship with staff	1	2	3	4	5	IO	NR	
3. Shares skills and competencies with peers and supervisors	1	2	3	4	5	IO	NR	
4. Shares weaknesses with staff in order to improve and is aware of skill and/or ability limitations	1	2	3	4	5	IO	NR	
5. Relates appropriately to non-client community members	1	2	3	4	5	IO	NR	
6. Behaves professionally (e.g. demeanour, dress, language etc.	1	2	3	4	5	IO	NR	
7. Organizes and recognizes counselling implications of relevant client data	1	2	3	4	5	IO	NR	
8. Knows ethical aspects of counselling and behaves ethically and responsibly with clients, colleagues and adjunct agencies	1	2	3	4	5	IO	NR	
9. Knows legal rights of clients (e.g. records, reporting, assessment, duty to protect, confidentiality	1	2	3	4	5	IO	NR	
10. Participates in staff in-service training	1	2	3	4	5	IO	NR	
11. Shows commitment to providing service at site	1	2	3	4	5	IO	NR	
12. Manages time well	1	2	3	4	5	IO	NR	
13. Follows through on professional commitments	1	2	3	4	5	IO	NR	
14. Recognizes and appropriately addresses personal mental health issues relevant to professional performance	1	2	3	4	5	IO	NR	

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	IO	NR
1. Knows community resources	1	2	3	4	5	IO	NR
2. Responsibly schedules and meets with clients	1	2	3	4	5	IO	NR
3. Keeps adequate and timely client records	1	2	3	4	5	IO	NR
4. Consults with other staff regarding client needs	1	2	3	4	5	IO	NR
5. Fulfills administrative responsibilities of the position	1	2	3	4	5	IO	NR

SUPERVISION COMPETENCY	NR = Not Relevant to the Setting IO = Inadequate Opportunity to Observe						
	Clearly Deficient		Clearly Adequate		Clearly Excellent		
	1	2	3	4	5	IO	NR
1. Meets with supervisor as scheduled	1	2	3	4	5	IO	NR
2. Forms working relationship with supervisor	1	2	3	4	5	IO	NR
3. Open to growth and learning (e.g. handles feedback well, uses supervision constructively)	1	2	3	4	5	IO	NR
4. Accurately evaluates own counselling session performance.	1	2	3	4	5	IO	NR

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 PHONE NUMBER _____

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 PRACTICUM STUDENT/INTERN _____ DATE _____

SIGNATURE OF **ACTS** FACULTY SUPERVISOR _____ DATE _____

Faculty Supervisor Comments/Recommendations:

**STUDENT EVALUATION OF SUPERVISION SITE
ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS**

YOUR NAME _____ SITE _____

AGENCY SUPERVISOR'S NAME _____ SEMESTER _____ COURSE _____

Rate the following accordingly: SA = strongly agree; A = agree; D = disagree;
(Circle One) 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 ACTS 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**

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: _____

NAME: _____

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: _____

NAME: _____

9. 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 3

RECORD OF WEEKLY CLIENT CONTACT HOURS

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 (R.T.) participation. (The term “client” refers to any person receiving services including students, parents, teachers or patients.).

Remember to record audio, video or live supervision.

WEEK	DATE	INDIVIDUAL		COUPLES		FAMILY		GROUP	CLASSROOM	
		Face	R.T.	Face	R.T.	Face	R.T.	Face	Face	
WEEK 1										
WEEK 2										
WEEK 3										
WEEK 4										
WEEK 5										
WEEK 6										
WEEK 7										
WEEK 8										
WEEK 9										
WEEK 10										
WEEK 11										
WEEK 12										
WEEK 13										
WEEK 14										
WEEK 15										
WEEK 16										
TOTAL HOURS										
		<i>Individual</i>		<i>Couples</i>		<i>Family</i>		<i>Group</i>	<i>Classroom</i>	

STUDENT SIGNATURE: _____ DATE _____

SITE SUPERVISOR _____ DATE _____

TOTAL CLIENT CONTACT HOURS _____

(Time rounded to the nearest half hour)

PRACTICUM/INTERNSHIP LOG: Part 2 of 3

RECORD OF WEEKLY SUPERVISION, CONSULTATION AND TRAINING/INSERVICE

DIRECTIONS: 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. The student may want to record separately with whom the supervision and consultation took place and what topic(s) were covered. Students should indicate with symbols supervision that occurred through live observation (L), taped observation (T), etc.

WEEK	DATE	ONE ON ONE		GROUP SUPERVISION	
		INDIVIDUAL/DYAD SUPERVISION	LIVE, VIDEO/AUDIO	ACTS	AGENCY
				VIDEO, AUDIO, LIVE	VIDEO, AUDIO, LIVE
WEEK 1					
WEEK 2					
WEEK 3					
WEEK 4					
WEEK 5					
WEEK 6					
WEEK 7					
WEEK 8					
WEEK 9					
WEEK 10					
WEEK 11					
WEEK 12					
WEEK 13					
WEEK 14					
WEEK 15					
WEEK 16					
TOTAL					

STUDENT SIGNATURE: _____ DATE _____

SITE SUPERVISOR SIGNATURE _____ DATE _____

Total Individual Hours = _____
 Total Group Hours = _____
 Total Supervision Hours _____

Total hours live observation:
 Total hours team review:
 Total hours review of tape:

Supervision = time spent with site supervisor responsible for student experience
Consultation = direction from other professionals regarding client(s) issues.

PRACTICUM/INTERNSHIP LOG: Part 3 of 3
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

WEEK	DATE	CLIENT PREP & RECORDS	TAPES/ READING/ ASSIGNMENTS	TRAINING/ INSERVICE	OTHER ACTIVITIES	TIME
WEEK 1						
WEEK 2						
WEEK 3						
WEEK 4						
WEEK 5						
WEEK 6						
WEEK 7						
WEEK 8						
WEEK 9						
WEEK 10						
WEEK 11						
WEEK 12						
WEEK 13						
WEEK 14						
WEEK 15						
WEEK 16						
					TOTAL	

**e.g. reading, observation, meetings, outreach, orientation to site, record keeping*

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 **ACTS** 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 ACTS 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*