



ADULT & GRADUATE STUDIES

PROGRAM AND CLINICAL HANDBOOK

MARRIAGE & FAMILY THERAPY PROGRAM

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY:
MARRIAGE & FAMILY THERAPY
SCHOOL OF ADULT AND GRADUATE STUDIES

MONTREAT COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate's degree, the Bachelor's degree, and the Master's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Montreat College.

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Welcome

The pursuit of a graduate degree is a life-changing career decision. Congratulations on making this step in your professional and academic journey, and welcome to the Master of Science in Counseling Psychology: Marriage & Family Therapy (MSCP:MFT) program at Montreat College. The following handbook will be your guide with the College throughout the time you are enrolled in the MSCP:MFT degree program and will provide you with valuable information regarding policies and procedures, expectations, and resources. The college reserves the right to update this document.

The program faculty is committed to helping you reach your academic and professional goals and mentoring you in this process as you grow and develop as a professional. The College staff and faculty look forward to getting to know you and your dreams. We are committed to assisting you in developing the required skills, knowledge, and attitudes for professional work as a marriage and family therapist.

Purpose of the Handbook

This handbook is written to provide you with important information about the Marriage and Family Therapy degree program, college and program resources, and policies and regulations. It is also a source of information for related professional associations and activities that can support your growth as a professional while enrolled in the program. Updates to this handbook will be made available to you via the program website, by notifications on the College Listserv, and as requested in print from faculty and staff. This handbook is a supplement to the Montreat College AGS Catalog and does not serve as a replacement to the Catalog.

Mission of the College

Montreat College is an independent, Christ-centered, liberal arts institution that educates students through intellectual inquiry, spiritual formation, and preparation for calling and career, all to impact the world for Jesus Christ.

The Conceptual Framework for the Master of Science in Counseling Psychology: Marriage & Family Therapy Degree Program

The Marriage & Family Therapy masters degree prepares candidates to become competent clinical practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokespersons for transformation, renewal, and reconciliation in their spheres of influence.

Mission of the Masters of Science in Counseling Psychology: Marriage & Family Therapy Program

Montreat College's Master of Counseling Psychology: Marriage and Family Therapy is designed for students with a desire to become licensed as a Marriage and family therapist, caring for individuals, marriages, and families in a systemic and theologically informed capacity.

Program Goals for the Master of Science in Counseling Psychology: Marriage & Family Therapy Degree Program

Upon completion of the MSCP:Marriage & Family Therapy graduate degree program, candidates should be able to meet the following objectives that are based on the 2022 COAMFTE Standards for Marriage & Family Therapy Training Programs:

Acquire a solid knowledge base related to marriage and family that includes the following:

- a. Knowledge of the MFT profession
- b. Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- c. Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- d. Awareness, knowledge and skill to responsibly serve diverse communities
- e. Development and application of research to further the knowledge and practice of the MFT profession.

Program-Level Student Learning Outcomes

The MSCP:MFT Program-Level Student Learning Outcomes are as follow:

SLO 1: Knowledge base of Marriage and Family Therapy:

- a. Students will demonstrate knowledge of the major concepts and theoretical perspectives within marriage and family therapy – attention is given to the core competencies established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).
- b. Students will explain and apply ethical guidelines of marriage and family therapy within in-class role plays and case study assignments, as well as within direct services hours within internship courses.
- c. Students will develop awareness and knowledge of marriage and family therapy skills and techniques to serve diverse communities skillfully and responsibly.

SLO 2: Critical Thinking Skills in Marriage and Family Therapy:

- a. Students will utilize critical thinking skills to challenge assumptions and consider alternative explanations of presenting issues within various marriage and family therapy settings
- b. Students will apply creative thinking and intellectual inquiry to address problems related to human behavior, psychological processes, theological foundations, interpersonal and intrapersonal issues, as well as societal challenges within marriage and family contexts.
- c. Students will identify, develop, and apply research to further knowledge and practice of the Marriage and Family Therapy profession.

SLO 3: Application of Marriage and Family Therapy Techniques and Principles:

- a. Students will exhibit an understanding of the techniques and principles of marriage and family therapy within in-class papers and presentations which explore personal, social, theological, professional and ethical issues.
- b. Students will demonstrate application of the techniques and principles of marriage and family therapy within case studies, role-plays, and through direct service hours which address personal, social, theological, professional, and ethical issues.
- c. Students will develop competencies to practice relational/systemic therapy as a qualified behavioral/mental health provider.

SLO 4: Values in Marriage and Family Therapy:

- a. Students will evaluate evidence, tolerate ambiguity, act ethically, and reflect values which underpin the discipline of marriage and family therapy.
- b. Students will articulate an understanding of Christian theological perspective on purposes, structures, and roles of marriage and family.
- c. Students will understand the various values undergirding licensure and credentialing processes within the field of Marriage and Family Therapy.

SLO 5: Communication skills:

- a. Students will effectively present information orally and in writing and demonstrate proficiency in the use of technology.
- b. Students will effectively and responsibly communicate relevant information to demographically varied populations.

Definition of Marriage & Family Therapy

The American Association for Marriage & Family Therapy (AAMFT) uses the following definition of marriage and family therapy (MFT): *A family's patterns of behavior influences the individual and therefore may need to be a part of the treatment plan. In marriage and family therapy, the unit of treatment isn't just the person - even if only a single person is interviewed - it is the set of relationships in which the person is embedded.*

Marriage and family therapy is:

- *brief*
- *solution-focused*
- *specific, with attainable therapeutic goals*
- *designed with the "end in mind."*

Marriage and family therapists treat a wide range of serious clinical problems including: depression, marital problems, anxiety, individual psychological problems, and child-parent problems.

Research indicates that marriage and family therapy is as effective, and in some cases more effective than standard and/or individual treatments for many mental health problems such as: adult schizophrenia, affective (mood) disorders, adult alcoholism and drug abuse, children's conduct disorders, adolescent drug abuse, anorexia in young adult women, childhood autism, chronic physical illness in adults and children, and marital distress and conflict.

For more information on this definition, visit AAMFT's website for the full definition at [About Marriage and Family Therapists \(aamft.org\)](http://AboutMarriageandFamilyTherapists.aamft.org) North Carolina law, in General Statute chapter 90, Article 18-C, the Marriage and Family Therapy Licensure Act, defines marriage and family therapy in the following way(s):

§90-270.47. Definitions:

(3b) Marriage and family therapy is the clinical practice, within the context of individual, couple, and marriage and family systems, of the diagnosis and treatment of psychosocial aspects of mental and emotional disorders. Marriage and family therapy involves the professional application of psychotherapeutic and family systems theories and techniques in the delivery of services to families, couples, and individuals for the purpose of treating these diagnosed mental and emotional disorders. Marriage and family therapy includes referrals to and collaboration with health care and other professionals when appropriate.

(4) Practice of marriage and family therapy means the rendering of professional marriage and family therapy services to individuals, couples, or families, singly or in groups, whether the services are offered directly to the general public or through organizations, either public or private, for a fee, monetary or otherwise.

The American Association for Marriage & Family Therapy (AAMFT) provides the following definition of marriage and family therapists: Marriage and family therapists (MFTs) are mental

health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples and family systems.

Marriage and family therapists are a highly experienced group of practitioners, with an average of 13 years of clinical practice in the field of marriage and family therapy. They evaluate and treat mental and emotional disorders, other health and behavioral problems, and address a wide array of relationship issues within the context of the family system.

Marriage and family therapists broaden the traditional emphasis on the individual to attend to the nature and role of individuals in primary relationship networks such as marriage and the family. MFTs take a holistic perspective to health care; they are concerned with the overall, long-term well-being of individuals and their families.

MFTs have graduate training (a Master's or Doctoral degree) in marriage and family therapy and at least two years of clinical experience. Marriage and family therapists are recognized as a "core" mental health profession, along with psychiatry, psychology, social work and psychiatric nursing.

More information can be found at

www.aamft.org/About_AAMFT/About_Marriage_and_Family_Therapists.aspx.

Meet the Faculty

Montreat College strives to continually recruit core, affiliate, and adjunct instructors whose professional identity is that of marriage and family therapist (MFT), who have been trained with excellence, who have diverse experiences in practicing mental health counseling and systemic therapy, and who, above all else, profess a Christian faith. Our current faculty includes the following professionals:

Core Faculty

Theresa Dronet Thomas, PhD, LMFT-S, AAMFT-S

MSCP Program Director

Assistant Professor of Psychology and Human Services

Office Location: Asheville Campus

Email: theresa.thomas@montreat.edu

Dr. Theresa Dronet Thomas joined the Montreat College faculty in 2022 as an assistant professor of counseling psychology and program director for the Master of Science in Counseling Psychology program. Prior to joining the Montreat faculty, she was an assistant professor of marriage and family therapy at the University of Louisiana Monroe

and spent ten years as the Associate Director for Mental Health Programs at Wexford Health Sources, a correctional health care company. She has been licensed as a Licensed Marriage & Family Therapist (LMFT) for over 16 years. Dr. Thomas is an LMFT in Louisiana, Texas, and Florida, where she is also a board approved supervisor in those states, and she is an AAMFT Approved Supervisor.

Gregg Blanton, EdD, LMFT, LCMHC-S, AAMFT-S, NCC

Professor of Clinical Mental Health Counseling

Office Location: Asheville Campus

Email: gregg.blanton@montreat.edu

Professor of Clinical Mental Health Counseling: Dr. Gregg Blanton earned his EdD in Counselor Education from Texas A & M University - Commerce, M.Ed. at Converse College, M.Ed. at Clemson University, and B.S. from Evangel College. Dr. Blanton has served on the faculty of Montreat College since 1997. In addition to teaching at Montreat College, Dr. Blanton maintains a private practice providing marriage, family, and individual therapy, as well as supervision of other counselors. Dr. Blanton has been a practicing psychotherapist for more than 15 years, working in a *variety* of institutional settings. He is a member and Approved Supervisor of the American Association of Marriage and Family Therapists and is a member of the American Association of Pastoral Counselors.

Adjunct Faculty

Carrie Hanson, MS, LMFT, AAMFT-S

Adjunct Faculty, LMFT: MS in Clinical/Community Psychology from California State University. Carrie Hanson has been licensed as a Marriage and Family Therapist for over 25 years. She has historically worked with children/adolescents and their families. Currently, she is the Clinical Director of a non-profit organization working predominantly with adults with lived experiences of mental health and/or substance use challenges. She works on a 94-acre farm with an emphasis on the recovery model. She has also been an American Association of Marriage and Family Therapist Approved Supervisor for 20 years. Carrie Hanson has been teaching for over twenty years now as an Adjunct Professor at a few universities. She teaches Childhood Development, Practicum Class, MFT Research and Methods, Substance Abuse Counseling, Professional Identity in Marriage and Family Therapy and Community Mental Health.

Nicole Bourgeois, PhD, LMFT

Adjunct Faculty, LMFT: PhD in Marriage & Family Therapy. Dr. Nicole Bourgeois became a Licensed Marriage and Family Therapist to help children within their family systems. Dr. Bourgeois has focused her practice on helping children and adults address their presenting issues within their natural support systems. Dr. Bourgeois has worked with traumatized children and adults throughout her career through private practice and disaster assistance. Dr. Bourgeois received her doctorate from St. Mary's University in San Antonio, TX and her Masters from the University of Louisiana at Monroe, both in Marriage and Family Therapy. Dr. Bourgeois views the profession of family therapy as a calling to represent Christ to those most in need.

Joy Martin PhD, LCMHC

Adjunct Faculty: PhD in Human Services, with a specialization in Counseling Studies, from Capella University in 2014. She is a Licensed Professional Counselor with the North Carolina Board of Licensed Clinical Mental Health Counselors. Dr. Martin has over ten years of experience providing individual, group and family psychotherapy to children, adolescents, and adults. She has worked in a variety of counseling settings including a mental health agency that focuses on children, Department of Social Services with a focus on family treatment, a private agency as a lead therapist and supervisor, as well as a Mental Health/Substance Abuse Care Coordinator at a local Managed Care Organization. Dr. Martin specializes in working with children and adolescents who are experiencing problems with depression, anxiety, substance abuse, sexual abuse, sexually aggressive behavior, physical abuse, and neglect.

Program Requirements & Course Descriptions

The MSCP:MFT degree curriculum is designed to provide students the opportunity to meet the educational requirements for application to become a Licensed Marriage & Family Therapy Associate (LMFT-A) set forth by the North Carolina Marriage & Family Therapy Licensure Board. To meet the state licensure requirements, the program requires students to complete a graduate degree in Marriage & Family Therapy. The MSCP:MFT program offers a 54-credit and a 60-credit degree. If a student lives in a state that requires a 60-credit course masters degree in MFT, the student can choose to take the 60-credit track, and choose 2 courses (6 credits). Please consult with the Program Director for the available list of courses. The MSCP:MFT 54-credit hour program courses are listed below:

MSCP 5210 Professional Identity and Ethics in Marriage and Family Therapy

This course is an introductory exploration of the history of marriage and family therapy (MFT) as a profession and current trends in the practice of MFT. Students will begin to explore the various settings in which MFT can take place, the specialties within the profession, as well as professional MFT licensure and credentialing. Students will be introduced to the AAMFT Code of Ethics, as well as discuss the additional topics of counselor self-care, consultation, professional counseling organizations, advocacy, ethics, and multicultural competency. (3 credits, 8 weeks)

MSCP 5222 Systemic Diagnosis and Assessment

This course will provide students with an overview of the traditional diagnostic categories, psychopharmacology, and systemic assessment and treatment of mental health issues. Emphasis of curriculum and teaching will be placed on integration of systems concepts and tenets into diagnosis and assessments.(3 credits, 8 weeks)

COUN 5231 Spirituality & Religion in Counseling

This course will examine the role of spirituality and religious beliefs in the counseling relationship and process. Students will explore how different religious traditions that clients may participate in could influence the counseling process as well as examine their own

religious and spiritual foundations for their counseling theory and practice. Ethical standards will be discussed. (3 credits, 8 weeks)

COUN 5214 Counseling Across the Lifespan

This course will provide an overview of human development across the lifespan, from birth until death and explore critical considerations for counseling individuals across these stages of development. (3 credits, 8 weeks)

COUN 5215 Multicultural Counseling

This course will provide students an opportunity to begin to develop skills for multicultural competency when providing counseling services to clients of diverse backgrounds. Multicultural competencies will be reviewed, and students will explore their own identity as a cultural being. (3 credits, 8 weeks)

MSCP 5217 Research Methods in Marriage and Family Therapy

This course will provide an overview of qualitative and quantitative research methodology and techniques and discuss the role of research in marriage and family therapy. Ethical standards for conducting research among individuals, families and couples will be discussed. Students will develop the ability to read and critically evaluate marriage and family therapy literature as well as develop a research prospectus. (3 credits, 8 weeks)

COUN 5251 Crisis Intervention/Crisis Counseling

This course will provide students with an *overview* of counseling skills for working in crisis and trauma situations as well as crisis intervention theory. Students will review case studies and create a crisis resource for a client population or counseling setting of interest. (3 credits, 8 weeks)

COUN 5223 Group Counseling

This course will provide an overview of theory and principles of effective group work, provide students an opportunity to develop skills in using group techniques, and plan activities for groups. Students will participate in a group experience during this course. Ethical standards for group counseling will be reviewed. (3 credits, 8 weeks)

MSCP 5281 Marriage and Family Therapy

This course will examine various Marriage and Family Therapy presenting issues and techniques, as well as address the various roles and responsibilities of the professional counselor working within a marriage and family setting. Presenting issues include, but are not limited to: sex, addiction, co-dependency, enmeshment, disengagement, intimacy, mental illness in the family, triangulation, parenting, family hierarchy, and spiritual development within the family. Therapeutic techniques to be examined include those found within Bowenian Family Systems, Madanes' Strategic Family Therapy, Minuchin's Structural Family Therapy, and Gottman's Sound Marital House. Ethical standards, specifically in relation to confidentiality, within marriage and family therapy will be discussed. (3 credits, 8 weeks)

MSCP 5290 Advanced Marriage and Family Therapy

This course is designed to build upon the introductory overview of couple and family therapy theories (in COUN5281) with a focus on using counseling interventions with couples and

families. Within this course an exploration of selected major treatment approaches utilized in marital and family counseling. Development of practical skills, interventions, and techniques constitute the primary focus. A pre-requisite for this course is MSCP5281. (3 credits, 8 weeks)

MSCP 6100 Family Systems Theories

In this course students examine the theoretical and practical foundations of the family systems approach to marriage and family therapy. The major theorists, theories, various models and practices are examined. The primary focus is upon the theories, principles, and language, which support the numerous marriage and family therapy models. (3 credits, 8 weeks)

MSCP 6200 Couples Intimacy & Sexuality

The purpose of this course is to develop students' knowledge and skills in the etiology, diagnosis, and treatment of sexual dysfunction with an overview of physiology. Students will learn therapeutic approaches to couples and marital therapy within a systemic perspective. The course work will include a study of couple's therapy with a clinical focus on diversity, sexuality, premarital issues, and relationship enhancement. (3 credits, 8 weeks)

MSCP 6150 Methods in MFT

The purpose of this course is to develop students' knowledge and skills in therapeutic approaches to individuals, marital, and family therapy within a systemic perspective. Students will examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of relational and systemic/interactional therapy. These examinations are applied to a wide variety of problems in marriage, family, and social relationships and are framed within a Christian theological context. (3 credits, 8 weeks)

MSCP 6221 MFT Practicum

This is an experiential course and requires students to complete a minimum of 75 hours of clinical therapy practice, under supervision, at an approved site. Students will provide marriage & family therapy services as well as continue to learn skills in intake, assessment, and consultation. Students will participate in weekly group supervision with their faculty supervisor, as well as weekly supervision with their site/local supervisor. (3 credits, 15 weeks)

MSCP 6222 Internship I

This is an experiential course and requires students to complete a minimum of 100 hours of clinical therapeutic experience (face-to-face) in the practice of marriage and family therapy, under supervision of an LMFT/AAMFT-S, at an approved site. Students will provide therapy services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LMFT-A (Licensed Marriage and Family Therapist – Associate) in NC or their state. Students will participate in weekly individual supervision as well as group supervision. (3 credits, 15 weeks)

MSCP 6223 Internship II

This is an experiential course and requires students to complete a minimum of 125 hours of clinical therapeutic experience (face-to-face) in the practice of marriage and family therapy, under supervision of an LMFT/AAMFT-S, at an approved site. Students will provide therapy

services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LMFT-A (Licensed Marriage and Family Therapist – Associate) in NC. Students will participate in weekly individual supervision as well as group supervision. *Prerequisites: MSCP 6222 and consent of Department Chair.* (3 credits, 15 weeks)

For the 60-credit hour track in MFT, students can choose 2 from the following courses:

COUN 5241 Career Counseling

This course will provide an introductory exploration of career development across the lifespan, career counseling theories, assessments relevant to career counseling, and occupational information sources. The course will allow student opportunities to role play, consider case studies, and create a career intervention for a chosen population. (3 credits, 8 week)

COUN 5261 Substance Abuse Counseling

This course will provide an overview of the nature of substance use, abuse, and dependency. Education, prevention, treatment, and recovery will be addressed. (3 credits, 8 week)

COUN 5271 Child and Adolescent Counseling

This course will examine developmental, cultural, relational, and social concepts related to working with children and adolescents in a variety of settings including, school, residential, private practice, outpatient, and substance abuse treatment. The course will include experiential activities that inform students about the ethical and legal responsibilities required for working with children and adolescents and provide practice using expressive arts therapy centers. (3 credits, 8 weeks)

MSCP 5214: Techniques in Addiction Counseling

This course provides students an understanding of effective addiction counseling interventions from individual, relational, and systems perspectives with unique emphasis on motivational interviewing. Students also examine personal characteristics and their effect on individual, couple and family counseling using case discussion and analysis. (3 credits, 8 weeks) MSCP 5280: Client, Family, and Community Education in Addiction Counseling. This course provides an overview of the process of providing clients, families, significant others, and community groups with information on risks related to psychoactive substance use, as well as available prevention, treatment and recovery resources. Cultural diversity is appreciated and highlighted. Factors that increase the likelihood for an individual, community, or group to be at-risk for, or resilient to, psychoactive substance use disorders are described, as well as health and behavior problems related to addiction including infectious diseases such as HIV/AIDS, TB, and STDs. (3 credits, 8 weeks)

Regulations & Policies

Admissions

Students seeking admission into the MSCP:MFT degree program must submit the following materials:

- a. The Montreat College application for admission
- b. Official transcripts of all prior undergraduate college coursework documenting:
 - i. An earned Baccalaureate degree from a regionally accredited institution
 - ii. A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study
 - iii. Official transcripts of all prior graduate college coursework (up to 18 credit hours may be transferred)
- c. Submit a current resume that includes both academic and employment history
- d. Completed background check (fee to be paid by the applicant)
- e. A required drug test prior to attending the first course.

Waivers & Transfer of Credit

Waivers for specific admissions requirements are rarely granted. If a student has just cause to believe his or her situation should be considered for a waiver, the student may submit a request for a waiver in writing to the Program Director and provide any supporting documentation for consideration.

Transfer of Credits

Students may transfer up to 18 credit hours of graduate level MFT or counseling-related coursework completed at a regionally accredited institution. The student must request to have his or her previous coursework considered for transfer credit. The Program Director will review the student's request, compare the coursework from the previous institution with that of the Montreat College MSCP:MFT program curriculum to ensure the courses are comparable, and send the student an email stating any transfer credits that will be applied to the Montreat College degree. Students will be provided with the remaining courses to take in place of those transferred in order to maintain full time graduate status for financial assistance purposes. It is the students' responsibility to monitor their enrollment status for financial assistance purposes.

Course Registration

The courses for this graduate program are eight-week sessions. There are 2 sessions in a semester. To be considered a full-time graduate student, a student must take 6 credit hours per semester. The student must take 1 course (3 credit hours) the first eight-week session and 1 course (3 credit hours) the second eight-week session. Semesters in this program are Spring, Summer, and Fall.

Technology Requirements

All students must have access to a personal laptop or computer system. Students should maintain up-to-date hardware and software to participate in the online program. All students require computer literacy as Montreat College will not teach or train students in basic computer use. Computer technology and skills beyond word processing will be necessary, including hardware, software, and peripheral installations. Students should be able to create and save documents in formats compatible and use word processing, spreadsheets, and presentation software in their academic coursework. This is essential for completing online or hybrid courses or programs. Other requirements include laptops with access to a camera for online class participation as well as recordings, an Internet browser, an email application that can transfer files, and reliable, consistent Internet service with adequate bandwidth to view, send and receive video content.

Course Delivery Formats

Students enrolled in the MSCP program will complete their degree in both an online and synchronous (Practicum/Internship) format. Marriage & Family Therapy courses are designed to provide students with a full academic experience via distance learning and synchronous experiences. Montreat College utilizes Blackboard® for their online learning management system for its primary online instructional delivery method. Using this software platform students will interact with other students taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this means of delivery.

Minimum Academic Standing & Degree Progression

Students in the graduate program are required to maintain a minimum cumulative GPA of 3.0. Therefore, students must earn grades of B or higher in all courses. Should a student earn a grade of B- (2.66) or lower for a course, he or she must meet with the core program faculty to review circumstances surrounding the grade, course performance, and the student's plans to maintain the required minimum 3.0 cumulative GPA for the duration of the program as well as formulate a plan of action for remedying identified deficiencies in his or her performance in the course in which the student earned the low course grade. If a student earns a C in any course, the student will be required to retake the course.

MFT Comprehensive Exam/Capstone Project

Students pursuing the Master of Science in Counseling Psychology: Marriage & Family Therapy degree at Montreat College will complete a Comprehensive Exam/Capstone Project as an exit requirement from the program, during their Internship II course. Students must pass the exam to enroll in the internship course. The Comprehensive Exam/Capstone Project will include two parts:

1. Theory of Change Paper - Students will write a 15-20 page theory of change paper of professional, journal quality using primary source material that addresses his or her primary theoretical orientation for treating relational systems. For example, students may choose to write about Structural Family Therapy and apply it to a particular family system in their caseload. This paper is an intellectual exercise in which the

student presents his/her theory of change with specific references to reputable research and theory. The paper should demonstrate critical thinking as well as the ability to integrate theory of change of General Systems Theory along with that of modality or modalities chosen by the student. Rather than consisting of disjointed pieces, the sections of this paper should inform one another. For example, one's philosophical/theological/spiritual considerations should make sense in light of the theory one chooses and vice versa. It is imperative that students consult with the instructor of their internship course for direction. The paper must adhere to APA standards.

- a. Students may use first person in the writing of this paper. Students should use 15-20 references.
- b. The paper should include the following sections/topics:
 - Introduction
 - Literature review on systemic change in therapy
 - The literature review provides the foundation for the theory of change presented by the student. It will include a focus on General Systems Theory in addition to the assumptions of change underlying the chosen modality.
 - Theoretical considerations (one or no more than two theories/models)
 - This section should include a summary and discussion of the underlying assumptions of each model as well as an explanation of dysfunction and change through the same theoretical lens.
 - Spiritual considerations of change/Christian World View
 - This section is a discussion and reflection of the manner in which the student makes sense of the change that occurs in therapy from a spiritual perspective. A minimum of two references, in addition to the Bible, is required.
 - Integrated theory of change
 - Based on research, theoretical considerations, and spirituality, what is the student's theory of change? How does the student integrate these topics to explain their personal theory of change? For example, a student who selects Structural Family Therapy will describe how the tenets of that model along with the student's theological view of change form a coherent, integrated approach toward family therapy.
 - Application in therapy
 - The section should contain an explanation utilizing the student's theory of change with a relational client system in the following phases of therapy:
 - Assessment/engagement
 - Interventions
 - Termination
 - Identify and discuss ethical and legal issues. Students should consider the nuances of the case and describe applicable legal and ethical issues.

- Conclusion

2. Clinical Presentation The student must also prepare a 30-minute clinical presentation during which time he or she will present a case study including video clips from a relational client system that the student has worked with in his/her internship. The clip selections should be a minimum of 10 minutes but no longer than 20 minutes and should illustrate the stages of the student's particular model of therapy in a relational system. On rare occasions, there may be a reason to show one clip containing only an individual client from the larger relational system. The decision to show a clip of that nature should be defensible and demonstrate progression through a systemic treatment plan. The presentation should include clips from various stages of therapy, spanning multiple sessions. The presentation should begin with a brief description of your integrated theory of change. The majority of the presentation should focus on the case study with the following points being addressed:

- Succinctly provide an overview of general systems theory and cybernetic concepts that inform family therapy
- Briefly describe the client system, including the initial assessment. Include relevant data from the intake/assessment packet.
- Describe a conceptualization/systemic hypothesis of the case. This should be informed by the student's integrated theory of change
- Identify and discuss ethical and legal issues. It is insufficient to say there are no ethical and legal issues. Students should consider the nuances of the case and describe applicable legal or ethical issues.
- Identify and describe issues of diversity. It is insufficient to say there are no issues of diversity because the clients and/or therapist may be from the dominant culture.
- Using the DSM-5, state diagnostic impressions for each of the members of the system. Discuss the basis for these diagnoses.
- Discuss all referrals made and any consultations engaged in, including supervision consultations.
- Describe the stages of therapy and the interventions used based on the integrated theory of change.
- Describe the progress of the case over time.
- Assess how the case reflects the theory of change. Evaluate the quality of therapy with the case. Reflect on the personal journey of selecting the theory.

Students should approach the Case Study Presentation with thoughtful preparation. Professional dress is required and students should ensure they are familiar with any technology needed for the presentation (PowerPoint, Zoom, etc.). A reliable internet connection is of critical importance. Students should schedule the presentation to ensure confidentiality when showing observable/raw data. The Comprehensive Exam committee will be composed of at least two members, where at least one member is a full-time (core)

faculty. Each will be responsible for rating the paper as well as the presentation. The members of the committee will determine an average grade for the presentation based on the rubrics included in Appendix G. An average score of 3 or above for the paper and the presentation is an outright pass. An average grade of 2-2.99 is a pass with reservations and will include an additional writing and/or presentation assignment. Students must score an average score of 3 or above on the additional writing and/or presentation to pass the second attempt. Any score at or below 1.99 is failing. Both portions of the comprehensive exam must be passed outright in order for the student to complete degree requirements.

The Comprehensive Exam is a degree requirement, and students will not be cleared for graduation without passing both portions.

A student has the right to appeal the decision of the Comprehensive Exam/Capstone Project committee through procedures described in the Montreat Catalog and Handbook.

AMFTRB Practice Exam

Faculty want their students to be well prepared and confident when they take the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) Marital and Family Therapy National Exam for licensure. Students will take a practice exam during their Internship I course. They must successfully pass the exam to continue to Internship II. Students will provide their faculty internship supervisor with proof of passing.

Faculty Evaluation of Student Progress

Faculty will assess student progress in the program at various intervals based on the completed Evaluation of Student Progress form (see Appendix E). The evaluation will take place three separate times during a student's tenure within the MSCP:MFT program. During these evaluation periods, students will also complete a self-evaluation. Faculty will review the evaluations. If it is determined from the evaluations, that a nonacademic remediation plan is required for any student(s), the Program Director/Faculty Advisor will contact the student(s) and set up a meeting to discuss the issue. The purpose of this meeting is developmental with the expectation that it will provide the student increased insight and eliminate any future need for remediation plans related to issue(s) of concern.

Non-Academic Expectations & Professional Behavior

Students are expected to uphold the Code of Ethics endorsed by the NC Marriage and Family Therapy Licensure Board, which is the American Association for Marriage & Family Therapy's Code of Ethics. This Code can be found at http://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx.

Students understand that they are required to abide by the ethical standards set forth by the AAMFT and the North Carolina Marriage and Family Therapy Licensure Board (NCMFTLB).

If, at any time, a student behaves in an unethical manner, the student's actions will be (1) assessed by program faculty according to the standards of AAMFT and NCMFTLB, (2) discussed with the student and by a member of the faculty, and if the circumstance requires it, (3)

reported to either the AAMFT or NCMFTLB. Information released will only include your name and a synopsis of the situation. Information related to student status will remain confidential.

Confidentiality

The nature of the MSCP:MFT program and topics covered in class creates the potential to put students in a vulnerable state as sensitive material may come up in role plays, class discussions, and other activities. This being so, confidentiality is stressed throughout the program and extends beyond work with clients in practicum and internship to apply also to conversations that take place in small groups, in-class group discussions, and large class discussions. Violating the confidentiality rights of fellow students and clients in the program is grounds for suspension or dismissal from the program.

Professional Dress & Behavior

As representatives of Montreat College, students are expected to uphold professional standards and expectations in all they do, including participation in class and experiential learning courses (practicum and internship). Students should dress professionally, keeping in mind the Christian foundation of the College. When working with clients in practicum and internship courses, students should be mindful, also, of the setting in which they are interning, the expectations of the internship site, the clients served, and what is appropriate based on these factors regarding dress and behavior.

Respect & Dignity of Individuals

At all times, students in the MSCP:MFT program are expected to show respect to and uphold the dignity of individuals, including instructors, classmates, and any individuals served in practicum and internship. Students are charged to remember that all individuals are made *Imago Dei* (that is, in the image of God). Further, students are asked to remember Genesis 1:31 "God saw all that he had made, and it was very good."

Academic and Non- Academic Remediation Process

When a serious concern arises within a course, and MSCP:MFT program faculty assesses that it is in the best interest of the student's professional growth and training as a future therapy professional and to protect the client populations the student is serving (if in practicum and internship) and/or will serve in the future, a remediation plan may be devised.

Following are the steps in a remediation process:

1. The instructor will meet the student to provide the student with feedback regarding the issue of concern and to hear the student's perspective on the problem. This meeting will be documented by the instructor.
2. If the instructor and student agree on the identified problem as well as a possible solution or solutions, an agreement is made and documented. The solution is then implemented and evaluated at an agreed upon time by the instructor. If the solution is reached, this is documented, and the situation is considered closed.
3. If the solution agreed upon by the student and instructor is not reached, the instructor will implement the consequences of not attaining the solution, and the action is documented.
4. If the instructor and student do not agree upon the identified problem or a solution, the professor will consult with the campus Faculty Advisor. In

- consultation, the Faculty Advisor and instructor will identify a solution, which is documented by the Faculty Advisor using the Student Program and Progress Report.
5. The Faculty Advisor will meet with the student and instructor to discuss the solution identified by the Faculty Advisor and the instructor and will document this meeting. If the student accepts and completes the steps to the solution, the situation is considered closed and documented on the Student Program and Progress Report as such. If the student does not accept the solution, he or she can appeal to the Program Director.
 6. Upon making an appeal, the student and the Program Director will meet and discuss the identified problem and the provided solution(s). The Program Director will decide if the solution(s) will be upheld or not. If it is to be upheld but the student does not accept the upheld solution, he or she can make a continued appeal, following the grievance policies and procedures of Montreat College outlined in the AGS College catalog. If the solution is not upheld by the Program Director, a meeting can be called that brings together the student, the instructor, the Faculty Advisor, the Program Director, the Academic Advisor and interdepartmental faculty (when available) to create the Remediation Committee. This meeting will be documented.
 7. If a student refuses to accept a remediation plan, even after making an appeal and following the processes outlined above, he or she is at risk for suspension and/or dismissal from the program.
 8. The Program Director will submit a written recommendation of probation, suspension, or dismissal and send a copy to the student, the Registrar, the Vice President of Academic Affairs, and Associate Dean of AGS.
 9. The process, all meetings, and all communications with and to the student, will be documented and kept in the student's file. The instructor may share information with other instructors as appropriate.
 10. The student may appeal the decision as outlined in the AGS college catalog regarding the process for grievances.
 11. If the recommendation is that the student be suspended or dismissed from the program, the student will meet with the Faculty Advisor and Academic Advisor and both will assist the student in exiting the program in a caring and compassionate manner.
 - This remediation process may be adapted, per the Program Director's, Associate Dean of AGS', and VPAA's discretion, when student or client safety is in question.

Academic Probation

Graduate students who earn a cumulative grade point average below 3.00 in course work taken for graduate credit will be placed on academic probation for the next term. If at the end of that term the cumulative grade point average is still below a 3.00, the student will face academic suspension.

Students who receive financial aid must make satisfactory academic progress to maintain eligibility for federal and/or state funds. Financial aid may or may not be available for students admitted on probation.

Academic Suspension

The administration reserves the right to suspend a student from the College because of poor scholarship. Any student on academic probation who fails to meet the requirements of probation will be subject to academic suspension without refund of fees.

Graduate students not permitted to continue for academic reasons may appeal the suspension in writing to the Vice President for Academic Affairs and Dean of the College within two weeks of the suspension. Graduate students not permitted to continue for academic reasons may seek reapplication in writing through their academic program director.

Dismissal from the Program

A student will be at risk for dismissal from the MSCP:MFT program for any of the following reasons:

1. Failing to successfully complete a remediation plan.
2. A completed remediation plan does not resolve the original problem.
3. Severe professional and/or ethical misconduct.
4. Academic dishonesty.

Assessment of Student Learning in MSCP:MFT

Program faculty gauge students' progress throughout the program. Students' academic performance is assessed through course grades and cumulative Grade Point Average. Faculty assess student's professional development as they acquire therapeutic skills in skills courses and supervised experiences (professional practice). Finally, students' personal development is monitored throughout their course of study. If a Faculty Instructor/Advisor notices a development issue, a student may be contacted to implement a remediation process for growth. Faculty encourage students to develop the capacity to respect individual differences, be open to personal growth, and aware of interpersonal or intrapersonal problems which may interfere with the ability to be a professional helper. Annual assessments include evaluations of current students' academic and personal/professional development, level of learning based on students' accomplishment of student learning outcomes, personal/professional development in MFT identity, knowledge, advocacy, relationship skills, research, and scholarship. Graduates are evaluated by assessing knowledge of student learning outcomes, accomplishments, and employer evaluations. Faculty evaluate the curriculum, program, coursework, admissions process, and current student functioning. Site supervisors evaluate current students, program outcomes and direction of the programs.

Recommendations & Endorsements

Students may request that instructors, program supervisors of clinical experience, and their Faculty Advisor provide recommendations or endorsements for professional positions and/or licensure. According to policies set forth by the NC Marriage and Family Therapy Licensure Board, the academic supervisor of clinical experience (i.e., MSCP:MFT program instructor providing supervision to the student for practicum and internship) will verify the graduate clinical experience on licensure documents. If the supervising instructor is unable to sign, the Program Director will sign the documents upon verifying supervision and work logs from the student, faculty supervisors, and site supervisors as appropriate.

Endorsements and recommendations of students for professional positions will be made at the discretion of the individual instructor of whom the request is made. Further, the instructor will make at his or her discretion endorsements and recommendations of students for positions for which they are qualified. For example, an instructor may determine that it is not appropriate to recommend a student for a professional position in substance abuse work if the student did not focus his or her internship experiences in a substance abuse setting and/or if he or she did not perform well in the substance abuse course.

If a student desires to have an instructor provide a verbal or written endorsement or recommendation, the student should make a specific request of the instructor and provide adequate time for the instructor to provide the endorsement recommendation. The student should also plan to provide the instructor with a current copy of his or her resume and/or have a discussion with the instructor about career interests and goals, accomplishments, and related activities.

Professional Liability Insurance

Students participating in practicum and internship are required to have professional liability insurance with coverage of \$1,000,000 each claim, and up to \$3,000,000 aggregate (\$1,000,000/\$3,000,000). One benefit of student membership in the American Association for Marriage & Family Therapy (AAMFT) is that student liability insurance is covered with paid membership dues. Visit the AAMFT website for more information at www.aamft.org.

Writing Style

Students are required to use the *Publications Manual of the American Psychological Association* (APA) latest addition as the guide for all written work completed in the training program. Students should own a copy of the APA Manual (latest edition) and should become familiar with the style guide.

Practicum & Internship

The second section of the handbook lays out the policies and regulations as well as expectations for students' practicum and internship experiences. All related applications and forms for the practicum and internship are a part of the Practicum and Internship section of the handbook.

Programs & College Resources

Program Orientation

All students accepted into the MSCP:MFT program will be invited to the Program Orientation in the Fall or Spring semester, depending on the student's enrollment. The synchronous component of the orientation will provide students an opportunity to meet key Program and College personnel, learn about the College's classroom management system (Blackboard), review and understand the program's mission

and learning objectives, and most importantly, have the opportunity to begin making connections with classmates as a foundation for teamwork and collegial relationships that will be encouraged over the duration of the graduate program.

Graduate Assistant/Administrative Assistant

Montreat College is pleased to offer a Graduate/Administrative Assistantship (GA/AA) Program for students enrolled in the MSCP program. One GA/AA position is held each academic year for the duration of the academic year. The Graduate/Administrative Assistant (GA/AA) is offered to currently enrolled students in the MSCP program, who are in academic good standing and making progress toward degree completion.

As a GA/AA, the students will work 20 hours of clock time per week for the MSCP program. Responsibilities focus on administrative support duties. Specifically, the GA/AAs will assist the Program Director in (1) writing projects for the COAMFTE accreditation process, (2) maintaining and assisting in the organization of program data, (3) assistance with elements of teaching and updating the online Student Files and (4) other tasks as needed. In exchange for 20 hours per week from July 1 to June 30, the GA/AA will receive partial/full tuition waiver for the year he or she is a GA as well as a monthly pay stipend. The assistantship does not provide medical or dental insurance benefits, cost of living benefits, or housing stipends. A GA/AA contract will be written for a one-year time frame from July 1 to June 30; in the instance that a GA position is filled later than the July 1 start date, all benefits will be pro-rated, and the contract will reflect the actual start date (i.e., it may be for less time than the full 12 months) with the same end date of June 30. Additionally, it is expected that the students hold the GA/AA position do so with proper professional demeanor and with confidentiality of any student specific information.

The GA/AA position will be announced to all classes in advance of the start date of the position and all currently enrolled students who have received full admission to the program and are in good academic standing will be eligible to apply and be considered. A GA/AA must maintain a 3.5 cumulative GPA to continue receiving benefits (tuition waiver and monthly stipends). Should a GA's cumulative GPA drop below a 3.5, the GA and Program Director will discuss the circumstances surrounding the situation and develop an action plan and timeline for bringing the GPA back to the required 3.5. If this plan of action is not implemented successfully in the determined time frame, the student will be released from his or her GA/AA responsibilities and will assume responsibility for tuition expenses for courses. If a student currently serving as GA encounters a need to withdraw from the program or to take a leave of absence, he or she will be released from his or her GA/AA responsibilities and cease receiving benefits (tuition waiver and monthly stipend). Upon returning to the program, the student may reapply for a GA position if one is available, and he or she meets the requirements (see Appendix F for the Graduate Assistantship application).

The Writing Center

Montreat College offers support services for students seeking to strengthen their writing skills. While the Writing Center is located at the main location in Montreat, graduate students

at all locations are eligible to use the services provided. From the Montreat College website: Montreat College students not enrolled at the main campus have two options for benefiting from our Writing Program: First, you are welcome to travel to our main campus location in Room 105 of the L. Nelson Bell Library. The Drop-in Writing Center hours are Monday-Thursday: 7 p.m.-midnight, and Sunday: 6 p.m.-11 p.m. Secondly, you may easily email your paper for electronic review. You will normally receive a response from a writing consultant within 48 hours, Sunday through Thursday, but note, only when the traditional semester is in session (beginning the third week of classes and ending the week before final exams). Requests received on Thursday will normally be answered on Monday. To submit, please send your paper to writingtutor@montreat.edu.

Professional MFT Association Resources

Students are strongly encouraged to consider joining professional MFT and counseling associations at the state, regional, and national levels. Because the College recognizes that taking on the financial responsibility of graduate school is significant and can thereby limit financial resources, students are only required to join the national association - the American Association for Marriage & Family Therapy - as a Student Member. There are many benefits to being involved in professional therapy associations:

1. Opportunities for students to network with professionals
2. Many associations and divisions of associations offer discounted conference rates and scholarships or grants for conference attendance
3. Discounted membership rates
4. Opportunities to supplement knowledge gained from program curriculum
5. Leadership opportunities for graduate students.

National Level

American Association for Marriage & Family Therapy(www.aamft.org)

In addition to the Geographic Interest Networks (check for your potential state/regional network), there are many Topical Interest Networks within AAMFT.

International Association of Marriage and Family Counselors (IAMFC)

International Association of Psychology and Counseling (IAPC)

Association for Play Therapy (A4PT) <http://www.a4pt.org/>

National Council on Family Relations

American Family Therapy Academy

International Family Therapy Association (IFTA)

Division of Family Psychology of the American Psychological Association

American Association of Christian Counselors

State Level

North Carolina Association for Marriage & Family Therapy www.ncamft.org

PART II: PRACTICUM AND INTERNSHIP EXPERIENCE AT MONTREAT COLLEGE

Montreat College values experiential learning and recognizes the importance of providing students the opportunity to enhance their education through practicum and internship experiences in appropriate professional settings. Experiential learning experiences allow students to constructively explore the relationship between theory and practice as well as grow spiritually, academically, socially, and professionally. Further, experiential learning experiences contribute to the students' development as agents of renewal and reconciliation in the world. The pedagogical practicum and internships at Montreat College further the students' personally-designed developmental goals through the institutions that shape personhood and vocational decisions. Thus, practicum and internships are viewed critically, functioning only in the context of the cultural mandate.

At the heart of the practicum and internship experience is the belief that substantive, meaningful learning often occurs in many, often serendipitous, ways outside the conventional classroom and compliments the learning that has taken place in more traditional settings. Additionally, student achievement in the field education/internship setting is assessed by valid and equitable methods that take fully into account the individual character of the learner, the learning experience, and the purpose of the College.

Circumstances that affect one's life are not static. Learning happens throughout life, integrating all the roles of the person who is actively engaging in culture. The nature of work, leisure, and citizenship changes substantially over the course of one's lifetime. Effective education helps learners meet changes with a clear understanding of immutable values as well as with a personalized ability to respond to change in creative and responsible ways.

The practicum and internship experience uniquely benefits the students, the College, and the community in several ways:

- Equips learners to apply knowledge and apt thought processes;
- Helps learners apply theory to practice to develop a holistic perspective;
- Equips learners to participate in labor, service, and action;
- Cultivates an understanding of the role of labor, service, and action as sources of meaning and value in life.

Montreat College, in equipping students to be "agents of renewal and reconciliation in the world," takes the entire world for its campus. The practicum and internship experience reinforces, through the rigors of practical application in a real-life, community setting, the learning that has taken place in the classroom.

It is the hope of Montreat College that students will have rich and rewarding internship experiences that fulfill the College's mission and students' goals. This guide is in compliance with Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards and is designed to ensure your practicum and internship experiences are rich.

PRACTICUM/INTERNSHIP PROCEDURES AND POLICIES

DEFINITION

The practicum/internship is an intensive, quality, structured learning opportunity in an off-campus setting that immerses the student in appropriate professional contexts for the purpose of integrating theory with real-life practice. Practicum/internship experiences require extensive involvement by the students. Practicum/internship supervision is a shared responsibility between the College's faculty supervisor and the on-site practicum/internship supervisor.

Students will be required to purchase an online platform, Tevera, for capturing academic outcomes and managing field experience in the MFT program.

You will be able to use Tevera for site placement, time tracking, knowledge and skills development and post-graduate work.

Requirements for Meeting the Clinical Experience

In meeting the accreditation requirements set forth by COAMFTE standards in Key Element III-C: Foundational and Advanced Application Components, the following goals must be met by an MSCP:MFT student to graduate:

- Direct clinical contact hours: Students must acquire a minimum of **300 direct clinical contact** hours with individuals, couples, families, or other systems, **at least 100 of which must be relational hours that occur over a minimum of twelve months** of clinical practice.

MFT relational/systemic supervision: Students must receive at least 100 hours of MFT relational/systemic supervision from a program clinical supervisor on a regular and consistent basis while seeing clients. When the supervision schedule is interrupted for any reason, the program must have a plan to assure student

access to supervisory support. MFT relational/systemic supervision can be individual MFT relational/systemic supervision (one supervisor with one or two supervisees) or group MFT relational/systemic supervision (one supervisor and eight or fewer students) and **must include a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data.**

- Students must have 1 hour of supervision for every 5 hours of direct client contact

In order to meet North Carolina's expectations for graduate students in MFT programs, the NC MFT Applicant Handbook states on page 5:

SUPERVISION. To count hours within your practicum or internship you must ensure you are supervised by someone in your state who holds current "supervisor" status from the American Association of Marriage & Family Therapy (AAMFT).

The handbook on the LMFT licensure process in North Carolina can be found at:
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ncbmft.org/images/uploads/files/Applicant_Guidelines_and_Licensure_Process_5.pdf

RATIONALE FOR THE PRACTICUM/ INTERNSHIP EXPERIENCE

The practicum/internship experiences fulfill following purposes:

1. Provide students an opportunity to integrate theory with real-life practice.
2. Allow students to test their knowledge and theories and build skills in a real-life setting.
3. Assist students in developing a clearer understanding of their chosen occupation.
4. Expand students' biblical as well as experiential understanding of the role of labor, service, and action as sources of meaning in life as deemed appropriate and within the policies and procedures of the assigned placement.
5. Broaden students' horizons in professional development and clinical skills within marriage and family therapy.

The Process of Beginning the Clinical Experience

1. When to start looking for an internship location.
 - a. Students can begin looking for the MFT internship site beginning the end of their first fall

semester and throughout the beginning of their first spring semester.

2. To find an internship location/AAMFT Approved Supervisor:

a. To begin, please visit the American Association of Marriage and Family Therapy (AAMFT) website. At the far right on the blue banner, you will see “Membership.” When this tab drops down, you will see the 1st option is “Join AAMFT.” Yes! You need to join AAMFT as a Student Member! The next option under “Join AAMFT” is “Approved Supervisors.” When you click here, you will be taken to a page with information on becoming an AAMFT Approved Supervisor. Scroll to nearly the bottom of the page to “Find an Approved Supervisor” highlighted in blue. When you click this, you will be taken to the page where you can enter in your zip code to locate an Approved Supervisor in your area. North Carolina requires that your practicum/internship hours be supervised by an AAMFT Approved Supervisor in your state in order for these hours to be counted towards licensure.

3. If you found a site/agency to work in, but the site supervisor is not an AAMFT Approved Supervisor:

- a. As long as your site supervisor is an LMFT, you can work under her/his supervision - at the site level. You will still need to contract with a local AAMFT Approved Supervisor to sign off on your weekly time sheets. The supervisor descriptions and duties are listed in the following sections.

4. Forms you will need to complete to start the clinical/practicum process:

- a. First you must complete the Permit to Register Form. On this form, you will see the courses that are required for you to complete, or with special permission from the Program Director to continue to work on, before registering for Practicum.
- b. After you have been approved for Practicum, you will contact your approved site, with a resume, cover letter, and three references, if requested.
- c. Once a site has accepted you, you will contact the licensed on-site supervisor. Your on-site supervisor will then sign your internship contract through the Tevera system.
- d. Internship sites may require background checks and other requirements, which may include drug screenings or other information. Please speak with the Program/Clinical Director prior to internship applications if you have questions or concerns about any requirements.

5. Completing the Practicum/Internship:

- a. The MFT Practicum/Internships are for a period of 12 months. You will be on site for 15-20 hours per week for the entire 12 month period.
- b. You must complete a total of 300 direct client contact hours (or 500 if your state licensure board requires it), 100 of which must be relational to meet program graduation requirements and LMFT requirements in North Carolina. Students must meet with their faculty supervisor

to determine hour requirements from other state regulatory boards if they plan to pursue licensure outside of NC.

c. You must also complete 100 hours of supervision, 50 of which must be raw data/video hours. You will maintain weekly supervision with both your Montreat College Faculty Supervisor (2 hours of synchronous meetings), and your AAMFT Approved Supervisor (at least one hour).

d. Appropriate paperwork must be submitted at the end of each semester. See the Appendices for semester paperwork.

6. If your site conducts teletherapy:

- a. You must complete teletherapy/telehealth training if you will engage in or facilitate teletherapy/telehealth sessions. This training will be a part of the MSCP 5210: Professional Identity and Ethics in Marriage and Family Therapy course. If your site requires an additional training, you must ensure you have received the training and submit the certification before seeing clients through teletherapy/telehealth.

7. The supervision requirements to meet:

- a. 2 hours of group supervision with the Montreat College Faculty Supervisor each week of the class semester. This is the MSCP 6221, 6222, and 6223 courses, and they will be taught by an AAMFT Approved Supervisor.
- b. 1 hour of supervision with your local AAMFT Approved Supervisor each week you are seeing clients (minimum is 1 hour every other week).
- c. If your AAMFT Approved Supervisor is not at your site, you will meet with your on-site licensed supervisor for one hour per week for administrative supervision.
- d. Overall, a minimum of one hour of supervision with an AAMFT approved supervisor for every 5 hours of client contact is required each week that you see clients, including during University breaks or closures. This can be in a group or individual supervision.
- e. Group supervision will continue to be held over college breaks and attendance is required.
- f. In order to earn a passing grade for MSCP 6221, 6222, and 6223, only one absence from individual supervision and one absence from group supervision is allowed each semester for unavoidable internship or course conflicts, emergencies, or illness. In the event you must be absent please contact your supervisor immediately.
- g. At the end of each semester, you are required to complete and submit forms and documentation to the MFT Program/Clinical Director and be sure to retain copies for your own files. These forms are available in the Appendix. The following documentation is required to be submitted at the end of each semester:
 - 1. Clinical Hours Form -cumulative internship hours, divided up by site
 - 2. Copies of your weekly hour sheets from Tevera
 - 3. Evaluations of supervisors (onsite and University)
 - 4. Supervisor evaluation of you
 - 5. Personal Goals sheet

6. Evaluation of off-campus internship

Internship Checklist of Prerequisites

Submit a Permit to Register form to the Program/Clinical Director for Practicum 2 terms (16-weeks) before the start of the Practicum course
Submit proof of liability insurance to Program/Clinical Director through membership in AAMFT
Submit Internship Site Contract and MFT Local Clinical Supervisor Contract to Program/Clinical Director at least 6 weeks prior to anticipated start
Agree to use Informed Consent to Record at Site
Complete background check and/or drug screening, if required by Site
Receive approval via email from Program/Clinical Director for Site Placement and MFT Local Clinical Supervisor
Complete the core curriculum (listed below) and be in good standing

Core Curriculum Courses to be Completed Before Entry into Practicum, Unless Permitted by Program Director

MSCP5210: Professional Identity and Ethics in Marriage and Family Therapy

MSCP5222: Systemic Diagnosis and Assessment

MSCP5281: Marriage and Family Therapy

MSCP5290: Advanced Marriage and Family Therapy

MSCP6100: Family Systems Theories

MSCP6150: Methods in MFT

COUN5251: Crisis Intervention and Crisis Counseling

Roles of the Program Clinical Supervisor

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

Roles and Responsibilities of the MFT Local Clinical Supervisor

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

Finally, supervisors will be expected to inform the student of site policies and introduce them to coworkers and other staff members. This will entail explaining social mores of the site, rules, procedures, and equipping students with the relevant phone numbers for crisis or emergency calls. The supervisor must also ensure the student has a confidential space to counsel that offers privacy and safety or if home-based services are included, then sufficient training in offering home-based therapy, including knowledge of safety planning and crisis procedures. The supervisor should ensure the student has access to a variety of clients and presenting problems as well as an opportunity to participate in clinical training, staff meetings, or treatment team meetings. If the MFT local clinical supervisor is not on site, the site supervisor or their designee should be physically present when the student is seeing clients.

The supervisor should submit an honest and critical evaluation using the Basic Skills Evaluation Device (BSED) at two points in each semester, at Mid-Term and at Finals, of MSCP 6221: Practicum, MSCP 6222: Internship I, and MSCP 6223: Internship II. The supervisor's responses to the evaluation will be automatically recorded in Tevera. The results should be reviewed with the student. The Montreat College faculty/clinical supervisor will review the evaluations.

Supervisor Distinctions

Montreat College Program Clinical Supervisor	AAMFT-Approved; provides weekly online group supervision for 2 hours within the program
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MFT Local Clinical Supervisor	AAMFT-Approved (must be AAMFT-Approved Supervisor for NC students) or Approved Candidate or, a fully licensed marriage and family therapist with demonstrated training in relational/systemic supervision; provides weekly in-person individual supervision (up to 2 students in supervision session).
*Site Supervisor	*Necessary only if the MFT local clinical supervisor does not practice at the Internship site; responsible for monitoring compliance with policies and procedures of the site and for being physically present and available when the student is clinically active with a client system

Questions About Practicum/Internship

Is the program accredited?	The program is institutionally accredited by SACS COC. As of 2023, although the program is not yet accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the leadership team at Montreat have aligned the curriculum and program objectives to meet COAMFTE standards and the NC Marriage & Family Therapy Licensure Board. The goal is to pursue accreditation after the first graduating cohort, a requisite for accreditation.
Can I be paid during my clinical internship?	It is somewhat uncommon for students to find an internship site that allows them to be paid for their client contact. However, if the state statutes permit it, there are no Montreat College policies that prohibit students from being paid for client contact.
Can I do my internship in a private practice rather than an agency?	First, students should ensure that their state allows interns to work in a private practice. Next, students should ensure the volume of the practice will allow them to earn enough client contact to graduate. Finally, students

	are prohibited from earning client contact hours in a ministerial setting in which they are already working.
Will I have to pay for local individual supervision?	Students may be able to secure a supervisor who will provide services for free and this is the most desirable option. Students who may have to pay, will likely pay the supervisor's regular rate.
How long will it take to find a site and a local supervisor?	This process can take 6-9 months, depending on your location. Students are advised to begin this process as soon as they begin the program.
How do group therapy hours count?	Group therapy counts as individual client contact unless two or more members of the group are related by blood or affinity. Students are allowed to count 10% individual group hours or relational group hours toward their total.
Can I have more than one internship site at a time?	Yes, students may have more than one site at the same time. However, the second site (and supervisor, if necessary) must be approved before a student can begin to earn hours at that site.
How do I talk with my clients about allowing me to record our sessions?	Students may wish to approach this conversation by citing the well-established literature about recording and watching sessions in supervision as an integral part of family therapy training (Liddle & Halpin, 1978). Students may also reiterate the standards of confidentiality and reassure clients their information will be treated with the utmost care in keeping with the Code of Ethics.
What is the difference between licensure requirements and what is required during the clinical internship?	Licensure requirements refer to the hours students will have to earn post-master's degree that count toward their terminal

	license. These requirements vary across states. Clinical internship requirements satisfy what is necessary for students to earn their master's degree.
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MSCP 6221- MFT PRACTICUM

Course Description

This is an experiential course and requires students to complete a minimum of 75 hours of clinical therapy practice, under supervision, at an approved site. Students will provide marriage & family therapy services as well as continue to learn skills in intake, assessment, and consultation. Students will participate in weekly group supervision with their faculty supervisor, as well as weekly supervision with their site/local supervisor. (3 credits, 15 weeks)

Course Objectives

Objective 1: Integrate MFT theories and human development theories into clinical practice and apply ethical and legal standards to marriage & family therapy work.
Objective 2: Assess, diagnose, and treat clients, develop an understanding of interactional patterns, and implement treatment interventions from a systemic and contextual framework.
Objective 3: Demonstrate multicultural competencies when serving clients from varied backgrounds through systemic treatment and advocate for services within communities that meet the unique needs of diverse client populations.
Objective 4: Use up-to-date, ethical, and appropriate record-keeping methods, adhering to HIPAA and HI-TECH regulations as well as state law.

Course Outcomes

The following outcomes are expected of each student for this course:

1. By completing, reviewing, and reflecting on weekly videotapes of his or her clinical work, demonstrate knowledge of and ability to apply ethical and legal standards; skill in performing assessment, diagnosis, treatment planning, promotion of wellness and mental health; ability to assess and manage suicide risk; ability to promote client understanding of and access to resources; and multicultural competence. ()

2. Through completing and maintaining weekly time logs, document skills development necessary for completing NC LMFTA application. ()
3. Through reviewing and successfully updating his or her Professional Growth Plan, identify areas for professional growth. ()
4. Through evaluations completed by site and faculty supervisors, demonstrate he or she can apply ethical and legal standards to clinical work, use up-to-date record keeping methods, adhere to HIPAA and HI-TECH policies, maintain resource information for clients and for therapist collaboration and referral, recognize his or her limits of competence as well as the need to refer and/or consult, and demonstrate sound application of systemic assessment, treatment planning, and multicultural competencies to promote wellness. ()

MSCP 6222- Internship I

Course Description

This is an experiential course and requires students to complete a minimum of 100 hours, towards their total of 300 hours, of clinical therapy practice, under supervision, at an approved site. Students will provide marriage & family therapy services as well as continue to learn skills in intake, assessment, and consultation. Students will participate in weekly group supervision with their faculty supervisor, as well as weekly supervision with their site/local supervisor. (3 credits, 15 weeks)

Course Objectives

Objective 1: Integrate MFT theories and human development theories into clinical practice and apply ethical and legal standards to marriage & family therapy work.

Objective 2: Assess, diagnose, and treat clients, develop an understanding of interactional patterns, and implement treatment interventions from a systemic and contextual framework.

Objective 3: Demonstrate multicultural competencies when serving clients from varied backgrounds through systemic treatment and advocate for services within communities that meet the unique needs of diverse client populations.

Objective 4: Use up-to-date, ethical, and appropriate record-keeping methods, adhering to HIPAA and HI-TECH regulations as well as state law.

Course Outcomes

The following outcomes are expected of each student for this course:

1. By completing, reviewing, and reflecting on weekly videotapes of his or her clinical work, demonstrate knowledge of and ability to apply ethical and legal standards; skill in performing assessment, diagnosis, treatment planning, promotion of wellness and mental health; ability to assess and manage suicide risk; ability to promote client understanding of and access to resources; and multicultural competence.
2. Through completing and maintaining weekly time logs, document skills development necessary for completing NC LMFTA application.
3. Through reviewing and successfully updating his or her Professional Growth Plan, identify areas for professional growth.
4. Through evaluations completed by site and faculty supervisors, demonstrate he or she can apply ethical and legal standards to clinical work, use up-to-date record keeping methods, adhere to HIPAA and HI-TECH policies, maintain resource information for clients and for therapist collaboration and referral, recognize his or her limits of competence as well as the need to refer and/or consult, and demonstrate sound application of systemic assessment, treatment planning, and multicultural competencies to promote wellness.
5. Students will also begin to complete paperwork required for licensure in their state as an LMFTA (Licensed Marriage & Family Therapy Associate) or other designation.

MSCP 6223- Internship II

Course Description

This is an experiential course and requires students to complete the remaining 125 hours, towards their total of 300 hours, of clinical therapy practice, under supervision, at an approved site. Students will provide marriage & family therapy services as well as continue to learn skills in intake, assessment, and consultation. Students will participate in weekly group supervision with their faculty supervisor, as well as weekly supervision with their site/local supervisor. (3 credits, 15 weeks)

Course Objectives

Objective 1: Integrate MFT theories and human development theories into clinical practice and apply ethical and legal standards to marriage & family therapy work.

Objective 2: Assess, diagnose, and treat clients, develop an understanding of interactional patterns, and implement treatment interventions from a systemic and contextual framework.

Objective 3: Demonstrate multicultural competencies when serving clients from varied backgrounds through systemic treatment and advocate for services within communities that meet the unique needs

of diverse client populations.

Objective 4: Use up-to-date, ethical, and appropriate record-keeping methods, adhering to HIPAA and HI-TECH regulations as well as state law.

Course Outcomes

The following outcomes are expected of each student for this course:

1. By completing, reviewing, and reflecting on weekly videotapes of his or her clinical work, demonstrate knowledge of and ability to apply ethical and legal standards; skill in performing assessment, diagnosis, treatment planning, promotion of wellness and mental health; ability to assess and manage suicide risk; ability to promote client understanding of and access to resources; and multicultural competence.
2. Through completing and maintaining weekly time logs, document skills development necessary for completing NC LMFTA application.
3. Through reviewing and successfully updating his or her Professional Growth Plan, identify areas for professional growth.
4. Through evaluations completed by site and faculty supervisors, demonstrate he or she can apply ethical and legal standards to clinical work, use up-to-date record keeping methods, adhere to HIPAA and HI-TECH policies, maintain resource information for clients and for therapist collaboration and referral, recognize his or her limits of competence as well as the need to refer and/or consult, and demonstrate sound application of systemic assessment, treatment planning, and multicultural competencies to promote wellness.
5. Students will complete their culminating project/comprehensive exam - the Capstone Project - during the Internship II semester

Permit to Register Form

MFT Practicum

For Office Use Only:

Course: **MSCP6221** Semester/Year: _____ Session: MGSPAS Section: _____

Course Dates: _____ Sent to Applicable Departments: _____

Registration Processed: _____

Student's Name:

Student's Current Address:

Student's Current Contact Telephone #:

Expected Practicum Start Date:

1. List of required didactic courses completed or in progress:

Course	Completed/Term	In Progress/Anticipated Term
MSCP5210: Professional Identity and Ethics in Marriage and Family Therapy		
MSCP5222: Systemic Diagnosis and Assessment		
MSCP5281: Marriage and Family Therapy		
MSCP5290: Advanced Marriage and Family Therapy		
MSCP6100: Family Systems Theories		
MSCP6150: Methods in MFT		
COUN5251: Crisis Intervention and Crisis Counseling		

2. GPA must be at least 3.0 and must be maintained throughout MSCP 6221:

MFT Practicum. Current GPA:

3. Proof of Liability Insurance:

Company: Coverage Amount:

4. Completed Practicum contract attached: (check)

5. Academic Advisor and Program Director Approval:

Advisor signature: Date:

Program Director signature: Date:

Basic Skills Evaluation Device

Instructions for Supervisors:

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

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

General Guidelines Regarding Developmental Levels

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

Intermediate: Between 50 or 75 hours of experience and 350 or 400 hours. The trainee is comfortable joining with clients, can structure sessions and execute session plans, and is able to provide hypotheses or direction for therapy based on theoretical concepts. The trainee can be flexible during a session, changing the session plan easily and with little confusion. The trainee can discuss cases from multiple theoretical viewpoints and evaluate both treatment and self-as-therapist progress based on clear goals. The trainee may be uneven in evaluations of therapy and self. The trainee benefits from supervision but may appear at times to not want supervision, wanting instead to be allowed to work on one’s own unless asking for help.

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

Conceptual Skills

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

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

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

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

Perceptual Skills

Recognition Skills: The trainee shows the ability to recognize hierarchies, boundaries, dynamics of triangling, family interaction, and family behavioral patterns. The trainee can also recognize gender, ethnic, cultural, and class issues in client dynamics and in therapy. The trainee is able to recognize clients' coping skills and strengths and can understand dynamics and patterns in presenting problems. The trainee recognizes how patterns associated with presenting problems

may be similar to other patterns of interaction in clients' lives. The trainee recognizes and can articulate her or his impact as part of the client/therapy system.

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

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

Executive Skills

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

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

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

Interventions: The trainee demonstrates an understanding of intervention techniques by structuring interventions that defuse violent or chaotic situations, deflect scapegoating and blaming, and interrupt negative patterns and destructive communication cycles. The ability to intervene also includes appropriately challenging clients on their position, explicitly structuring or directing interactions among family members, and helping families establish boundaries. The trainee is able to elicit family/client strengths and utilize them in both session discussions and homework assignments. Other interventions that illustrate skill include normalizing the problem

when appropriate, helping clients develop their own solutions to problems, giving credit for positive changes, reframing, and appropriately using self-disclosure. The trainee uses theory-specific interventions appropriately and is able to articulate a rationale for these interventions.

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

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

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

Professional Skills

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

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

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

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

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

Evaluation Skills

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

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

Theory of Choice: The previous skill areas were generic; i.e., they apply across theoretical models of intervention. This section is for the trainee therapist and supervisor to use to evaluate the trainee's growing knowledge and expertise in a model or theory that is identified by the supervisor and trainee together. The trainee is able to identify assumptions and concepts of the theory, the primary techniques used in the theory, the role of the therapist, and evaluation strategies. The trainee is able to use the concepts and interventions in practice, identifying data to65 the supervisor that illustrate the concepts. The trainee is able to recognize and identify the strengths and weaknesses of the theory as used in practice.

BASIC SKILLS EVALUATION DEVICE

Therapist:

Date:

Supervisor:

Experience Level: Practicum / Internship I / Internship II

	<u>Inadequate Information</u>	<u>Deficient</u>	<u>Below Expectation</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>	<u>Exceptional Skills</u>
			Conceptual Skills			
<u>Knowledge Base</u>						
<u>Systems Perspective</u>						
<u>Familiarity with Therapy Model</u>						
<u>Self as Therapist</u>						
<u>Comments:</u>						
			Perceptual Skills			
<u>Recognition Skills</u>						
<u>Hypothesizing</u>						
<u>Integration of Theory into Practice</u>						
<u>Comments:</u>						
			Executive Skills			
<u>Joining</u>						
<u>Assessment</u>						

<u>Hypothesizing</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Interventions</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Communication Skills</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Personal Skills</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Session Management</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Comments:</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u>Professional Skills</u>	<u> </u>	<u> </u>	<u> </u>
<u>Supervision</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Recognition of Ethical Issues</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Paperwork</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Professional Image</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Professional Conduct</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Comments:</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u>Evaluation Skills</u>	<u> </u>	<u> </u>	<u> </u>
<u>Evaluation of Therapy</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Evaluation of Self</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>Comments:</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u>Theory (use preferred model)</u>	<u> </u>	<u> </u>	<u> </u>

Knowledge of Theory						
Utilizes Theory in Practice						
Recognizes Strengths & Weaknesses of Theory						
Comments:						

PRACTICUM/INTERNSHIP AGREEMENT FORM

(Please circle appropriate clinical course – Practicum, Internship I, Internship II)

Montreat Student Name: _____ Phone: _____

Practicum/Internship Site _____

Site Address: _____

Site Supervisor: _____ Phone: _____

Site Supervisor Credentials: _____ Years in the field: _____

(Please attach a copy of the supervisor's resume or CV to this agreement)

Beginning date of Practicum/Internship: _____ Ending Date: _____

Midterm Evaluation Date: _____ Final Evaluation Date: _____

Anticipated Weekly Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of Marriage & Family Therapy.

The Montreat College MSCP: Marriage & Family Therapy Program Will:

1. Assign a Montreat College faculty member to facilitate communication between the College and the site.
2. Inform the student that each is required to adhere to the administrative policies, rules, standards, schedules, and practices of the site in a professional manner.
3. Provide a faculty member who will be available for consultation with both site supervisor and student and shall be immediately contacted should any problem or change in relation to the student, site or College occur.
4. Require the College supervisor maintain responsibility for the assignment of the fieldwork grade at the conclusion of the practicum or internship.
5. Provide the College supervisor who will meet with students on an average of two (2) hours per week for group supervision.

The Practicum/Internship Site Will:

1. Identify a practicum/internship supervisor who has the appropriate credentials (preferably an AAMFT Approved Supervisor), time, and interest for training the practicum/internship student.
2. Provide opportunities for the practicum/internship student to engage in a variety of therapeutic activities, including relational/couple/family client contact hours (100 of the 300 internship hours must be relational), under supervision and for evaluating the practicum/internship student's performance.
3. Provide adequate workspace, telephone, office supplies and staff to conduct professional activities for the practicum/internship student.
4. Support the practicum/internship student obtaining written informed consent from clients for purposes of audio and/or videotaping therapy sessions using the form in Appendix A of the Montreat College Marriage & Family Program Handbook.
5. Provide on-site clinical supervision that averages one (1) hour per week and be available for bi-semester consultation with the assigned Montreat College supervisor.

The Practicum Student Will:

1. Read and understand the AAMFT Code of Ethics and practice in accordance with these standards at all times during practicum and internship.
2. Notify practicum/internship supervisors with updated practicum/internship experiences.
3. Demonstrate through classroom and site activities a basic level of competency in specified marriage and family therapy knowledge, skills, and attitudes in order to successfully complete and receive a passing grade.
4. Attend all classes and supervisory sessions, completing all assignments as outlined in the course module and as assigned by instructors.

Termination

All members of this agreement realize that the practicum/internship site has the right to terminate the practicum/internship experience if the student's physical or mental health status is detrimental to the services provided to consumers at the practicum/internship site. If the practicum/internship site does not uphold its obligation to provide the practicum/internship student an experience as stated in the contract, then the Montreat College supervisor has the right to terminate the practicum/internship experience of the student. In either case, the grievance should first be discussed with the practicum/internship student, Montreat faculty, and the site supervisor before any action is taken against the practicum/internship student or the site.

Equal Opportunity

In accordance with the Ethical Codes of the American Association for Marriage & Family Therapy (AAMFT), it is mutually agreed that all members of this agreement shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender or creed as it relates in providing therapeutic services to Marriage & Family Therapy clients.

Montreat/Student/Site Supervisor Agreement:

We understand and will adhere to conditions stated in this contract. We understand and will practice therapy in accordance with the AAMFT Code of Ethics. We understand the responsibility to keep Montreat faculty and site supervisor aware of student on-site activities and provide them with appropriate material needed for supervision.

Signature of Student Intern

Date

Signature of Site Supervisor

Date

Signature of Montreat Faculty Supervisor

Date

INSURANCE: Workers' compensation coverage is provided only if the student is being paid for the internship. Montreat College provides only health insurance (for a fee) to its students.

Medical Professional Liability in Student Practicum Agreement: Professional Liability: \$5 Mil Occurrence.

Student read statement below and initial that you have read and understand here: _____

I understand that Montreat College provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Montreat College will not provide professional liability or workers' compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers' compensation insurance through the College. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds. Financial Aid Director/Counselor: _____

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe free of discrimination and harassment.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Montreat College to withdraw the student who is not performing satisfactorily or who refuses to follow the organization's administrative and operating policies, procedures, rules, and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

MONTREAT COLLEGE RESPONSIBILITIES: Montreat College is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contract to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify the supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat it as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice-versa. With a signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and/or student.

SITE SUPERVISOR INFORMATION

(to be completed by Site Supervisor and/or AAMFT Approved Supervisor)

1. Name of Montreat College MSCP: Marriage & Family Therapy Program
Practicum/Internship Student: _____

2. Name of Site Supervisor: _____

3. Site Supervisor Position/Title: _____

4. Name of the Site (Institution or Agency): _____

5. Site Supervisor's Phone: _____

6. Site Supervisor's Fax: _____

7. Site Supervisor's Email: _____

8. Site Supervisor's Address (at site): _____

9. Site Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD): _____

10. Does Site Supervisor have a masters degree in MFT or related field? _____

11. Does Site supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience? _____

12. Credentials of Site Supervisor: Please spell out acronyms

Licensure: _____

Certifications: _____

13. Years of Post-Master's Experience: _____

13. Years of Therapy Experience: _____

14. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution Degree/Year Title of
Program _____

15. Professional Experience (chronological order beginning with the most recent experience)

Job Titles/Duties

Year/Dates

PRACTICUM/INTERNSHIP SUPERVISOR AGREEMENT FORM

(Please circle appropriate clinical course – Practicum, Internship I, Internship II)

Montreat Student Name: _____ Phone: _____

Practicum/Internship Site: _____

Supervisor: _____ Phone: _____

Supervisor Credentials: _____ Years in the field: _____

(Please attach a copy of the supervisor's resume or CV to this agreement)

Beginning date of Practicum/Internship: _____ Ending Date: _____

Midterm Evaluation Date: _____ Final Evaluation Date: _____

Anticipated Weekly Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours							

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of Marriage & Family Therapy.

The Montreat College MSCP: Marriage & Family Therapy Program Will:

1. Assign a Montreat College faculty member to facilitate communication between the College and the site.
2. Inform the student that each is required to adhere to the administrative policies, rules, standards, schedules, and practices of the site in a professional manner.
3. Provide a faculty member who will be available for consultation with both site supervisor and student and shall be immediately contacted should any problem or change in relation to the student, site or College occur.
4. Require the College supervisor maintain responsibility for the assignment of the fieldwork grade at the conclusion of the practicum or internship.
5. Provide the College supervisor who will meet with students on an average of two (2) hours per week for group supervision.

The Local Supervisor Will:

1. Be a practicum/internship supervisor who has the appropriate credentials, time, and interest for training the practicum/internship student.
2. Monitor the practicum/internship student's engagement in a variety of therapeutic activities, including relational/couple/family client contact hours (100 of the 300 internship hours must be relational), under supervision and for evaluating the practicum/internship student's performance.

3. Provide clinical supervision that averages one (1) hour per week and schedule bi-semester consultation with the assigned Montreat College supervisor.

The Practicum Student Will:

1. Read and understand the AAMFT Code of Ethics and practice in accordance with these standards at all times during practicum and internship.
2. Notify practicum/internship supervisors with updated practicum/internship experiences.
3. Demonstrate through classroom and site activities a basic level of competency in specified marriage and family therapy knowledge, skills, and attitudes in order to successfully complete and receive a passing grade.
4. Attend all classes and supervisory sessions, completing all assignments as outlined in the course module and as assigned by instructors.

Termination

All members of this agreement realize that the practicum/internship site has the right to terminate the practicum/internship experience if the student's physical or mental health status is detrimental to the services provided to consumers at the practicum/internship site. If the practicum/internship site does not uphold its obligation to provide the practicum/internship student an experience as stated in the contract, then the Montreat College supervisor has the right to terminate the practicum/internship experience of the student. In either case, the grievance should first be discussed with the practicum/internship student, Montreat faculty, and the site supervisor before any action is taken against the practicum/internship student or the site.

Equal Opportunity

In accordance with the Ethical Codes of the American Association for Marriage & Family Therapy (AAMFT), it is mutually agreed that all members of this agreement shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender or creed.

Montreat/Student/Site Supervisor Agreement:

We understand and will adhere to conditions stated in this contract. We understand and will practice therapy in accordance with the AAMFT Code of Ethics. We understand the responsibility to keep Montreat faculty and site supervisor aware of student on-site activities and provide them with appropriate material needed for supervision.

Signature of Student Intern

Date

Signature of Supervisor

Date

Signature of Montreat Faculty Supervisor

Date

INSURANCE: Workers' compensation coverage is provided only if the student is being paid for the internship. Montreat College provides only health insurance (for a fee) to its students.

Medical Professional Liability in Student Practicum Agreement: Professional Liability: \$5 Mil Occurrence.

Student read statement below and initial that you have read and understand here: _____

I understand that Montreat College provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Montreat College will not provide professional liability or workers' compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers' compensation insurance through the College. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds. Financial Aid Director/Counselor:

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe free of discrimination and harassment.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Montreat College to withdraw the student who is not performing satisfactorily or who refuses to follow the organization's administrative and operating policies, procedures, rules, and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

MONTREAT COLLEGE RESPONSIBILITIES: Montreat College is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contract to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify the supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat it as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice-versa. With a signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and/or student.

SUPERVISOR INFORMATION

(to be completed by Local Supervisor and/or AAMFT Approved Supervisor)

1. Name of Montreat College MSCP: Marriage & Family Therapy Program Practicum/Internship Student: _____

2. Name of Supervisor: _____

3. Supervisor Position/Title: _____

4. Name of the Supervisor's Agency/Practice: _____

5. Supervisor's Phone: _____

6. Supervisor's Fax: _____

7. Supervisor's Email: _____

8. Supervisor's Work Address : _____

9. Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD): _____

10. Does Supervisor have a masters degree in MFT or related field? _____

11. Does Supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience?

12. Credentials of Supervisor: Please spell out acronyms

Licensure: _____

Certifications: _____

13. Years of Post-Master's Experience: _____

13. Years of Therapy Experience: _____

14. Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution Degree/Year Title of Program _____

15. Professional Experience (chronological order beginning with the most recent experience)

Job Titles/Duties Year/Dates _____

Appendix E

Evaluation of Student Progress Form (Appendix E)

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY: MARRIAGE & FAMILY THERAPY

MONTREAT COLLEGE SCHOOL OF ADULT AND GRADUATE STUDIES

Student's Name: _____

Evaluation Course Code/Year: _____

Faculty Advisor: _____

Instructor(s) Completing Form: _____

THIS EVALUATION IS TO BE COMPLETED BY MSCP PROGRAM INSTRUCTORS AS PART OF AN ONGOING EVALUATION PROCESS OF ACADEMIC PERFORMANCE AND NON-ACADEMIC/PROFESSIONAL BEHAVIOR, AS A COMPONENT OF STUDENT RETENTION. THE EVALUATION COVERS FOUR AREAS OF PERFORMANCE: CLINICAL, PROFESSIONAL, INTERPERSONAL, AND ACADEMIC. A COPY OF THE EVALUATION FORM WILL BE INCLUDED IN THE STUDENT'S FILE.

Instructions: Based on your observation of the student, circle the number that corresponds using the Rating Scale provided.

NO – No opportunity to observe

0 – Does not meet criteria

1 – Meets criteria minimally or inconsistently

2 – Meets criteria consistently

CLINICAL (THERAPY SKILLS AND ABILITIES) NOT APPLICABLE UNTIL PRACTICUM

NO 0 1 2

1. The student demonstrates the ability to establish relationships in such a way that a therapeutic working alliance can be created.				
2. The student demonstrates therapeutic communication skills as outlined below:				
a. Creating appropriate structure-setting the boundaries of the helping relationship and maintaining boundaries such as settling parameters for meeting time and place, maintaining time limits, etc.				

b. Understanding content-understanding the core elements of the client's story.				
c. Understanding context-understanding the uniqueness of the story elements and their underlying meanings				
d. Responding to feelings-Identifying client affect and addressing those feelings in a therapeutic manner				
e. Congruence-genuineness; external behavior is consistent with external affect				
f. Establishing a communicating empathy-taking the perspective of the client without over identifying and communicating this experience to the client.				
g. Non-verbal communication-demonstrates effective use of head, eyes, hands, feet, posture, voice, dress/attire, etc.				
h. Immediacy- Staying in the here and now				
i. Timing- responding at the optimal moment				
j. Intentionality- responding with a clear intention of the therapists' therapeutic intentionality				
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically				
4. The student collaborates with the client to establish clear therapeutic goals				
5. The student facilitates movement towards client goals				
6. The student demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting client profile.				
7. The student creates a safe clinical environment				
8. The student demonstrates analysis and resolution of ethical dilemmas				
9. The student willingly increases knowledge (and implementation) of effective counseling strategies				

NO 0 1 2

PROFESSIONALISM- Professional Responsibility

1. The student conducts him/herself in an ethical manner so as to promote confidence in the counseling profession				
2. The student relates to peers, professors, and others in a manner that is consistent with slated professional standards				
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships				
4. The student demonstrates application of legal requirements relevant to counseling training and practice				
5. The student demonstrates the ability to determine when counseling law and ethical standards differ and take action accordingly				
6. The student projects a professional image and positive attitude				

COMPETENCE

NO 0 1 2

7. The student recognizes the boundaries of his/her particular competencies and the limitations of his/her expertise				
8. The student takes responsibility for compensating for deficiencies as set forth through discussion with faculty				
9. The student takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise				
10. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, and experience				

INTERPERSONAL- MATURITY

NO 0 1 2

1. The student demonstrates appropriate self-control (such as anger and impulse control) in interpersonal relationships with faculty, peers, clients, supervisors, and members of the community				
2. The student demonstrates honesty, fairness, and respect for others				
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of those on his/her own work				
4. The student demonstrates the ability to receive, reflect on, and integrate feedback from peers, faculty, and supervisors				
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in his/her own ability				
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict arises				

INTEGRITY

NO 0 1 2

7. The student refrains from making statements which are false, misleading, or deceptive				
8. The student avoids improper and potentially harmful dual relationships				
9. The student respects the fundamental rights, dignity, and worth of all people				
10. The student respects the rights of all individuals to privacy, confidentiality, and choices regarding self-determination and autonomy				
11. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status				

ACADEMIC

NO 0 1 2

1. The student regularly attends class				
2. The student is on time for class				
3. The student stays and actively participates in class activities and discussions for the entire class				
4. The student completes all of assignments on time				
5. Completed assignments reflect appropriate graduate level work				
6. The student is open to feedback regarding academic performance and incorporates given feedback into subsequent work				
7. The student is able to grasp, apply, and integrate knowledge at both concrete and abstract levels of thought				
8. The student is responsive to critical feedback				
9. The student treats faculty and peers with respect in regards to verbal and nonverbal communication				

- Any score of 0 in any area of functioning could result in remediation and/or dismissal from the program.
- 3 or more scores of "1" in any area of functioning could result in remediation and/or dismissal from the program.

Comments:

Signature of Instructor completing the evaluation: _____

Date: _____

Appendix F

Graduate Assistantship Application
Master of Science in Counseling Psychology: Marriage & Family Therapy
Montreat College School of Adult and Graduate Studies
(Current)

Applicant's Name: _____

Address: _____

Email: _____ Phone: _____

Checklist to verify eligibility (per handbook):

- _____ Fully accepted (unconditional admission)
- _____ Cumulative MSCP:MFT Program GPA of 3.5 (unless student has not begun courses at the time of application; in this case, applicant must have a 3.0 undergraduate GPA)
- _____ Available to provide 20 hours per week of work to the MSCP program

Additional Information Required to Accompany Application:

1. Cover letter/letter of interest
 - a. Why are you interested in the Graduate Assistantship position?
 - b. What skills will you use in completion of GA responsibilities?
 - c. What makes you a unique candidate for consideration for the GA position?
 - d. How will this position help you meet your professional goals?

2. Current resume

By application for the Graduate Assistantship position, I testify that I have read the program handbook and any accompanying job description, understand that I must maintain a 3.5 cumulative GPA, understand that this is a time-limited position, and if I wish to continue in a GA capacity in subsequent years, that I must reapply, and that I will be required to clock 20 hours per week of tasks for the MSCP program. Additionally, I understand that if offered this position I am to fulfill the role with proper professional demeanor and with confidentiality of any student specific information I may encounter.

Student Signature

Date

Appendix F

We, the faculty members of Montreat College's MSCP:MFT program, strive to provide a safe and welcoming environment in which to learn and grow as a future counselor. Our aim is to adhere to standards set forth by COAMFTE and the ethical codes established by the American Association for Marriage and Family Therapy.

Upon acceptance to the MSCP:MFT program you will be required to have a drug screening completed. This screening is to ensure your fitness for our program and future work during Practicum and Internship.

The screening will be completed by Wolfe. You will be provided instructions for completing this process. There is a \$38.00 fee to be paid online or in person at the testing site. If you pay online with a debit or credit card, you will be provided a receipt to take to a testing lab. There results will be report to Wolfe and Montreat.

All screenings must be completed within three weeks of acceptance.

If a student fails the initial drug screening, he or she will be able to take classes at the start of the semester: Professional Identity and Ethics in MFT and will have eight weeks to get retested that their own expense. If a student then passes, he or she will be allowed to continue in the program. If failed, the student may be dismissed from the program.

If you have any questions about the drug screening order or payment process, **please contact Wolfe at 828-251-9898 or 800-979-1739.**



Appendix G

Capstone Project Evaluation Rubrics

Theory of Change Paper

1-1.99 = Fails to meet minimum expectations

2-2.99 = Meets some but not all expectations

3-3.99 = Meets expectations

4 = Exceeds expectations

Expectation	Score
1. Literature review explains systemic change in therapy (SLO 1)	
2. Foundational aspects of model are described (SLO 1)	
3. Interventions are consistent and congruent with model of therapy; goals of the treatment plan are systemic (SLO 3)	
4. Spiritual considerations of change are described (SLO 4)	
5. Ethical practice is demonstrated through a discussion of issues relevant to the case (SLOs 1 & 3)	
6. Contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) are discussed as they pertain to case study (SLOs 3, 4, & 5)	
7. Writing is scholarly, professional in tone, and free of grammatical and editing errors; references are from primary sources; APA formatting is free of mistakes and adheres to the current edition of the APA manual (SLO 5)	
Feedback:	

Clinical Presentation

1-1.99 = Fails to meet minimum expectations

2-2.99 = Meets some but not all expectations

3-3.99 = Meets expectations

4 = Exceeds expectations

Expectation	Score
1. Demonstrates knowledge of general systems theory, cybernetics, and the chosen MFT theory with regard to assumptions of the model, role of the therapist, and appropriate interventions (SLOs 1 & 3)	
2. Stages of therapy are described and interventions are demonstrated (SLO 3)	
3. Hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems are offered; hypotheses are congruent with model of therapy (SLO 2)	
4. Ethical and legal issues are described and decisions follow the process from an ethical-decision making model; referrals and consultations are described (SLO 1)	
5. Diagnoses and other diagnostic impressions are offered for members of the system according to the DSM-5 (SLO 2)	
6. Issues of diversity are identified and described (SLOs 1 & 5)	
7. The progression of the case is described; the quality of therapy is described (SLO 5)	
Feedback:	

Appendix H

COAMFTE Developmental Competency Components

Standards Version 12.5 identifies five COAMFTE Developmental Competency Components:

- Knowledge of the MFT profession
- Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve diverse communities
- Development and application of research to further the knowledge and practice of the MFT profession.