

Practicum and
Internship Handbook

HDAL 5570 and 5880

Fall/Spring/Summer

Marriage and Family Therapy

Master's in Counseling

Department of Human Development
and Learning

East Tennessee State University

Revised 8/03

Goals and Objectives of the Marriage and Family Therapy Concentration

Goal: The goal of the Marriage and Family Therapy concentration is to provide academic and clinical training to equip students to function as knowledgeable, ethical, and effective marriage and family therapists.

Objectives:

- Students will have an understanding of a broad range of approaches to marriage and family therapy
- Students will have a commitment to ongoing learning and growth
- Students will have an understanding of a systemic orientation
- Students will have an understanding and commitment to the AAFMT Code of Ethics
- Students will have developed a philosophy of therapy
- Students will have competence in clinical ability
- Students will have appreciation for and sensitivity to diversity in our culture and client populations

Counseling Practicum and Internship

Introduction

Each graduate student in the Marriage and Family Therapy (MFT) concentration of the Counseling Program is required to complete a year of field experience: one semester of HDAL 5570 Supervised Counseling Practicum, and two semesters of HDAL 5880 Internship. In both the Practicum and the Internship, the MFT student will provide counseling services at the Counseling Program clinic, as well as be placed at a counseling site in the community. During the initial practicum, more emphasis will be placed on supervision at our Counseling Program clinic and development of basic therapy skills. During internship, more emphasis will be placed on development of therapeutic skills in the community agency where the student is placed. The purpose of this manual is to provide MFT students a comprehensive source of information for successful completion of practicum and internship. Students should refer to this manual for information about hour requirements, assignments, clinic procedures, evaluation forms, sites, supervisors, contracts, procedures, etc.

Course Objectives

The objective of the Practicum and Internship is to provide opportunity for the MFT student to apply their knowledge of MFT in an approved setting while under the supervision of a qualified MFT faculty member supervisor.

Prerequisites

Admission to the program, approval of the MFT coordinator and completion of the following:

- HDAL 5420 Family Therapy I
- HDAL 5421 Family Therapy II
- HDAL 5430 Legal and Ethical Issues in Counseling

All students must obtain malpractice insurance prior to being in practicum or internship. This insurance is available for a reasonable rate for student members of AAMFT. Contact an MFT faculty member for information on student membership in AAMFT.

Registration Procedures

Because of demand and faculty-student ratios, students must sign up with their professor of choice by the end of the second week of the semester prior to beginning their placement. Internships are subject to the availability of an appropriate setting and resources available.

Contact Hours

Direct client contact is defined as face-to-face (therapist and client) therapeutic meetings. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact. Assessments may be counted as direct client contact if they are face-to-face processes that are more than clerical in nature and focus.

Team practice is defined as practice in which all students on a team jointly and actively participate in the therapy on an ongoing basis. Team practice may be counted toward client contact hours.

The following guidelines apply to the year-long field experience consisting of a supervised practicum and two semesters of intership.

- * Students will complete a minimum of 300 supervised, direct client contact hours.
- * At least 100 (of the required 300) direct client contact hours will be with couples or families physically present in the therapy room.
- * Students will work with a wide variety of presenting problems.
- * Clinical work will not be interrupted for arbitrary student, administrative or didactic scheduling reasons, when interruption would be harmful to clients.

An internship time log for tracking hours is provided in this handbook and can be photo copied as needed. Students will not receive grades until time logs are handed in. The internship log has three categories for counting client contact hours:

- Individual – therapy with an individual in the therapy room
- Relational – therapy with a couple or family in the therapy room
- Group – therapy with a group of individuals, a group of couples, or a group of families in the therapy room

Individual faculty supervisors may require various assignments unique to their teaching style in order to maximize the learning experience.

Supervision of Students

- * Supervision of students will be conducted by experienced marriage and family therapists.
- * If a student is simultaneously being supervised and having direct clinical contact, the time is counted as both supervision time and direct clinical contact time.
- * Even if additional students are present when a supervisor is conducting live supervision, the therapist(s) in the room with the client (up to two therapists) may count the time as individual or dyadic supervision.
- * Supervision of two students (dyadic supervision) can be counted as equivalent to supervision of an individual.
- * Group supervision will not exceed six students per group.
- * Students observing someone else's clinical work may receive credit for group supervision provided that 1) at least one supervisor is present with the students, (2) there are no more than six students altogether, and (3) the supervisory experience involves an interactional process between the therapist(s), the observing students, and the supervisor. If there are no more than two students altogether, the observing student may receive credit for dyadic supervision under the same conditions.
- * Students will receive at least 100 hours of supervision.
- * Individual or dyadic supervision will occur at least once every week in which students have direct client contact hours.
- * At least 20 hours of supervision will be based on direct observation, videotape or audiotape.
- * Students should be given opportunities to observe their supervisors' clinical work. In this context, "clinical work" includes therapy in progress, clinical evaluation in progress, role playing and other demonstrations of clinical performance.
- * Group supervision is required.

Site and Licensure Information

Students have a number of locations from which to choose to complete their supervised internship experiences. Such sites include public schools, mental health agencies, alcohol and drug treatment facilities, personnel offices, hospices, half-way houses, churches, government agencies, prisons, and parole or corrections

offices. All internship sites must be approved by the student's professor who will establish contact with the on-site supervisor who provides weekly supervision. **It is the student's responsibility to make certain that their internship setting(s) meet(s) the standards of the license they are ultimately seeking.**

Occasionally students may desire to use their current job or work site for their internship. Employment sites can be used for internship sites if 1) the work is of an appropriate type for the student's program concentration, 2) there is an adequate amount of concentration-appropriate work at the site; that is, the specific requirements of the internship can be completed at that setting, 3) there is appropriate on-site supervision, 4) new experiences will be available, and 5) the site has been approved by the program faculty.

Evaluation Procedures

Grades will be determined by the university supervisor based on the degree to which the student displays the skills, professional behaviors, and ethics appropriate for a graduating master's MFT student. Grades will not be given until internship time logs are completed and handed in.

Professional and Ethical Conduct

Students are expected to conduct themselves in a professional manner and to follow the ethical codes of the American Association of Marriage and Family Therapy (AAMFT) throughout internship. Issues of professional conduct or concerns about ethical violations should be brought to the attention of your supervisor immediately.

Field Site Selection

Selecting a internship site is an important component of your internship experience. At your internship site you will be offered a unique opportunity to obtain experience in the type of setting in which you may eventually be employed. The internship site will offer you opportunities to work with clients; interact with other professionals; attend team meetings; and learn much about the day-to-day workings of an agency or institution. This section offers guidelines for you to use when selecting an internship site.

Commonly asked questions

When do I select an internship site?

It is recommended that you select and arrange for a internship site several months before you begin your internship. A general guideline is to begin the selection process during the preceding semester. So, if you plan to enroll in internship during the Spring of 2005, make arrangements for your site during the Fall 2004 semester.

How do I select an internship site?

Selecting an internship site consists of the following basic steps which are discussed in more detail below.

- * Arrange to meet your faculty supervisor to discuss how he or she prefers that you select a site.
- * Identify the names of one or more internship sites along with the name and phone number of the contact person.
- * After making contact with your faculty supervisor, call the contact person at the site for an appointment and meet with him or her to discuss a possible placement.
- * Decide if the internship site meets your expectations.
- * If you receive an offer from the site, check with your faculty supervisor before accepting.
- * Inform your faculty supervisor of your site selection when it is confirmed and have the director of the site sign the Field Site Contract and return it to your faculty supervisor.

Contacting the site

Once you have selected possible sites, you will need to call the internship site contact person to arrange a meeting to see if the placement will be a good “fit” for you as well as for them. The meeting will either be with the contact person at the site or with the person who will be supervising you (internship site supervisor).

Interviewing at the site

The following are guidelines to assist you in interviewing with the internship site contact person or site supervisor:

- * Treat your contact with the internship site supervisor/contact person as though you were approaching them about a job interview. When you meet with the contact person or internship site supervisor, follow the general rules for job interviewing.
- * Obtain as much information as you can about the internship site, so that you are able to ask intelligent questions.
- * Prepare to answer questions about yourself, your background, and your reasons for selecting the internship site for internship.
- * Prepare questions to ask the contact person or internship site supervisor regarding the site.
- * Provide the contact person with the list of Site Coordinator/Supervisor expectations which is printed on the next page of this handbook.
- * Dress appropriately for the type of setting and position for which you are applying.
- * Arrive at the meeting early.

If you have any other questions regarding internship site selection, please discuss them with your faculty supervisor or your advisor.

After the interview

It is a good idea to follow job search protocol by sending a thank you note to the people with whom you interviewed. In the note indicate a date on which you will contact them if you have not heard from them. Then follow up with a phone call. It is also a good idea to accept or reject the placement offer in writing, outlining what specifically you have agreed upon regarding days, hours, expectations, etc. The Field Site Contract must be signed by the appropriate site director and returned to your faculty supervisor.

Informing your faculty supervisor

As soon as you have selected an internship site, notify your faculty supervisor of your choice, and let him or her know any specifics. Now is a good time to ask questions about internship that have come up as well.

Internship site selection criteria

When choosing an internship site, it is important for you to keep in mind your own needs and interests, as well as the requirements of the program and the requirements of the MFT licensing board that you will eventually need to satisfy. Consider the following:

- * What is your preferred work setting?
 - Community Mental Health Center
 - Large or small community agency
 - Agency with a wide variety of experiences or one that is more specialized
 - Inner city, suburb, or rural
 - Inpatient, outpatient, or long-term, residential care facility

- * What is your preferred clientele?
 - What age group? Young children, older children, young teens, older teens, young adults, middle-aged adults, older adults?
 - With what type of socio-economic group do you want to work?
 - With what type of cultural group do you want to work?
 - Do you want to work with people with specific presenting issues such as eating disorders, grief, survivors of sexual abuse, substance abuser, etc.?

Site Coordinators

On-Site Coordinators are asked to:

- * interview prospective internship students without discrimination in relation to race, religion, gender, sexual orientation, national origin or disability
- * orient the intern to the mission, goals and objectives of the agency, as well as to internal operating procedures
- * allow the intern to obtain audio and/or video tapes for use in supervision by site coordinator and University faculty supervisor
- * provide the opportunity for intern to participate in individual, marital, family, and group counseling experiences
- * meet with the intern for one hour weekly to discuss progress, evaluate tapes, discuss cases and plan future experiences
- * participate in evaluation of the intern by providing feedback to the University faculty supervisor
- * inform intern of procedures for obtaining tapes from clients within the agency
- * conduct an orientation for the intern to familiarize intern with organization, procedures, and paperwork requirements of the agency.

1. to assign an internship supervisor who has appropriate credentials, time, and interest for working with the internship student;
2. to provide training activities (checked below) for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity;
3. to provide the student with adequate work space to conduct professional activities;
4. to provide one (1) hour of supervision each week which involves case conferencing, review of audio/visual tapes, live observation, co-counseling, and/or role-playing;
5. to provide a written evaluation of the student based on criteria established by the MFT faculty of the Counseling Program.

Internship Activities

- 1. Individual Therapy - Personal/Social
- 2. Marital Therapy
- 3. Family Therapy
- 4. Group Counseling (minimum of one group) - Co-leading, Leading
- 5. Intake Interviewing
- 6. Testing - Administration, Analysis, Interpretation of Results
- 7. Counseling/Educational Activities - Parent Conferences, Outreach Client Orientation, Contact with other Agencies, In-services, etc.
- 8. Report Writing - Case notes, Treatment Plans, Counseling Goals, and Summaries
- 9. Individual Supervision
- 10. Group or Peer Supervision
- 11. Case Conferences of Staff Meetings
- 13. Other (Please list)

Internship Site Supervisor: _____ License: _____ Date _____

Intern: _____ Date _____

Faculty Supervisor: _____ Date _____

Memorandum of Agreement
By and Between

Appendix B
Students' Contract

As a practicum or intern student placed at _____
Agency

I understand the following to be my rights and responsibilities:

A. To be in attendance at _____
Agency
for ___ hours; ___ days during each week of internship.

B. To report my absence at least 48 hours in advance, disregarding emergencies, to

Agency .

Absence of more than two (2) days may result in removal from practicum/intern experience.

C. To abide by the Professional Standards of Ethics as outlined by the American Association of Marriage and Family Therapy (AAMFT).

D. To receive evaluation upon completion of the internship.

E. To have identified _____ as my supervisor on site.
On-site Supervisor

F. To have identified _____ as my supervising professor during the
E.T.S.U. Counseling Faculty
internship.

Practicum/Intern Student

Date

Evaluation for Internship – HDAL 5880

Counseling Student: _____ Supervisor: _____

Site: _____ Date: _____

As the counseling student's supervisor, please rate the student counselor on the following scale.

1	2	3	4	NA	DK
Ineffective	Minimally Effective	Effective	Very Effective	Not Applicable	Do Not Know

I. Professional Conduct

- | | |
|---|---------------|
| A. Conducts himself/herself in an ethical manner | 1 2 3 4 NA DK |
| B. Is on time for appointments | 1 2 3 4 NA DK |
| C. Dresses and acts appropriately as a professional | 1 2 3 4 NA DK |
| D. Has good rapport with agency personnel | 1 2 3 4 NA DK |

II. Family Therapy Skills

- | | |
|---|---------------|
| A. Helps the family define their needs | 1 2 3 4 NA DK |
| B. Stops chaotic interchanges | 1 2 3 4 NA DK |
| C. Shifts approach when one way of gathering information is not working | 1 2 3 4 NA DK |
| D. Uses short, specific, and clear communications | 1 2 3 4 NA DK |
| E. Asks open-ended questions | 1 2 3 4 NA DK |
| F. Clarifies own and client's expectations of therapy | 1 2 3 4 NA DK |
| G. Explicitly structures or directs interaction among family members | 1 2 3 4 NA DK |
| H. Is able to stay focused, does not get sidetracked | 1 2 3 4 NA DK |
| I. Is able to think systemically | 1 2 3 4 NA DK |

- J. Uses reframing effectively 1 2 3 4 NA DK
- K. Rearranges the physical seating of the family members 1 2 3 4 NA DK
- L. Helps the family establish appropriate boundaries 1 2 3 4 NA DK
- M. Elicits covert family conflicts, alliances, and coalitions 1 2 3 4 NA DK
- N. Uses language effectively 1 2 3 4 NA DK
- O. Assigns tasks both within the session and outside it, and delivers tasks effectively 1 2 3 4 NA DK
- P. Seeks to understand without hastening to interpret 1 2 3 4 NA DK
- Q. Praises and reinforces positive behaviors by clients 1 2 3 4 NA DK
- R. Empowers clients rather than doing for them 1 2 3 4 NA DK
- S. Joins with family but retains objectivity and perspective 1 2 3 4 NA DK

III. Relationship Behaviors

- A. Demonstrates warmth 1 2 3 4 NA DK
- B. Conveys the attitude that the client's problem is of real importance 1 2 3 4 NA DK
- C. Tone of voice conveys sensitivity to the client's feelings 1 2 3 4 NA DK
- D. Speaks at a comfortable pace 1 2 3 4 NA DK
- E. Empathizes with family members 1 2 3 4 NA DK
- F. Confirms family members' experiences of events 1 2 3 4 NA DK
- G. Attempts to improve the self-esteem of family members 1 2 3 4 NA DK
- H. Demonstrates a good sense of humor 1 2 3 4 NA DK
- I. Has insight into own behavior and how it effects others 1 2 3 4 NA DK
- J. Is appropriately assertive 1 2 3 4 NA DK
- K. Is accepting, not critical or judgmental 1 2 3 4 NA DK

IV. Supervisory Sessions

- | | |
|---|---------------|
| A. Is able to develop useful and relevant hypotheses regarding case | 1 2 3 4 NA DK |
| B. Is open to alternative points of view | 1 2 3 4 NA DK |
| C. Is willing to modify own behavior | 1 2 3 4 NA DK |

V. Please describe below what you see as the student's greatest strength as a therapist**IV. Please describe below what you see as the student's area of greatest need for growth or Development as a therapist:**

