Master of Arts
In
Marriage and Family Therapy
Program
2017-2018
Clinical Training Handbook
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I. HANDBOOK OVERVIEW

Purpose of Handbook

This handbook is intended to provide students in the Wheaton College M.A. in Marriage and Family Therapy (MFT) Program with the information necessary to 1) successfully guide them through the clinical training experiences they will encounter during their two years in the program and 2) achieve the MFT program and clinical training goals listed below. Given the importance of the material included in this clinical training manual, all MFT students are required to familiarize themselves with this handbook in its entirety and attest in writing to the fact that they have done so by the third week of their first semester in the program. Students are to consult this handbook regarding any clinical training questions they may have before contacting the MFT Program Director, the MFT Clinical Training Coordinator, or the MFT Program Administrator.

MFT Program and Clinical Training Goals

The information included in this handbook flows from the larger raison d'être of the Wheaton College MFT program, which seeks to form graduates who:

- Integrate contemporary scholarship and professional standards in marriage and family therapy with Christian belief and practices;
- Value and integrate diversity and justice in their personal and professional lives, approaching persons of any racial or ethnic identification, age, socioeconomic status, disability, sexual orientation, or gender with genuine respect and openness;
- Are prepared for professional licensure as marriage and family therapists; and
- Demonstrate a vision for clinical practice as service, especially to the body of Christ, the Church, and marginalized persons throughout the world.

Furthermore, pertaining specifically to clinical practice, this program aims to produce clinicians who:

- Participate capably in the interactive process of assessing clients and client systems, incorporating knowledge of individual and family life-cycle developmental stages, and conceptualizing and integrating clinical/relational/contextual information;
- Intervene effectively to promote, restore, sustain, or enhance positive functioning in clients and client systems; and
- Are sensitive to and have practical understandings of the interplay of culture, context, diversity, and justice in therapeutic relationships.

Changes to and Conflicts with this Handbook

Any changes to the clinical training policies and procedures included in this manual during the course of the academic year will be communicated to students in writing, at
which point the changes made will take precedence over what has been previously stated in the handbook copy provided to students at the beginning of the academic year.

In the event that any information included in this handbook conflicts with information found in the Catalog of Wheaton College, the Graduate Student Handbook, and/or the M.A. in MFT Program Student Handbook, students will defer to the information provided in these other handbooks. The MFT Clinical Training Coordinator, MFT Program Director, and MFT Program Administrator are all available to assist students with any difficulties in either the interpretation or application of the information provided in this document.
II. CLINICAL REQUIREMENTS

Students are required to complete two semesters of pre-practicum clinical observation and two semesters of practicum work in order to be eligible for graduation. At the end of these pre-practicum and practicum experiences, students will have completed a minimum of 300 clinical hours working with individuals, couples, and families and 60 hours of supervision (or a minimum ratio of one hour of supervision for every five clinical hours accrued) across individual and group contexts.

Client Contact Hours

Students may accrue two types of client contact hours in order to achieve the minimum 300 clinical hours required for graduation.

The first type of client contact hours is indirect client contact hours. Indirect hours are primarily accrued during students’ pre-practicum clinical observations in their first year of the MFT program. Indirect hours relate to clinical experiences in which students are not primarily responsible for management of a therapy session. Examples of indirect client contact hours include:

- Engaging in live observations of therapy, or
- Helping to facilitate a group therapy experience.

Students may only count up to 100 hours of indirect client contact hours toward the minimum 300 clinical hours required for graduation.

The second type of client contact hours is direct client contact hours. Direct hours are mainly accrued during students’ practicum experiences in the second year of the program. Direct hours relate to clinical experiences in which students are primarily responsible for management of a therapy session. Examples of direct client contact hours include:

- Face-to-face therapeutic contact (as either the therapist of record or a co-therapist) with clients in individual, couple, family, or group therapy; or
- Student-led individual, couple, or family therapy sessions conducted over the phone or via the Internet\(^1\).

Therapeutic Modalities

When accruing indirect/direct client contact hours, students must also ensure that at least half (e.g., 150) of the hours they accumulate are relational. **Relational hours** are defined

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\(^1\) Please note that phone calls made to clients to arrange meeting times or otherwise coordinate therapeutic services do not count toward a student’s direct client contact hours. Only those calls specifically understood by both the therapist and the client/s to be therapy sessions conducted over the phone will count toward these hours.
as contact hours involving couples or families in therapy, while individual hours are defined as contact hours involving only one person in therapy. Also, for students accruing group therapy contact hours, unless at least one of the individuals in a group therapy session is related to or in a relationship with another group member, these hours will only count as individual hours despite the fact that multiple group participants are present.

**Supervision Hours**

Students are required to accrue at least one hour of supervision for every five hours of client contact. This means that students will be required to obtain at least 60 hours of supervision during their clinical training. However, in order to maintain a 1:5 ratio of supervision hours to client contact hours, students who accrue more than 300 client contact hours will be required to receive more than 60 hours, depending on their total number of client contact hours. (For example, in order to maintain the 1:5 ratio of supervision to client contact hours, a student who has accumulated 400 client contact hours would be required to have also obtained at least 80 hours of supervision.)

Students may accrue two types of supervision in order to arrive at the minimum 1:5 ratio of supervision hours to client contact hours required. The first type of supervision is individual supervision. Individual supervision pertains to no more than two supervisees working with a qualified supervisor in a single supervision session. The second type of supervision is group supervision. Group supervision involves no more than six supervisees working directly with a qualified supervisor. Although there are no minimum requirements on the number of individual versus group supervision hours students accrue, it is recommended that students seek out both types of supervision during their time in the MFT program.

**Use of Raw Data in Supervision**

In accruing either individual supervision hours or group supervision hours, students are also required to base at least 20 hours of supervision on raw data. Supervision based off of raw data includes either 1) live supervision of a student’s therapy session (from behind a one-way mirror or over a live video feed) or 2) incorporation of video and/or audio recordings of one’s therapy sessions in supervision. In counting one’s total number of supervision hours based off of raw data, students may include both the time they spend conducting a live session and/or watching/listening to a tape recording as well as the time they spending unpacking their live sessions or audio/video tape recordings with their supervisors after the fact. (Thus, for a student who conducts a one-hour live session and then spends the next thirty minutes discussing the session with his/her supervisor, this student may count 1.5 hours of supervision based off of raw data. Or, for a student who

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2 In this example, if a student chooses to count both the live session and subsequent discussion thereof as supervision based off of raw data, he/she may not also “double-dip” and count the one-hour session toward his/her total client contact hours. However, one may decide to count the live session toward his/her total client contact hours and the subsequent thirty minutes of supervisor discussion toward his/her supervision hours. As such, in this type of a scenario it is up to the student to determine how he/she would prefer to count his/her hours.
shows a five-minute video clip of a session in supervision and then spends the next 25 minutes unpacking the clip with his/her supervisor, this student may count 0.5 hours of supervision based off of raw data.

**Supervisor Credentials**

Students will receive supervision from MFT faculty in the seminar groups in which they will participate each semester they are enrolled in the program and engaged in pre-practicum observations or practicum clinical work. Students will also receive supervision from supervisors at their practicum sites during their second year in the program. Any supervisor, other than MFT faculty, with whom a student works must be employed at the student’s practicum site placement.

When engaging in supervision, students must ensure that those who are providing them with supervision have the appropriate credentials to do so. This is not a concern with regard to the MFT faculty who will be providing group supervision in students’ seminar groups. However, *it may be necessary for students to vet their prospective practicum site supervisors to make sure they meet the MFT program’s supervisor requirements.*

The MFT program considers only supervisors with one or more of the following credentials to be qualified to supervise its students:

- American Association of Marriage and Family Therapy (AAMFT)-approved,
- A supervisor of status equivalent to that of an AAMFT-approved supervisor,
- Licensed as an LMFT (licensed marriage and family therapist) with at least five years of post-license clinical experience, or
- Licensed in a related field (clinical professional counseling [LCPC], clinical social work [LCSW], or clinical psychology [LCP]) with at least five years of post-license clinical experience.

Lastly, *at least half of all supervision hours must take place with an AAMFT-approved supervisor or a supervisor of equivalent status.* As a means to this end, seminar group leaders for all second year students will be AAMFT-approved supervisors.

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3 Every time students attend their seminar groups throughout their time in the MFT program, they may count these meeting times as one hour of group supervision. For first-year students, if their seminar group meetings take place at their pre-practicum sites and involve live observations of clinical work, they may choose whether to count these observations as one hour of group supervision based off of raw data or as one hour of indirect client contact. Although students may decide how they would like to count this time, *it is recommended that they take every opportunity to count as many client contact hours as possible, as these hours are oftentimes harder to come by than supervision hours.*

4 The only exception to finding a site supervisor with these qualifications is if one’s direct supervisor is receiving supervision of supervision from someone else at the site who does meet the qualifications noted above.

5 Those deemed to have the equivalent status of an AAMFT-approved supervisor are LCPCs, LCSWs, or LCPs who have five years of clinical experience, during which time they have provided at least 1000 hours of relational therapy, and who have either two years of experience providing clinical supervision of MFT or have completed a graduate-level course in MFT supervision.
Seminar Groups

Each semester in which students are enrolled in the MFT program and engaged in either pre-practicum observation or practicum clinical work, they will be assigned to a seminar group of no more than six to seven students and one MFT faculty member. Students will not register themselves for these groups; rather, they will be assigned to and enrolled in particular groups by the MFT Program Director. Prior to the beginning of each academic year, students sign off on a Registration Form for Pre-Practicum/Practicum & PPDG, which indicates their awareness of and consent to the program registering them for their seminar group. An example of this form can be found in Appendix A.

In students’ first year in the MFT program, time spent in these seminar groups will revolve around discussions of their live observations at their pre-practicum placements. In students’ second year in the MFT program, their seminar group time will be used to discuss questions and concerns related to clinical work conducted at their practicum sites.

Second Year Practicum Placement and Seminar Group Registration

During their second year in the program, students must obtain a practicum site placement prior to being eligible for registration in a seminar group. If a student fails to obtain a practicum site placement, they will not be allowed to register for a seminar group. Failure to register for a seminar group will put a student below full-time course credit status, which may have serious ramifications for financial aid eligibility (for both domestic and international students) and visa status (for international students). Students who are ineligible to register for a seminar group are advised to consult with both the Student Financial Services (SFS) Office (sfs@wheaton.edu) and Graduate Student Life Office (graduate.student.life@wheaton.edu) to assess the implications falling below full-time status has for their specific situation as well as to discuss consequent options to address these implications.

Personal and Professional Development Groups

Each semester in which students are enrolled in the MFT program, they also will be assigned to a personal and professional development group (PPDG) including no more than six to seven students and one MFT faculty member. Once again, students will not register themselves for these groups; rather, they will be assigned to and enrolled in particular groups by the MFT faculty. Prior to the beginning of each academic year, students sign off on a Registration Form for Pre-Practicum/Practicum & PPDG, which indicates their awareness of and consent to the program registering them for their PPDG.

In students’ first year in the MFT program, time spent in PPDG will principally revolve around discussions of their families of origin and their personal narratives. In students’ second year in the MFT program, PPDG time will be used to discuss matters related to professional development as marriage and family therapists as well as issues of transference and countertransference experienced in the clinical work conducted at their practicum sites.
Summary of Clinical Requirements

The following is a summary of the clinical requirements for the Wheaton College M.A. in MFT program:

- A minimum of 300 total client contact hours
- At least 150 relationally-based (i.e., couple and family) client contact hours
- No more than 100 indirect client contact hours
- A minimum of a 1:5 ratio of supervision to client contact hours
- At least 20 hours of supervision hours based on raw data
- Supervision from supervisors who are either 1) AAMFT-approved/of equivalent status or 2) licensed (i.e., LMFT, LCPC, LCSW, or LCP) with at least 5 years of post-license clinical experience
- 50% of all supervision received from AAMFT-approved supervisors/supervisors of equivalent status
- Enrollment in a PPDG during each semester of the program
- Enrollment in a seminar group during each semester of the program which students are engaged in either pre-practicum observation or practicum clinical work
III. CLINICAL PRE-PRACTICUM

During students’ first year in the MFT program, they will participate in a pre-practicum experience. Students’ pre-practicum experiences will involve spending one afternoon/evening per week observing (from behind a one-way mirror or over a live video feed) individual, couple, and/or family therapy conducted by staff and/or interns at one of Outreach Community Counseling Centers’ three counseling centers (in Carol Stream, Warrenville, and Wheaton) or at Heritage Professional Associates’ office in Wheaton. Students will also have the opportunity to unpack their live observation experiences with their seminar group leaders during their regularly scheduled seminar group meeting times.

Objectives

The following are the objectives of the pre-practicum experience:

- To expose students to clinical work in real-time, to demystify the therapeutic process, and to prepare students for their second-year practicum work.
- To allow students to begin applying their theoretical knowledge to the clinical experiences they are observing.
- To acculturate students to professional counseling/clinical environments.
- To provide students a means of practically exploring any self-of-the-therapist issues that may arise during their clinical observations.
- To give students the opportunity to begin accruing indirect client contact hours.

Student Responsibilities

In order to participate in pre-practicum and remain in good standing throughout the pre-practicum experience, students must comply with two primary requirements. First, they must complete all required pre-practicum paperwork in a timely manner. Second, they must comport themselves in a professional manner in all pre-practicum-related matters.

Paperwork

Professional Liability Insurance

Concurrent to beginning live observations at their pre-practicum sites, students must provide to their seminar group leaders proof of AAMFT professional liability insurance. Professional liability insurance may be obtained by visiting the AAMFT website and completing the student member application form.

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6 Electronic copies of all paperwork related to clinical training may be accessed by going to your Schoology homepage (lms.wheaton.edu), clicking on the heading labeled “Groups,” then clicking on “S-GRAD MFT Graduate Students,” then clicking the “Resources” tab on the left hand column, and finally opening the folder entitled “Clinical Training Forms.”
After registering as a student member, an email confirming one’s membership will be sent out. As AAMFT members, students will automatically receive free professional liability insurance, which will arrive via email a few days after they have obtained AAMFT membership. Appendix B includes an example of what the proof of professional liability insurance form looks like.

Students must provide proof of their professional liability insurance to their seminar group leaders by week #3 of the fall semester. Failure to do so will result in students being kept from accruing any indirect client contact hours obtained from their pre-practicum observations until which time they have provided their seminar group leaders with the required documentation.

**Time2Track Hours Report**

Students must also log their clinical activities using Time2Track, a website to which the MFT program subscribes that allows students to easily track the number and type of client contact and supervision hours they are accruing. An example of a monthly Time2Track client contact and supervision hours report can be found in Appendix C. Students must turn in a copy of their *Time2Track hours report* to their seminar group leaders according to the timeline designated in the Clinical Training Calendar (included in Section IX of this handbook). *For the months of November and April, students must turn in copies of their hours reports signed by their seminar group supervisors* as a means of verifying that the information provided in these reports is accurate.

**Pre-Practicum Student Evaluation**

At the end of the academic year, seminar group leaders will fill out an evaluation of each student’s participation in pre-practicum. This evaluation, measuring students’ preparedness for practicum, assesses four primary areas: 1) clinical competency, 2) relational competency, 3) interpersonal justice competency, and 4) Christian distinctiveness. The student and seminar group leader will meet together to review these evaluations, and a final copy of the evaluation will be signed by both parties. Any student receiving one or more composite scores of “2” on their pre-practicum student evaluation will be referred to the MFT Clinical Training Coordinator for further advisement (and potential referral to the MFT Program’s Student Review Committee [SRC]); a referral to the SRC for one overall evaluation score of “2” may also be made at the discretion of the seminar leader. Any student receiving one or more composite scores of “1” will automatically be referred to the SRC for further evaluation and remediation. In these cases, seminar leaders are responsible for referring the student to the SRC in addition to

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*Footnotes:

7 For students enrolled in graduate-level MFT programs in the state of Illinois, the annual membership fee is $100 (a $63 national fee, a $12 state of Illinois fee, and an additional $25 processing fee).

8 The MFT Clinical Training Coordinator will provide first year MFT students with training on how to track hours via Time2Track within the first month of the fall semester.

9 Information regarding the SRC body, its purpose, and its processes can be found in Sections II and V of the MFT Program Student Handbook.*
notifying the MFT Clinical Training Coordinator of the evaluation score. Lastly, *first year MFT students will not be eligible to receive a grade for their spring semester seminar course, nor begin any practicum work they have already secured, until they have completed this evaluation process.* A copy of the *Pre-Practicum Student Evaluation* form can be found in Appendix D.

**Personal and Professional Comportment Evaluation (1st year)**

The week prior to Thanksgiving break, PPDG leaders will formally assess students’ professional comportment, relational competency, and overall readiness to attend the Practicum Information Exchange (PIE) and take the next steps in training to become a marriage and family therapist by completing the *Personal and Professional Comportment Evaluation (1st year).* Any student who receives a composite score of “1” on their Personal and Professional Comportment Evaluation (1st year) will garner an automatic SRC referral. Any student who receives a composite score of “2” on their personal and professional comportment evaluation may be referred to the SRC for further review, but this referral is not automatic; rather, it is at the discretion of the student’s PPDG leader. A copy of the Personal and Professional Comportment Evaluation (1st year) may be found in Appendix E.

**Professional Comportment**

In addition to timely completion of all required paperwork, students are required to behave professionally when engaging in the pre-practicum experience. Stated simply, student professional comportment involves: 1) abiding by all rules, policies, and procedures of their pre-practicum site; 2) attending all pre-practicum-related activities unless otherwise excused; 3) arriving on time for all pre-practicum-related activities; 4) demonstrating a commitment to their pre-practicum placement and live observation team; and 5) showing respect toward those conducting the therapy sessions they are observing.

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10 For information regarding the personal and professional comportment evaluation as a pre-requisite for eligibility to attend PIE, see Section IV of this handbook.

11 In observing live therapy sessions, students are to refrain from in any way making fun of the therapy they are observing or asking overly critical/rude questions of the clinicians in charge of these sessions.
IV. CLINICAL PRACTICUM SITE SELECTION

The Wheaton College M.A. in MFT program partners with a variety of local community mental health centers and private practices, providing students with an assortment of practicum site placement options from which to choose. Many students obtain their practicum site placements via the Wheaton College Psychology department Practicum Information Exchange (which takes place in early December each year) while others find placements on their own, apart from the PIE process.

The Practicum Information Exchange

As a means of facilitating meetings between graduate students across the Wheaton College Psychology department and various local community mental health centers and private practices offering practicum opportunities, each December the Psychology department holds on campus an internship fair called the Practicum Information Exchange (PIE). At PIE, counseling sites from around the Chicagoland area come to the college to speak with graduate students in the psychology department about available practicum opportunities for the coming academic year. Attendance at PIE is mandatory for all first year MFT students (who have met the prerequisites to attending PIE) as it is the primary means by which MFT students get connected with practicum sites and secure their practicum work for the following year.

Prerequisites to Attending PIE

In order to be eligible to attend PIE, first year MFT students must have earned a passing grade on their case conceptualization examination and received a satisfactory review on their professional comportment evaluation. In the Case Conceptualization Examination, students will be given a clinical vignette and asked to apply their knowledge of family therapy theories and methods to conceptualizing the case, offering an assessment of the presenting problem, and developing ideas for possible intervention. This exam will take place the week before Thanksgiving break and students will find out whether or not they have passed the exam the week after the break. In the Personal and Professional Comportment Evaluation (1st year), PPDG leaders will formally assess students’ professional comportment, relational competency, and overall readiness to attend PIE and take the next steps in training to become a marriage and family therapist. This evaluation will also take place the week prior to Thanksgiving break. A copy of the Personal and Professional Comportment Evaluation (1st year) may be found in Appendix E.

Student Review Committee (SRC) Referrals and PIE

Any student who does not pass the Case Conceptualization Examination (first semester) will be automatically referred to the SRC for remediation by the instructor of MAFT 634. Students who do not pass the exam may still attend PIE, but will not be eligible to interview with any potential practicum sites until which time they have met their SRC remediation criteria (as determined by their student review committee members). Students who pass the case conceptualization examination “with revisions” will still be
eligible to attend PIE, but will not be allowed to interview with any potential practicum sites until which time they have completed their required exam revisions.

Any student who receives a composite score of 1 ("serious concern") on their Personal and Professional Comportment Evaluation (1st year) will garner an automatic SRC referral. Any student who receives a composite score of 2 ("some concern") on their personal and professional comportment evaluation may be referred to the SRC for further review, but this referral is not automatic; rather, it is at the discretion of the student’s PPDG leader. Any student referred to the SRC based on their composite personal and professional comportment evaluation score will be allowed to attend PIE. However, students under review of the SRC will not be allowed to schedule interviews with potential practicum sites unless they have already completed their remediation plan or have otherwise been cleared by their student review committee members to interview.

**Pre-PIE Preparation**

Prior to attending PIE, it is recommend that students engage in some or all of the following tasks to prepare them for meeting with potential practicum sites at PIE:

- Go to your Schoology homepage (lms.wheaton.edu), click on the heading labeled “Groups,” then click on “S:GRAD MFT Graduate Students,” then click the “Resources” tab on the left hand column, then open the folder entitled “MFT Practicum Search” to view information on practicum sites with whom the Wheaton College MFT program frequently partners. Included in these resources are post-placement site evaluations completed by previous students, which include feedback on their respective sites of placement.
- Conduct further research regarding those sites that pique your interest (e.g., contact someone at the site, talk with others familiar with the site, explore the site online).
- Meet with MFT faculty about your clinical interests and what sites may best speak to those interests.
- Talk with second year MFT students about their practicum experiences and how they prepared for PIE.
- Update your CV/resume to reflect your strengths as a candidate for prospective practicum sites.
- Find out what materials specific practicum sites want from their practicum applicants (e.g., CV/resume, cover letter, letters of recommendation).

**PIE Day**

On the day of PIE, students should come to the exchange dressed professionally (as if on a job interview) and with several CV/resume copies on hand to give out to potential practicum sites. When meeting with representatives from various sites, students should be open and honest about both their strengths and their limitations as practicum candidates, and discuss with site representatives the “Important Questions to Ask Potential Practicum Sites” (listed in this section on pp. 15-16). Students are encouraged to meet with as many
sites as possible in order to familiarize themselves with a variety of practicum options. Also, it is important to note that while the process and timeline for scheduling interviews varies by site, students are not allowed to attend an interview with a site until the second Monday in January or later. If a site requests to interview a student prior to this date, the student should consult the MFT Clinical Training Coordinator.

Post-PIE

After attending PIE, students should follow up with the representatives from the sites in which they are interested to thank them for their time and to ask them about the next steps in their practicum student hiring process. Also at this time, students should begin completing any site-specific applications and requesting letters of recommendation from faculty, as needed. Before requesting letters of recommendation from faculty, students must first ask faculty if they are willing to write a letter on their behalf. If so, students must then complete a Letter of Recommendation Request Form (found in Appendix F). One letter of recommendation request form must be filled out for each faculty member from whom a student desires a letter to be written. These forms must be submitted to faculty prior to the end of the fall semester and must include the following information:

- A list of all the sites to which letter of recommendations must be written on behalf of the student.
- An explanation as to why the student desires to work at each prospective practicum site that has been listed on the form.
- Any other information that would help the faculty member to write a strong recommendation on the students’ behalf (e.g., particular skills, abilities, or experiences that make the student well-suited for each prospective practicum site).
- The student’s signature, indicating that he/she agrees to refrain from opening any of the letters faculty have written on his/her behalf before handing them over to the practicum sites to which he/she is applying.

Important Questions to Ask Potential Practicum Sites

Given the variety of site options, students are encouraged to take into account several factors when seeking out potential practicum sites, regardless of whether or not a particular site was represented at PIE or has taken MFT students in the past. The following questions may serve as helpful guides to students looking to find a practicum site that fits their professional needs and clinical interests.

1) Does the site meet all of the MFT program’s clinical requirements?

The primary consideration of students when looking for a practicum site should be whether or not the site is able to meet all of the clinical requirements of the MFT program (as stated in Section II of this handbook). Namely, students should ensure that prospective sites are able to provide 1) the type and number of client contact hours and 2) the type and number of supervision hours they need for graduation. More specifically,
students should make sure that they will receive enough relational client contact hours and that they will receive at least one hour of individual supervision per week or 90 minutes of group supervision per week. Finally, students should confirm with prospective sites that the practicum work they offer is between nine and 12 months in duration.

2) **What is the site’s philosophy of therapy?**

Different practicum sites approach therapeutic endeavors in different ways. For example, some sites use only evidence-based approaches to therapy while other sites focus on only one particular method or theory of psychotherapy. Thus, students should consider asking prospective sites about their philosophies of therapy, including their familiarity with the major theories and methods associated with marriage and family therapy.

3) **What other non-clinical tasks are students at the site expected to perform?**

In addition to working with clients in therapy, practicum sites often ask students to perform a number of other non-clinical tasks. For instance, some sites may ask students to attend a particular seminar or training while other sites may request that students engage in some level of grant writing. As such, students should also ask prospective sites about their non-clinical requirements for practicum students.

4) **Do any special transportation considerations need to be taken into account in getting to and from the practicum site?**

Because the MFT program partners with sites as nearby as downtown Wheaton and as far away as Chicago or northwest Indiana, students must also consider any transportation concerns that may be associated with a prospective site. Namely, students should ask about commute times to and from the site as well as any off-site work that would require them to have access to a car as part of their practicum work. In addition, students without access to their own means of transportation should strongly consider a site’s accessibility by public transportation and the associated commute time\(^\text{12}\).

**Transportation Policy**

All students are responsible for obtaining transportation to and from their practicum site placement. *The MFT program strongly encourages students to have access to a personal car to ensure they will have reliable transportation to their practicum sites.* Wheaton College and the MFT Program partner with a number of practicum sites in the area (typically within a 25 mile radius of campus), and few of these sites are accessible via public transportation. Furthermore, due to distance and winter weather conditions, it is typically not possible to walk or bike to practicum placements. Therefore, not having a

\(^{12}\) For students who do not have access to their own means of transportation, the MFT Clinical Training Coordinator has a list of practicum sites accessible by public transit. This list is available to students upon request.
car seriously limits a student’s practicum site placement options, which could potentially lead to failure to obtain a practicum placement. While the MFT Program supports students in the practicum placement process, the student remains responsible for locating a practicum site and obtaining reliable transportation to and from the practicum site.

**Once Placed**

Once students have found a practicum site placement, they must complete and turn in to the MFT Program Administrator a signed Application for Practicum form (Appendix G) and a signed Permission to Release Educational Record Information form (Appendix H). The application for practicum indicates to the MFT program that a student has found a practicum site placement\(^{13}\), and provides pertinent information regarding that placement. The permission to release educational record information form allows the MFT faculty to communicate directly with each student’s practicum site supervisor/s regarding relevant academic and clinical matters.

**International Students**

Upon procuring a practicum site placement, those students enrolled in the MFT program who do not have U.S. citizenship must register their placement as Curricular Practical Training (CPT)\(^{14}\) with the Graduate Student Care Office located on the second floor of the Billy Graham Center. Any questions about this process should be directed to the Graduate Student Life Office (graduate.student.life@wheaton.edu; 630-752-7084).

**If No Placement**

Students who feel they are having difficulty finding a practicum site placement are encouraged to be in contact with the MFT Clinical Training Coordinator. While it is ultimately the responsibility of students to secure a practicum placement, the MFT Clinical Training Coordinator can assist students in this process as needed. Students should also keep in mind that it is not uncommon for some individuals to find practicum site placements shortly after PIE takes place while others spend several months in the process of securing a practicum site. However, if a student is unable to obtain a practicum placement prior to the start of the fall semester, the student will be unable to register for second year seminar group, which may have implications on both financial aid eligibility (for both domestic and international students) and visa status (for international students). Refer to Second Year Practicum Placement and Seminar Group Registration under Section II of this handbook for further information regarding the implications of being ineligible to register for second year seminar group.

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\(^{13}\) Pending the approval of the MFT Clinical Training Coordinator.

\(^{14}\) The U.S. government considers practicum work a form of employment for international students and, as such, proper documentation of employment must be recorded with the college.
New Site Placements

Those students interested in working at a practicum site that has never partnered with Wheaton College before must first confirm that the potential site can meet all of the clinical requirements of the MFT program. In the event that a practicum site is able to meet the requirements of the MFT program, the MFT Clinical Training Coordinator and MFT Program Administrator should then be notified to begin the process of formalizing a partnership between the site and the college. Once a site affiliation agreement has been signed between the site and the college, students may begin training at the site. However, students are not allowed to do any practicum work with any potential new sites until all necessary paperwork has been completed and the MFT Clinical Training Coordinator has given students his/her expressed permission to begin working.
V. CLINICAL PRACTICUM

Once a practicum site placement has been secured, most students will be slated to begin their practicum work during the summer after their first year in the MFT program or early in the fall of their second year. Most students will end their placements in late spring of their second year in the MFT program or in the summer after their second year. During their time in practicum, students have the opportunities to work independently with clients in therapy so as to develop their craft as marriage and family therapists in training. They will also have the chance to become familiar with common non-clinical activities related to being a marriage and family therapist, including record keeping and participation in group staffings or other seminars required by their practicum sites.

Prerequisites

There are a number of prerequisites to students’ participation in practicum. These include MFT faculty assessments, having taken the required prerequisite courses, and being in good academic standing with the MFT program. Students who are found to be lacking in regard to any of these prerequisites will be dealt with on a case-by-case basis. Unless otherwise notified, students may not begin their practicum work until all of the following prerequisites have been met.

Faculty Assessments

Several assessments will be used to determine students’ preparedness for practicum work. These include the Case Conceptualization Examination, the Personal and Professional Comportment Evaluation (1st year), and the Pre-Practicum Student Evaluation. Both the case conceptualization exam and the comportment evaluation have been explained in detail in Section IV of this handbook, while the pre-practicum evaluation has been explained in Section III. As previously mentioned, even if a student has already agreed to work at a particular practicum site, he/she will not be able to begin the practicum experience until the pre-practicum student evaluation process has been completed.

Courses

Prior to beginning practicum work, students must have completed the following 25 hours of course work:

- MFT Ethics and Professional Practice (MAFT 624)
- Individual and Family Life Cycle Development (MAFT 631)
- Couple Therapy (MAFT 633)
- MFT Therapy I: Theoretical Foundations (MAFT 634)
- MFT Therapy II: Systemic Assessment and Intervention (MAFT 635)

In instances in which a practicum site wishes a student to begin working before this evaluation process has been completed, the student may petition the MFT Clinical Training Coordinator to have his/her pre-practicum evaluation take place earlier in the spring semester of the first year.
- Families in Context (MAFT 637)
- Psychopathology and the Family (MAFT 642)
- Theological Anthropology (BITH 561)
- Personal and Professional Development Group I & II (MAFT 661 & MAFT 662)
- Clinical Pre-Practicum Seminar I & II (MAFT 696 & MAFT 697)

Students desiring to begin their practicum work prior to completing any of these courses will need the expressed approval of both the MFT Program Director and the MFT Clinical Training Coordinator.

**Good Academic Standing**

In order to be able to begin practicum work, students must also have maintained a grade point average of at least 2.8 or above during their first year in the MFT program.

**Objectives**

The following are the objectives of the practicum experience:

- To allow students to engage in direct clinical experience, working with a diversity of clients dealing with a variety of presenting problems in a variety of therapeutic modalities.
- To further integrate students’ theoretical and conceptual knowledge with direct clinical experience.
- To help foster students’ professional identities as marriage and family therapists.
- To give students the opportunity to receive high-quality supervision of their clinical work from professionals outside of the MFT program.
- To allow students to work toward their remaining direct client contact hours required for graduation.
- To prepare students for post-graduation employment in the field of MFT.

**Student Responsibilities**

Much like the responsibilities of students participating in the MFT program’s pre-practicum experiences, those moving on to practicum work must complete all required practicum-related paperwork in a timely manner and comport themselves professionally in all matters related to their practicum work. In addition, practicum students must engage in ethical behavior in all client contact, abiding by the standards set forth in the AAMFT Code of Ethics. Students are also required to bring audio/video recordings of their clinical work to their seminar group meetings on a regular basis to review with their group leader and other group members16.

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16 Students who are unwilling or unable to present raw data of their clinical work in their seminar group meetings will not be eligible to receive a passing grade in their seminar groups.
**Paperwork**

**Professional Liability Insurance**

Before beginning work at their practicum sites, students must ensure that they are currently student members of AAMFT and have professional liability insurance in place. Students who became AAMFT student members during the first few weeks of their first year in the MFT program must renew their membership and liability insurance by week #3 of their second year in the program. They must then provide proof of AAMFT **professional liability insurance** to their seminar group leaders. Students found to have out-of-date professional liability insurance will be kept from accruing client contact hours at their practicum sites until which time they have provided their seminar group leaders with this documentation.

**Learning Contract**

*Within two weeks of beginning their practicum work (even when beginning practicum work over the summer)*, students must also have completed and returned to the MFT Program Administrator the original copy of their learning contract. The **Learning Contract** is a functional document that allows for clear expectations to be set between students and their practicum sites. Specifically, the Learning Contract details site and student expectations for 1) clinical training, 2) supervision, 3) clinical emergency procedures, 4) student time off, and 5) remediation. It is imperative to complete this form at the onset of one’s practicum work as it provides the outline and structure for the practicum, shapes the direction of student learning, and provides a basis for dealing with any conflict in expectations that may arise during the practicum experience. Students who have been at their practicum sites for longer than two weeks and have yet to complete their learning contracts will be suspended from conducting any practicum-related work until which time they turn in a completed contract to the MFT Program Administrator. A copy of the Learning Contract for the MFT program may be found in Appendix I.

**Time2Track Hours Report**

When engaged in practicum work students must also turn in a copy of their **Time2Track hours reports** to their seminar group leaders according to the timeline designated in the Clinical Training Calendar (included in Section IX of this handbook). Additionally, **for the months of November and April, students must turn in copies of their hours reports signed by their site supervisors** as a means of verifying that the information provided in these reports are accurate. **Students who have not provided reports signed by their site supervisors will not be eligible to receive a passing grade in their seminar groups for the semester in question.**

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17 As a reminder, both AAMFT student membership and professional liability insurance may be renewed by logging in to the AAMFT website (www.aamft.org).
18 The MFT Clinical Training Coordinator will provide second year MFT students with a refresher on how to track their clinical and supervision hours via Time2Track within the first month of the fall semester.
Practicum Student Evaluation

Toward the end of the fall and spring semesters during students’ second year in the MFT program, the MFT Clinical Training Coordinator will contact each student’s practicum site supervisor and ask him/her to complete an evaluation of the student’s performance in practicum via the Practicum Student Evaluation form (included in Appendix J). Practicum site supervisors will be asked to assess four primary areas of student performance: 1) clinical competency, 2) relational competency, 3) interpersonal justice competency, and 4) Christian distinctiveness. In addition, students will also be asked to fill out a self-evaluation of their practicum work using the same form. The student and site supervisor will then meet to review their assessments, make any needed amendments to the site supervisor’s evaluation copy, and then sign the site supervisor’s copy of the practicum evaluation form at the end of their meeting. After meeting with his/her site supervisor, the student will then meet with his/her seminar group leader to review the site supervisor’s evaluation, at which point the seminar group leader may also comment on anything related to the student’s practicum performance. At the end of this meeting, the seminar group leader will also sign the site supervisor’s copy of the practicum student evaluation form. Any student receiving one or more composite scores of “2” on their practicum student evaluation will be referred to the MFT Clinical Training Coordinator for further advisement (and potential referral to the MFT Program’s Student Review Committee [SRC]); a referral to the SRC for one overall evaluation score of “2” may also be made at the discretion of the seminar leader. Any student receiving one or more composite scores of “1”, or two or more overall evaluation scores of “2”, will automatically be referred to the SRC for further evaluation and remediation. In these cases, seminar leaders are responsible for referring the student to the SRC in addition to notifying the MFT Clinical Training Coordinator of the evaluation score. For both the fall and spring semesters, second year MFT students will not be eligible to receive a grade for their seminar courses until they have fully completed this evaluation process.

Clinical Training Requirements Status Update

By week #16 of the fall semester and by week #12 of the spring semester, seminar leaders will meet with students to review the number of client contact and supervision hours each student has accrued to date. Student hours will be assessed through the use of the Clinical Training Requirements Status Update form (found in Appendix K). Students concerned about their total hours count after either of these meetings are encouraged to discuss such matters with their seminar group leaders or to schedule a meeting with the MFT Clinical Training Coordinator for further assistance and future planning.

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19 Provided the student has no major grievances with the site supervisor’s evaluation.
20 Information regarding the SRC body, its purpose, and its processes can be found in Sections II and V of the MFT Program Student Handbook.
21 Such discussion may relate to the possibility of taking an “in progress” (IP) grade in their spring semester seminar group or enrolling in one or more semesters of advanced practicum work. (Both of these options will be discussed further in Section VII of this handbook.)
Personal and Professional Comportment Evaluation (2nd Year)

Toward the end of the fall semester, PPDG leaders will formally assess students’ ongoing professional comportment, relational competency, and overall ability to continue to see clients in therapy by completing the **Personal and Professional Comportment Evaluation (2nd year)**. Any student who receives a composite score of “1” (‘serious concern’) on their Personal and Professional Comportment Evaluation (2nd year), or who receives a composite score of “2” (‘some concern’) after already having received a previous composite score of “2” on an evaluation, will garner an automatic SRC referral. Students who receive a composite score of “2” (‘some concern’) on their personal and professional comportment evaluation may be referred to the SRC for further review, but this referral is not automatic; rather, it is made at the discretion of the student’s PPDG leader. A copy of the Personal and Professional Comportment Evaluation (2nd year) may be found in Appendix L.

**Professional Comportment**

For practicum students, professional comportment involves, first and foremost, complying with the directions of their site supervisors in all clinical matters. This is because students at practicum sites are working under the authority of their supervisors’ professional licenses, meaning that non-compliance with a supervisor’s request may lead to the supervisor being disciplined for the actions of a student in therapy. Other matters of professional comportment for practicum students relate to:

- Attending all required practicum-related activities unless otherwise excused;
- Arriving on time for all practicum-related activities;
- Abiding by all rules, policies, and procedures of their practicum site (including policies on holidays and other time off);
- Demonstrating a commitment to their practicum site during the entirety of their placement; and
- Showing respect to colleagues and clients in all professional interactions.

**Ethical Practice**

It is also expected that students adhere to the AAMFT guidelines for ethical practice (found at [http://www.aamft.org/imis15/Content/Legal_Ethics/code_of_ethics.aspx](http://www.aamft.org/imis15/Content/Legal_Ethics/code_of_ethics.aspx)) and be aware of and comply with all other relevant state and federal laws and regulations related to the practice of MFT.

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22 For example, if a student ignored his/her supervisor’s request to ask a client about suicidality and the client later committed an act of self-harm because the student failed to intervene, it would be the supervisor, and not the student, who would ultimately be held responsible for this failure to intervene.
International Practica

Consistent with the MFT program’s mission to serve the underserved and globalize the Wheaton College educational experience, between their first and second years in the program, MFT students have the option of going on an international practicum experience\textsuperscript{23}. Students may work in any international locale of their choosing so long as they are able to ensure that the organizations/agencies with which they are partnering can offer the following:

- A practicum experience that lasts for a minimum of 6 to 8 weeks;
- Supervision provided by a licensed clinician (following the standards for licensure—if any—in whatever country the student is working) with at least 5 years of post-licensure practice experience;
- At least 1 hour of supervision per every 5 clients seen by the student (i.e., a 1:5 ratio of supervision to client contact hours);
- Access to technology capable of facilitating 60 minute bi-weekly Skype sessions with MFT program faculty at Wheaton College; and
- On-site support—meaning the site supervisor and student are both working at the same location (e.g., community agency, private practice, church, et cetera).

Once a student’s prospective site supervisor has signed an *International Practicum Placement Agreement* (a copy of which can be found in Appendix M) ensuring that his/her site is able to meet the aforementioned requirements, the student must then also apply to intern abroad through the Wheaton College Center for Global & Experiential Learning (GEL). GEL application materials may be accessed by emailing the GEL offices directly at GEL@wheaton.edu. *Students must have the expressed permission of both the MFT program and GEL before being free to engage in an international internship experience.*

\textsuperscript{23} The MFT program has a limited amount of funding to support students desiring to engage in a practicum experience abroad. Interested students should contact the MFT Program Director regarding how to apply for this funding.
VI. RELATIONSHIP BETWEEN MFT PROGRAM AND PARTNERING PRACTICUM SITES

Rights and Responsibilities

The MFT program, its students, and the practicum sites with which the MFT program partners each have unique rights and responsibilities in fostering and maintaining mutually beneficial clinical training partnerships.

MFT Program

The Wheaton College MFT program, in relating to its students and the sites with which it partners, is responsible for the overseeing, tracking, and evaluating of the clinical practicum experiences of its students. This means that the MFT program is ultimately responsible for students’ clinical training experiences at their practicum sites. As part of this responsibility, it is the task of the MFT program to regularly screen and evaluate current and potential practicum sites to ensure the quality of on-site training students are presently receiving or may receive in the future. In addition, it is the duty of the MFT program to communicate with partnering practicum sites regarding student-related paperwork matters and any other overarching clinical training policies and procedures.

The MFT program also reserves the right to set the clinical training requirements to which partnering sites must adhere, including the number and type of clinical and supervision hours students must accrue. It also holds the right to either accept or reject MFT students’ potential practicum site placements based on matters of goodness-of-fit. Finally, the MFT program may terminate a student’s practicum placement in the midst of the practicum experience following the completion of a formal clinical training grievance procedure (outlined later in this section) and provided that proper notice has been given to all parties involved.

MFT Students

Students in the MFT program are ultimately responsible for pursuing and securing a practicum site placement and for successfully completing all required practicum-related work. In addition, at the close of their practicum work, students are responsible for completing the Post-Placement Site Evaluation online survey (a copy of which is found in Appendix N) in which they are to quantitatively rate and qualitatively describe their practicum experiences, including whether or not they would recommend their practicum sites to future MFT students and why. Completed site evaluations are then posted on the Schoology (lms.wheaton.edu) groups page for future students to reference when researching potential practicum placement sites.

Students also have the right to lodge formal grievances with the MFT Program Director or the MFT Clinical Training Coordinator regarding their practicum site placement experiences, and to have these grievances processed and addressed in a timely manner.
Partnering Sites

Practicum sites that partner with the MFT program are responsible for providing MFT students with adequate clinical and supervisory experiences, including offering students the number and type of clinical and supervision hours they are required to accrue for graduation. Partnering sites are also responsible for providing timely feedback to the MFT Clinical Training Coordinator regarding any pertinent in-house policy or procedural changes, student-related difficulties, or other extraordinary occurrences affecting and/or involving Wheaton College MFT students.

Practicum sites affiliated with the MFT program also hold the right to accept or reject MFT student practicum applicants based on specific site-related needs or other special selection criteria. Partnering sites may also lodge formal complaints with the MFT Clinical Training Coordinator regarding MFT practicum students and, if no suitable alternative can be reached, to terminate a student’s practicum placement in the midst of the practicum experience (provided proper notification of practicum termination has been given to all parties involved).

Site Supervisors and Seminar Group Leaders

Because students in their second year of the MFT program receive supervision from both their site supervisors and their seminar group leaders, it is important to distinguish between the roles of each individual.

Students’ site supervisors, employed by practicum sites partnering with the MFT program, take direct responsibility for students’ clinical work and the welfare of the clients under students’ care. By contrast, seminar group leaders do not assume direct professional responsibility for the clinical work being performed by their students. As such, if a conflict arises between the clinical feedback a student receives from his/her site supervisor and that of his/her seminar group leader, the student must prioritize the feedback given by the site supervisor, as it is the site supervisor who is responsible for the welfare of the clients under the student’s care.

Clinical Training Grievance Procedure

If a conflict arises between an MFT student and his/her practicum site supervisor (or other practicum site personnel), the following steps should be taken:

1. The student should first attempt to resolve the situation directly with the person/s involved.
2. If a suitable agreement cannot be reached, the student should document the concern in writing and discuss it with his/her seminar group leader.
3. If the student’s seminar group leader determines that the situation merits further investigation/intervention, the student will next appraise the MFT Clinical Training Coordinator of the situation to enlist his/her help in working toward a resolution.
4. The MFT Clinical Training Coordinator, in conjunction with the MFT Program Director (as needed), will then develop a plan to work with the student and his/her practicum site to resolve the situation in an amicable manner²⁴.

Students who have more general concerns about their pre-practicum, practicum, or advanced practicum experiences should feel free to discuss these with their faculty seminar group leader, the MFT Clinical Training Coordinator, and/or the MFT Program Director. A student may not terminate his/her practicum placement independently, nor without first completing the MFT program’s clinical training grievance procedures listed above.

If at the end of the grievance procedure process the student involved is found to have violated any MFT program policies and procedures or to have otherwise acted inappropriately, the student may be referred to the Wheaton College Psychology department’s Student Review Committee (SRC) for further remediation.

²⁴ A student may be kept in or removed from his/her practicum site placement regardless of the outcome of this grievance procedure.
VII. "IN PROGRESS" STATUS & ADVANCED CLINICAL PRACTICUM

Students who have not met the MFT program’s minimum clinical training requirements by the first week of May of their second year in the MFT program will be required to take an “in progress” (IP) grade for their spring semester practicum group. Depending on how many hours they still require, students may also be required to register for an advanced clinical practicum25. This advanced practicum allows students to remain actively enrolled in the MFT program past August 31st of their second year in the program while they work toward accruing the clinical hours they need in order to graduate.

Determining Need for IP Status and Advanced Practicum Enrollment

After students’ week #12 clinical training requirements status update meeting with their seminar leaders during the spring semester, the MFT Clinical Training Coordinator and MFT Program Administrator will meet to review the total client contact and supervision hours for each second year student. During this meeting the MFT Clinical Training Coordinator and MFT Program Administrator will determine students’ need for either 1) an IP status designation for their spring semester seminar group or 2) enrollment in the advanced clinical practicum course.

“In Progress” Status

Students who have accrued at least 180 client contact hours but who will not be able to meet the 300 total client contact hours requirement by the first week of May of their second year in the program will be given an “in progress” (IP) grade for their spring semester seminar group. This IP status allows students to continue pursuing their remaining client contact hours over the summer without enrolling in an advanced practicum seminar group and thereby missing their cohort’s graduation ceremonies.

Advanced Practicum Enrollment

All students who have accrued under 180 total client contact hours by the first week of May of their second year in the program will be required to enroll in advanced clinical practicum for the following fall semester. Furthermore, any student moving out-of-state after graduation may also request to be enrolled in advanced clinical practicum if they are moving to a state that requires them to accrue more than 300 pre-graduation client contact hours as a prerequisite for beginning that state’s licensure process26.

25 While students taking an “IP” for their spring semester seminar will be allowed to walk in the Wheaton College Graduate School graduation, those needing to enroll in one or more semesters of advanced clinical practicum will not be eligible to attend the graduation ceremonies at the end of their second year in the MFT program. Instead, they will have to wait to participate in graduation until which time they have completed the MFT program’s minimum clinical training requirements.

26 For example, some states require MFT students to accrue up to 500 pre-graduation client contact hours before they may begin the process of applying for MFT licensure. As such, students graduating the
IP Status Student Responsibilities

Students granted IP status will still be required to turn in their Time2Track hours reports on a monthly basis over the summer. These reports are to be sent to the MFT Program Administrator, with the final report (in which they demonstrate having accrued the appropriate number of client contact hours required for graduation) having been signed by the student’s site supervisor as well as the student.27 In working toward the completion of their hours, IP students are required to continue to participate in regular supervision at their practicum sites (i.e., participating in a minimum of at least 60 minutes of individual supervision per week or 90 minutes of group supervision per week). IP status students are also welcome to participate in voluntary group supervision sessions led by MFT program faculty throughout the summer.

Those IP students who have not yet completed their clinical hours requirements by August 1st will be required to fill out another Clinical Training Requirements Status Update form and email a copy of this document to the MFT Program Administrator, who will review these forms with the MFT Clinical Training Coordinator and determine the need for a student’s enrollment in advanced clinical practicum. Students who have less than 260 client contact hours accrued by August 1st will be required to enroll in advanced clinical practicum for the fall semester.

Advanced Clinical Practicum Responsibilities

Students required to enroll in one or more semesters of advanced clinical practicum will find that many of the responsibilities of advanced practicum are quite similar to the ones from their previous practicum experiences. One unique difference is that it is the student’s responsibility to ensure that they can extend their practicum work at their practicum sites until which time they have accrued enough client contact hours to graduate. If advanced practicum students are unable to extend their practicum work at their practicum site, they are responsible for finding an alternative placement.

Paperwork

Application for Advanced Clinical Practicum

Any student found to be in need of an advanced clinical practicum will be required to fill out an Application for Advanced Clinical Practicum form (a copy of which is located in Appendix O), indicating the site at which they will be working and providing contact

27 Once a student has demonstrated having completed all of the clinical training hours requirements, the MFT Program Administrator will officially change the student’s grade from “in progress” to “pass.” Once this grade change occurs, the student will have completed all of the requirements for graduation from the MFT program.
information for their site supervisor. They will turn this form in to the MFT Program Administrator, who will review each prospective site placement with the MFT Clinical Training Coordinator. Once site placement approval has been granted, the MFT Clinical Training Coordinator will pass the form on to the MFT Program Director, who will enroll the student in a one-credit advanced clinical practicum seminar.

**Learning Contract**

For those students beginning their advanced clinical practicum at a different site from the one at which they did their practicum work, a new *Learning Contract* (see Appendix I) must also be completed. Advanced practicum students must complete and turn in this contract to the MFT Program Administrator within two weeks of beginning at their new practicum sites. Students that have been at their advanced practicum sites for longer than two weeks and have yet to complete their learning contracts will be suspended from conducting any advanced practicum-related work until which time they turn in a completed contract to the MFT Program Administrator.

**Professional Liability Insurance**

All students enrolled in advanced practicum must also renew their AAMFT student membership and liability insurance by week #3 of the fall semester of their third year, providing proof of AAMFT professional liability insurance to their advanced practicum seminar group leader at this time. Students found to have out-of-date AAMFT membership and professional liability insurance will be suspended from their advanced practicum work until which time proof of professional liability insurance has been provided.

**Time2Track Hours Report**

Additionally, advanced clinical practicum students must continue to provide copies of their Time2Track hours reports to their advanced clinical practicum seminar leader according to the timeline designated in the Clinical Training Calendar (included in Section IX of this handbook). The last report of the semester must be signed by their site supervisor. Students who complete their clinical training requirements (and thus finish their advanced practicum work) before the semester’s end must also ensure that the final hours report they provide to their advanced practicum seminar group leader has been signed by their site supervisor.

**Clinical Training Requirements Status Update**

Students who have not completed all of their required client contact hours by week #11 of their first semester of advanced clinical practicum (i.e., the fall semester of their third

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28 Even if a student will be remaining at the same site at which they were placed for practicum, he/she is still required to complete this form.
29 AAMFT student membership and professional liability insurance may be renewed by logging in to the AAMFT website (www.aamft.org).
Practicum Student Evaluation

Students in need of more than 11 weeks of advanced clinical practicum will be asked to participate in a formal evaluation of their clinical work at their advanced practicum sites. As with the practicum experience, the Practicum Student Evaluation form (Appendix J) will be used to evaluate one’s advanced clinical practicum progress. The MFT Clinical Training Coordinator will send out the evaluation for each student’s site supervisor to complete while students will also be asked to fill out a self-evaluation of their practicum work using the same form. The student and site supervisor will then meet to review their assessments, make any needed amendments to the site supervisor’s evaluation copy, and then sign the site supervisor’s copy of the practicum evaluation form. After this meeting, the student and his/her advanced practicum seminar group leader will meet to review the site supervisor’s evaluation of the student’s clinical training experiences, at which point the advanced practicum seminar group leader may also comment on anything related to the student’s advanced practicum performance. At the end of this meeting, the advanced practicum seminar group leader will also sign the site supervisor’s copy of the practicum student evaluation form. Any student receiving one or more composite scores of “2” on his/her advanced practicum student evaluation will be referred to the MFT Clinical Training Coordinator for further advisement (and potential referral to the MFT Program’s Student Review Committee [SRC]); a referral to the SRC for one overall evaluation score of “2” may also be made at the discretion of the seminar leader. Any student receiving one or more composite scores of “1”, or two or more overall evaluation scores of “2”, will automatically be referred to the SRC for further evaluation and remediation. In these cases, seminar leaders are responsible for referring the student to the SRC in addition to notifying the MFT Clinical Training Coordinator of the evaluation score. Students required to complete this evaluation process will not be eligible to receive a grade for their fall semester advanced practicum seminar course until it has been fully completed.

Supervision

While accruing the client contact hours required for graduation, students in advanced clinical practicum must also ensure that they are continuing to receive adequate

30 Students who have less than 260 client contact hours accrued by week #11 of their first semester of advanced clinical practicum will be required to enroll in a second semester of advanced clinical practicum.
31 Information regarding the SRC body, its purpose, and its processes can be found in Sections II and V of the MFT Program Student Handbook.
supervision of their clinical work. Namely, they must keep up the required 1:5 ratio of client contact to supervision hours and continue to make use of raw data in their supervision experiences. Also, as distinct from their weekly practicum seminar group experiences, students enrolled in the advanced clinical practicum seminar will meet for supervision with their advanced practicum seminar leader only once or twice per month.

**Professional Comportment**

Students enrolled in advanced clinical practicum should treat their advanced practicum work as a continuation of their practicum work. As such, they are to abide by the same rules for professional comportment and ethical practice as noted in Section V of this handbook.

**Continued Advanced Clinical Practicum**

Students requiring more than one semester of advanced clinical practicum will continue to work in much the same fashion as they did with their first semester of advanced practicum. They will still be required to turn in their *Time2Track hours reports* to their advanced practicum seminar leader according to the timeline designated in the Clinical Training Calendar (included in Section IX of this handbook). Those in need of more than 11 weeks of advanced clinical practicum in their second semester of advanced practicum work will again be asked to participate in a formal evaluation of their clinical work via the *Practicum Student Evaluation* form. Of final note, students who have still not completed their clinical contact and supervision hours requirements by the end of a full academic year of advanced practicum work will be dealt with on a case-by-case basis.

---

32 As a reminder, all practicum sites (including those working with advanced practicum students) must provide their students with *at least* one hour of individual supervision per week or 90 minutes of group supervision per week.
VIII. POST-MASTERS LICENSING CONSIDERATIONS

After graduation, Wheaton College MFT program alumni begin the path to licensure as marriage and family therapists (LMFTs). Because licensing requirements vary from state to state (and throughout the world), it is recommended that prior to completing the MFT program students investigate the licensure requirements of the locations in which they plan to work after graduation in order to anticipate future licensing needs.

Resources

In preparing for LMFT licensure, the following websites may be of service to MFT students:

- **www.mft-license.com**: This website provides up-to-date information on the specific licensing requirements of all 50 states and can be of great help to those individuals looking to apply for licensure outside of Illinois.

- **www.amftrb.org**: This site offers helpful information on the LMFT national examination process, including access to a number of practice exam questions.

- **www.iamft.org**: This webpage offers current information regarding LMFT licensure requirements in the state of Illinois.

- **http://www.idfpr.com/profs/MarrFamTherapy.asp**: Although not terribly easy to navigate, this is the portal through which all individuals looking to become licensed as ALMFTs or LMFTs in the state of Illinois must go.

Requirements for Licensure in Illinois

**Associate Marriage and Family Therapist**

The Associate Marriage and Family Therapist (AMFT) designation is a provisional license good for five years which is intended to 1) offer credentials to individuals who are working toward licensure as LMFTs and 2) expedite the application process when one finally meets the requirements to apply to become an LMFT. It is important to note that AMFTs are not allowed to practice independently; rather, they must work under the supervision of a licensed clinician.

In order to become an AMFT, applicants must have completed a master's or doctoral degree in MFT (or a related field), have met the educational requirements for the LMFT, have completed at least 300 client contact hours, and have passed a criminal conduct/background check.
Licensed Marriage and Family Therapist

As opposed to AMFTs, LMFTs may practice independently. In order to become an LMFT in the state of Illinois, one must meet the four requirements listed below, clear a criminal conduct/background check, and pass the LMFT national exam.

- **Education:** Those applying to become an LMFT must have a master's or doctoral degree that has sufficiently covered a variety of MFT-related content. As the Wheaton College M.A. in MFT program is a COAMFTE-accredited MFT program, its students will have automatically met these coursework expectations.

- **Professional Work Experience:** LMFT applicants must also acquire 3000 postgraduate hours of clinical and non-clinical work experience. Non-clinical work experience may refer to work related to one’s clinical work but not clinical work itself (e.g., grant writing, record-keeping, case collaboration with other helping professionals).

- **Clinical Experience:** Of the aforementioned 3000 hours of professional work experience required to apply to become an LMFT, at least 1000 of these hours must relate to direct client contact and, of these 1000 hours, at least 350 must be relational in nature while at least another 350 must be individual.

- **Supervision:** While accruing the clinical hours necessary to apply for licensure, applicants must also complete 200 hours of supervision (at least 100 of which occur post-graduation) with an AAMFT-approved supervisor or a supervisor of equivalent status. (See Section II of this handbook for the details of what constitutes “equivalent status.”)

**Requirements for Licensure in Other States**

Because it is difficult to track and remain current with LMFT licensing requirements throughout all 50 states, students who know they will seek licensure outside of Illinois after graduating from the MFT program are encouraged to do the following:

- Visit [www.mft-license.com](http://www.mft-license.com) and research the licensing requirements of the state to which they plan to move after graduation.

- Get connected with LMFTs, or individuals in the process of becoming LMFTs, in the state to which they plan to move after graduation.

- Consult, as needed, with MFT faculty regarding the licensing requirements of the state to which they plan to move after graduation.
## IX: CLINICAL TRAINING CALENDARS

### FIRST YEAR CLINICAL TRAINING CALENDAR

#### FIRST YEAR—FALL SEMESTER

| Week #3 | - Turn in proof of AAMFT Professional Liability insurance to seminar group leader  
|         | - Begin pre-practicum live observations |
| Week #7 | - Turn in Time2Track Hours Report to seminar group leader (cumulative hours through August/September) |
| Week #11| - Turn in cumulative Time2Track Hours Report to seminar group leader (cumulative hours through October) |
| Week #13| - Take Case Formulation Examination in MAFT 634  
|         | - Complete Personal and Professional Comportment Evaluation with PPDG leader |
| Week #15| - Turn in Time2Track Hours Report to seminar group leader; seminar group leader signs log (cumulative hours through November) |
| Week #16| - Attend Practicum Information Exchange (PIE) |
| Finals Week | - Submit Letter of Recommendation Request forms to faculty |

#### FIRST YEAR—SPRING SEMESTER

| Week #15 | - Complete Pre-Practicum Student Evaluation with seminar group leader |
| Week #16 | - Turn in Time2Track Hours Report to seminar group leader; seminar group leader signs final report (cumulative hours through April) |
| After Securing Practicum Site | - Complete Application for Practicum and turn in to MFT Program Administrator  
|         | - Complete Permission to Release Educational Record Information form and turn in to MFT Program Administrator |
| Within Two Weeks of Beginning Practicum | - Turn in completed original copy of Learning Contract to MFT Clinical Training Coordinator |
### SECOND YEAR TRAINING CALENDAR

#### SECOND YEAR—FALL SEMESTER

<table>
<thead>
<tr>
<th>Week #</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>Turn in proof of AAMFT Professional Liability Insurance to seminar group leader</td>
</tr>
<tr>
<td>#7</td>
<td>Turn in Time2Track Hours Report to seminar group leader (cumulative hours through September)</td>
</tr>
<tr>
<td>#14</td>
<td>Meet with site supervisor to discuss fall semester Practicum Student Evaluation</td>
</tr>
</tbody>
</table>
| #15    | Turn in Time2Track Hours Report *signed by site supervisor* to seminar group leader (cumulative hours through November)  
  Complete Personal and Professional Comportment Evaluation with PPDG leader |
| #16    | Meet with seminar group leader to discuss fall semester Practicum Student Evaluation  
  Complete Clinical Training Requirements Status Update form #1 and discuss results with seminar group leader |

#### SECOND YEAR—SPRING SEMESTER

<table>
<thead>
<tr>
<th>Week #</th>
<th>Task</th>
</tr>
</thead>
</table>
| #12    | Complete Clinical Training Requirements Status Update form #2 and discuss results with seminar group leader  
  Determine, in conjunction with the MFT Clinical Training Coordinator, the possible need of an “IP” grade in spring seminar group and/or enrollment in the Advanced Clinical Practicum |
| #14    | Meet with site supervisor to discuss spring semester Practicum Student Evaluation |
| #16    | Meet with seminar group leader to discuss spring semester Practicum Student Evaluation  
  Turn in Time2Track Hours Report *signed by site supervisor* to seminar group leader (cumulative hours through April) |
| Finals Week | Turn in Post-Placement Site Evaluation to MFT Program Administrator |
## ADVANCED PRACTICUM TRAINING CALENDAR

### ADVANCED PRACTICUM—FALL SEMESTER

<table>
<thead>
<tr>
<th>Week #3</th>
<th>Turn in proof of AAMFT Professional Liability Insurance to seminar group leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #11</td>
<td>Complete Clinical Training Requirements Status Update form #4, discuss results with seminar group leader, and determine the need for another semester of Advanced Clinical Practicum</td>
</tr>
<tr>
<td>Week #14</td>
<td>Meet with site supervisor to discuss fall semester Practicum Student Evaluation (if student has not completed all required clinical hours by Week #11 of the fall semester)</td>
</tr>
<tr>
<td>Week #15</td>
<td>Turn in Time2Track Hours Report <em>signed by site supervisor</em> to seminar group leader (cumulative hours through November)</td>
</tr>
<tr>
<td>Week #16</td>
<td>Meet with seminar group leader to discuss fall semester Practicum Student Evaluation (if student has not completed all required clinical hours by Week #11 of the semester)</td>
</tr>
</tbody>
</table>

### ADVANCED PRACTICUM—SPRING SEMESTER

<table>
<thead>
<tr>
<th>Week #11</th>
<th>Complete Clinical Training Requirements Status Update form #5, discuss results with seminar group leader, and determine the need for an “IP” grade for spring advanced practicum group and/or enrollment in another semester of Advanced Clinical Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #14</td>
<td>Meet with site supervisor to discuss spring semester Practicum Student Evaluation (if student has not completed all required clinical hours by Week #12 of the semester)</td>
</tr>
</tbody>
</table>
| Week #16 | Meet with seminar group leader to discuss spring semester Practicum Student Evaluation (if student has not completed all required clinical hours by Week #11 of the semester)  
| | Turn in Time2Track Hours Report *signed by site supervisor* to seminar group leader (cumulative hours through April) |
| **Finals Week** | Turn in Post-Placement Site Evaluation to MFT Program Administrator |
Appendix A: Registration Form for Pre-Practicum/Practicum & PPDG

Wheaton College
M.A. in Marriage and Family Therapy Program

Registration Form for Pre-Practicum/Practicum & PPDG

This form must be completed, including approval signature, before a student can register for a pre-practicum or practicum and personal and professional development group (PPDG). Second year students must obtain a practicum site placement prior to being eligible to register for practicum. Bring this completed and signed application to the MFT Program Administrator for processing.

Name_________________________ Student # _______ CPO# _______

Check the level of Clinical Training experience you will be completing:

<table>
<thead>
<tr>
<th>Pre-Practicum I/II</th>
<th>Practicum I/II</th>
</tr>
</thead>
</table>

Please list the full organization name and city/state where you will be doing your practicum (*this section is for 2nd year students only*):

Name: ____________________________________________
Address: _________________________________________
City: __________________________ State: _______ Zip: _______
Telephone #: ________________________________

Name and credentials of supervisor(s): __________________________________________

Expected dates of clinical training – From: _______ To: _______

Total number of expected clock hours in this clinical training experience: _______

Registration Information (select each term that applies)

<table>
<thead>
<tr>
<th>Course # and Section</th>
<th>Course Description</th>
<th>Register (indicate w/ √)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFT 695/697</td>
<td>Pre-Practicum I &amp; II</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAFT 661/662</td>
<td>PPDG I &amp; II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAFT 698/699</td>
<td>Practicum I &amp; II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAFT 663/664</td>
<td>PPDG III &amp; IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student ___________________________ Date ____________

Approval Signature:
Program Director __________________________________ Date ____________
PPDG Leader ___________________________ Course # ___ Section # ___ CRN _______
Practicum Seminar Faculty _______________ Course # ___ Section # ___ CRN _______

(Scan then send Original to Grad Records Analyst for Registration)

REGISTRAR'S OFFICE USE ONLY: Added to transcript by ______________ Date __________

Rev 2016
Appendix B: Proof of Professional Liability Insurance Example

Certificate of Insurance (Proof of Coverage)         Date Issued: (9/17/2013)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER.
THIS CERTIFICATE DOES NOT AMEND, EXTEND, OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

<table>
<thead>
<tr>
<th>Insured Name and Mailing Address*</th>
<th>Program Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Administered By:</td>
</tr>
<tr>
<td>Street</td>
<td>CPH and Associates</td>
</tr>
<tr>
<td>City</td>
<td>711 S. Dearborn, Suite 205</td>
</tr>
<tr>
<td>State IL</td>
<td>Chicago, IL 60605</td>
</tr>
<tr>
<td>Zip 60187</td>
<td>P. 312-987-9823 F. 312-987-0902</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:info@cphins.com">info@cphins.com</a></td>
</tr>
<tr>
<td></td>
<td>Underwritten By:</td>
</tr>
<tr>
<td></td>
<td>Philadelphia Indemnity Insurance Company</td>
</tr>
</tbody>
</table>

*Additional insured locations are often requested by individual business owners who have more than one office.
Your coverage is portable, meaning that you are covered at any location for practice under the occupation(s) listed on your policy.

Your coverage is portable, meaning that you are covered at any location for practice under the occupation(s) listed on your policy.

**If holder has also been added to the policy as an additional insured:**

<table>
<thead>
<tr>
<th>Policy #: PH/PE150547</th>
<th>Effective Date: (8/31/2013)</th>
<th>Expiration Date: (8/31/2014)</th>
</tr>
</thead>
</table>

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD
INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH
RESPECT BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH
POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

<table>
<thead>
<tr>
<th>Limits of Liability</th>
<th>Coverage Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Occurrence</td>
<td>Aggregate</td>
</tr>
<tr>
<td>(Per individual claim)</td>
<td>(Total amount per policy year)</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Commercial General Liability</td>
</tr>
<tr>
<td></td>
<td>Includes: General Liability, Fire &amp; Wind, Legal Liability and Personal Liability</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Property Coverage</td>
</tr>
<tr>
<td></td>
<td>Supplemental Liability</td>
</tr>
<tr>
<td>$35,000</td>
<td>$35,000</td>
</tr>
<tr>
<td></td>
<td>State Licensing Board Investigation Defense Coverage</td>
</tr>
<tr>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>$10,000</td>
<td>$35,000</td>
</tr>
<tr>
<td>$5,000/person</td>
<td>$50,000</td>
</tr>
<tr>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>First Aid Coverage</td>
</tr>
<tr>
<td></td>
<td>Assault Coverage</td>
</tr>
<tr>
<td></td>
<td>Deposition Expense Benefit</td>
</tr>
<tr>
<td></td>
<td>Medical Expense Coverage</td>
</tr>
</tbody>
</table>

Description/Special Provisions:

Certificate Holder

Proof of Coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

Holder has also been added to the policy as an additional insured:**

**If the certificate holder is an ADDITIONAL INSURED, the policy (ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER: The Certificate of Insurance does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend, or alter the coverage afforded by the policies listed thereon.
# Appendix C: Time2Track Client Contact and Supervision Hours Report Example

## Activity Summary


### Hours by Treatment Setting

<table>
<thead>
<tr>
<th>Treatment Setting</th>
<th>Relational Direct</th>
<th>Individual Direct</th>
<th>Supervision</th>
<th>Indirect/Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/School Clinic</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>22.00</td>
</tr>
<tr>
<td>Community Mental Health</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Outreach (Community Mental Health)</td>
<td>36.00</td>
<td>41.75</td>
<td>0.00</td>
<td>173.00</td>
<td>340.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.75</td>
<td>15.75</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>37.00</strong></td>
<td><strong>41.75</strong></td>
<td><strong>0.00</strong></td>
<td><strong>173.75</strong></td>
<td><strong>252.50</strong></td>
</tr>
</tbody>
</table>

### Hours by Type

#### Relational Direct

- Couples Therapy: 1.00 hours
- Family Therapy: 36.00 hours
- **Total**: 37.00 hours

#### Individual Direct

- Individual Therapy: 41.75 hours
- **Total**: 41.75 hours

#### Supervision

- **Hours**: 0.00
- **Total**: 0.00

#### Indirect/Support

- Administration: 46.25 hours
- Case Conferences: 0.50 hours
- Case Management: 0.50 hours
- Chart Review: 6.50 hours
- Clinical Writing/Progress Notes: 42.00 hours
- Professional Consultation: 0.75 hours
- Professional Development: 11.50 hours
- Reading/Research/Preparation: 24.25 hours
- Seminars/Didactic Training: 5.00 hours
- Staff Meeting: 36.50 hours
- **Total**: 173.75 hours

## Assessment Totals

<table>
<thead>
<tr>
<th>Level</th>
<th>Administered</th>
<th>Report</th>
<th>Research</th>
<th>Integrated Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children/Adolescents</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adult</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix D: Pre-Practicum Student Evaluation

PRE-PRACTICUM STUDENT EVALUATION

Student Name: ____________________________

Semester/Year of Evaluation: _________________

Pre-Practicum Site: __________________________

Seminar Group Leader: _______________________

Please Use the Following Scale in Rating the Competencies Below:

<table>
<thead>
<tr>
<th>Does Not Apply</th>
<th>Well Below Expectations</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

N/A = The seminar leader does not have enough information to evaluate this area of student competency.

1 = The student’s performance in this area of competency is significantly below that which is expected by the seminar leader, and may be a sign that the student is not qualified to continue as a marriage and family therapist in training.

2 = The student’s performance does not meet the seminar leader’s expectations in this area of competency, and indicates that the student requires further assistance in developing skills in this area.

3 = The student’s performance meets the seminar leader’s expectations in this area of competency, and is on par with the performance of other students at the same level of development.

4 = The student’s performance exceeds expectations in this area of competency, ranking among the top 25% of students with whom the seminar leader has worked.

5 = The student demonstrates truly exceptional skills in this area of competency, ranking among the top 5% of students with whom the seminar leader has worked.
I. Clinical Competency: Broadly defined, clinical competency relates to the degree to which practicum students demonstrate developmentally appropriate clinical assessment and interventive skills that are consistent with the AAMFT Code of Ethics, the guidelines of the Commission on Accreditation for Marriage and Family Therapy Education, and the philosophy of the Wheaton College MFT program. (Please circle only one number for each criterion listed below.)

| A) Familiarity with Therapy Models and Theories | N/A | 1 | 2 | 3 | 4 | 5 |
| B) Assessment of Clinical Observations | N/A | 1 | 2 | 3 | 4 | 5 |
| C) Application of MFT Theory to Clinical Observations | N/A | 1 | 2 | 3 | 4 | 5 |
| D) Ideas for Treatment related to Clinical Observations | N/A | 1 | 2 | 3 | 4 | 5 |

Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Composite Evaluation of Clinical Competency

II. Relational Competency: Demonstration of relational competency involves the degree to which practicum students professionally relate to their clients, supervisors, and other colleagues. This competency area also considers a student’s level of self-awareness and emotion regulation in relation to others.

| A) Demonstration of Self-Awareness within All Pre-Practicum-Related Environments | N/A | 1 | 2 | 3 | 4 | 5 |
| B) Ability to Regulate Emotion with Supervisors and Colleagues | N/A | 1 | 2 | 3 | 4 | 5 |
| C) Effective and Appropriate Communication with Supervisors and Colleagues | N/A | 1 | 2 | 3 | 4 | 5 |
| D) Professional Comportment in All Assigned Tasks | N/A | 1 | 2 | 3 | 4 | 5 |
Comments: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________________________________________

__________________________________________________________

 Composite Evaluation of Relational Competency                  N/A  1    2    3    4    5

III. Interpersonal Justice Competency: This competency area relates to the ways in which
practicum students understand, integrate, and value diversity and justice in all aspects of their
clinical training. Interpersonal justice also connotes the degree to which students are sensitive to
and intervene in the larger contexts (e.g., community, society, culture) in which their clients are
embedded.

A) Sensitivity to Culture, Context, and Diversity in All
Pre-Practicum-Related Environments                  N/A  1    2    3    4    5

B) Consideration of Clients’ Larger Systemic Contexts in
Assessing and Proposing Treatment Based on Clinical
Observations                                      N/A  1    2    3    4    5

Comments: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________________________________________

__________________________________________________________

 Composite Evaluation of Interpersonal Justice
Competency                                              N/A  1    2    3    4    5

IV. Christian Distinctiveness: The Christian distinctiveness competency area relates to the ways in
which practicum students balance and integrate the tenets of their Christian faith with the ethical
practice of marriage and family therapy. This competency area may not be applicable to all
practicum sites at which Wheaton College MFT students have been placed.
| A) Demonstration of Understanding and Balance between Personal Spiritual Beliefs and Beliefs of Clients Being Observed in Therapy | N/A | 1 | 2 | 3 | 4 | 5 |
| B) Application of the Integration of MFT and Christian Faith to Clinical Observations | N/A | 1 | 2 | 3 | 4 | 5 |

Comments: 

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Composite Evaluation of Christian Distinctiveness | N/A | 1 | 2 | 3 | 4 | 5 |

______________________________________________________________________________

Evaluation of Student’s Overall Pre-Practicum Performance | N/A | 1 | 2 | 3 | 4 | 5 |

Additional Comments: 

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

FOR USE BY TRAINING DEPARTMENT ONLY:

Seminar Group Leader: CR NC I
MFT Clinical Training Coordinator: CR NC I

MFT Clinical Training Coordinator Signature Date
Appendix E: Personal and Professional Comportment Evaluation (1st Year)

PERSONAL AND PROFESSIONAL COMPORMENT EVALUATION (1ST YEAR)

Student Name: ___________________________ Date:___________
PPDG Leader: _____________________________

Please use the following scale in completing the items listed below:
Serious Concern = 1  Developing Skills = 2  Meets Expectations = 3  Exceptional Skills = 4

I. Relational Competency – Trainees are emotionally and relationally prepared to attend PIE and begin the practicum site selection process.

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains healthy interpersonal boundaries with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-awareness and emotional regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates insight into family of origin relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to communicate effectively with others</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates awareness of individual and cultural differences</td>
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</tbody>
</table>

Comments: _____________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

II. Professional Comportment – Trainees are professionally prepared to attend PIE and begin the practicum site selection process.

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional behavior with faculty/peers</td>
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<tr>
<td>Avoids tardy behavior or unexcused absences</td>
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<tr>
<td>Responds to feedback from faculty/peers</td>
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<tr>
<td>Shows respect to others with different opinions/beliefs</td>
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<tr>
<td>Demonstrates commitment to the MFT program</td>
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</tr>
</tbody>
</table>
Please evaluate student’s overall personal and professional comportment (circle one):

Serious Concern = 1  Some Concern = 2  No Concern = 3

No Concern = When a student’s personal and professional comportment in the MFT program meets or exceeds program objectives and expectations.

Some Concern = When a student is having one or more difficulties, personal or professional, that should be assessed more closely.

Serious Concern = When the personal and professional performance of a student is significantly below expectations. This rating indicates that the student’s progress in the program should be reviewed as soon as possible. Any student given a rating of Serious Concern will automatically be referred to the SRC for further review.

Comments: ____________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

PPDG Leader Signature ___________________________ Date ________________

FOR USE BY MFT CLINICAL TRAINING DEPARTMENT ONLY:

Refer to Student Review Committee: Yes No

Refer to Training Committee: Yes No

Signature ___________________________ Date ________________
Appendix F: Letter of Recommendation Request Form

M. A. in Marriage and Family Therapy Program

LETTER OF RECOMMENDATION REQUEST FORM

Student: ____________________________

Faculty: ____________________________

Information for Faculty:
(Use additional pages to provide the following information for faculty.)

- **Experience with Faculty**: Describe your interactions with this faculty. Include courses taken, TA work, research work, et cetera.
- **Strengths**: What are some of the outstanding things you would like emphasized in your recommendations? Describe experiences that make you particularly qualified for the sites you have chosen.
- **Rationale**: Explain why you are applying to each of your chosen sites.

Sites: List sites requiring letters of recommendation on your behalf.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Confidentiality Agreement:
I explicitly covenant with the Wheaton College M.A. in MFT program that I will not open any recommendation letters I have received from faculty and that I will deliver all letters unopened to the proper recipients. I understand confidential information may be contained within and is intended for the letter recipients only.

__________________________________________  _________
Student Signature                           Date

Submission Instructions:
Provide faculty with 1) a copy of this form (one per faculty), 2) any additional associated paperwork, and 3) your CV/resume by the end of Fall semester.
Appendix G: Application for Practicum

M. A. in Marriage and Family Therapy Program

Application for Practicum
(MFT Students Complete First Page Only)

Name: ____________________________ Student #: __________________

Site Name: __________________________

Site Address: __________________________

City: __________________________ State: ____ Zip: ______________

Telephone #: __________________________

Name and credentials of supervisor(s): __________________________

Supervisor(s) email address: __________________________

Expected dates of clinical training – From: _____/_____ To: _____/_____

   Mo   Yr   Mo   Yr

Expected client contact hours at practicum site: ______ No. of credit hours: ___4___

   ( > 250 hours)

Student Signature: __________________________ Date: ______________

Approval Signature/s:

MFT Clinical Training Coordinator: ________________ Date: ______________

Global & Experiential Learning: __________________________ Date: ______________

(For students applying for international practicum placement only)

The MFT Clinical Training Coordinator must approve your application for practicum before you
the MFT Program Director can register you for your second year clinical practicum seminars
(MAFT 698 & MFT 699) and second year personal and professional development groups
(MAFT 663 & MFT 664).
Appendix H: Permission to Release Educational Record Information

Permission to Release Educational Record Information

I give permission for the Wheaton College M.A. in Marriage & Family Therapy program
to release information to and receive information from ____________________________
(Name of Practicum Site)
regarding my academic and clinical performance as relates to my clinical training. I
understand that the purpose of this release is for the MFT program and my practicum
site to coordinate with each other regarding my professional and clinical growth. I
further understand that this release will be effective from today’s date (listed below)
through the end of my practicum experience.

__________________________________________
Student Name (Printed)

__________________________________________  ________________
Student Signature                        Date
Appendix I: Learning Contract

M.A. in Marriage & Family Therapy Program

Learning Contract for M.A. in MFT Practicum Experience

Training Year: 20___ – 20___

Student: ____________________________

Agency: ____________________________

Clinical Supervisor: ____________________________

Profession: ______ License #: ______ Status: ______

Primary Supervisor: ____________________________
(if different)

Profession: ______ License #: ______ Status: ______

SUPERVISOR CRITERIA:
The primary clinical supervisor of all Wheaton College M.A. in MFT students must be appropriately licensed clinicians (e.g., LMFT, LCPC, LCSW) with at least 5 years of post-licensure clinical experience.

Practicum Site Clinical Training and Supervisory Expectations

Clinical Training: Sites partnering with the Wheaton College MFT program must provide MFT students with a practicum experience lasting from 9 to 12 months in duration, including at least 300 hours of client contact, at least 150 of which must involve work with couples and/or families in therapy.

1. Practicum will begin _______ and end on _______
   mm/dd/yy     mm/dd/yy

2. Expected number of hours student will be on site per week: _______

3. Expected days student will be on site each week: ____________________________

4. Expected clinical activities by approximate number of hours per week (or month, where applicable):
   a) Individual therapy _______ per _______
   b) Couple therapy _______ per _______
   c) Family therapy _______ per _______
   d) Group therapy _______ per _______
   e) Other clinical activities _______ per _______
Supervision: Clinical supervisors working with Wheaton College M.A. in MFT students must provide a minimum of 60 minutes of individual supervision, or 90 minutes of group supervision (with a desired maximum of 4 to 5 other practicum students in attendance), each week. If the clinical supervisor is ill or otherwise unavailable, MFT students must be provided with alternative supervision from another qualified supervisor.

1. Expected supervision and training activities by approximate number of hours per week/month:

a) Individual supervision: _________ per _________

b) Group supervision: _________ per _________

c) Live supervision*: _________ per _________

d) Staff meetings: _________ per _________

e) Other trainings: _________ per _________

*Live supervision refers to live observation of a student’s therapy session (from behind a one-way mirror or over a live video feed) or incorporation of video/audio recordings of a student’s recent therapy sessions in supervision. Wheaton College MFT students must receive at least 20 hours of live supervision during their practicum experience.

2. Setting of weekly supervision meetings:

Location: ________________________________________________

Day: ________________ Time: ____________ to ____________

3. Clinical supervisor’s style of supervision:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

4. Clinical supervisor’s expectations of student supervisee:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
5. Student supervisee's expectations of clinical supervisor:


6. Student supervisee's goals for supervision experience:


7. (If applicable) If the student will be supervised by more than one supervisor, please detail the specific roles of each supervisor involved:


8. If the event of a clinical emergency that occurs when the clinical supervisor is not on site³, he/she may be reached by the following means:

   Office phone: ________________________________

   Cell phone: ________________________________

   Email address: ________________________________

³ If a client, co-worker, or oneself is in imminent danger, the student will first call 9-1-1 and then contact the site supervisor.
9. If the clinical supervisor cannot be reached in the event of a clinical emergency, the following individual should be contacted:

Name: __________________________________________________________

Affiliation to site: ________________________________________________

Phone number: ___________________________________________________

Email address: ____________________________________________________

Other Logistical Concerns/Expectations

1. The student will be allowed the following amount of time off during the course of the practicum experience:

   Sick leave: _________ days   Vacation: _________ days   Holidays: _________ days

2. The student will use the following procedure to request time off:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. The clinical supervisor may use the following information to contact the student in the event that the supervisor needs to reach the student when the student is not on site:

   Cell phone: ___________________________________________________

   Home phone: __________________________________________________

   Email address: ________________________________________________

4. In the event of an emergency involving the student, the clinical supervisor may contact:

   Name: _________________________________________________________

   Relationship to student: _________________________________________

   Phone number: _________________________________________________

   Email address: ________________________________________________
5. In the event of client cancellation, the student is expected to:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

6. As required, the following remediation plan will be used to resolve any disagreements/conflicts involving the student and the site:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________

Documents to Be Completed During MFT Student Practicum Experience:

1. **Learning Contract**: To be completed by the student and the clinical supervisor within the first two weeks of the beginning of training at the student’s practicum site.

2. **Practicum Student Evaluation**: To be completed by the clinical site supervisor and the student both mid-year and at the end of training at the student’s practicum site. Copies of these forms will be provided to the student and the site supervisor by the MFT Clinical Training Coordinator.

3. **Time2Track Hours Log**: To be completed by the student on a monthly basis while engaged in practicum work, and signed mid-year and at the end of training by the clinical supervisor as a means of verifying the student’s clinical training experience.
The information recorded in the Learning Contract above is correct to the best of my knowledge. I will endeavor to uphold this contract through the training experience.

Changes in the contract prior to or during the time that it is in effect can be made if agreed upon by all parties. All changes should be made in writing or attached to the original contracts, initialed, and resubmitted to the MFT Clinical Training Coordinator.

By signing below, I understand that I am training under my supervisor’s license. I will act in compliance with the AAMFT Code of Ethics, including accurately recording all practicum hours and activities, accurately maintaining clinical records, and acting under the guiding principles of beneficence and nonmaleficence. Additionally, when I am unsure of my ethical and professional responsibilities, I will communicate my concerns to my supervisors and my academic training department, always practicing good judgment and consulting as needed.

__________________________
Student Name (Printed)

__________________________  ________________
Student Signature  Date

By signing below, I agree that the student’s experience will be performed under my direction and professional responsibility as a supervisor. As a supervising clinician, I will adhere to the AAMFT Code of Ethics or other relevant ethical codes (e.g., American Counseling Association), and agree that the above stated clinical activities are within my competence to supervise. I agree to discuss concerns about the student’s performance with the student and with the student’s academic training department, if indicated.

__________________________
Clinical Supervisor Name (Printed)

__________________________  ________________
Clinical Supervisor Signature  Date

MFT students, after having completed and signed this contract with your site supervisor, please:
1. Give the original document to the MFT Program Administrator.
2. Give a copy of this document to your Clinical Supervisor.
Appendix J: Practicum Student Evaluation

M.A. in Marriage and Family Therapy Program

PRACTICUM STUDENT EVALUATION

Student Name: ________________________________________________________________

Student ID: _______________ Semester of Evaluation: ________________

Practicum Site: ________________________________________________________________

Site Supervisor: ___________________________ Profession: ____________________________

License #: ________________________

For Use By Training Department Only: CR NC

Please Use the Following Scale in Rating the Competencies Below:

<table>
<thead>
<tr>
<th>Does Not Apply</th>
<th>Well Below Expectations</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

N/A = The supervisor does not have enough information to evaluate this area of competency.

1 = The student’s performance in this area of competency is significantly below that which is expected by the supervisor at this stage of clinical training, and may be a sign that the student is not qualified to continue as a marriage and family therapist in training.

2 = The student’s performance does not meet the supervisor’s expectations in this area of competency, and indicates that the student requires further assistance in developing skills in this area.

3 = The student’s performance meets the supervisor’s expectations in this area of competency, and is on par with the performance of other students at the same level of development.

4 = The student’s performance exceeds expectations in this area of competency, ranking among the top 25% of students with whom the supervisor has worked.

5 = The student demonstrates truly exceptional skills in this area of competency, ranking among the top 5% of students with whom the supervisor has worked.
I. **Clinical Competency:** Broadly defined, clinical competency relates to the degree to which practicum students demonstrate developmentally appropriate clinical assessment and interventional skills that are consistent with the AAMFT Code of Ethics, the guidelines of the Commission on Accreditation for Marriage and Family Therapy Education, and the philosophy of the Wheaton College MFT program. (Please circle only one number for each criterion listed below.)

| A) Familiarity with Therapy Models and Theories | N/A | 1 | 2 | 3 | 4 | 5 |
| B) Establishment of Treatment Alliance with Clients | N/A | 1 | 2 | 3 | 4 | 5 |
| C) Clinical Assessment and Diagnosis | N/A | 1 | 2 | 3 | 4 | 5 |
| D) Treatment Planning and Case Management | N/A | 1 | 2 | 3 | 4 | 5 |
| E) Execution of Therapeutic Interventions | N/A | 1 | 2 | 3 | 4 | 5 |
| F) Integration of Systemic Theory/Practice of Therapy | N/A | 1 | 2 | 3 | 4 | 5 |
| G) Adherence to Legal and Ethical Standards | N/A | 1 | 2 | 3 | 4 | 5 |
| H) Use of and Response to Clinical Supervision | N/A | 1 | 2 | 3 | 4 | 5 |

Comments:  


Composite Evaluation of Clinical Competency

| N/A | 1 | 2 | 3 | 4 | 5 |

II. **Relational Competency:** Demonstration of relational competency involves the degree to which practicum students professionally relate to their clients, supervisors, and other colleagues. This competency area also considers a student’s level of self-awareness and emotion regulation in relation to others.

| A) Demonstration of Self-Awareness within All Professional Contexts | N/A | 1 | 2 | 3 | 4 | 5 |
| B) Ability to Regulate Emotion with Clients, Supervisors, and Colleagues | N/A | 1 | 2 | 3 | 4 | 5 |
| C) Effective and Appropriate Communication with Clients, Supervisors, and Colleagues | N/A | 1 | 2 | 3 | 4 | 5 |
| D) Professional Comportment in All Assigned Tasks | N/A | 1 | 2 | 3 | 4 | 5 |
III. Interpersonal Justice Competency: This competency area relates to the ways in which practicum students understand, integrate, and value diversity and justice in all aspects of their clinical training. Interpersonal justice also connotes the degree to which students are sensitive to and intervene in the larger contexts (e.g., community, society, culture) in which their clients are embedded.

<table>
<thead>
<tr>
<th>A) Sensitivity to Culture, Context, and Diversity in Therapy, Supervision, and other Professional Situations</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) Intervention in Clients’ Larger Systemic Contexts</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C) Participation in Service to Underserved Populations (e.g., racial/ethnic/sexual minorities, low-income families)</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

IV. Christian Distinctiveness: The Christian distinctiveness competency area relates to the ways in which practicum students balance and integrate the tenets of their Christian faith with the ethical practice of marriage and family therapy. This competency area may not be applicable to all practicum sites at which Wheaton College MFT students have been placed.
<table>
<thead>
<tr>
<th>A) Demonstration of Understanding and Balance between Personal Spiritual Beliefs and Ethical Clinical Practice</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) Application of the Integration of MFT and Christian Faith to Clinical Practice</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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Comments:  

_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________

Composite Evaluation of Christian Distinctiveness  

<table>
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<tr>
<th>Evaluation of Student’s Overall Practicum Performance</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Additional Comments:  

_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________  
_______________________________________________________________________________

Site Supervisor Signature and Date  

Student Signature and Date  

Refer to Training Committee:  

Yes ____  No ____

FOR USE BY TRAINING DEPARTMENT ONLY:

Practicum Site:  
Seminar:  
Training Dept.:  

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<th>CR</th>
<th>NC</th>
<th>I</th>
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</tbody>
</table>

Signature  

Date  

4
Appendix K: Clinical Training Requirements Status Update

M.A. in Marriage and Family Therapy Program

**MFT CLINICAL TRAINING REQUIREMENTS STATUS UPDATE**

Student Name: ________________________________

Semester (Fall, Spring, or Summer): ____________ Year in Program (2nd or 3rd): ________

**Client Contact Hours**
(As a reminder, you need 300 total client contact hours to graduate, 150 of which must be conjoint. No more than 100 client contact hours may come from indirect client contact. Please see page 25 of the MFT Clinical Training Handbook for more information on how your graduation status may be affected by the number and type of clinical hours you have accrued to date.)

Total Client Contact Hours: ____________

Total Direct Client Contact: ____________

Total Indirect Client Contact: ____________

Total Individual Hours: ____________

Total Relational Hours: ____________

(i.e., couple/family)

**Supervision Hours**

Total Supervision Hours: ____________

Total Hours of Supervision Based on Raw Data: ____________

(i.e., live supervision, video/audio recordings)

Ratio of Client Contact to Supervision Hours: ____________

(Total supervision hours ÷ total client contact hours; must be > .20)

Student Signature: ________________________________ Date: ______________

Seminar Leader Signature: ________________________________ Date: ______________
Appendix L: Personal and Professional Comportment Evaluation (2\textsuperscript{nd} Year)

Wheaton College
M.A. in Marriage and Family Therapy Program

PERSONAL AND PROFESSIONAL COMPORTMENT EVALUATION (2\textsuperscript{ND} YEAR)

Student Name: ___________________________ Date: ____________
PPDG Leader: ____________________________

Please use the following scale in completing the items listed below:
Serious Concern = 1  Developing Skills = 2  Meets Expectations = 3  Exceptional Skills = 4

I. Relational Competency – \textit{Student demonstrates emotional and relational maturity with peers and authorities, and is able to explore how personal upbringing affects present functioning.}

<table>
<thead>
<tr>
<th>Maintain healthy interpersonal boundaries with others</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate self awareness and emotional regulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrate insight into family of origin relationships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrate ability to communicate effectively with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrate awareness of individual and cultural differences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________
________________________________________________________________________
________________________________________________________________________

II. Professional Comportment – \textit{Student demonstrates professionalism in interactions with peers, clients, and faculty across classroom and clinical settings.}

<table>
<thead>
<tr>
<th>Demonstrate professional behavior with faculty/peers</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoids tardy behavior or unexcused absences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Responds to feedback from faculty/peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Shows respect to others with different opinions/results</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrate commitment to the MFT program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Please evaluate student’s overall personal and professional comportment (circle one):

Serious Concern = 1    Some Concern = 2    No Concern = 3

No Concern — When a student’s personal and professional comportment in the MFT program meets or exceeds program objectives and expectations.

Some Concern — When a student is having one or more difficulties, personal or professional, that should be assessed more closely.

Serious Concern — When the personal and professional performance of a student is significantly below expectations. This rating indicates that the student’s progress in the program should be reviewed as soon as possible. Any student given a rating of Serious Concern will automatically be referred to the SRC for further review.

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PPDG Leader Signature ___________________________ Date __________

FOR USE BY MFT CLINICAL TRAINING DEPARTMENT ONLY:

Refer to Student Review Committee: ☐ Yes ☐ No

Refer to Clinical Training Committee: ☐ Yes ☐ No

Signature ___________________________ Date __________
Appendix M: International Practicum Placement Agreement

M.A. in Marriage and Family Therapy Program

INTERNATIONAL PRACTICUM PLACEMENT AGREEMENT

Criteria for MFT Student Placement

International organizations/agencies partnering with Wheaton College marriage and family therapy (MFT) students must be able to offer Wheaton MFT students the following:

- A practicum experience that lasts for a minimum of 6 to 8 weeks.
- Supervision provided by a licensed clinician (following the standards for licensure in whatever country the student is working) with at least 5 years of post-licensure practice experience.
- At least 1.5 hours of group supervision, or 1 hour of individual supervision, per week.
- At least 1 hour of supervision per every 5 clients seen by the student (i.e., a 1:5 ratio of supervision to client contact hours).
- Access to technology capable of facilitating 1-hour bi-weekly Skype sessions with MFT program faculty at Wheaton College.
- On-site support, meaning the site supervisor and student are both working at the same location (e.g., community agency, private practice, church, mission agency, hospital setting), with the understanding that the supervisor’s and student’s hours of service may be different.

Consent

I hereby agree to meet the aforementioned criteria for Wheaton College MFT students engaged in international practicum work. In the event that my organization or I am no longer able to meet any or all of the criteria listed above, I also agree to immediately notify the MFT student(s) with whom I am working. Furthermore, I understand that I am to contact the Wheaton College MFT clinical training coordinator* with any questions or concerns I have about any MFT student(s) with whom I am working.

Site Supervisor: ___________________________       Credentials: ___________________________

Organization Name: ___________________________ Location: ___________________________

Signature: ___________________________       Date: ________________

*Dr. Jake Johnson is the Wheaton College MFT Clinical Training Coordinator. He may be reached at 630-752-5431 or at jake.johnson@wheaton.edu
Appendix N: Post-Placement Site Evaluation

### MFT Post-Placement Site Evaluation

#### Practicum Placement Information

Please provide the following information regarding your practicum site.

1. Site Name:
   
2. Location
   
3. Dates of Placement:
   
<table>
<thead>
<tr>
<th>MM</th>
<th>DD</th>
<th>YYYY</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Placement Start Date: [ ] / [ ] / [ ]

   Placement End Date: [ ] / [ ] / [ ]

4. Name of Primary Supervisor:

5. Supervisor License (e.g., LMFT, LCPC, LCSW):
   
   Please fill in the table with the required information.
6. Please rate your level of satisfaction with the following aspects of your practicum experience:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Supervisor's Overall Clinical Knowledge</th>
<th>Supervisor's Systemic Knowledge</th>
<th>Amount of Supervision Received</th>
<th>Quality of Relationship with Supervisor</th>
<th>Amount of Overall Clinical Work Available</th>
<th>Access to Couple/Family Clients</th>
<th>Access to Work with Diverse Clientele</th>
<th>Site Support of Christian Integration in Therapy</th>
<th>Supervisor's Sensitivity to Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Well Below Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Below Expectations</td>
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<td>3 - Met Expectations</td>
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<td>4 - Exceeded Expectations</td>
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<td>5 - Exceptional</td>
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</table>
### MFT Post-Placement Site Evaluation

#### Practicum Placement Commentary

In one or two sentences, please respond to the following questions.

7. What were the most positive aspects of your placement?

8. What were the least positive aspects of your placement?

9. How would you describe your supervisor’s approach to supervision?

10. What are some characteristics an MFT student must possess to be successful at your site?
### MFT Post-Placement Site Evaluation

#### Professional Activity Information

Please describe the time allocated to each of the following professional activities during your practicum experience.

11. How many hours per week did you typically work at your site?

   5

12. How many hours per week did you typically spend in direct service to clients (e.g., providing individual, couple, family, and/or group therapy)?

   

13. How many hours per week did you typically spend on paperwork or other administrative tasks?

   

14. How many hours per week did you spend in supervision?

   

15. How many hours per week did you spend in staff meetings or other trainings?

   


Please provide the following demographic information regarding the clients with whom you worked at your site.

16. Did you work with the following types of clients?

<table>
<thead>
<tr>
<th>Type of Client</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Individual Children (ages 12 or under)</td>
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<tr>
<td>Individual Adolescents (ages 13-17)</td>
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<tr>
<td>Individual Adults</td>
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<tr>
<td>Couples</td>
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<tr>
<td>Families</td>
<td></td>
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<tr>
<td>Groups</td>
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<tr>
<td>LGBT Individuals</td>
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<tr>
<td>LGBT Couples/Families</td>
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<tr>
<td>Underserved/underresourced populations</td>
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<td></td>
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<tr>
<td>Culturally/ethnically diverse clients</td>
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<tr>
<td>Clients wishing to incorporate the Christian faith into the therapy process</td>
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<tr>
<td>Clients wishing to incorporate other spiritual/religious beliefs into the therapy process</td>
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<tr>
<td>Question</td>
<td>Response</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>17. Please provide any additional comments or feedback regarding your</td>
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<tr>
<td>practicum site experience that you believe may be helpful to the MFT</td>
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<td>program and its students.</td>
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<tr>
<td>18. Would you recommend your site to other MFT students?</td>
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<tr>
<td>☐ Yes, absolutely</td>
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<tr>
<td>☐ Yes, but with some reservations</td>
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<tr>
<td>☐ No</td>
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<tr>
<td>19. Please briefly describe the reason/s for your response to item #17.</td>
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</tbody>
</table>
Appendix O: Application for Advanced Practicum

M. A. in Marriage and Family Therapy Program

Application for Advanced Practicum
(MFT Students Complete First Page Only)

Name: _________________________________  Student #: __________________

Site Name: ____________________________________________________________

Site Address: __________________________________________________________

City: _______________________________  State: _____  Zip: ________________

Telephone #: ________________________________

Name and credentials of supervisor(s): ________________________________

Supervisor(s) email address: __________________________________________

Expected dates of clinical training – From: _____/_______  To: _____/_______

Mo  Yr    Mo  Yr

Expected client contact hours at practicum site: _________  No. of credit hours: ___2___

Student Signature: _______________________________  Date: ________________

Approval Signature:

MFT Clinical Training Coordinator: __________________________  Date: ________________

The first page of this application must be completed and approved by the MFT Clinical Training Coordinator before the MFT Program Director can register you for the MFT program’s Advanced Clinical Practicum Seminar (MAFT 690).