



**WHEATON
COLLEGE**
For Christ & His Kingdom

Marriage and Family Therapy Program



2025-2026

Student Handbook

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I. INTRODUCTION

1.1 HANDBOOK OVERVIEW

Purpose of Handbook

This handbook is to be a practical source of information for students in the Master of Arts in Marriage and Family Therapy (MFT) Program at Wheaton College, as well as provide students in the Wheaton College M.A. in 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. It offers an overview of the MFT program, including the program mission and educational outcomes, course sequence, general program information, resources for students, program requirements, guidelines for pursuing licensure, clinical training information, samples of evaluation, program policies and procedures, grievance procedures, and ethical standards.

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, the MFT Program Administrator, or the MFT Clinical Training Administrator.

Changes to and Conflicts with this Handbook

In addition to MFT program policies and procedures, this handbook includes references to policies and procedures listed in the *Wheaton College Catalog* that apply to the entire school and take precedence over those stated here. M.A. students are responsible for being informed of the general policies and procedures from both the most recent *Wheaton College Catalog* and the most recent *Wheaton College Student Handbook*, as they are not necessarily repeated in this manual. In the event that any information in this handbook conflicts with information included in the most recent *Wheaton College Catalog* and/or the *Wheaton College Student Handbook*, students are to defer to the information included in these other handbooks. Any discrepancies among these resources should be discussed with the MFT Program Director and/or the MFT Clinical Training Coordinator.

Please note that the MFT program undertakes reviews of its coursework, procedures, and policies per the two-year cycle of assessment (see MFT Two-Year Cycle of Assessment in Appendix A). If any changes are deemed appropriate – based on collective professional judgment of faculty, administration, and placement site supervisors, with input from students and alumni – they will be communicated in a timely fashion to all communities of interest. Any changes to program policies or to clinical training policies and procedures included in this handbook that occur 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.

Accessing Program Forms

Many forms are referenced throughout this handbook. Some are incorporated for informational purposes in the relevant handbook section or the appendices. Many of the forms can be found in the shared MFT Student Resources folder on Box. Follow these steps:

1. Go to <https://wheaton.box.com/> and click continue.
2. Log in using your my.wheaton.edu email address and password.
3. Look for a folder shared with you called “MFT Student Resources.”

1.2 MARRIAGE & FAMILY THERAPY PROGRAM MISSION

The Wheaton College MFT Program is housed within the Wheaton College Graduate School of Psychology, Counseling, and Family Therapy (SPCFT).

Wheaton College Mission

Wheaton College serves Jesus Christ and advances His Kingdom through excellence in liberal arts and graduate programs that educate the whole person to build the church and benefit society worldwide.

Wheaton College Graduate School Mission & Vision

Mission: *To form servant scholars and leaders through exceptional graduate programs for Christ and His Kingdom.*

Vision: *God transforming the world through scholars and practitioners rooted in Christ and equipped for global leadership.*

Wheaton College School of Psychology, Counseling, and Family Therapy Mission

The Wheaton College School of Psychology, Counseling, and Family Therapy exists to educate its students in a manner informed by contemporary psychology and shaped by the beliefs and practices of the Christian faith, enabling them to contribute to building the church, ministering to those on the margins, and improving society worldwide.

Wheaton College MFT Program Mission

Congruent with the Wheaton College, Graduate School, and School of PCFT missions, the MFT Program Mission is as follows:

We seek to form Marriage and Family Therapists who are clinically skilled and who integrate their personhood as followers of Christ in their professional and personal lives; who value interpersonal justice and the diversity of clients and client systems; and who work toward the goal of healthy and whole relationships, giving specific attention to those on the margin of society and those who are underserved.

1.3 MFT PROGRAM EDUCATIONAL OUTCOMES

Educational Outcomes

The MFT Program's Educational Outcomes (EOs) align with our mission statement and adhere to MFT Educational Guidelines and Marriage and Family Therapy Core Competencies as developed by the American Association for Marriage and Family Therapy (AAMFT), the AAMFT Code of Ethics, and the laws and regulations of the Illinois Department of Financial and Professional Regulation (IDFPR). These Educational Outcomes are comprised of the three components of Program Goals (PGs), Faculty Outcomes (FOs), and Student Learning Outcomes (SLOs) (see M.A. in MFT Educational Outcomes Chart in Appendix B).

Program Goals

The MFT Program has four Program Goals (PGs), which correlate to our Faculty Outcomes (FOs) and Student Learning Outcomes (SLOs):

- PG1: Systemic Knowledge, Ethics, & Research: Students and graduates will gain knowledge of systemic assessment, conceptualization, and intervention skills grounded in MFT theory, current research, and ethics. (SLOs #1, #2, #3).
- PG2: Clinical Practice and diversity: Students and graduates will be equipped as clinically competent clinicians who systemically conceptualize, plan, and implement ethical intervention in their treatment of individuals, couples, families, and groups. (SLOs #4, #5, #6).
- PG3: Relational Knowledge in Practice: Students and graduates will develop as relationally competent individuals who demonstrate self-awareness regarding emotions, communication, and contexts as they impact themselves and others. (SLOs #7, #8).
- PG4: Faith Knowledge: Students and graduates will possess Christian distinctiveness in their ability to integrate systemic thinking with Christianity. (SLO#9).

Faculty Outcomes

The MFT Program has four Faculty Outcomes (FOs), which correlate to our Program Goals (PGs) and Student Learning Outcomes (SLOs).

- FO1: Faculty will maintain a professional and clinical identity as Marriage and Family Therapists.
- FO2: Faculty will demonstrate evidence of excellence in teaching, scholarship, and service to the institution and program.
- FO3: Faculty will demonstrate evidence of and sensitivity for interpersonal justice as they contribute as MFT professionals to the church, diverse populations, and the underserved.
- FO4: Faculty will demonstrate evidence of Christian faith integration and involvement in their local church and community.

Student Learning Outcomes

The MFT Program has ten Student Learning Outcomes (SLOs), which correlate to our Program Goals (PGs) and Faculty Outcomes (FOs). The SLOs are as follows:

SLO1: Students and graduates will demonstrate knowledge of systemic approaches.

SLO2: Students and graduates will demonstrate knowledge of the AAMFT Code of Ethics.

SLO3: Students and graduates will demonstrate ability to evaluate and apply research.

SLO4: Students will demonstrate ethical treatment of clients and client systems.

SLO5: Students will demonstrate sensitivity and respect regarding diversity to those on the margins.

SLO6: Students will demonstrate ability to intervene systemically with client populations.

SLO7: Students will demonstrate emotional and relational maturity with peers and authorities, and will be capable of exploring how personal upbringing affects present functioning.

SLO8: Students will demonstrate professionalism in interactions with peers, clients, and faculty in clinical settings.

SLO9: Students will integrate biblical and theological knowledge, and professional ethics with systemic theory.

How We Equip – About Our Student Learning Outcomes

Our MFT Program seeks to equip students to become competent in the four areas of focus designated by our Program Goals and measured by our Student Learning Outcomes, as described in further detail below.

Systemic Knowledge, Ethics, and Research (PG1) – SLOs 1, 2, 3

We aim to form systemic clinicians who participate capably in the interactive process of assessing and treating clients and client systems, incorporate knowledge of individual and family life-cycle developmental stages, and conceptualize and integrate clinical/relational/contextual information. Students are instructed from an ethical, legal, and respectful standard of therapeutic practice in working with clients and greater systems. Courses are structured in order to provide comprehensive training in systemic theories, ethical considerations, and incorporating research into clinical conceptualizations. Corresponding student benchmarks measure competency in each of these areas.

Clinical Practice and Diversity (PG2) – SLOs 4, 5, 6

Alongside equipping students with conceptual systemic knowledge, we seek to equip marriage and family therapists who intervene effectively to promote, restore, sustain, and/or enhance positive functioning in clients in live clinical work.

We strive to integrate theory with practice throughout the program through student involvement in practicum training beginning in their first year and internship placement in their second year. First year practicum students observe live therapy at the MFT Clinic at Wheaton College and participate in treatment teams, while second

year internship students directly provide both individual and relational therapy at community sites. Graduates will be capable of working with individuals, couples, families, and groups.

As part of our mission statement, we seek to form clinicians who are sensitive to issues of diversity and justice. Even with the rigor of academia, we implement ways we can be of service to those around us, whether that is in our local church, family, the academic program and cohort, or in the community. First year MFT students have the opportunity to observe live therapy at the MFT Clinic. Second year MFT students obtain clinical internship sites throughout the Chicagoland area and provide counseling to communities and populations who may otherwise not be able to receive such services.

Relational Knowledge in Practice (PG3) – SLOs 7, 8

We hold that relationships from a biblical, systemic, and personal perspective are vital to human development to initiate change in the family system. Our program is built upon a cohort model, which includes personal and professional development within small groups that facilitate dynamic enrichment of the whole person within Christian community. As a part of their personal and professional development, students will demonstrate self-awareness and emotional regulation by processing through their experience of family background and cultural context. In doing so, students will learn to communicate effectively about such matters with clients, colleagues, faculty, and supervisors.

Faculty, students, and alumni seek recursive involvement through educational investment, living out our mission, and commitment to each other and our greater communities.

Faith Knowledge (PG4) – SLO 9

How we understand and live out our faith, how our faith influences our practices, and what happens when faith and practice collide are all questions we tussle with together in class and outside of class. We discuss openly various views on the nature of God, personhood, brokenness, and healing so that we can understand how our faith and learning shapes our clinical practice.

We seek to foster an environment that supports personal and professional development and that is based in Scripture and orthodox Christianity. Students of the M.A. in MFT program are expected to affirm the ***Statement of Faith*** of Wheaton College and to voluntarily conform to the ***Community Covenant*** of Wheaton College, which together provide a framework for our life together as an academic and spiritual community. These commitments are far more than philosophical positions; they represent our firm belief that both unity and diversity add depth and richness to the community being developed at Wheaton and the MFT program.

⇒ <https://www.wheaton.edu/about-wheaton/statement-of-faith-and-educational-purpose/>

⇒ <http://www.wheaton.edu/about-wheaton/community-covenant>

1.4 PROGRAM OVERVIEW

Accreditation

The Marriage and Family Therapy Program at Wheaton College is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9898, coa@aamft.org. The Marriage and Family Therapy Program at Wheaton College obtained initial accreditation in May 2016.

Students accepted into the Wheaton College Graduate School Master's Program in Marriage and Family Therapy typically complete the 60-credit program in two calendar years. However, Advanced Internship & Supervision gives students the option to complete coursework in two years and internship during a third year, or to extend clinical coursework into the third year. Some reasons for extending the program may include doing coursework on campus and internship outside of the country, or the need to accrue sufficient clinical hours.

The MFT curriculum and course objectives were developed based on the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) educational guidelines, AAMFT Code of Ethics, AAMFTRB exam domains, AAMFT Licensure Boards, and the MFT Core Competencies (2011). The coursework provides a “comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and the cultural context in which they are embedded” (COAMFTE Key Element) while maintaining our core commitment to training students who are dedicated in their Christian faith and interested in the underserved in their practice of marriage and family therapy (see Sequence of Courses later in this section).

Personal and Professional Growth and Service

In addition to service as Licensed Marriage and Family Therapists, faculty members and students in the department have a strong interest in the interface of Christian ministry and couple and family therapy, including such endeavors as serving with or assisting mission agencies, relief agencies, and missionaries. Others seek to serve in nontraditional roles that bring the training and values of the marriage and family therapy field into ministry roles within the church. Members of the MFT program and the psychology department are active in teaching and training professionals, clergy, and lay people internationally.

Faculty and students join together in actively exploring the integration of Christian faith and MFT practice both in classroom study and in more personal settings. During both years of the program, students and faculty participate together in Personal and Professional Development Groups (PPDGs, MAFT 671-674), an opportunity for mentoring by faculty, the exploration of family/contextual dynamics and interpersonal processes, and the development of the professional identity integral to the practice of couple and family therapy from a distinctly Christian perspective. Faculty members also provide oversight of students' Practicum and Internship experiences through

Practicum/Internship & Supervision Seminars (MAFT 675-679) focused on supervision, wherein the concepts and theories of MFT can be explored in relationships and put into practice with client systems.

Internship Site Placement

Students are responsible for locating an internship site in their second and/or third year, and the program assists students in their search for an internship to fit their professional goals and interests. In the fall of each year, students are advised to begin preparation of vita and cover letters, seeking assistance from the Center for Vocation and Career if necessary, and to review current information on potential training sites used by Wheaton students in the past. The School of Psychology, Counseling, and Family Therapy (all three programs: Psy.D., CMHC, & MFT) participates in a Practica Information Exchange (PIE) with representatives from the various clinical sites coming to Wheaton's campus, giving students the opportunity to learn about the sites' missions, theoretical perspectives, client populations, activities, and approaches to therapy. Students go through an application and interview process before they are placed in their internship. Students must receive permission from the MFT program prior to applying for internship positions. (See section 4.3 for further information).

Clinical Training Requirements

Prior to graduation from the program, students are required to complete a minimum of **300** hours of direct clinical service/client contact. These are hours spent face-to-face (including telehealth) with clients in a therapy setting. At least **100** of those hours must be conjoint hours spent with couples, families, and/or other combinations of family members. In addition, students must obtain a minimum of **100** hours of MFT relational/systemic supervision with Program Clinical Supervisors (PCS), at least **50** hours of which must be based on observable data (i.e., video, audio or live). Students may refer to section 4.1 for further information.

Standard Sequence of Courses

The Wheaton College M.A. in Marriage and Family Therapy Program is a minimum 60-credit, 2-year (5-6 semester, including summer terms) program. In order to be eligible to graduate, students must complete all the required academic and clinical training requirements, respective to the year of entry. However, if a student fails to complete any academic and/or clinical training requirements within 2 calendar years, or desires to fulfill additional requirements for their anticipated state of licensure, they must complete all outstanding academic requirements and/or enroll in Advanced Internship & Supervision to obtain all outstanding clinical hours prior to being eligible to graduate. If students deviate from the standard sequence of courses in any way, it is *highly recommended* that they consult with their advisor and/or other college personnel as needed to discuss the implications of doing so.

The Wheaton College MFT Program is a COAMFTE-accredited program that has been designed to meet licensure requirements in the state of Illinois, as outlined by the Illinois Department of Financial & Professional Regulation. While graduates will have a recognized qualifying degree by virtue of having completed a COAMFTE-accredited

program, licensure requirements (including total credit and/or internship hours) vary by state. *It is the responsibility of the student to determine and meet any additional academic or clinical training requirements for his/her anticipated state of licensure.* Students can make accommodations to meet other state licensure requirements through taking additional electives as well as accruing additional clinical hours through Advanced Internship & Supervision after the 2nd year. (See sections 2.23 and 4.7 for more information regarding licensure).

A course load of 12 hours per semester is needed for full-time status as an M.A. student per the Wheaton College Catalog, although 11 hours is acceptable in the student's final semester in the MFT program. In Year 2 Spring Semester, financial aid awards can be prorated. Please see your Financial Aid Counselor for details.

During their second year in the program, *students must obtain an internship site placement prior to being eligible for registration in an Internship Supervision group.*

Continue to the following page for both the current 60-credit course sequence.

MFT PROGRAM COURSE SEQUENCE (60 CREDITS)		
YEAR 1 FALL SEMESTER 14 TOTAL CREDITS	YEAR 1 SPRING SEMESTER 16 TOTAL CREDITS	YEAR 1 SUMMER SEMESTER 5 TOTAL CREDITS
MAFT 601 – Enduring Questions for Systemic Therapists (1)	MAFT 633 – Couple Therapy: Systemic Assessment and Intervention (3)	MAFT 677 – Practicum and Supervision III (1)
MAFT 624 – MFT Ethics and Professional Practice (3)	MAFT 635 – Marriage and Family Therapy II: Systemic Assessment and Intervention (3)	MAFT 690 – Play Therapy (1)
MAFT 634 – Marriage and Family Therapy I: Theoretical Foundations (3)	MAFT 637 – Families in Context: Culture, Class, Ethnicity, Gender, Sexual Identity, and Religion (3)	MAFT 659 – Human Sexuality (1)
MAFT 642 – Psychopathology and the Family (3)	MAFT 631 – Individual and Family Life Cycle Development (3)	BITH 561 – Theological Anthropology (2)
MAFT 671 – Personal and Professional Development Group I (PPDG) (1)	MAFT 672 – Personal and Professional Development Group II (PPDG) (1)	
MAFT 675 – Practicum and Supervision I (3)	MAFT 676 – Practicum and Supervision II (3)	
YEAR 2 FALL SEMESTER 13 TOTAL CREDITS	YEAR 2 SPRING SEMESTER 12 TOTAL CREDITS	YEAR 2 SUMMER & BEYOND *AS NEEDED*
MAFT 645 – Systemic Interventions with Children and Adolescents (3)	MAFT 618 – Family Therapy Research and Implications for Evidence-Based Practice (3)	MAFT 691 – Advanced Internship & Supervision (1)
PSYC 512 – Theories and Principles of Counseling (3)	MAFT 643 – Trauma & Addiction (3)	
BITH 565 – Christian Theology (4)	MAFT 656 – Integration Seminar: MFT and Christian Faith/Practice (3)	
MAFT 673 – Personal and Professional Development Group III (PPDG) (1)	MAFT 674 – Personal and Professional Development Group IV (PPDG) (1)	
MAFT 678 – Internship and Supervision I (2)	MAFT 679 – Internship and Supervision II (2)	
SEQUENTIAL YEARS (FALL/SPRING SEMESTER, AS NEEDED)		
MAFT 691 – Advanced Internship & Supervision (1-3)		

II. GENERAL INFORMATION

2.1 NOTICE OF NON-DISCRIMINATION

As stated in *Wheaton College's Discrimination, Harassment, and Sexual Misconduct Policy* (p. 1): "It is the policy of Wheaton College to prohibit unlawful discrimination and harassment against any member of its community based on the individual's race, color, national origin, sex, age, disability, citizenship, veteran status, genetic information, or any other consideration made unlawful by relevant law, in matters of admissions, employment, housing, or in any aspect of the educational programs or activities it offers. As a religious institution, Wheaton College retains the right to make employment, admission, and educational decisions on the basis of an individual's religious beliefs and conduct consistent with the Wheaton College Statement of Faith, Community Covenant, and other policies. Consistent with Title IX of the Educational Amendments of 1972 and other applicable state and federal laws, Wheaton College considers sexual misconduct, including sexual violence, exploitation, and interpersonal violence such as stalking, dating violence, and/or domestic violence, to be a form of prohibited sex discrimination. Violations of this Policy may result in the imposition of sanctions up to, and including, termination or dismissal."

Program Definition of Diversity

The following statement reflects the Wheaton MFT program's position on diversity:

"The Marriage and Family Therapy (MFT) program at Wheaton College upholds the intrinsic worth of each human being and prohibits unlawful discrimination based on the following protected classes: race, ethnicity, color, genetic information, national origin, citizenship, religion and spiritual beliefs and/or affiliation, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, relationship status, socioeconomic status, disability, health status, political affiliation and veteran status."

-Approved by Wheaton College MFT Faculty May 21, 2019

The full document detailing Wheaton College's policy regarding discrimination, harassment, and sexual misconduct is available at the address below.

⇒ <https://www.wheaton.edu/life-at-wheaton/student-development-offices/equity-and-title-ix-at-wheaton-college/nondiscrimination-policies/-equity-policy-and-procedures/>

2.2 ACADEMIC ADVISING

The program director will assign an MFT core faculty advisor to each incoming master's student at orientation. The faculty advisor provides academic and career counseling and gives the student an opportunity to develop a mentor relationship to guide her/him through the program. This will be your advisor for the duration of your time in the program.

While the advisor is available to assist with planning, it is the student's responsibility to meet the requirements for the degree under the catalog of the year entered or a later

edition. The student should be knowledgeable of the certification or licensure requirements of the state in which the student is likely to practice (see Licensing and Certification in this section). The Graduate Records Analyst of the Registrar's Office is the official auditor for the completion of all degree and graduation requirements.

2.3 ACADEMIC CALENDAR

The year's academic calendar may be found online here:

⇒ <http://www.wheaton.edu/Academics/Academic-Calendar>

A campus events calendar is also available online here:

⇒ <http://www.wheaton.edu/Calendar-of-Events>

2.4 REGISTRATION

Except for new incoming fall students, registration for each semester is completed during an advance registration period prior to the next semester: for fall – registration begins the prior spring; for spring – registration begins the prior fall. For these advance registrations, the Registrar's Office notifies students of registration information via student email. Failure to register during the designated advance time may result in a fee and/or the student being dropped from the program.

2.5 DROP/ADD PROCEDURE

Graduate students do not need faculty advisor signatures to drop, add, or both drop and add courses. Instead, students can seek to make any of these three mentioned changes by communicating with the Registrar's Office to obtain and submit the appropriate course change form. When choosing your course schedule, please keep in mind that the MFT program is a cohort model curriculum and therefore the sequence of courses is only offered once a year. Thus, students are strongly encouraged to speak with their advisor about any deviations they plan to take from the standard course sequence. Consult the academic calendar in the catalog or current course schedule for drop/add deadlines, as these deadlines indicate whether you can change your curriculum without tuition or grade penalties. It is the student's responsibility to be aware of these deadlines.

2.6 TUITION AND FEES

Tuition

Graduate tuition for the 2025-2026 academic year is \$875 per credit hour for M.A. level courses. Students may refer to the Admissions and Aid section of the Wheaton College Website for current tuition fees.

⇒ <https://www.wheaton.edu/graduate-school/financial-aid/tuition-and-fees>

Graduate Student Financial Aid

A variety of graduate student financial aid opportunities are available depending on student eligibility. Students who are in need of aid to put toward additional costs beyond tuition (including textbooks, membership fees, housing, other living expenses, etc.) may apply for loans in excess of their tuition balance with Wheaton College. Students may request this excess as a refund, which they may then choose to budget as needed toward additional expenses.

Students may refer to the Wheaton College Website for instructions regarding applying for graduate student financial aid. Additionally, students may contact Student Financial Services (sfs@wheaton.edu) for more information regarding tuition payment options as well as scholarship and loan opportunities that may be available depending upon student eligibility. Please note that a variety of factors, including international student status, impact financial aid eligibility.

⇒ <https://www.wheaton.edu/graduate-school/financial-aid/applying-for-aid>

Textbooks

Textbooks are required for most core courses, and students are responsible for obtaining all mandatory textbooks. For more information, students may visit the Wheaton College Bookstore website.

⇒ <https://www.bkstr.com/wheatoncollegestore/home?id=12404>

Password-protected USB flash drive

Students are required to have a password-protected USB flash drive for safely storing recordings of sessions with clients for supervision purposes. Please see the guide sent out by the program administrator over the summer for more details and instructions. You can also access this guide on [Box](#) in the MFT Student Resources folder.

AAMFT Student Membership

During their time in the program, students are required to be members of the American Association for Marriage and Family Therapy (AAMFT). Students are responsible for the payment of all annual student membership dues. While fees are subject to change, they typically amount to less than \$100 per year. See “AAMFT Professional Liability Insurance” under section 4.2 for more details.

Transportation

Students are responsible for the cost of transportation to and from their practicum and internship sites. It is highly recommended that students have their own vehicle. See section 4.3 for more details about transportation.

2.7 ACADEMIC SUPPORT SERVICES & STUDENT RESOURCES

The Wheaton College Graduate School offers a variety of academic services and resources to support students and to help them thrive throughout their graduate school experience. Visit the following webpages for more information:

- Graduate Student Life (<http://www.wheaton.edu/Graduate-School/Student-Life>)
- Grad Campus Resource Guide (<https://www.wheaton.edu/graduate-school/student-life/resource-guide/>)

Students may refer to Appendix C for an overview of available resources.

2.8 FACULTY QUALIFICATIONS

Our faculty bring rich and diverse experience and expertise to their teaching, including unique areas of clinical expertise, research emphases, publications, professional associations, and personal and professional background. All faculty teach courses for which they demonstrate qualifications to teach and that align with their respective areas of expertise. For more detailed information regarding our faculty, including faculty bios and courses taught, students may refer to the Wheaton College MFT Program website.

⇒ <https://www.wheaton.edu/graduate-school/degrees/ma-in-marriage-and-family-therapy/faculty>

2.9 COMMUNICATION WITHIN THE PROGRAM

Being able to effectively connect with one another is very important, especially since there are four different degree programs within the School of Psychology, Counseling, and Family Therapy (SPCFT): undergraduate psychology, master's in Clinical Mental Health Counseling, master's in Marriage and Family Therapy, and doctorate in Clinical Psychology.

Faculty and Staff Mailboxes

Faculty and staff each have a department mailbox just inside the PCFT office (M230). Forms requiring their signatures can be left in their mailboxes.

Faculty Appointments

Students are responsible for making their own appointments by contacting faculty by email, by phone, or in person. If you cannot make it to your appointment, please leave a message as soon as you can. Please do not knock on faculty doors if they are closed unless you have an appointment at that time.

Email

Each student, faculty, and staff member has a Wheaton College email address. It is the student's responsibility to check email regularly as this is the primary means of department communication. *The department uses only the Wheaton email address for sending notices via email.* **Please communicate with faculty and staff using their**

@wheaton.edu address. Faculty and staff also have a @my.wheaton.edu address for use of Google suite applications, but they do not use this for sending or receiving emails.
⇒ <https://www.wheaton.edu/academics/services/academic-and-institutional-technology/>

Voice Mail

Each Wheaton faculty and staff member has a campus phone number starting with 630-752-(XXXX). Faculty do not have physical phones, but rather their number rings to Teams and allows you to leave a voicemail if the faculty/staff member is unavailable. For faculty & staff extensions, please see the Wheaton College directory.
⇒ <https://www.wheaton.edu/directory/>

Address and Home Phone Information

It is very important to keep the college and the department informed of your current address and telephone information, even after graduation. To notify the college of an address change, please submit your student number, name, and new address and phone number via email to addresschange@wheaton.edu. This effectively notifies the School of Psychology, Counseling, and Family Therapy of your changes.

2.10 FACULTY LIBRARIES

Faculty members do not routinely loan books from their personal libraries. Exceptions are sometimes made to this when a book is not otherwise available. Also, faculty members are usually willing to allow you to consult books in their library and use them either in their office or in the building.

2.11 RESEARCH AND WRITING

Wheaton College's Buswell Library has numerous research resources available both on campus as well as via its online databases and interlibrary loan program. Furthermore, a subject librarian for psychology is available for research help if needed. Students may consult Buswell Library's website to identify contact information for the current psychology subject librarian or see Appendix C.

⇒ <https://library.wheaton.edu>

⇒ <https://library.wheaton.edu/librarians>

Please submit all written work in American Psychological Association (APA) format. This means that, unless otherwise instructed, all papers should contain references presented in standard APA format. The APA manual, *Publication Manual of the American Psychological Association* (current ed.), is available in the library or bookstore. Many of your texts are written in APA format and can serve as models. View Purdue Owl Online for an electronic APA guide. In addition, you may consult the Writing Center in Buswell Library for feedback on your writing.

⇒ https://owl.purdue.edu/owl/purdue_owl.html (Owl)

Please put a title page on each paper. Do not include an abstract or table of contents for a coursework paper. If a paper is more than three pages long, it is usually a good idea to use headings and subheadings. All papers should be stapled at the top left corner, with no plastic cover.

2.12 ADDITIONAL COURSE READINGS

Faculty frequently assign readings from journal articles and/or book chapters that are not part of the textbooks used in class. Faculty may use Canvas to give students access to this information. Individual faculty members will give information about accessing Canvas for their class. You may access Canvas at wheaton.instructure.com and can log in with your Wheaton credentials. Most of the journal readings not posted on Canvas will be available electronically through Buswell Library's online databases.

2.13 CLASS ATTENDANCE

Graduate students are expected to attend all scheduled classes and labs. We understand that illness or family emergency may result in periodic missed classes. Students are expected to inform faculty at their earliest convenience about missing class and are responsible for securing class notes and handouts when unable to attend a given class. Inconsistent attendance or frequent absences can significantly impact grades. *If students miss more than 25% of classes for a particular course, including excused absences, they will automatically fail this course and be referred to the Student Review Committee (SRC).* Please see attendance policies posted on individual course syllabi and the most recent *Wheaton College Student Handbook: POLICIES AND PROCEDURES* for further details. Students may petition the course instructor(s) and the MFT Program Director in the case of absences resulting from extreme circumstances.

2.14 LEAVE OF ABSENCE

Master's degree students are encouraged to complete all coursework in a two-year period because of the cohort model of training. While the college expects completion of all program requirements within the allotted time limits of the degree (five years), they do not necessarily expect students to maintain continuous enrollment throughout their course of study at Wheaton College.

The purpose of a voluntary Leave of Absence (LOA) is to provide students time away from Wheaton College for treatment of a physical or mental health condition or for an extenuating circumstance that impairs a student's ability to function successfully or safely as a member of the Wheaton College community. Students on LOA remain accountable to the Community Covenant, as they retain their status as a Wheaton College student. Wheaton College has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances.

All students are required to consult with the Director of Graduate Student Life before applying for an LOA. The Dean of Student Care and Graduate Student Life has the

authority both to grant an LOA and to give permission to return from an LOA. Graduate students may contact the Graduate Student Life Office for the full LOA policy (graduate.student.life@wheaton.edu). It is the responsibility of the student to understand the LOA policy and the ramifications of an LOA on their loan repayment schedules, future financial aid/scholarship eligibility, health insurance coverage, re-activation of enrollment, etc., and to plan accordingly. Degree students who fail to register for one term must submit a “Re-enrollment Application.” The Graduate Admissions Director and/or graduate program faculty will decide whether to approve, defer, or deny re-enrollment.

2.15 CRISIS/EMERGENCY SITUATIONS

In the event of a crisis or emergency situation on a program-wide, schoolwide, nationwide or global scale, students are strongly advised to adhere to the following program guidelines:

1. Due to the cohort-modeled, experiential nature of the program, students must consult with the core faculty regarding any personal relocation that would require distance learning. Students and faculty advisors and/or other relevant program faculty and staff will discuss a plan for continuing experiential, quality teaching and learning through the crisis.
2. International students must consult with the Director of Graduate Student Life regarding potential repercussions of the crisis on their student status, especially in cases of desired relocation.
3. Wheaton College emails will be the primary mode of communication, including important program updates and changes, during crisis and emergency situations. It is the responsibility of students to frequently check their Wheaton emails and to make every effort to stay informed regarding updated program or schoolwide policies and procedures during the period of crisis or emergency.

The above guidelines are strongly encouraged in order to prevent changes in or loss of student status in the MFT program.

2.16 TRANSFERRING BETWEEN PROGRAMS

Each graduate psychology program has its own admissions requirements and stands on its own. Therefore, transfers between programs do not typically occur. Doing so would require a new application and courses are not guaranteed to transfer.

2.17 TRANSFERRING FROM ANOTHER INSTITUTION

Due to the cohort model of the program, transferring from another institution is challenging and might have unintended consequences. Transfer students will be considered on a case-by-case basis and courses are not guaranteed to transfer. If a student is approved to transfer credits, the student will automatically pass any program benchmarks normally completed in the corresponding Wheaton MFT course. Consult with the Registrar and Student Financial Services as the number of credits you'll be taking per semester will vary due to any credits that may have been transferred.

2.18 VISITORS IN CLASSES

Visitors may be welcome in some of our classes but only with prior permission of the professor. Please be courteous by discussing the situation with the professor *at least one day before* the class and not surprising the faculty by bringing a guest with you at the beginning of class. Also, please try to understand when it is indicated that some classes are unsuitable for visitors, potentially due to the experiential nature of some classes or the sensitive nature of the material under discussion.

2.19 TEACHING ASSISTANTSHIPS

A limited number of teaching assistantships are available to M.A. graduate students, usually second year, who desire to work in the Psychology Department. The duties include assistance in all phases of faculty preparation, assistance and collaboration with faculty research projects, and other work as needed. The positions are for approximately 5 hours of work per week per semester. If you are interested in applying for a position, complete an Application for Teaching Assistantships and submit it to the MFT Program Administrator by May 1st. Students will be notified of selection prior to the start of the fall semester.

2.20 CONFERENCE ATTENDANCE

Attending professional conferences, such as the American Association for Marriage and Family Therapy Conference (AAMFT), Illinois Affiliation of Marriage & Family Therapists Conference (IAMFT), International Family Therapy Association Conference (IFTA), American Association for Christian Counselors Conference (AACC), or Christian Association for Psychological Studies Conference (CAPS), provides great opportunities for students to connect with students from other programs, to present papers, and to network with other MFT professionals. From time to time an opportunity may arise to make a presentation with faculty at a conference.

2.21 PERSONAL THERAPY

In our program we emphasize personal growth and exploration. The program faculty *strongly* believes that personal psychotherapy is an essential part of the personal and professional development of anyone who desires to be a therapist. The psychology department office maintains a list of psychotherapists who are willing to take students at reduced prices. To avoid conflict of interest and role complications, faculty members do not see current students in therapy. They will, however, provide brief personal as well as academic advising, and you are encouraged to approach your advisor with any such concerns.

2.22 JOB OPPORTUNITIES AFTER GRADUATION

It may seem a long way off, but very quickly you are going to find yourself beginning to wonder how you will be able to use your degree after graduation. There are a great number of job possibilities open to M.A.'s in Marriage and Family Therapy. Opportunities exist in private practice, agencies, para-church agencies, student development in Christian and public higher education, community mental health centers, psychiatric hospitals, group homes, church-based counseling centers, and a variety of other settings. Others interested in working internationally may find opportunities in government, private practice, missions, and church communities.

2.23 LICENSURE CONSIDERATIONS

As previously mentioned, the Wheaton College MFT program is COAMFTE accredited and designed to meet or exceed Illinois requirements for licensure. *However, all students must understand from the beginning of their training that becoming informed about, applying for, and obtaining a professional license or certificate is solely the responsibility of the student*, with the assistance of faculty and staff. Students may also choose not to pursue licensure after graduation – it is not a requirement of the program.

Each state defines its own MFT license and requirements. Students are advised to be proactive in researching licensure requirements for any state or country where they plan to reside, in order to ensure they have met any additional requirements during the course of the program; it becomes more difficult to correct any deficits after graduation.

ALL students are required to keep copies of all their syllabi and clinical training records, as they may be needed to verify the content of the curriculum or the practicum/internship experiences to various licensing agencies. If a student misplaces his/her copy of a syllabus, he/she may contact the Program Administrator, who will coordinate the reproduction of syllabi from the department's archive. If a printed copy is desired, this service will cost \$.50/page plus the cost of postage. There is no charge for an electronic copy. See section 4.7 for additional resources and information regarding licensure.

2.24 COMMITTEE STRUCTURE

The following committees have been established to carry out necessary administrative, supervisory, and evaluative functions within the MFT Program. Some committees include student representatives determined jointly by the graduate faculty and the GPSA.

Psychology, Counseling, and Family Therapy Faculty Meetings

Meetings of the entire department faculty are for colloquia, hiring, planning, and generally for facilitating group identity and communication—matters that concern the department as a whole. Periodically, colloquia to which students are invited are scheduled during the year.

MFT Faculty Program Meetings

The core MFT faculty and staff meet regularly to discuss current program concerns and projects. Faculty and staff also meet at the end of each semester to review student progress related to the four student learning outcomes (see section 1.3), along with personal and professional comportment and clinical suitability. MFT program meetings are also set up to discuss information provided from communities of interest (e.g., supervisors, alumni, students, faculty, administration, professional organizations) to improve the quality and delivery of the MFT program. The GPSA MFT Vice President will attend program meetings approximately once per month to be involved and share students' voices into the continuing MFT program development and implementation. Student needs, as well as informal grievances and complaints as reported in this meeting will be considered by faculty for ongoing program improvement and will be addressed as appropriate.

Graduate Training Council (GTC)

Committee membership consists of the Dean of PCFT, CMHC's Clinical Training Coordinator, MFT's Clinical Training Coordinator, and the Psy.D. Training Director. The GTC is responsible for setting policies and guidelines for all clinical programs in the department, and also serves as a sounding board and resource for the MFT Clinical Training Coordinator. The MFT Clinical Training Coordinator will review with the committee decisions about practica placements, assessment of the training sites, matters related to student progress, and other concerns within the domain of clinical training.

Student Review Committee (SRC)

The Student Review Committee (SRC) consists of three members, including the Chair of SRC (MFT Program Director or other appointed Chair), one member of the core MFT faculty, and one non-MFT core faculty member who teaches in graduate programs (e.g., Psy.D. or CMHC core faculty member).

The purpose of the SRC is to provide a more in-depth evaluation of a student's academic and professional progress in the training program, with the goal of recommending specific guidance for the problems or concerns that prompted referral to the committee. In more serious cases, the SRC can recommend dismissal from the program (refer to Section V: Evaluation for more information on the SRC process).

Multicultural Committee

Membership consists of the Coordinator of Diversity as Chair, the Director of Clinical Training, the Graduate Psychology Program Administrator, an MFT faculty member (assigned by the MFT Program Director), one other Psychology Department faculty member as designated by the Associate Dean, and at least one student representative each from the M.A. and Psy.D. programs. The purpose of this committee is to assist the Coordinator of Diversity in the oversight and development of the Wheaton College Psychology Department's efforts to train Psychologists, Counselors, and Marriage and Family Therapists to be aware of and sensitive to various facets of human

diversity. The efforts include the development of strategies for recruiting and retaining an increasingly diverse population of students and faculty.

Family Systems Conference Committee

Membership consists of the MFT Program Director, the MFT Program Administrator, the MFT Program TA or designee, 1-2 representatives from each current MFT cohort, and the Vice President of Student Development. The purpose of this committee is to develop and host an annual Family Systems Conference intended to provide integration of systemic thought and Christian beliefs in order to equip clinicians, academics, and church leaders to foster healthy and vibrant relationships within their communities.

2.25 GRADUATE PSYCHOLOGY STUDENT ASSOCIATION

Guidelines and Responsibilities

The Graduate Psychology Student Association (GPSA) is an organization of the graduate students in the M.A. in CMHC, M.A. in MFT, and Psy.D. programs. Its purpose is to provide student involvement in the establishment, modification, and implementation of the policies and procedures governing the graduate psychology programs. It provides encouragement and fellowship for the students as well as opportunities to develop skills and direction in professional development. Officers, Standing Committee, and Student Faculty Recruitment Committee members are elected by the student body each year to represent the classes/levels of each program (*Catalog of Wheaton College*). Memberships to all other committees are on a volunteer basis. GPSA also provides a forum for students to discuss department issues as a group and to bring their views to the faculty.

GPSA Officers

President — Presides at meetings of the GPSA. Meets with the Dean of PCFT, Sponsor, or appointed faculty members to communicate outcomes of GPSA meetings as needed. Attends graduate faculty meetings periodically.

Vice Presidents — Elected student representatives from the various Programs within the Psych Department. VPs attend GPSA meetings and act as a liaison between student and program faculty, speaking into program policies and procedures and student feedback.

Treasurer — Monitors budget and expense commitments and completes procedures for expenses and other financial matters.

Secretary — Records and distributes all meeting minutes and GPSA correspondence and keeps the GPSA files.

Class Representatives — Two representatives from each Psy.D. year (1st – 4th) and up to two from each class in the M.A. programs are elected or volunteer. A representative for the Psy.D. pre-doctoral interns is desirable, but not required. Class representatives serve as spokespersons for their class and assist in coordinating various activities, such as sign-ups for events, requesting volunteers, etc.

Student Life Enrichment Director (SLED) — Develops and coordinates social activities for the graduate psychology community for the school year. One or two assistants may be recruited from the student body.

Sponsor — The Psychology Program Administrator serves as a resource for information and liaison for coordination of GPSA activities.

Standing PCFT Committees that may have student representatives

Multicultural Committee — See description above under “Committee Structure”

GPSA Committees (ad hoc)

Spiritual Development Committee — Seeks to foster an atmosphere of unity among students and faculty and among M.A. and Psy.D. programs, to promote spiritual development of students and faculty, and to promote integration of psychology, theology, and spirituality.

Professional Development Committee — Seeks to foster an atmosphere of unity among students and faculty and among M.A. and Psy.D. programs, and to plan professional development opportunities in addition to classroom experience. It also strives to initiate, maintain, and encourage professional networking with alumni of the graduate programs by means of newsletters, articles in college publications, and various seminars or social gatherings. This committee may establish subcommittees or ad hoc committees as needed.

Student Faculty Recruitment Committee — Main role is to serve as reviewers of those faculty candidates who are invited by the faculty to come for campus interviews. The specific responsibilities are as follows:

1. Attend a student group lunch with the faculty candidate.
2. Give a feedback sheet to Dean of PCFT within a day of lunch date.
3. Attend the class lecture of the faculty candidate (optional) if schedule permits, and complete teaching evaluation form.

The Committee consists of two representatives from each class of the M.A. and Psy.D. programs -- one regular and one alternate. If the regular representative cannot attend the lunch interview, the alternate may attend. Both representatives are welcome to attend the candidate's lecture if available.

Additional Committees — Officers may establish other committees as deemed necessary or desired.

III. ACADEMIC AND GRADUATION CONSIDERATIONS

3.1 ACADEMIC PROBATION/ SATISFACTORY PROGRESS

Students are expected to maintain a grade point average of 2.8 out of a possible 4.0. Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester.

Grade assignments are given in accordance with the following standards:

A outstanding (4 grade points)	C+ below average (2.3)
A- superior (3.7)	C below average (2)
B+ very good (3.3)	C- unacceptable (0)
B expected graduate level work (3)	D unacceptable (0)
B- below average (2.7)	F unacceptable (0)

Please note that “B” is the accepted norm for graduate study. Please do not assume that you deserve “A's” just because you are in graduate school. Similarly, do not expect faculty to defend why you did not earn an “A” or “A-” if your grade is something lower than this. A grade of “B” is indicative of solid work. If you feel you deserved a higher grade, the burden is upon you to document why your work is outstanding, not for faculty to document problems that somehow make it less than “A” work. If you are genuinely puzzled as to why you received a certain grade, please talk with the faculty member about this. Please do not attempt to get your grade raised unless you are very sure that some aspect of your work requires re-evaluation. Refer to the *Catalog of Wheaton College* for information on academic probation or dismissal.

⇒ <https://catalog.wheaton.edu/graduate/academic-policies-information/academic-information/#text>

3.2 TIME LIMIT FOR DEGREE

Students have a maximum of five years from the time of enrollment to finish the M.A. degree. A student who does not complete the M.A. program within the five-year limit will be dropped from the program unless the student successfully petitions the Marriage and Family Therapy Program Director and the Master's Academic Affairs Committee (MAAC) for special consideration. Petitions will be considered on a case-by-case basis. A petition to continue enrollment past five years must include a persuasive rationale for the program not being completed on time, and a detailed plan to complete the unfulfilled requirements in a timely manner. An Academic Petition form is used to request an extension. The petition should be initiated at least three months before the student's five-year expiration date.

3.3 LENGTH OF PROGRAM

The Marriage and Family Therapy Program is established as a cohort program to be completed over five or six semesters (including summer terms), or two calendar years of coursework. **Students are expected to graduate by August 31st of their second year in the program.** Some students may fulfill their clinical requirements by the beginning of May of their second year and therefore graduate at the end of the spring term rather than at the end of the summer term. While coursework can be taken over a longer period of time, attempts to shorten the length of the program are discouraged. A two-year period allows a certain assimilation of the material as well as a consolidation of personal growth and professional skills. Students may desire to extend the program by completing coursework in two years and taking internship in their third year. Students may need to extend the program into a third year or beyond by enrolling in Advanced Internship & Supervision in order to complete any clinical requirements they were unable to complete during their second year of the program. (See section 4.6 for further details).

3.4 FILING FOR CANDIDACY

In January of students' second year in the program, they may apply for graduation candidacy through the Academic Advising Office.

3.5 GRADUATION AND COMMENCEMENT

Graduation refers to completion of all degree requirements, while commencement is the ceremony recognizing the completion of degree requirements. Commencement is only held in May, while the college confers degrees on three dates: 1) the day after spring semester final exams week in May, 2) August 31st, and 3) the day after fall semester final exams week in December—contingent on satisfactory completion of all M.A. requirements. Thus, a student may be a May, August, or December graduate, depending on when all program requirements, including clinical hours are completed.

The Academic Advising Office (AAO) typically sends an email about applying for graduation in the fall but, in general, students planning on a degree conferral in December need to have their application for degree completed by **October 15**. Students planning on a degree conferral in May must complete their application for degree by **January 15**.

If a student needs to change their anticipated graduation date at any time (not just near the end), they should email academic.advising@wheaton.edu.

Students who have completed the MFT program's academic requirements and clinical training requirements are eligible to participate in the May commencement ceremony. Additionally, students who have completed the MFT program's academic requirements but whose work toward clinical training requirements is still in progress may also be eligible to participate in May commencement. Regardless of whether they choose to walk in commencement, all students must complete all minimum program clinical training requirements, as well as all academic requirements, to be eligible for graduation. Refer to section 4.6 for further information regarding "In Progress (IP)" internship status, commencement, and Advanced Internship & Supervision.

3.6 WITHDRAWAL FROM PROGRAM OR COURSES

To withdraw from the Marriage and Family Therapy Program, see the current *Wheaton College Catalog* for the required withdrawal procedures. Failure to follow these procedures may result in grades of “F” or difficulty in obtaining transcripts or transferring to another institution. To withdraw from a course, follow the deadline dates found in the Registrar’s Calendar at the back of the current *Wheaton College Catalog* or in the current semester schedule. Information on tuition refund policies is also included there.

⇒ <https://catalog.wheaton.edu/graduate/academic-policies-information/academic-information/#text>

3.7 INCOMPLETE & IN-PROGRESS GRADES

Incomplete Grade

An Incomplete (INC) grade may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. The Incomplete Grade Request is available in the Registrar’s Office. The Incomplete Grade application must be filed by the last day of final exams (or the A Quad class) in the Registrar’s Office. An incomplete grade must be made up by the end of the sixth week from the end of the course. *If the course is not completed within the six-week time limit, a grade of F will be assigned.* The six-week time limit can be extended only by special permission of the Registrar and the instructor, using the academic petition.

In-Progress Grade

An In-Progress (IP) grade will be given when work cannot be completed by the end of a semester for non-classroom independent course work, such as an Independent Study, **Internship**, Thesis, Applied Thesis or Dissertation, or Tutorial. The completion deadline for finishing the work in order to receive a grade will lie with the professor. In-Progress grades will not affect the student's grade point average.

IV. CLINICAL TRAINING

4.1 CLINICAL TRAINING REQUIREMENTS

Students are required to complete two semesters of practicum at the MFT Clinic, followed by 9-12 months of internship work at a partner site to be eligible for graduation. At the end of these practicum and internship experiences, students will have completed a minimum of 300 clinical hours working with individuals, couples, and families and 100 hours of Program Clinical Supervisor (PCS) supervision across individual and group contexts. PCS supervision is defined by the accreditation standards. All faculty meet the criteria for PCS supervision, while only some site supervisors qualify. See the supervisor credentials section below for more details.

Client Contact Hours

Types of Client Contact Hours

Students must accrue a minimum **300** direct client contact hours to graduate.

Client contact hours

- Accrued during students' practicum experiences at the MFT Clinic at Wheaton College and at off-site internships.
- Related to clinical experiences in which students are primarily responsible for management of a therapy session.
- Examples include:
 - Participating in treatment teams.
 - Face-to-face therapeutic contact (as either the therapist of record or a co-therapist) with clients in individual, couple, family, or group therapy.
 - Student-led individual, couple, or family therapy sessions conducted via telehealth* or over the phone**.

*Students will receive Telehealth training through their practicum experience at the MFT Clinic. Please refer to the MFT Clinic Handbook for more information.

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.

Therapeutic Modalities

Students must also ensure that **at least 100** of the client contact hours they accumulate are relational.

- **Relational hours** = client contact hours involving couples or families in therapy
- **Individual hours** = client contact hours involving only one person* in therapy

*Group therapy will be counted as individual hours, unless one of the individuals in a group therapy session is related to or in a relationship with another group member. One hour of group therapy with one or more couples or families may be counted as one relational hour.

Supervision Hours

Required Supervision

Students are required to accrue **at least 100** MFT relational/systemic supervision hours led by PCS supervisors (see supervisor credentials below for more info). Of the 100 supervision hours, **at least 50 must be based on observable data** (i.e., video, audio or live).

Supervision based on observable 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.
- May count the following:
 - time spent watching/listening to a video/recording
 - time spent unpacking session (live or recorded) with supervisor
- Example:
 - A student who shows a 5-minute video clip of a session in supervision and then spends 25 minutes unpacking the clip with his/her supervisor may count 0.5 hours of supervision based on observable data.

Students are required to regularly record their clinical work at their internship site to share in their faculty-led supervision group. It is up to the student and site supervisor to ensure that the student is following best practices for recording. A "Consent to Record Therapy Sessions" form is available for students whose internship sites do not provide them with a release form (see [Box](#) or Appendix K).

Types of Supervision

Students may accrue two types of supervision to arrive at the minimum 100 supervision hours required.

1. **Individual Supervision** = no more than **two** supervisees working with a qualified supervisor in a single supervision session.
2. **Group Supervision** = 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.

Supervisor Credentials

Students will receive supervision from MFT program faculty in their supervision groups each semester they are enrolled in the MFT program and engaged in practicum or internship work. All MFT faculty supervisors are AAMFT-approved supervisors and count toward PCS supervision in ELC (formerly Tevera).

Students will also receive supervision at their internship sites during their second year in the MFT program. Students are responsible for ensuring that their internship supervisors meet the MFT program's site supervisor requirements (listed below). All internship supervisors must be employed at the student's internship site.

The MFT program requires site supervisors to meet one or more of the following credentials to supervise its students:

- Be designated as an American Association of Marriage and Family Therapy (AAMFT)-approved supervisor or candidate
- Presently hold a LMFT, LCSW, LCPC, or LCP license and have at least 5 years of post-graduate experience in their discipline

***Please note that a supervisor who meets these criteria to supervise you at your internship does not qualify as a PCS supervisor.

Some site supervisors count as PCS supervisors when logging hours in ELC, which will allow you to accrue well over 100 hours of PCS supervision. If your site supervisor does not count toward PCS supervision, you will log your supervision hours under "Other Supervision" and you will rely on your faculty-led supervision groups to complete your required 100 hours of PCS supervision. The Clinical Training Administrator maintains a list of which site supervisors qualify for PCS supervision and will communicate with you about your site supervisor's status once you apply for internship. If you have any doubts about your site supervisor's credentials, please contact the Clinical Training Administrator.

Supervision Groups

Each semester in which students are enrolled in the MFT program and engaged in either practicum or internship work, they will be assigned to a supervision group of no more than six students and one MFT faculty member. ***Students will be assigned to a section by the MFT faculty.***

In students' first year in the MFT program, time spent in supervision groups will revolve around discussions of their work at the MFT Clinic. In students' second year in the MFT program, their supervision group time will be used to discuss questions and concerns and process their clinical work conducted at their internship sites with the use of video recordings.

Students must obtain an internship by May 31st of their first year in the program to be eligible to register for MAFT 677, summer supervision.

Personal and Professional Development Groups

Each fall & spring semester in which students are enrolled in the MFT program, they will also 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 be assigned to their groups by the MFT faculty.*

In students' first year in the MFT program, time spent in PPDG will primarily 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 personal growth and self of the therapist issues related to clinical work.

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 **100** relationally-based (i.e. couple and family) client contact hours
- A minimum of a **100** MFT relational/systemic supervision hours with a PCS supervisor (all faculty supervisors & some site supervisors)
- At least **50** of the 100 supervision hours based on observable data (i.e., video, audio, or live)
- Internship supervisors who are licensed (LMFT, LCPC, LCSW, LCP) with at least 5 years of post-graduate experience in their discipline; or are an AAMFT-approved supervisor or candidate
- Enrollment in a PPDG during each semester of the program
- Enrollment in a supervision group during each semester of the program in which students are engaged in either practicum or internship work

4.2 PRACTICUM & SUPERVISION

During students' first year in the MFT program, they will participate in a practicum experience at the Marriage & Family Therapy Clinic at Wheaton College (MFT Clinic). Students' practicum experiences will involve spending one late afternoon/evening per week working as part of a treatment team at the MFT Clinic. During Fall Quad A, as members of a treatment team students will observe (over a live video feed) individual, couple, and/or family therapy conducted by faculty or peers, and then actively participate in the therapeutic process by providing feedback to the therapist and/or clients whom they are observing. Starting in Fall Quad B and Spring Quad A, students will provide therapy to their own clients in small group treatment teams with faculty supervision. In

Spring Quad B, students will continue to provide therapy and meet for weekly supervision meetings to review recorded sessions.

Objectives

The following are the objectives of the practicum experience:

- To expose students to clinical work in real-time, to demystify the therapeutic process, and to prepare students for their second-year internship work.
- To allow students to begin applying their theoretical knowledge to the clinical experiences they are reflecting upon and conducting.
- To enable students to actively participate in the therapeutic process, to develop core therapeutic skills, to both give and receive feedback, and to practice engaging with clients with the support of a team.
- To acculturate students to professional counseling/clinical environments.
- To provide students with a means of practically exploring any self-of-the-therapist issues that may arise during their clinical observations and treatment team experiences.
- To give students the opportunity to begin accruing client contact hours.

Student Responsibilities

To participate in practicum and remain in good standing throughout the practicum experience, students must comply with two primary requirements. First, they must complete all required practicum paperwork in a timely manner. Second, they must behave in a professional manner in all practicum-related matters, including accurate and timely completion of administrative tasks (i.e. notes, billing, scheduling, etc.) at the MFT Clinic.

Paperwork

Students will complete clinical training paperwork within ELC.

AAMFT Professional Liability Insurance.

Students must obtain professional liability insurance before starting live observations/treatment-team work at the MFT Clinic. They may visit the AAMFT website and complete the student member application form (link below). Upon registering, students will receive a confirmation email. AAMFT student members automatically receive professional liability insurance. Proof of the insurance will be sent in an email within several days of registering or may be accessed [here](#) with your email and AAMFT member ID. Students must upload this proof to the assignment in ELC by **week #2** of the fall semester. Failure to do so will result in students being *kept from accruing any client contact hours at the MFT Clinic until they have submitted their proof of insurance.* Appendix E includes an example of what the proof of professional liability insurance looks like.

⇒ <https://aamft.org/join>

ELC Hours Approval (Fall, Spring, & Summer).

Students must submit their hours for approval by their faculty supervisor by the last week of the semester (week 16, see Clinical Training Calendar in section 4.8). *ELC Hours Approvals must be approved by students' faculty supervisors* as a means of checking that students are accurately logging hours. Please see the hours approval assignment in ELC for instructions and/or follow along with the video tutorial in the MFT Student Resources folder on [Box](#).

Personal and Professional Comportment Evaluation (Fall).

After Thanksgiving, PPDG leaders will formally assess students' professional comportment, relational competency, and overall readiness to interview for an internship and take the next steps in training to become a marriage and family therapist by completing the *Personal and Professional Comportment Evaluation (PPCE)* via ELC. To preview the PPCE see Appendix G.

A composite or overall score of "1" or "2" may lead to a referral to the Student Review Committee (SRC). Please see section 5.2 for a detailed description of the SRC process.

Practicum Student Evaluation (Fall & Spring).

At the end of the fall and spring semesters, faculty supervisors will fill out an evaluation of each student's participation in practicum via ELC. This evaluation, measuring students' preparedness for internship, assesses four primary areas: 1) clinical competency, 2) relational competency, 3) interpersonal justice competency, and 4) Christian distinctiveness. The student and faculty supervisor will meet to review this evaluation, and the evaluation will be signed by both parties in ELC.

First-year MFT students will not be eligible to receive a grade for their spring semester Practicum & Supervision course, nor begin any internship work they have already secured, until they have completed this evaluation process. A copy of the "Practicum Student Evaluation" for preview can be found in Appendix F.

A composite or overall score of "1" or "2" may lead to a referral to the Student Review Committee (SRC). Please see section 5.2 for a detailed description of the SRC process.

Professional Comportment

In addition to timely completion of all required paperwork, students are required to behave professionally when engaging in the practicum experience. Stated simply, student professional comportment involves:

1. Abiding by all rules, policies, and procedures of the MFT Clinic, as indicated in the MFT Clinic Handbook.
2. Attending all practicum-related activities unless otherwise excused, including weekly MFT Clinic staff meetings.
3. Arriving on time for all practicum-related activities.
4. Completing all administrative tasks at the MFT Clinic in a timely & accurate manner.
5. Demonstrating a commitment to their practicum and treatment team.

6. Engaging in ethical behavior in all client contact, abiding by the standards set forth in the AAMFT Code of Ethics.
7. Showing respect toward those conducting the therapy sessions they are observing. 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 conducting these sessions.
8. Refraining from posting anything on social media or other apps/websites related to clients. Social media posts are not private, and it is in the best interest of students, clients, supervisors, and our program to refrain from posting about clinical experiences.

4.3 INTERNSHIP 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 internship placement options from which to choose. Many students obtain their internship site placements via the Wheaton College Psychology, Counseling, and Family Therapy (PCFT) Practicum Information Exchange (PIE), while others find placements on their own, apart from the PIE process.

The Practicum Information Exchange

In November, the School of PCFT holds an internship fair on campus called the *Practicum Information Exchange (PIE)* as a means of facilitating meetings between graduate students and various local community mental health centers and private practices offering internship opportunities. At PIE, counseling sites from around the Chicagoland area come to the college to speak with PCFT graduate students about available internship opportunities for the coming academic year. ***Attendance at PIE is mandatory for all first year MFT students*** as it is the primary means by which MFT students get connected with internship sites and secure their internship work for the following year.

Student Review Committee (SRC) Referrals and PIE

Students are eligible to attend PIE even if they have been given a referral to the SRC. However, a student's attendance at PIE does not mean that he/she is eligible to begin interviewing with potential internship sites. Please continue reading for details regarding eligibility for internship site interviews.

Internship Site Interview Eligibility

To be eligible to attend interviews with potential internship sites, students must meet the following criteria pertaining to their case conceptualization examination, their personal and professional comportment evaluation, and their academic standing.

Case Conceptualization.

Students must pass the Case Conceptualization Examination to be eligible to interview at internship sites. If a student passes their original case conceptualization exam “with revisions”, the student must complete their required exam revisions prior to being cleared to interview with sites. If a student fails their original case conceptualization exam and is given SRC remediation criteria, they must fulfill all said criteria (determined by their SRC members) and be cleared by the MFT Clinical Training Coordinator prior to being eligible to interview with sites.

Personal and Professional Comportment.

Students must pass their *Personal and Professional Comportment Evaluation (PPCE)* to be eligible to interview at internship sites. If a student is referred to the SRC based on their personal and professional comportment evaluation score, they must complete the SRC review process and fulfill all remediation criteria (determined by their student review committee members) and be cleared by the MFT Clinical Training Coordinator prior to being eligible to interview with sites. A copy of the *PPCE* for reference may be found in Appendix G.

Academic Standing.

Students must be in good academic standing after the fall semester to be eligible to interview at sites. If a student is placed on academic probation, they will be referred to the student review committee (SRC) who will determine, along with the MFT Clinical Training Coordinator, the student’s eligibility to interview with sites.

***PLEASE NOTE:** If a student is under review by the SRC for any matter, the student must complete any ongoing SRC review processes, fulfill all remediation criteria (determined by their student review committee members), and be cleared by the MFT Clinical Training Coordinator prior to being eligible to interview with sites.*

PIE Preparation

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

- Go to [Box](#) > MFT Student Resources > Internship Search to view information on internship sites with whom the Wheaton College MFT program frequently partners. Included in these resources are internship site evaluations completed by previous students, which include feedback about students’ experiences at their sites.
- 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 internship experiences and how they prepared for PIE.
- Update your CV/resume to reflect your strengths as a candidate for prospective internship sites, including your experience at the MFT Clinic.

- Find out what materials specific internship sites want from their applicants (e.g., CV/resume, cover letter, letters of recommendation).

PIE Day

On the day of PIE, students are expected to *dress professionally* (as if on a job interview) and *bring several CV/resume copies* to give out to potential internship sites. When meeting with representatives from various sites, students are expected to be open and honest about both their strengths and their limitations as internship candidates, as well as discuss with site representatives the “Important Questions to Ask Potential Internship Sites” (listed later in this section). Students are encouraged to meet with as many sites as possible to familiarize themselves with a variety of internship 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 beginning of spring semester***. If a site requests to interview a student prior to the set interview start date, the student should consult the MFT Clinical Training Coordinator.

PIE Follow Up

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 intern hiring process. As already noted, while students may begin the process of scheduling interviews any time during or after PIE, ***students are not allowed to attend an interview with a site until the beginning of spring semester***. Additionally, students must meet all internship site interview eligibility criteria (listed previously in this section) prior to being cleared to begin attending interviews with sites. At this time, students should also begin completing any site-specific applications.

Important Questions to Ask Potential Internship Sites

Given the variety of site options, students are encouraged to consider several factors when seeking out potential internship 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 an internship 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 an internship site should be whether the site is able to meet all of the clinical requirements of the MFT program (as stated in section 4.1). Namely, students should ensure that prospective sites are able to provide the following:

1. the type and number of client contact hours needed for graduation
2. the ability to record sessions for use in on-campus supervision
3. a supervisor who meets the qualifications detailed in section 4.1
4. sufficient *relational* client contact hours
5. *at least one hour of individual supervision per week or 90 minutes of group supervision per week*

6. duration of *between 9 and 12 months* of internship work.

2) What is the site's philosophy of therapy?

Different internship 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, internship 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 interns.

4) Do any special transportation considerations need to be considered in getting to and from the internship site?

Because the MFT program partners with sites as near 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 internship 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.

Transportation Policy

All students are responsible for obtaining transportation to and from their internship. *The MFT program strongly encourages students to have access to a personal car to ensure they will have reliable transportation to their internship sites.* Wheaton College and the MFT Program partner with a number of internship 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 internship placements. Therefore, not having a car seriously limits a student's internship options, which could potentially lead to failure to obtain an internship.

While the MFT Program supports students in the internship placement process, the student remains responsible for locating an internship and obtaining reliable transportation to and from the internship site.

Once Placed

Paperwork

Once students have accepted an internship, they must complete the site placement process in ELC, including their *Internship Application* (Appendix H) and *Permission to Release Educational Record Information* form (Appendix I). The permission to release educational record information form allows the MFT faculty & administrators to communicate directly with each student's internship site supervisor(s) regarding relevant academic and clinical matters. Please see the ELC Tutorials folder on [Box](#) for guidance in completing the site placement process.

International Students

Upon procuring an internship, *those students enrolled in the MFT program who do not have U.S. citizenship must register their placement as Curricular Practical Training (CPT) with the Graduate Student Care Office* located on the second floor of Billy Graham Hall. The U.S. government considers internship work a form of employment for international students and, as such, proper documentation of employment must be recorded with the college. Any questions about this process should be directed to the Graduate Student Life Office, BGC 228 (phone 630-752-7084).

⇒ graduate.student.life@wheaton.edu

If No Placement

Students who feel they are having difficulty finding an internship are strongly encouraged to be in contact with the MFT Clinical Training Coordinator. While it is ultimately the responsibility of students to secure an internship, 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 internships shortly after PIE takes place while others spend several months in the process of securing an internship. However, if a student is unable to obtain an internship prior to the start of the summer semester, the student will be unable to register for a summer Internship & Supervision group. This is true for each semester that a student does not have an internship placement.

New Site Placements

Those students interested in working at an internship 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. If an internship site is able to meet the requirements of the MFT program, the MFT Clinical Training Coordinator and MFT Clinical Training 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 internship 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.

4.4 INTERNSHIP & SUPERVISION

Once an internship has been secured, most students will be slated to begin their internship 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 or summer of their second year. During their time in internship, students have the opportunity to work independently with clients in therapy 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/trainings required by their internship sites.

Prerequisites

There are several prerequisites to students' participation in internship. 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 any of these prerequisites will be dealt with on a case-by-case basis. *Unless otherwise notified, students may not begin their internship work until all of the following prerequisites have been met.*

Faculty Assessments

Several assessments will be used to determine students' preparedness for internship work. These include the *Case Conceptualization Examination*, the *Personal and Professional Comportment Evaluation*, and the *Practicum Student Evaluation*. The case conceptualization exam has been explained in detail in Part 4.3 of this section, while the personal/professional comportment and practicum evaluations have been explained in Part 4.2. As previously mentioned, *even if a student has already agreed to work at a particular internship site, he/she will not be able to begin the internship experience until the practicum student evaluation process has been completed.* (In rare instances in which an internship 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 practicum evaluation take place earlier in the spring semester of the first year.)

Courses

Prior to beginning internship work, students must have completed the following 30 hours of course work:

- Enduring Questions for Systemic Therapist (MAFT 601, 1 credit)
- MFT Ethics and Professional Practice (MAFT 624, 3 credits)
- MFT Therapy I: Theoretical Foundations (MAFT 634, 3 credits)
- Psychopathology and the Family (MAFT 642, 3 credits)

- Couple Therapy (MAFT 633, 3 credits)
- MFT Therapy II: Systemic Assessment and Intervention (MAFT 635, 3 credits)
- Families in Context (MAFT 637, 3 credits)
- Individual and Life Cycle Development (MAFT 631, 3 credits)
- Personal and Professional Development Group I & II (MAFT 671 & 672, 1 credit each)
- Practicum & Supervision I & II (MAFT 675 & 676, 3 credits each)

Students desiring to begin their internship 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 internship 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 internship 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 practicum experience, those moving on to internship work must complete all required internship-related paperwork in a timely manner and behave professionally in all matters related to their internship work. In addition, interns 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 supervision class on a regular basis*** to review with their faculty supervisor and other group members. Students who are unwilling or unable to present observable data of their clinical work in their supervision class *will not be eligible to receive a passing grade* in for Internship & Supervision.

Paperwork

Learning Contract.

Within **two weeks** of beginning their internship work (even when beginning internship work over the summer), internship supervisors must complete the *Learning Contract* in ELC. It is the student's responsibility to send the Learning Contract to their site supervisor via ELC. The Learning Contract is a functional document that allows for clear expectations to be set between students and their internship 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 internship work as it provides the outline and structure for the internship, shapes the direction of student learning, and provides a basis for dealing with any conflict in expectations that may arise during the internship experience.

Students who have been at their internship sites for longer than two weeks and have yet to complete their learning contracts *will be suspended from conducting any internship-related work until their Learning Contract has been completed and signed in ELC*. A copy of the Learning Contract for reference may be found in Appendix J.

AAMFT Professional Liability Insurance.

Before beginning work at their internship 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 #2** of their second year in the program. They must then upload proof of *AAMFT Professional Liability Insurance* to ELC. Students found to have out-of-date professional liability insurance will be *kept from accruing client contact hours at their internship sites until they have submitted their proof of insurance to the Clinical Training Administrator via ELC*.

⇒ <https://www.aamft.org>

Personal and Professional Comportment Evaluation (Fall).

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 (PPCE)*. An overall score of "1" or "2" may lead to a referral to the Student Review Committee (SRC). Please see section 5.2 for a detailed description of the SRC process. A copy of the *PPCE* for reference may be found in Appendix G.

ELC Hours Approvals (Fall & Spring).

When engaged in internship work students must also electronically submit their *ELC Hours Approval* by the last week of the semester, per the Clinical Training Calendar (see section 4.8). The Clinical Training Administrator will provide second year students with a refresher on how to track their clinical and supervision hours via ELC within the first month of the fall semester. Students are responsible for ensuring that their site supervisor **approves** their hours in ELC (supervisors will receive an

email from ELC when the students submit their request, but students may also need to prompt their supervisor). *Students who have not submitted their hours for approval will not be eligible to receive a passing grade in their Internship & Supervision class for the semester in question.*

Internship Student Evaluation (Fall & Spring).

Toward the end of the fall and spring semesters during students' second year in the MFT program, the MFT Clinical Training Administrator will contact each student's internship supervisor and ask him/her to complete an evaluation of the student's performance in internship via the *Internship Student Evaluation*, which the student will send to his/her supervisor via ELC (see copy in Appendix L). Internship 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.

After the site supervisor has completed the evaluation, the student will be notified by ELC to review the evaluation and sign the evaluation online. The student and site supervisor will then meet to review the assessment and make any needed amendments to the site supervisor's evaluation.

After meeting with his/her site supervisor, the student will then meet with his/her faculty supervisor to review the site supervisor's evaluation, at which point the faculty supervisor may also comment on anything related to the student's internship performance. At the end of this meeting the faculty supervisor will sign the site supervisor's evaluation of the *Internship Student Evaluation* electronically on ELC. A composite or overall score of "1" or "2" may lead to a referral to the Student Review Committee (SRC). Please see section 5.2 for a detailed description of the SRC process.

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.*

Professional Comportment

For internship students, professional comportment involves, first and foremost, complying with the directions of their site supervisors in all clinical matters. This is because students at internship 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. 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.

Other matters of professional comportment for interns relate to:

- Attending all required internship-related activities unless otherwise excused
- Arriving on time for all internship-related activities
- Abiding by all rules, policies, and procedures of their internship site (*including policies on holidays and other time off*)

- Completing all administrative tasks (i.e. notes, billing, scheduling, etc.) in a timely & accurate manner
- Demonstrating a commitment to their internship during the entirety of their placement
- Showing respect to colleagues and clients in all professional interactions
- Refraining from posting anything on social media or other apps/websites related to clients. Social media posts are not private, and it is in the best interest of students, clients, supervisors, and our program to refrain from posting about clinical experiences.

Ethical Practice

It is also expected that students adhere to the AAMFT guidelines for ethical practice and be aware of and comply with all other relevant state and federal laws and regulations related to the practice of MFT.

⇒ https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

4.5 RELATIONSHIP BETWEEN MFT PROGRAM AND PARTNERING INTERNSHIP SITES

Rights and Responsibilities

The MFT program, its students, and its internship partner sites 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 internship experiences of its students. This means that the MFT program is ultimately responsible for students' clinical training experiences at their internship sites. As part of this responsibility, it is the task of the MFT program to regularly screen and evaluate current and potential internship 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 internship 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 internship placements based on matters of goodness-of-fit. Finally, the MFT program may terminate a student's internship placement in the midst of the internship 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 an internship site placement and for successfully completing all required internship-related work. In addition, at the close of their internship work, students are responsible for completing the “Internship Site Evaluation” online survey in which they are to quantitatively rate and qualitatively describe their internship experience, including whether they would recommend their internship site to future MFT students and why. Completed site evaluations are then posted in the MFT Student Resources folder on [Box](#) for future students to reference when researching potential internship placement sites.

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

Partnering Sites

Internship 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.

Internship sites affiliated with the MFT program also hold the right to accept or reject MFT student internship 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 internship students and, if no suitable alternative can be reached, to terminate a student’s internship placement in the midst of the internship experience (provided proper notification of internship 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 faculty supervisor, it is important to distinguish between the roles of each individual.

Students’ *site supervisors*, employed by internship sites partnering with the MFT program, take direct responsibility for students’ clinical work and the welfare of the clients under students’ care. By contrast, *faculty supervisors* 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 faculty supervisor, *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

Please see section 5.6 for information regarding the grievance procedure between a student and their internship site.

4.6 *IN PROGRESS (IP)* STATUS & ADVANCED INTERNSHIP & SUPERVISION (AIS)

Students who have not met the MFT program's minimum clinical training requirements by the last day of spring finals of their second year in the MFT program will be required to take an *In Progress (IP)* grade for their spring semester Internship & Supervision class, which allows them to continue working toward their clinical requirements through August 31st or longer, as needed.

If a student has not completed their clinical requirements by May 31st, he/she will register for 1-credit Advanced Internship & Supervision during the summer semester and each subsequent semester as needed to remain actively enrolled in the MFT program and continue working toward accruing the clinical hours needed to graduate.

Determining Need for IP Status and Advanced Internship & Supervision Enrollment

***In Progress (IP)* Status and Commencement**

Students who have not completed all their clinical hour requirements (see section 4.1) by the end of the spring semester will be given an *In Progress (IP)* grade for their spring Internship & Supervision class (MAFT 679). This IP status allows students to continue accruing their remaining client contact hours over the summer.

Any students who, in good faith, confirm to the program that they will be able to finish all their clinical requirements by August 31st of the same year may walk in the graduate school's May commencement ceremony. Any student who reports being unable to complete all his/her clinical hours by August 31st of the same year must petition the Registrar to gain permission to participate in commencement. Regardless of whether they choose to walk in commencement, all students must complete all minimum program clinical training requirements to be eligible for graduation.

Advanced Internship & Supervision Enrollment

Students who do not complete all their required clinical training hours by May 31st of their second year will be required to enroll in Advanced Internship & Supervision (AIS) until they have been able to complete their hours. If a student has not completed their hours and is not continuing at the same internship, they will enroll in AIS as soon as they have secured a new internship placement.

Any student moving out-of-state after graduation may also request to be enrolled in Advanced Internship & Supervision 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 process. (For example, some states require MFT students to accrue 500 pre-graduation client contact hours before they may begin the process of applying for MFT licensure. As such, students who have completed more than 300 but less than 500 total client contact hours by May of their second year in the program would be strongly advised to enroll in 1-credit AIS to continue accruing hours if they plan to move to a state that requires more than 300 pre-graduation client contact hours.) It is the responsibility of the student to determine and meet any additional clinical training requirements for his/her anticipated state of licensure.

IP Status Student Responsibilities

Students granted IP status are required to continue logging their hours in ELC over the summer and until their hours are complete. Their final hours report must be approved electronically by both their site supervisor and faculty supervisor. Once a student has completed all clinical training hours requirements and his/her supervisor has approved all his/her hours, the student must notify the MFT Clinical Training Administrator, who will officially change the student's grade from "in progress" to "pass." As soon as this grade change occurs, the student will have completed all the requirements for graduation from the MFT program, and the registrar will issue his/her degree at the end of the term (either May, December, or August).

In working toward the completion of their hours, IP students are required to continue to participate in regular supervision at their internship 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 required to have one hour of faculty supervision per week as they complete their clinical hours and will therefore register for Advanced Internship & Supervision (typically 1 credit).

*All IP students who have not completed their clinical hours requirements by the beginning of August must inform the MFT Clinical Training Administrator via email **by August 15th** to enroll in Advanced Internship & Supervision for the fall semester.*

Advanced Internship & Supervision Responsibilities

Students required to enroll in one or more semesters of Advanced Internship & Supervision (AIS) will find that many of the responsibilities of AIS are quite similar to the ones from their previous internship experiences. One unique difference is that it is the student's responsibility to ensure that they can extend their internship until they have accrued enough client contact hours to graduate. If AIS students are unable to extend their internship work at their current site, they are responsible for finding an alternative placement.

Paperwork

Application for Advanced Internship & Supervision.

Any student needing to enroll in AIS will be required to fill out an *Advanced Internship & Supervision Application* form on ELC (a copy of which is located in Appendix M). Even if a student will be remaining at the same site at which they were placed for internship, he/she is still required to complete this form. Once site placement approval has been granted, the MFT Clinical Training Administrator will pass the form on to the MFT Program Administrator, who will enroll the student in a one-credit Advanced Internship & Supervision course.

Learning Contract.

For those students beginning their AIS at a different site from the one at which they initially did their internship work, a new “Learning Contract” (see Appendix J) must also be completed. AIS students must complete and turn in this contract to the MFT Clinical Training Administrator via ELC within **two weeks** of beginning at their new internship sites. Students that have been at their advanced internship sites for longer than two weeks and have yet to complete their learning contracts *will be suspended from conducting any advanced internship-related work until they turn in a completed contract to the MFT Clinical Training Administrator via ELC.*

Professional Liability Insurance.

All students enrolled in advanced internship must also renew their AAMFT student membership and liability insurance by **week #2** of the fall semester of their third year, submitting proof of AAMFT professional liability to the MFT Clinical Training Administrator via ELC. Students found to have out-of-date AAMFT membership and professional liability insurance *will be suspended from their advanced internship work until proof of professional liability insurance has been provided.*

⇒ <https://www.aamft.org>

ELC Hours Approval.

Additionally, advanced internship students must continue to submit *ELC Hours Approvals* at the end of each semester or whenever the student completes his/her clinical requirements. *Hours must be approved electronically by the student's site supervisor and faculty supervisor.* Students who complete their clinical training requirements (and thus finish their advanced internship work) before the semester's end must also ensure that their final hours approval request has been approved electronically by their site supervisor and faculty supervisor to be eligible to graduate.

Internship Student Evaluation.

Students in need of more than 11 weeks of AIS will be asked to participate in a formal evaluation of their clinical work at their advanced internship site. As with the internship experience, the “Internship Student Evaluation” form (Appendix L) will be used to evaluate one's advanced internship progress. Please refer to the “Internship Student Evaluation” part of section 4.4 for details regarding the evaluation process. *Students required to complete this evaluation process will not be eligible to receive a grade for their AIS course until their evaluation has been fully completed.*

As mentioned previously, a composite or overall score of “1” or “2” may lead to a referral to the Student Review Committee (SRC). Please see section 5: Evaluation for a detailed description of the SRC process.

Supervision

While accruing the client contact hours required for graduation, students in AIS must also ensure that they are continuing to receive adequate supervision of their clinical work – all internship sites, including those working with advanced internship students, must provide their students with *at least one hour of individual supervision per week or 90 minutes of group supervision per week.*

Professional Comportment

Students enrolled in AIS should treat their advanced internship work as a continuation of their internship work. As such, they are to abide by the same rules for professional comportment and ethical practice as noted in Section 4.4.

Continued Advanced Internship & Supervision

Students requiring more than one semester of AIS will continue to work in much the same fashion as they did with their first semester of advanced internship. They will still be required to submit their ELC Hours Approval to their site and faculty supervisors according to the timeline in the Clinical Training Calendar (See Section 4.8). Those in need of more than 11 weeks of AIS in their second semester of advanced internship work will again be asked to participate in a formal evaluation of their clinical work via the Internship 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 internship work will be dealt with on a case-by-case basis.

4.7 POST-MASTER’S LICENSING CONSIDERATIONS

After graduation, Wheaton College MFT program alumni may 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 accessible 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. However, please refer to the official AMFTRB website for the most current licensure information.

- ⇒ 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.
- ⇒ <https://idfpr.illinois.gov/profs/marrfamtherapy.html> – 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 (ALMFT) 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 *ALMFTs are not allowed to practice independently; rather, they must work under the supervision of a licensed clinician.*

To become an ALMFT in Illinois, applicants must meet the following criteria:

1. Complete a master's or doctoral degree in MFT (or a related field)
2. Meet the educational requirements for the LMFT
3. Complete at least 300 client contact hours
4. Pass a criminal conduct/background check

Licensed Marriage and Family Therapist

LMFTs may practice independently, unlike ALMFTs. *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 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 activities related to clinical work, such as grant writing, record-keeping, case collaboration with other helping professionals, etc.
- **Clinical Experience:** Of the 3000 hours of professional work experience required to become an LMFT, at least **1000** hours must be **direct client contact**. In addition, of the 1000 direct client contact 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). Of the 200 hours of supervision, 100 must be with an

AAMFT-approved supervisor or a supervisor of “[equivalent status](#)” (see IDFPR rules for MFT licensure for definition of equivalent status). The other 100 may be with an LMFT, LCPC, LCSW, or LCP with at least 5 years of post-license clinical experience.

Summary of Illinois LMFT Post-Graduate Hour Requirements

- 3000 hours of professional work experience
 - At least 1000 direct client contact hours (count toward the 3000)
 - ⇒ At least 350 relational and 350 individual client contact hours (both count toward the 1000 hours)
- 200 hours of supervision
 - may count up to 100 hours from grad school practicum & internship
 - 100 hours must be with AAMFT-approved supervisor or equivalent

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:

- 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.
- Review the information provided on [Box](#) regarding licensure in other states

4.8 CLINICAL TRAINING CALENDARS

FIRST YEAR CLINICAL TRAINING CALENDAR

Fall Semester

Week #1	<ul style="list-style-type: none"> ▪ Register for AAMFT student membership
Week #2	<ul style="list-style-type: none"> ▪ Upload certificate of <i>Professional Liability Insurance</i> to ELC
Week #12	<ul style="list-style-type: none"> ▪ Take <i>Case Conceptualization Examination</i> in MAFT 634
Week #13	<ul style="list-style-type: none"> ▪ Attend Practicum Information Exchange (PIE)
Week #16	<ul style="list-style-type: none"> ▪ Complete <i>Personal & Professional Comportment Evaluation</i> with PPDG leader ▪ Complete <i>Practicum Student Evaluation</i> with faculty supervisor ▪ Submit <i>ELC Hours Approval</i> for the entire semester

Spring Semester

After Securing Internship	<ul style="list-style-type: none"> ▪ Complete all steps of <i>Site Placement Process</i> in ELC.
Week #16	<ul style="list-style-type: none"> ▪ Complete <i>Practicum Student Evaluation</i> with faculty supervisor ▪ Submit <i>ELC Hours Approval</i> for the entire semester

Summer Semester

Within 2 Weeks of Beginning Internship	<ul style="list-style-type: none"> ▪ Complete <i>Learning Contract</i> with your site supervisor in ELC
Mid-August	<ul style="list-style-type: none"> ▪ Submit <i>ELC Hours Approval</i> for the entire summer

SECOND YEAR TRAINING CALENDAR

Fall Semester

Week #1	<ul style="list-style-type: none"> ▪ Renew AAMFT student membership
Week #2	<ul style="list-style-type: none"> ▪ Upload certificate of <i>Professional Liability Insurance</i> to ELC
Week #14	<ul style="list-style-type: none"> ▪ Meet with site supervisor to discuss fall <i>Internship Student Evaluation</i>
Week #16	<ul style="list-style-type: none"> ▪ Complete <i>Personal & Professional Comportment Evaluation</i> with PPDG leader ▪ Meet with faculty supervisor to discuss fall <i>Internship Student Evaluation</i> ▪ Submit <i>ELC Hours Approval</i> for the entire semester

Spring Semester

Week #14	<ul style="list-style-type: none"> ▪ Notify the Clinical Training Administrator if you will complete your clinical hours requirements by the end of finals week ▪ Meet with site supervisor to discuss spring <i>Internship Student Evaluation</i>
Week #15	<ul style="list-style-type: none"> ▪ Meet with faculty supervisor to discuss spring <i>Internship Student Evaluation</i>
Week #16	<ul style="list-style-type: none"> ▪ August graduates submit <i>Hours Approval</i> for the entire semester in ELC <ul style="list-style-type: none"> ○ Note: To receive a May diploma, all hours must be submitted & approved in ELC by the Friday of finals week. To receive an August diploma all hours must be submitted and approved by August 31st
Finals Week	<ul style="list-style-type: none"> ▪ May graduates submit <i>Hours Approval</i> for the entire semester in ELC <ul style="list-style-type: none"> ○ Note: To receive a May diploma, all hours must be submitted & approved in ELC by the Friday of finals week ▪ Complete <i>Internship Site Evaluation</i> via Qualtrics link

Summer Semester (For August Diploma Recipients)

By August 31	<ul style="list-style-type: none"> ▪ Submit <i>Hours Approval</i> for the entire summer semester in ELC <ul style="list-style-type: none"> ○ Note: To receive an August diploma, all hours must be submitted & approved in ELC by August 31st
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ADVANCED INTERNSHIP TRAINING CALENDAR

Fall Semester

Week #1	<ul style="list-style-type: none"> ▪ Renew AAMFT student membership
Week #2	<ul style="list-style-type: none"> ▪ Upload certificate of <i>Professional Liability Insurance</i> to ELC
Week #11	<ul style="list-style-type: none"> ▪ Review hours obtained; discuss the need for another semester of Advanced Internship with faculty supervisor (if necessary)
Week #14	<ul style="list-style-type: none"> ▪ Meet with site supervisor to discuss fall <i>Internship Student Evaluation</i> (if all required clinical hours not complete by Week #11)
Week #16	<ul style="list-style-type: none"> ▪ Meet with faculty supervisor to discuss fall <i>Internship Student Evaluation</i> (if all required clinical hours not complete by Week #11) ▪ Submit <i>Hours Approval</i> for the entire fall semester in ELC <ul style="list-style-type: none"> ○ Note: To graduate in December, all hours must be submitted and approved by the last day of finals.

Spring Semester

Week #11	<ul style="list-style-type: none"> ▪ Review hours obtained; discuss the need for another semester of Advanced Internship with faculty supervisor (if necessary)
Week #14	<ul style="list-style-type: none"> ▪ Meet with site supervisor to discuss spring <i>Internship Student Evaluation</i> (if all required clinical hours not complete by Week #11)
Week #16	<ul style="list-style-type: none"> ▪ Meet with faculty supervisor to discuss spring <i>Internship Student Evaluation</i> (if all required clinical hours not complete by Week #11) ▪ Submit <i>Hours Approval</i> for the entire spring semester in ELC <ul style="list-style-type: none"> ○ Note: To graduate in May, all hours must be submitted and approved by the last day of finals.

V. EVALUATION

5.1 STUDENT EVALUATION

Overview

In the first semester, the program provides new students with this *MFT Program Student Handbook*, which contains the Mission, Goals, and Educational Outcomes for Marriage and Family Therapy graduate students as well as an overview of the student assessment and evaluation processes, and clinical training requirements. Students are informed that their progress will be monitored in terms of these goals. At the completion of the second year, each student will be asked to evaluate the program according to its success in achieving the Educational Outcomes for MFT Graduate Student Development (see MFT Student Resources folder on [Box](#) for a sample Program Evaluation form).

In the Wheaton College MFT Program, the faculty members have the dual responsibility of monitoring students' academic progress and their clinical suitability. The faculty takes this dual responsibility very seriously. In some cases, individuals may have the academic ability to successfully complete a master's program, but they might remain unsuited for the responsibilities of a family therapy professional. Student progress in academic and clinical development will be monitored on an ongoing basis by the faculty. Students are encouraged to initiate an informal meeting with their academic advisor, PPDG faculty, and Practicum/Internship Supervisor during each semester to receive further feedback. Faculty will consider information from all relevant sources, including student functioning in practicum & internship settings, as they make recommendations on student clinical suitability. Serious concerns will be documented in writing and shared with the student, and students will be referred to the Student Review Committee (SRC).

In order to assess the development of graduate students towards the professional outcomes identified by the department, a portfolio will be maintained for each current student in the program. This portfolio will be updated each semester with the materials provided from that semester. Each student's portfolio includes documentation of formal evaluations (as listed below).

Formal evaluations of students' academic progress include:

- Ethics Exam (Semester 1)
- Student Diversity Project (Semester 2)
- Licensing Preparation Examination (Semester 5)
- Capstone Integration of Faith and Learning Paper (Semester 5)

As described in the Clinical Training Section, formal clinical competency evaluations include:

- Case Conceptualization Exam (Semester 1)
- Personal and Professional Comportment Evaluations (Semesters 1 and 4)
- Practicum/Internship Student Evaluations (Semesters 2, 4, 5, AIS)

During the Marriage and Family Therapy Program Semi-Annual/Annual Year-in-Review meetings, held at the end of each semester, the MFT faculty review the professional development of all students in the MFT Master's Program for the purpose of identifying needs that should be addressed for any individual student or for the student body as a whole. In order to begin a remediation process, graduate faculty may present concerns regarding satisfactory progress to students at times other than the regular evaluation periods. When necessary, a student's advisor or another appropriate faculty member may review the student's portfolio with the student to assist the individual in the process of professional development.

The MFT Student Portfolio will consist of the following:

1. Notification of acceptance, resume & essays from student's application
2. Department copy of student's MFT Master's Program Plan form, signed by student and advisor and approved by Registrar (Semester 1)
3. Copy of AAMFT Professional Liability Insurance (all years)
4. End of Semester Review (Semesters 1, 2, 4, 5, AIS) by Program
5. Personal & Professional Comportment Evaluations (Semesters 1 & 4), completed by PPDG leader
6. Practicum Student Evaluations (Semesters 1 & 2), completed by faculty supervisor
7. Learning Contract from Internship Site (Semester 3)
8. Internship Student Evaluations (Semesters 4 & 5; and Advanced Internship Semesters as needed), completed by site supervisor and faculty supervisor
9. Final clinical hours report, signed by site & faculty supervisors (Final Semester)
10. Case Conceptualization Exam (Semester 1, MAFT 634), with responses and revisions as needed
11. Results of Ethics Exam (Semester 1, MAFT 624)
12. Student Diversity Project (Semester 2, MAFT 637)
13. Results of Licensing Preparation Examination (Semester 5)
14. Research Final Paper (Semester 5, MAFT 618)
15. Capstone Integration of Faith and Learning Paper (Semester 5, MAFT 656)
16. Addenda related to professional development (e.g., disciplinary interventions, scholastic honors, academic probation, etc.)
17. Addenda submitted by the student (e.g., response to evaluations from faculty or supervisor, correspondence, academic petitions, etc.)

Problems of Professional Competence

Because Marriage and Family Therapists are usually in human service positions, professional competence of each student trainee enrolled in the M.A. in MFT program is a concern of the faculty. Semi-annual end of semester reviews of students, which take into account formal feedback from students' Personal and Professional Comportment

Evaluation as well as the Practicum/Internship Student Evaluation will include discussions of each student in relation to professional competence and personal comportment necessary for clinical practice.

It is clear that the conduct of MFT therapists and trainees affects the public perception of the discipline, and professional responsibility requires faculty to monitor the conduct of students. When the student's ability to deliver clinical services is compromised, the student should take steps to ensure clients receive the best possible services in accordance with the AAMFT Code of Ethics. This principle holds true whether or not faculty or clinical supervisors have noticed any problems of professional competence. Sometimes problems of professional competence will be related to stressful situations in a student's life. Other times, students may enter the program without adequate awareness of personal problems, biases, or values that detract from their ability to provide competent clinical services. The MFT faculty seeks to encourage insight into any problems of professional competency and to facilitate professional growth. This may include referrals to appropriate professional personnel off-campus, assisting the student in reassigning clinical work, and helping the student assess the nature and extent of problems of professional competence. Students cannot be assured of confidentiality when they discuss any problems with faculty members or their clinical supervisors if it is deemed there may be a risk of harm to self or others.

The MFT faculty does not function as an investigating agency, but it is likely that some problems of professional competence may be noted as part of professional oversight and supervision. These observations are included as part of each student's regular evaluations. When a concern is considered serious, the student involved is informed and consulted. Faculty members attempt to assess the situation and, if a problem is determined to exist, recommend appropriate action, which may include referral to the Student Review Committee (SRC). Faculty members are committed to respecting students' privacy, and communications about impairment are limited to those directly involved in decisions about training and client welfare.

The Student Review Committee (SRC) provides an avenue for all sides to be heard and determines a remedial plan if warranted. The goal is to restore the student to a level of personal functioning that ensures clinical competence.

Although we desire to be a healing community, it is possible that some problems of professional competence will require temporary leave or permanent dismissal from the program if remedial efforts have been unsuccessful or are likely to be unsuccessful.

5.2 STUDENT EVALUATION AND THE STUDENT REVIEW COMMITTEE (SRC)

SRC Referral

Students receive formal feedback from their PPDG leader and faculty supervisor by means of the Personal and Professional Comportment Evaluations (PPCE) and the Practicum/Internship Student Evaluations (PSE/ISE) completed prior to the end of each semester (refer to section IV: Clinical Training, as needed). Faculty members review the evaluations with the student prior to submitting the evaluations to the MFT Clinical

Training Administrator, who files a copy in student portfolios. An important purpose of evaluating student competency is to identify students who might need guidance regarding their academic or clinical performance or their professional behavior.

Students may receive the following ratings on their evaluations:

- 1 = The student's performance is well below the minimum threshold of competency.
- 2 = The student's performance is below the minimum threshold of competency.
- 3 = The student's performance meets the minimum threshold of competency.
- 4 = The student's performance exceeds the minimum threshold of competency.
- 5 = The student's performance greatly exceeds the minimum threshold of competency.

*Please note that in the following descriptions, **composite score** refers to the score for a single section of an evaluation, while **overall score** refers to the final score for the evaluation.*

A **rating of "3" or above** indicates that, based on performance in the program and/or in practicum or internship, students have demonstrated academic and clinical abilities and professional behavior that are within or beyond the expected range of competency at this stage of training.

A **rating of "2"** signifies that a student is below the minimum threshold of competency in the area of evaluation. An **overall** rating of "2" on either the PPCE or the PSE/ISE prompts an automatic referral to the SRC. If a student receives a "2" for any **composite** score on any either the PPCE or the PSE/ISE, referral to the SRC is at the discretion of the PPDG leader and/or faculty supervisor.

A **rating of "1"** is given when the performance of a student is significantly below the minimum threshold of competency in the area of evaluation. This rating indicates that, in the opinion of the instructor or supervisor, the student may not be qualified to continue as a marriage and family therapist in training, and the student's progress in the program should be reviewed as soon as possible. A single **composite** or **overall** evaluation of "1" automatically results in referral to the SRC. The PPDG leader (for PPCE) or faculty supervisor (for PSE/ISE) makes the referral. Examples of reasons for giving this evaluation include, but are not limited to, the following:

- Violations of ethical or professional standards
- Academic dishonesty, including plagiarism
- Dismissal from internship site
- Excessive tardiness or absences from class
- Failing to respond to constructive feedback
- Unprofessional behavior (e.g., arrogance, rudeness) toward faculty, staff, or other students.
- Persistent inattentiveness, displaying lack of interest in work, faculty, staff, or other students.

First year students receive additional evaluation and feedback first semester after completing their "Case Conceptualization Exam." *Any student who does not pass the*

Case Conceptualization Exam (first semester) will be automatically referred to the SRC for remediation by the instructor of MAFT 634.

If a student has been referred to the SRC and then subsequently receives a single additional overall evaluation of “2” (below the minimum threshold of competency) or a composite or overall evaluation of “1” (well below the minimum threshold of competency), this will also prompt a new referral to the SRC.

To make a referral, the PPDG leader or faculty supervisor sends the completed “Referral to the Student Review Committee” form (Appendix N) via email to the following:

1. the student
2. the student’s advisor
3. the Director of the MFT program
4. the chair of the SRC (if not the MFT director)
5. the MFT Program Administrator
6. the MFT Clinical Training Administrator

SRC meetings are not scheduled regularly, but rather are called to order as needed. The scheduling of the required SRC meeting is at the discretion of the committee chair. Students who are referred to the SRC will receive notice of the day and time of their requested appearance typically a week or more in advance but not less than 48 hours in advance. Student attendance at this meeting is mandatory.

In addition, the student’s advisor is expected to attend. At the discretion of the SRC chair, the person(s) who initiated the referral also may be requested to attend. The student can request that one additional faculty member or one additional graduate colleague attend as well. The SRC chair has the final say as to who is allowed to attend a meeting. Legal representation at the SRC is not permitted. A meeting of the SRC can be rescheduled only for very significant cause (e.g., serious illness, a death in the family). In this case, the meeting will be rescheduled as soon as possible.

Possible Outcomes of Referral to the SRC

Referral to the SRC is intended to be a constructive experience in which needed areas of student growth can be identified and addressed in a collaborative manner. By design and intention, the committee seeks to avoid a confrontational, adversarial atmosphere. The faculty realizes that, realistically, a referral to this committee is likely to induce some level of student concern. However, the referred individual need not fear the process, nor should he or she necessarily consider it a sign of failure. In almost all cases, a referral to the SRC will result in professional growth and greater self-awareness.

Prior to meeting with a student at a scheduled SRC meeting, the committee will review all pertinent materials, including the student’s ongoing academic file. During the SRC meeting, the student, his or her advisor, the committee members, and other invited persons will exchange information and views as to the nature of the problem or concern.

When a student undergoes SRC review, the committee must determine one of four outcomes, as indicated on the “SRC Referral Outcome.” The possible outcomes are as follow:

1. **No Action.** This outcome signifies that, after hearing from all parties, the SRC has determined that a significant problem does not exist. No follow-up meeting with the SRC is scheduled. This outcome becomes part of the student's permanent record.
2. **Advisory.** In this case, the student and his or her advisor receive a written statement of growth areas (professional and/or academic) that should be addressed. This outcome signifies that, in the opinion of the SRC, successful resolution of the issue prompting the referral is highly likely without any further oversight from the committee. No follow-up meeting with the SRC is scheduled. However, this does not rule out additional referrals to the SRC in the event that the student receives future evaluations of “2” (below the minimum threshold of competency) or “1” (well below the minimum threshold of competency). An Advisory recommendation becomes part of the student's permanent record.
3. **Guidance.** In this case, the student and his or her advisor receive a written statement of growth areas (professional and/or academic) that **must** be addressed if the student ultimately is to succeed in graduating from the program. This outcome is equivalent to placing the student on probation. The statement of guidance must give a specific future date for a follow-up meeting with the SRC, at which time the progress of the student will be re-evaluated. See the section titled “Follow-up SRC Meeting” below. A Guidance recommendation becomes part of the student’s permanent record.
4. **Recommendation for Dismissal.** In rare cases, the SRC may recommend dismissal from the M.A. program. Possible reasons for this recommendation include, but are not limited to:
 - Academic dishonesty, including plagiarism and cheating – see Section 5.3 below regarding policy on academic honesty
 - Clinical unsuitability and/or impairment – see prior section regarding problems of professional competence
 - Failure to make acceptable progress in areas of concern previously documented by the SRC

Dismissal

A recommendation for dismissal is made only after the SRC has carefully considered all relevant information pertaining to the student and the issue(s) in question. The student will be notified in writing of the dismissal recommendation. Following notification of the student, a hearing with the full core M.A. and Psy.D. faculty will be scheduled as soon as possible to review the recommendation and to decide whether to dismiss the student. At the hearing, the core M.A. and Psy.D. faculty will hear from the student, the SRC committee members, and other involved parties, as approved by the MFT Program Director, and will review all documentation and correspondence related to the dismissal recommendation. The hearing is closed after all involved parties have presented relevant

information and answered any questions raised by the faculty. Faculty members then discuss the case and vote by secret ballot on whether to dismiss the student. All core M.A. and Psy.D. faculty are eligible to vote. The majority vote prevails.

If the faculty members vote to dismiss the student, written notice of this decision will be mailed to the student within one week of the hearing. If a dismissal occurs in mid-semester the student may or may not be allowed to finish the term, depending upon the reason for dismissal. The decision on finishing the semester is made by the MFT Program Director, in conjunction with the Dean of Psychology, Counseling, and Family Therapy and the Provost.

If the SRC recommendation for dismissal is not accepted by the faculty, then the SRC is instructed to meet again with the student within two weeks to issue a “Guidance” recommendation, according to the guidelines for “Guidance” as described in the Handbook.

Appeal of Dismissal

A student who is dismissed from the MFT Program has the right to appeal the decision to the College’s Provost. The appeal must be filed in writing within five (5) business days of the notification of dismissal. If an appeal is not filed within five business days following notification of dismissal, the dismissal decision will be final.

A request for an appeal must be based on one or more of the following reasons:

1. A procedural or substantive error occurred that significantly impacted the decision (e.g., bias or material deviation from established procedures).
2. To consider new evidence unavailable during the dismissal process that could substantially impact the outcome. A summary of this new evidence and its potential impact must be included with your appeal.
3. The outcome of dismissal is grossly disproportionate (i.e., excessively harsh or excessively lenient) given the offense or the cumulative conduct record of the responding student or employee.

The decision of the Provost will be final.

Follow-Up SRC Meeting

As part of their overall written evaluation, students who are placed on Guidance status receive a specific future date for a follow-up meeting with the SRC. At this meeting, the SRC is mandated to arrive at one of the four outcomes discussed above; that is, the student will receive an additional SRC Referral Outcome form rated as No Action, Advisory, Guidance, or Recommend Dismissal. If the student is continued on Guidance status, a specific future date for further follow-up with the SRC is provided.

5.3 POLICY ON ACADEMIC HONESTY

The Wheaton College Community Covenant which all members of our academic community affirm, states that, “According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37).” It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers academic dishonesty a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Plagiarism is a form of dishonesty. Acts of academic dishonesty violate the trust that exists among members of the learning community at Wheaton and degrade the College’s educational and research mission.

⇒ <http://www.wheaton.edu/About-Wheaton/Community-Covenant>
⇒ <https://www.wheaton.edu/academics/departments/politics-and-international-relations/current-students/plagiarism-policy/>

Definitions

Plagiarism is defined as using material created by others—in part or in whole—without properly attributing authorial and publication references for the correct source(s). Plagiarism can occur in dealing with written texts, but can also occur in the arts when, for instance, images or musical themes created by another are presented as if they were the original composition or creation of the student. Reference credit must be given for direct quotations, for work (including a form of argument, progression of ideas, or artistic creation), whether in whole or in part, that is paraphrased, adapted or summarized in the student’s own words or creative work, and for information that is not common.

Cheating is defined as use of unauthorized notes, study aids, or non-approved sources for an examination, unauthorized alteration of a graded work after it has been returned and resubmission of that work for re-grading, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course (concurrently or sequentially) without prior permission from the course instructors.

Fabrication is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data as if they were gathered in accord with those guidelines, and failing to include an accurate account of the method by which the data were gathered or collected.

Academic dishonesty also includes any lack of integrity exhibited through lying, misrepresenting, defrauding, or deceiving related to assigned or voluntary academic work. It further includes any deliberate attempt to gain unfair advantage in completing examinations or other required work, colluding, aiding or abetting the academic dishonesty of another student, and the falsification of academic records and official documents. These definitions are not exhaustive.

Responsibility for Disciplinary Action

Disciplinary authority and responsibility for addressing student violations of the College's academic honesty policy has been delegated by the President to the Provost and, in turn, to the Academic Deans and Faculty members.

The Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

Students who commit acts of academic dishonesty should report their own violations of this standard to the appropriate person (i.e., the professor); honest confession is expected as the appropriate expression of remorse. It is the responsibility of every student who is a witness to such behavior to confront academic dishonesty whenever they become aware of it (in the spirit of the mutual responsibility as discussed in the Community Covenant). College faculty and all staff similarly must address every act of dishonesty as they become aware of it.

Disciplinary Process

When a student is perceived to have violated the academic honesty policy, the faculty member will meet with the student to discuss the alleged violation. The faculty member may ask another faculty member or Department Chair to attend this meeting. The goal of this meeting is to communicate to the student the nature of the allegation, to gather more information regarding the situation, and to allow the student(s) to share his/her perspective about the incident. Student(s) will be given the opportunity to share any information or evidence that may support their position. The College will approach these initial conversations balancing the tension between grace and truth with a genuine interest in the student's wellbeing and development within the context of community and relationships.

The decision of whether or not a student has committed an academic violation will be communicated to the student in writing by the faculty member within five (5) working days of the initial meeting. If the faculty member determines that an infraction has occurred, a copy of the letter will be forwarded to the Academic Department Chair and the Dean of the division to which the faculty member is assigned. The letter must include a complete description of the events including the date of the meeting with the student and the conclusions and sanctions reached as a result of the meeting. The faculty member should keep originals of tests, papers etc. that give evidence of the violation. The faculty member must also consult with the Dean of Residence Life prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy.

Outcomes for academic dishonesty are assigned with the intent of maintaining appropriateness to the severity of the infraction, consistency, and fairness. Decisions about the nature and severity of disciplinary responses to academic dishonesty will take into consideration three factors: 1) the level of maturity of the student and the programmatic expectations on the student (e.g., the freshman in the first writing course versus the doctoral student working on a dissertation), 2) the severity of the infraction

(from an apparently incidental failure to quote properly a source to an act of wholesale plagiarism in purchasing an academic paper on-line), and 3) any pattern of prior incidents.

Academic Dishonesty Outcomes

If a student is found to have violated the Academic Honesty Policy, the faculty member has the authority and sole discretion to give one of the following responses:

- Reprimand/warning
- Assignment of additional work
- Lower the grade assigned for the specific assignment by one or more grade steps
- Re-examination
- Lower the grade to zero credit for the specific assignment on which academic dishonesty occurred

In consultation with the Academic Department Chair, the faculty member may also assign the grade of F (Failed) for the course

The disciplinary actions listed in this section are not exhaustive. Sanctions may be imposed in any combination. Prior to imposing a sanction, a faculty member should seek input from the student's academic advisor and department chair or Dean of the School in which the student is a major. The faculty member must also consult with the Dean of Residence Life prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy. Prior determinations of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation.

All decisions (initial sanctions and any appeals) will be communicated to the student in writing by the faculty member, Academic Department Chair or whomever the College determines should render a response. A copy of all adjudicative documents must be sent to the Dean of Residence Life to be added to the student's file as this office has been charged with maintaining records for all enrolled students.

Suspension and Expulsion

Suspension and expulsion may only be imposed by recommendation of the Academic Dean to whom the involved faculty member reports. The Academic Dean will make this recommendation in consultation with the reporting faculty member, the student's faculty advisor, the academic department chair, and the Dean of Residence Life.

- **Suspension** - The student is involuntarily separated from the College for a specified length of time.
- **Expulsion** - The student is permanently separated from the College with an appropriate notation of the reasons for such termination on the student's permanent record.

Multiple Violations

Students who have multiple academic honesty violations will meet with the Dean of Residence Life, or his/her designee to determine the appropriate institutional response outlined in the student conduct process.

Academic Appeals

If the student believes that the decision made about an outcome in response to the incident of dishonesty is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision. If the student appeals a suspension or expulsion decision, he/she may be permitted to remain in school until the appeal has been heard and a decision rendered.

- In the case of an outcome determined by the professor alone, the appropriate and final appeal is to the Academic Department Chairperson.
- In the case of an outcome determined by the professor together with the Academic Department Chairperson (i.e., failure of a course), the appropriate and final appeal is to the divisional Academic Dean.
- In the case of a recommendation of suspension or expulsion being rendered by the divisional Academic Dean, the appropriate and final appeal is to a Hearing Panel composed of five faculty outside the academic department and one student representative.

Students may appeal the decision of the Hearing Panel to the Provost. The Provost shall notify the student within a reasonable amount of time of her final decision. The decision of the Provost is not subject to further appeal.

Academic Dishonesty & the Graduate School

The Graduate School has established a framework review process that differs in some aspects from the undergraduate policy. In addition, some graduate programs have established additional student review processes that take the place of the academic department chair's role described above. Where such procedures are clearly specified in department or program student handbooks, those procedures take precedence over the more basic process outlined in this policy. However, the Wheaton College appeals process remains the same. A copy of the full Academic Honesty Policy is available in each academic department office, the office of each divisional Academic Dean, the Student Development office, the Graduate Student Care office and the Provost's office.

For further information on the Graduate School Academic Honesty Policy, please contact the Dean of the Graduate School, 630-752-5949.

5.4 PROGRAM EVALUATION POLICIES

Wheaton College's M.A. in Marriage and Family Therapy Program's policies, intended to ensure the continued strength of the program, involve the following ongoing evaluation procedures.

Evaluation of Program Objectives

Evaluations of students are carried out to determine if students are prepared to continue in the program, and to monitor the effectiveness of the program in meeting educational outcomes and training objectives. As student portfolios are reviewed, the faculty are looking for consistent areas of weakness in the students. Patterns may suggest areas that are not covered adequately. The Personal and Professional Comportment Evaluations, the Practicum/Internship Student Evaluations, and the end of semester review of students by faculty will be utilized for these evaluations.

Student Evaluations of Course/Instructor

At the end of each course, students will complete an electronic evaluation (sent via email) of the course and instructor using one of the college's forms established for this purpose (see copy on [Box](#) for reference).

Student Evaluation of Internship Site

The MFT Program at Wheaton College surveys students upon completion of their internship via an Internship Site Evaluation administered electronically. This survey serves to collect student feedback regarding the quality of their clinical training and supervision experience at their site and is used to help the MFT program partner with sites that meet the clinical training needs of our students (see copy of Internship Site Evaluation on [Box](#) for reference).

Student Evaluation of Program

The MFT Program at Wheaton College surveys students during their final semester via a Program Evaluation administered electronically. This survey serves to collect student feedback on the program and its effectiveness in meeting its Educational Outcomes and objectives (see copy of Program Evaluation on [Box](#) for reference).

Alumni Survey

The MFT Program at Wheaton College surveys program alumni annually via an Alumni Survey administered electronically. This survey serves to collect information including, but not limited to, year of enrollment, year of graduation, licensure exam attempts and pass rates, state of licensure, and job placement. The fall immediately after graduation, alumni receive a comprehensive "Recent Graduate Survey", whereas in following years alumni receive a more abbreviated "Alumni Survey" (see copy of Annual Alumni Survey and Recent Graduate Survey in [Box](#) for reference).

Employer Survey

The MFT Program at Wheaton College surveys alumni employers every two years via an Employer Survey administered electronically. The program only contacts employers when alumni provide employer contact information and consent to the program doing so. This survey serves to collect information including, but not limited to, employer satisfaction and rating of employee clinical competency (see copy of Employer Survey on [Box](#) for reference).

Faculty Survey

The MFT Program at Wheaton College surveys MFT faculty annually via a Faculty Survey administered electronically. This survey serves to collect information including, but not limited to, faculty's perceptions of the overall sufficiency of fiscal, physical, technological, instructional, clinical, academic, and student support services resources (see copy of Faculty Survey on [Box](#) for reference).

MFT Support Services Survey

The MFT Program at Wheaton College surveys students annually via an MFT Support Services Survey administered electronically. This survey serves to collect data on students' usage of support services and the effectiveness of these services in meeting the Educational Outcomes of the MFT program (see copy of MFT Support Services Survey on [Box](#) for reference).

MFT Site Supervisor Survey

The MFT Program at Wheaton College surveys site supervisors annually via an MFT Site Supervisor Survey administered electronically. This survey serves to collect feedback from supervisors regarding the program's effectiveness and progress toward the Educational Outcomes of the MFT program (see copy of MFT Site Supervisor Survey on [Box](#) for reference).

Publication Policy

The data collected by the MFT Program at Wheaton College is published on the Wheaton College MFT Program website per the program's Two-Year Cycle of Assessment (see M.A. in MFT Two-Year Cycle of Assessment in Appendix A).

⇒ <https://www.wheaton.edu/graduate-school/degrees/ma-in-marriage-and-family-therapy/curriculum/>

Below are the policies regarding when data is updated on the website.

- *Graduation Rates*: Data is updated on website every January.
- *Licensure Exam Pass Rates*: Data is updated on website every January.
- *Employer Satisfaction*: Data is updated in the *MFT Program Student Handbook* every other August.
- *Job Placement Rates*: Data is updated in the *MFT Program Student Handbook* every other August.

5.5 PROGRAM DATA

Wheaton College's M.A. in Marriage and Family Therapy Program collects and publishes program data, as described in the Program Evaluation Policies section above. Data regarding employer satisfaction and alumni job placement rates is as follows.

Employer Satisfaction

Of the employers who responded to the most recent Employer Survey (administered Spring 2022), 100% rated their Wheaton College MFT alumni as a 3 – “Good” or above (on a 5-point scale) for all eight domains of professional competency. For further information regarding employer satisfaction, please contact the MFT Clinical Training Administrator.

Alumni Job Placement Rate

Of the Wheaton College MFT alumni who self-reported on employment status, including by responding to the Alumni Survey (most recently administered Fall 2021), over 90% reported obtaining a job in the mental health field. For further information regarding alumni job placements, please contact the MFT Clinical Training Administrator.

5.6 GRIEVANCE PROCEDURE

In an evaluation-rich environment where workloads are heavy, disagreements and misunderstandings may occasionally occur.

Student-Faculty

When a conflict arises between a student and a faculty member or when a conflict concerns issues of sexual harassment or discrimination, the student should follow the procedure outlined in the *Student Handbook* of the Wheaton College Graduate School.

Student-Internship Supervisor/Internship Site

When conflicts arise between an MFT student and his/her internship supervisor (or other internship site personnel), the following steps should be taken:

1. The student should first attempt to resolve the situation directly with the person or persons involved.
2. If a suitable agreement is not reached, the student should document the concern in writing and discuss it with his/her faculty supervisor.
3. If the student's faculty supervisor 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 internship site to resolve the situation in an amicable manner. A student may be kept in or removed from his/her internship site placement regardless of the outcome of this grievance procedure.

Students who have general concerns about their practicum, internship, or advanced internship experiences should feel free to discuss these with their faculty supervisor, the MFT Clinical Training Coordinator, and/or MFT Program Director. ***Students may not***

terminate a placement without first completing the MFT program's grievance procedures listed above.

Student-Student

When conflicts arise between students, the following steps are recommended:

1. The one student should first approach the other and state the concern. Informal negotiation and reconciliation may be possible under many circumstances. If a suitable agreement is not reached, the student may choose to repeat the concern in writing, giving the written version to the student involved.
2. If a satisfactory resolution is not obtained, one or more individuals may next choose to take the concern to the MFT student who serves as Vice President (VP) of the Graduate Psychology Student Association (GPSA). The GPSA MFT-VP will meet with the students involved and propose a solution or a process for reconciliation.
3. If the solution proposed by GPSA student officers is not satisfactory to any person involved in the conflict, the conflict may be discussed with the Director of the MFT Program; then, if still not resolved, with the Dean of PCFT. Although the decision of the Dean of PCFT will generally be considered final, under unusual circumstances grievances may be referred to an appropriate college committee, the Director of Human Resources, or the Graduate Dean.

VI. ETHICAL STANDARDS

6.1 STUDENT PRIVATE PRACTICE AND PROFESSIONAL STANDARDS

Based on the preceding discussion, it should be obvious that the department views it as inappropriate for any student in the program to provide therapy services for remuneration apart from an officially approved internship or departmentally approved employment. Such behavior would represent a breach of the standards of ethical practice of the American Association for Marriage and Family Therapy. These ethical principles or standards are applicable to graduate MFT students who are viewed as therapists-in-training. You will be formally introduced to these principles in the course MAFT 624 – MFT Ethics and Professional Practice, but you should be aware that you are responsible to operate within them.

⇒ https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

VII. APPENDICES

APPENDIX A: MFT TWO-YEAR CYCLE OF ASSESSMENT

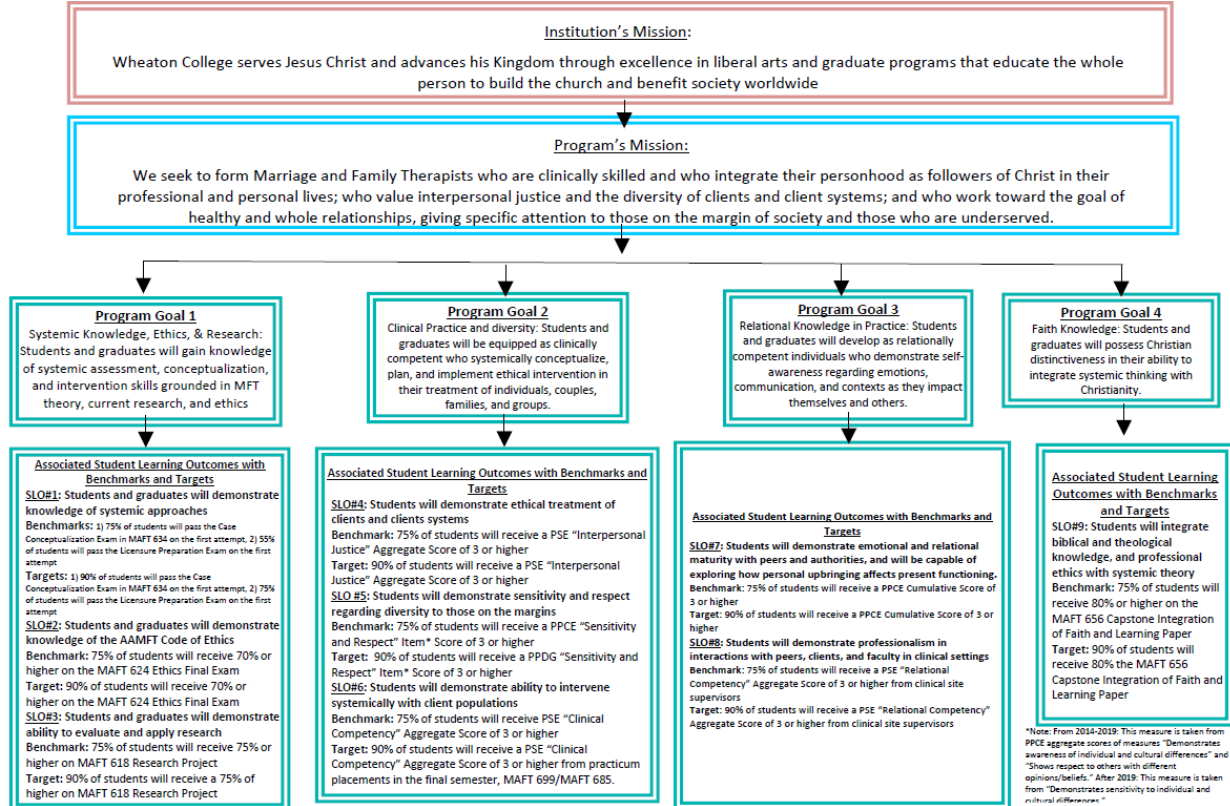
WHEATON COLLEGE MFT PROGRAM Two Year Cycle of Assessment 2025-2027						
	SUMMER 2025	FALL 2025	SPRING 2026	SUMMER 2026	FALL 2026	SPRING 2027
DATA COLLECTION Administer the following surveys:		Alumni Survey Faculty Survey MFT Student Support Services Survey <i>(students/faculty/ administration)</i>	Program Evaluation Post-Placement Site Evaluation Employer Survey (every other year) Clinical Training Sites & Supervisors Survey		Alumni Survey Faculty Survey Student Support Services Survey <i>(students/faculty/ administration)</i>	Program Evaluation Post-Placement Site Evaluation Clinical Training Sites & Supervisors Survey
PROGRAM REVIEW	Web & Marketing Review Mission Statement Review	Review Survey Data Review of Faculty Resources	Student Handbooks Review & Revision	Web & Marketing Review	Review Survey Data Review Assessment Plan	Review Educational Outcomes (PGs, SLOs)
PROGRAM CHANGE NOTIFICATION			Send annual COI program update			Send annual COI program update

APPENDIX B: MFT EDUCATIONAL OUTCOMES CHART



COAMFTE Mission, Goals, and Outcomes Template

Mission, Goals, and Outcomes Template



APPENDIX C: GRADUATE STUDENT SUPPORT SERVICES AND RESOURCES

Wheaton College Graduate Student Support Services and Resources:

The Wheaton College Graduate School offers a variety of resources to support students and to help them thrive throughout their graduate school experience. Below you will find brief descriptions of the resources available. For more information, please visit the following webpages:

- ⇒ [Graduate Student Life](http://www.wheaton.edu/Graduate-School/Student-Life) (<http://www.wheaton.edu/Graduate-School/Student-Life>)
- ⇒ [Grad Campus Resource Guide](https://www.wheaton.edu/graduate-school/student-life/resource-guide/) (<https://www.wheaton.edu/graduate-school/student-life/resource-guide/>)

I. Support Services and Resources on the Mezzanine of Billy Graham Hall:

The Mezzanine level of Billy Graham Hall is home to the School of Psychology, Counseling, and Family Therapy (SPCFT), including the Marriage and Family Therapy Program (MFT), the Clinical Mental Health Counseling Program (CMHC), and the Clinical Psychology Program (Psy.D.). All PCFT faculty and staff are on this floor, as well as a number of resources for psychology students. Several of the resources available to you on this floor are as follow:

1. **MFT Program Administrator:** Christine Myka serves as a support to students throughout their time in the program. She notifies students of program requirements and events, answers questions, helps connect students to other resources, and more. If you ever have any questions or need any help, contact Christine! She is in office M259. Her email is christine.myka@wheaton.edu.
2. **MFT Clinical Training Administrator:** Caitlyn Gunst provides support to students for clinical training. She trains students on ELC, collects clinical paperwork, answers questions about clinical hours requirements, and more. She works from home, but may occasionally be found in office M259. Her email is caitlyn.gunst@wheaton.edu.
3. **PCFT Office:** Marilyn Mast Hewitt and Joy Lobatos both work in the PCFT office. Both have a wealth of information pertaining to department details and can help point you in the right direction if you ever need help. They also have access to class schedules, classrooms, etc., and can help you if you are ever lost.
4. **Psychology Library:** The Psychology Library includes a variety of helpful clinical resources for students. You can search the online catalog by following this link: <https://wheatonpcft.bywatersolutions.com>. For questions or

directions on how to check out materials, please email clinical.training@wheaton.edu in the PCFT clinical training office.

5. **Other Resources:** Classrooms, computers, printer/photocopier, and a commons area can also be found on this floor.

II. Support Services and Resources on the 2nd Floor of Billy Graham Hall:

The second floor of Billy Graham Hall is home to a number of student services and resources:

1. **Office of Graduate Student Life:** Contact this office with any questions you may have about student care and support; they will be able to help connect you with the specific resources you are looking for!
⇒ graduate.student.life@wheaton.edu
2. **Office of Graduate Admissions:** Contact Grad Admissions with any questions you may have about admissions or transitioning into life as a student; they also are able to help connect you with the resources you need.
⇒ graduate.admissions@wheaton.edu
3. **Graduate Financial Aid Counselor:** Tristan O'Brien is the financial aid counselor for graduate students. Contact her for any questions you may have pertaining to financial aid.
⇒ tristan.obrien@wheaton.edu
4. **Graduate School Chaplain:** [Dr. Greg Anderson](#) is the Graduate School Chaplain. He serves as part of the student care network offering hospitality, pastoral counseling, prayer support, and mentoring for graduate students, faculty, and staff.
5. **Other Resources:** Classrooms, commons, public iMac, printer/photocopier, vending machines, and more can be found throughout this floor.

III. Other Support Services and Resources:

A number of other helpful support services and resources exist throughout campus:

1. **Wheaton College Library:** Our campus library has a large collection of both physical resources and an online database. Steve Oberg is the subject librarian for psychology and can assist students in finding materials for research as needed.
⇒ steve.oberg@wheaton.edu
2. **Writing Center:** The Writing Center, housed in the library, offers writing support to students. Their services are free to students and include both written resources

as well as collaboration sessions during which staff at the center will provide feedback on your writing project.

3. **Academic and Institutional Technology:** AIT offers a variety of academic and support services for all things tech related! Feel free to email them or drop by their office in Blanchard Hall 171 if you are ever in need of technical help.
⇒ ait.service.desk@wheaton.edu
4. **Learning and Accessibility Services (LAS):** This office exists to provide services for students needing academic assistance, including those dealing with learning, physical, or mental health challenges. If you have any questions or are in need of assistance, please contact this office.
⇒ las@wheaton.edu
5. **Counseling Center:** The Counseling Center, located on campus, offers low-fee support to students through both individual and group counseling for students. If you are interested in receiving counseling, please contact the Counseling Center.
⇒ counseling.center@wheaton.edu
6. **Student Health Services (SHS):** The office of Student Health Services is dedicated to student wellness. Check out their website or email them to learn more about the resources they offer.
⇒ student.health.services@wheaton.edu
7. **Chrouser Sports Complex:** Chrouser features a number of fitness and wellness resources, including recreational gyms, a weight room, a jogging track, a pool, a dance studio, a climbing wall, fitness classes, and more! Membership is free for students and their families.
8. **Center for Vocation and Career (CVC):** The Center for Vocation and career supports students in job searches and also offers resume and curriculum vitae help too!

APPENDIX D: PROOF OF PROFESSIONAL LIABILITY INSURANCE EXAMPLE



Insurer: Philadelphia Indemnity Insurance Company
One Bala Plaza, Suite 100, Bala Cynwyd, PA 19004
NAIC #: 18058

Contact: CPH Insurance, 800-875-1911, info@cphins.com

Certificate of Liability Insurance

Date issued: 08/22/2024

Named Insured:

Student Name
555 Address
City, State Zip

Policy #: *****

Policy Term: 08/31/2024 - 8/31/2025

Occupation: AAMFT Student

Professional Liability: Portable Coverage, not location specific

Coverage Type <small>(Occurrence Form)</small>	Limits of Liability <small>(Per Claim/Total Per Year)</small>
Professional Liability	\$1,000,000/\$3,000,000
Supplemental Liability	\$1,000,000/\$3,000,000
Licensing Board Defense	\$35,000
Commercial General Liability	N/A
Fire/Water Legal Liability	N/A
Business Personal Property	N/A

A handwritten signature in black ink that reads 'C. Philip Hoban'.

Authorized Representative

Disclaimer: This certificate is issued as a matter of information only and confers no rights upon the certificate holder. The Certificate of Insurance does not constitute a contract between the issuing insurer, 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 E: PRACTICUM STUDENT EVALUATION



PRACTICUM STUDENT EVALUATION

Student Name:

Semester of Evaluation:

Year of Evaluation:

Practicum Site: CFRH

Faculty Supervisor:

Please use the following scale in responding to the items included in this evaluation:

N/A = The supervisor is unable to assess the student's performance in this area.

1 = The student's performance is *well below the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student may not be qualified to continue as a marriage and family therapist in training.

2 = The student's performance *does not meet the supervisor's expectation of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student requires further assistance in developing skills in this area.

3 = The student's performance *meets the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student's performance is on par with that of other practicum students at the same level of development.

4 = The student's performance *exceeds the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the supervisor would rank the student's performance in this area among that of the top 25% of practicum students with whom he or she has worked.

5 = The student's performance *greatly exceeds the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the supervisor would rank the student's performance in this area among that of the top 5% of practicum students with whom he or she 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

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Establishment of Treatment Alliance with Clients

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Clinical Assessment and Diagnosis

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

D. Treatment Planning and Case Management

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

E. Execution of Therapeutic Interventions

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

F. Integration of Systemic Theory/Practice of Therapy

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

G. Adherence to Legal and Ethical Standards

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

H. Use of and Response to Clinical Supervision

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Clinical Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

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

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Ability to Regulate Emotion with Clients, Supervisors, and Colleagues

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Effective and Appropriate Communication with Clients, Supervisors, and Colleagues

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

D. Professional Comportment in All Assigned Tasks

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Relational Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

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 Therapy, Supervision, and other Professional Situations

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Intervention in Clients' Larger Systemic Contexts

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Participation in Service to Underserved Populations (e.g., racial/ethnic/sexual minorities, low-income families)

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Interpersonal Justice Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

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.

A) Demonstration of Understanding and Balance between Personal Spiritual Beliefs and Ethical Clinical Practice

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B) Application of the Integration of MFT and Christian Faith to Clinical Practice

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Christian Distinctiveness

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

V. Evaluation of Student's Overall Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Additional Comments:

Signatures

Refer to Student Review Committee (SRC):

☐ Yes

☐ No

Seminar Leader Signature: Date

Student Signature: Date

APPENDIX F: PERSONAL AND PROFESSIONAL COMPORTMENT EVALUATION



M.A. in Marriage and Family Therapy Program PERSONAL AND PROFESSIONAL COMPORTMENT EVALUATION

Student Name:

Year in Program:

Date:

PPDG Leader:

Please use the following scale in responding to the items listed below:

1 = The student's performance is well below the minimum threshold of competency in this area.

2 = The student's performance is below the minimum threshold of competency in this area.

3 = The student's performance meets the minimum threshold of competency.

4 = The student's performance exceeds the minimum threshold of competency.

5 = The student's performance greatly exceeds the minimum threshold of competency.

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

Maintains healthy interpersonal boundaries with others -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Demonstrates self-awareness and emotional regulation -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Demonstrates insight into family of origin relationships -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Demonstrates ability to communicate effectively with others -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Demonstrates sensitivity to individual and cultural differences -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Composite Evaluation of Relational Competency -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

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

Demonstrates professional behavior with faculty/peers -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Avoids tardy behavior or unexcused absences -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Responds to feedback from faculty/peers -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Shows respect to others with different opinions/beliefs -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Demonstrates commitment to the MFT program -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Composite Evaluation of Professional Competency -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Evaluation of Student's Overall Competency -

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Additional Comments:

Refer to Student Review Committee:

☐ Yes

☐ No

PPDG Leader Signature: Date

Student Signature: Date

APPENDIX G: INTERNSHIP APPLICATION



Internship Application

☐ Please check this box if you are applying for Advanced Internship.

First Name:

Last Name:

Student #:

Site Name:

Site Street Address:

City:

State:

Zip:

Telephone:

Name of Supervisor:

Credentials of Supervisor:

☐ LMFT

☐ LCPC

☐ LCSW

☐ LCP

AAMFT Approved Supervisor or Candidate?

☐ Yes

☐ No

Supervisor's Email:

Please enter your approximate internship start and end dates below. These do not have to be exact - for example, if you know you will start in July but do not know the exact date, you may put July 1.

Internship expected start date:

Internship expected end date:

Expected client contact hours at internship site:

No. of credit hours: 2

Student Signature: Date

MFT Clinical Training Administrator Signature: Date

The MFT Clinical Training Administrator must approve your application for internship before the MFT Program Administrator can register you for your second-year supervision groups (MAFT 678 & 679) and PPDG groups (MAFT 673 & 674).

APPENDIX H: PERMISSION TO RELEASE EDUCATIONAL RECORD INFORMATION



Permission to Release Educational Record Information

Student Name:

I give permission for the Wheaton College M.A. in Marriage & Family Therapy program to release information to and receive information from

(Name of Internship 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 internship 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 internship experience.

Student's Signature: Date

APPENDIX I: LEARNING CONTRACT



Learning Contract for M.A. in MFT Internship

Training Year:

Student:

Internship Site:

Clinical Supervisor:

Profession:

License #:

Status: Active

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 postlicensure clinical experience.

Internship Site Clinical Training and Supervisory Expectations

Clinical Training: Sites partnering with the Wheaton College MFT program must provide MFT students with an internship experience lasting from 9 to 12 months in duration, including at least 250 hours of client contact, at least 75 of which must involve work with couples and/or families in therapy.

1. Internship will begin and is expected to end on
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 week
 - b) Couple therapy per week
 - c) Family therapy per week
 - 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 interns 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 therapy: per week
 - b) Group supervision: per week
 - 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 oneway mirror or over a live video feed) or incorporation of video/audio recordings of a student's recent therapy sessions in supervision. A minimum of 25% of supervision time for Wheaton College MFT interns with their site supervisor must make use of observable data (i.e. live supervision or use of video/audio recordings).

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. Clinical supervisor's goals for supervision experience:

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

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

Office phone:

Cell phone:

Email address:

*** If a client, coworker, or oneself is in imminent danger, the student will first call 911 and then contact the site supervisor.**

8. 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 internship experience:

Number of Sick leave days:

Number of Vacation days:

Number of Holiday 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 Internship 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 internship site.

2. Internship 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 internship site. This evaluation will be provided to the site supervisor by the student via Tevera.

3. Tevera Time Track: To be completed by the student on an ongoing basis while engaged in internship work, and signed midyear and at the end of training by the clinical supervisor via Tevera 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.

Should a student not meet all his/her clinical hours requirements by the expected end date, this contract will continue to be in effect until the student is able to complete his/her hours. 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 on or attached to the original contracts, initialed, and resubmitted to the MFT Clinical Training Administrator.

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 Signature: Date

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 internship hours and activities, accurately maintaining clinical records, and acting under the guiding principles of beneficence and non-maleficence. 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 Signature: Date

APPENDIX J: CONSENT TO RECORD THERAPY SESSIONS

CONSENT TO RECORD THERAPY SESSIONS

PURPOSE

In order to ensure the quality of therapeutic services delivered by Wheaton College marriage and family therapy (MFT) internship students at _____, the Wheaton College M.A. in MFT program requests your permission to allow your therapist to record (audio/video) your therapy sessions for supervision purposes. National standards for training marriage and family therapists require MFT students to use recordings of their therapy sessions in supervision settings as these recordings help to [1] ensure that clients are receiving quality care and [2] accelerate students' clinical and professional development.

CONFIDENTIALITY

In order to ensure your confidentiality, your therapist will make use of the following measures:

- All recordings of your therapy sessions will be made on a password-protected device and stored in a secure location until which time they are utilized in group supervision.
- Access to these recordings will be limited to Wheaton College MFT faculty and MFT internship students in the context of group supervision. No one else will have access to these recordings.
- Recordings of your therapy sessions will never be knowingly shared with anyone who knows you. If a faculty supervisor or other MFT student recognizes you or someone being referenced in your therapy session, that person will recuse themselves from the remainder of the supervision time.
- No discussion of your therapy sessions will ever take place outside the context of your therapist's group supervision time.
- Recordings will be erased after they have been made use of in supervision.

CONSENT

I hereby consent to allow _____ (therapist's name) to make recordings of my/our therapy sessions for the purposes of training and supervision only. This consent will be effective from the date this document is signed until the end of my/our treatment, or until any other time that I desire to stop recording my/our sessions. I understand that I have the right to inspect any recording made of my/our therapy sessions and to discontinue the recording of therapy sessions at any time.

Client (or Parent/Legal Guardian) Name

Signature

Date

Client (or Parent/Legal Guardian) Name

Signature

Date

Therapist Name

Signature

Date

APPENDIX K: INTERNSHIP STUDENT EVALUATION



INTERNSHIP STUDENT EVALUATION

Student Name:

Semester of Evaluation:

Year of Evaluation:

Internship Site:

Site Supervisor:

Profession:

☐ LMFT ☐ LCPC ☐ LCSW ☐ LCP ☐ ALMFT + AAMFT Supervisor/Candidate

License #:

Please use the following scale in responding to the items included in this evaluation:

N/A = The supervisor is unable to assess the student's performance in this area.

1 = The student's performance is *well below the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student may not be qualified to continue as a marriage and family therapist in training.

2 = The student's performance *does not meet the supervisor's expectation of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student requires further assistance in developing skills in this area.

3 = The student's performance *meets the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the student's performance is on par with that of other interns at the same level of development.

4 = The student's performance *exceeds the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the supervisor would rank the student's performance in this area among that of the top 25% of interns with whom he or she has worked.

5 = The student's performance *greatly exceeds the supervisor's expectations of a minimum threshold of competency* in this area at this stage of clinical training. This score indicates that the supervisor would rank the student's performance in this area among that of the top 5% of interns with whom he or she has worked.

I. Clinical Competency: Broadly defined, clinical competency relates to the degree to which internship 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

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Establishment of Treatment Alliance with Clients

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Clinical Assessment and Diagnosis

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

D. Treatment Planning and Case Management

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

E. Execution of Therapeutic Interventions

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

F. Integration of Systemic Theory/Practice of Therapy

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

G. Adherence to Legal and Ethical Standards

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

H. Use of and Response to Clinical Supervision

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Clinical Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

II. Relational Competency: Demonstration of relational competency involves the degree to which internship 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

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Ability to Regulate Emotion with Clients, Supervisors, and Colleagues

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Effective and Appropriate Communication with Clients, Supervisors, and Colleagues

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

D. Professional Comportment in All Assigned Tasks

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Relational Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

III. Interpersonal Justice Competency: This competency area relates to the ways in which internship 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 Therapy, Supervision, and other Professional Situations

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B. Intervention in Clients' Larger Systemic Contexts

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

C. Participation in Service to Underserved Populations (e.g., racial/ethnic/sexual minorities, low-income families)

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Interpersonal Justice Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

IV. Christian Distinctiveness: The Christian distinctiveness competency area relates to the ways in which internship 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 internship sites at which Wheaton College MFT students have been placed.

A) Demonstration of Understanding and Balance between Personal Spiritual Beliefs and Ethical Clinical Practice

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

B) Application of the Integration of MFT and Christian Faith to Clinical Practice

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Comments:

Composite Evaluation of Christian Distinctiveness

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

V. Evaluation of Student's Overall Competency

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

Additional Comments:

Signatures

Site Supervisor Signature: Date

Student Signature: Date

Refer to Student Review Committee (SRC):

☐ Yes

☐ No

APPENDIX L: ADVANCED INTERNSHIP APPLICATION



Internship Application

☐ Please check this box if you are applying for Advanced Internship.

First Name:

Last Name:

Student #:

Site Name:

Site Street Address:

City:

State:

Zip:

Telephone:

Name of Supervisor:

Credentials of Supervisor:

☐ LMFT

☐ LCPC

☐ LCSW

☐ LCP

AAMFT Approved Supervisor or Candidate?

☐ Yes

☐ No

Supervisor's Email:

Please enter your approximate internship start and end dates below. These do not have to be exact - for example, if you know you will start in July but do not know the exact date, you may put July 1.

Internship expected start date:

Internship expected end date:

Expected client contact hours at internship site:

No. of credit hours: 2

Student Signature: Date

MFT Clinical Training Administrator Signature: Date

The MFT Clinical Training Administrator must approve your application for internship before the MFT Program Administrator can register you for your second-year supervision groups (MAFT 678 & 679) and PPDG groups (MAFT 673 & 674).

APPENDIX M: REFERRAL TO THE STUDENT REVIEW COMMITTEE (SRC)



M.A. in Marriage and Family Therapy Program Referral to the Student Review Committee

Date:

To:

From:

RE:

The reason(s) for this referral is (are) as follows:

Copies to:

Referred Student:

Student's Advisor:

MFT Program Administrator: **Christine Myka**

MFT Program Director: **David Van Dyke**

MFT Clinical Training Administrator: **Caitlyn Gunst**