



UTAH VALLEY UNIVERSITY

MFT PRACTICUM
HANDBOOK
2023-2024



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Terms used in UVU Policies for Clinical Programs

Director of Clinical Program: Individual with overall responsibility for both the didactic and clinical components of a specific clinical program.

- Also identified as MFT Program Director within this handbook

Director of Clinical Education: Individual specifically responsible for providing support and oversight of preceptors and trainees in the clinical component of the program. This individual might also be known as the Field Education Director. In some clinical programs, the Director of Clinical Program may also fulfill this role.

- Also identified as MFT Director of Clinical Training within this handbook

Preceptor: An experienced clinical practitioner who supervises, trains, and mentors trainees in clinical settings. Preceptors must be credentialed and state licensed to practice his/her specialization. Full-time clinical program faculty may also serve as preceptors.

- Also identified as Clinical Site Supervisor within this handbook

Trainee: A student engaged in either the didactic component or clinical component of a clinical program

This handbook describes the training requirements for the UVU Master of Arts in Marriage & Family Therapy (MFT) degree program. It includes a description of required hours, an overview of how practicum fits within the curriculum, and the program's outcome-based education framework. This document also includes descriptions of the roles and responsibilities of students, supervisors, and faculty, and the formal program documents needed to track agreements with sites.

Students are encouraged to read this handbook carefully and to review it with their Clinical Site Supervisor.

Practicum Experience Overview

The MFT program's practicum courses and hours are aligned with education requirements for Marriage & Family Therapist (MFT) licensure in Utah.* Students are cautioned to regularly review all licensure requirements of the jurisdiction in which they wish to pursue licensure.

*Utah Valley University cannot guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to Utah Valley University.

The Purpose of Practicum

Practicum courses are designed to help students develop basic skills in MFT assessment and intervention with a diverse group of clients, awareness of self-of-the-therapist issues, and effective use of supervision and feedback. Practicum assignments provide students with opportunities to apply theoretical knowledge, to implement and assess the efficacy of family counseling techniques based on this knowledge, and to develop the professional and personal attitudes consistent with the identity of a marriage and family therapist.

Practicum Instructors are American Association for Marriage and Family Therapy (AAMFT) Approved Supervisors who teach clinical skills, provide supervision of ongoing clinical work, and who serve as models of professional identity and ethical behavior.

The primary emphasis of training is the acquisition and refinement of counseling skills, including initial interviewing, empathic listening, relationship-building, case formulation, treatment planning, establishing, and maintaining appropriate conditions for counseling, evaluation of the counseling process and client progress, and management of transference and counter-transference phenomena.

At the end of each practicum course, MFT faculty review student skill progress and hour accrual. Enrollment in sequential practicum courses is contingent upon approval from the MFT Program Director and faculty. The MFT Program Director, with input from MFT program faculty, assigns student enrollment to specific practicum sections.

Practicum Eligibility: Pre-Practicum & Formative Assessment

Admission into the MFT graduate program does not imply a right to engage in clinical work. If a student has not demonstrated sufficient mastery of course or clinical skills, or if the student's emotional stability and maturity create a concern about their ability to work with clients effectively and professionally, the student will not receive permission to work with clients.

Due to the important consideration that needs to be given to the potential clients with whom students will be working during their practicum experience, each student will be evaluated for personal and professional competence and for suitability for clinical placement by the MFT program faculty at the end of Pre-Practicum.

To demonstrate competence and readiness to begin the practicum course sequence, students must pass the Pre-Practicum course and all program Formative Assessment measures (see Formative Assessment Table in Graduate Handbook). After a positive faculty recommendation and final decision by the Program Director, students who pass the Pre-Practicum course and all Formative Assessments are found eligible for enrollment in Practicum I. Each student in Pre-Practicum must observe 20 hours of therapy.

Marriage and Family Therapy Core Competencies® The AAMFT core competencies were developed for educators, trainers, regulators, researchers, policymakers, and the public to establish an expectation for quality of services delivered by licensed MFTs. The UVU MFT program has established training-level expectations for specific competencies in every course.

Core Competencies specific to the Pre-Practicum course and Formative Assessment:

Competencies Evaluated by Pre-Practicum Formative Assessment (OSCE)
1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients
2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems
2.3.8 Identify clients' strengths, resilience, and resources
4.3.4 Generate relational questions and reflexive comments in the therapy room.
1.3.9 Manage session interactions with individuals, couples, families, and groups
4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4.4.4 Evaluate clients' reactions or responses to interventions.

Additional Competencies Evaluated in Pre-Practicum Course
2.2.1 Assess each clients' engagement in the change process
5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence
2.5.1 Utilize consultation and supervision effectively

Students who do *not* pass Pre-Practicum or who do *not* pass any of the Formative Assessment evaluations will: 1) complete remedial work while enrolled in Practicum I, 2) be assigned an incomplete grade in Pre-Practicum and complete remedial work while enrolled in Practicum I, or 3) retake the Pre-Practicum course prior to working with clients. The course of action will be recommended by MFT program faculty with a final decision by the MFT Program Director.

Students who *are* allowed to enroll in Practicum I and begin clinical work continue to be evaluated for personal and professional competence and for suitability for clinical placement. At any point, concerning feedback from a Clinical Site Supervisor, Practicum Instructor, and/or Director of Clinical Education may indicate that a student does not have sufficient skill mastery or stability to provide therapy at a Clinical Training Site. In accordance with UVU Policy 548, the MFT Student Development Committee would develop a remediation plan, which could

include, but is not limited to: withdrawal from an off-campus clinical placement, remedial coursework, specific training experience, or personal therapy. All remedial options are the student's responsibility to initiate and verify to the satisfaction of the Program Director; any expenses incurred are the obligation of the student. Failure to be re-admitted or to complete required coursework and/or clinical hours precludes completion of the degree.

UVU Clinic

Beginning in Practicum I, students develop and apply basic clinical and case management skills by providing therapy in the UVU Clinic. Students are assigned individual and relational cases. Some therapy is provided by an individual student; some cases are assigned a co-therapy team. During Practicum I, students should seek experience in assessment, treatment planning, case documentation, tracking hours, and the use of supervision and consultation.

Students are expected to continually maintain an active caseload of at least 3-5 clients at the UVU Clinic until they graduate.

During Practicum II, in addition to working with clients at the UVU Clinic, students are expected to secure an approved clinical training site where they can accrue additional clinical hours required for graduation. Students may not provide any therapy at an off-campus agency prior to the start of Practicum II.

Direct Communication with Clinical Training Sites

To facilitate student placements with Clinical Training Sites, the UVU MFT Program hosts a Meet and Greet Event. Approved Placement Sites are invited to participate in the Meet and Greet Event where they provide a short overview of their site and have the opportunity to interact with interested students (each approved site is assigned a table and students can meet with them to begin the contact/selection process). Each Clinical Training Site has its own time schedule regarding the date that offers are made and in what manner acceptances of offers by applicants are required. Students should consult the list of Approved Placement Sites to find approved sites that are looking for students.

- If a Clinical Training Site has been approved by the UVU MFT Program, students may proceed with an interview. Before accruing hours at a placement site, the student should complete and submit the Petition to Start Hours at Clinical Training Site.
- If a potential Clinical Training Site is not on the approved site list. The student should not contact that site. Instead, the student should approach the Director of Clinical Education about that site and ask to have the site considered for approval.
 - Professional relationships with the community are important to every training program. Students should approach the opportunity to work at a community site with care and professionalism.
 - Students who communicate directly with a Clinical Training Site prior to receiving permission to do so are in violation of policy and may be asked to meet with the Director of Clinical Education or the Student Development Committee for corrective action.

The purpose and expectation for the practicum training experience is skill building. *The setting where the student is invited to train may not be the student's first choice with respect to their ultimate career goals*, but developing skills in systemic case conceptualization, relationship building, and ethical practice can occur at nearly any approved Clinical Training setting.

Further, although the Clinical Training Sites offer compensation to students for therapy provided, students should be respectful of the sites and their investment in student therapists (supervision, training, and other resources in addition to being paid for seeing clients). Students who refuse open placements and delay hour accrual may need to enroll in an additional practicum course(s) to complete hour requirements for graduation.

Practicum Course Outcomes & Evaluation

Any student earning hours toward graduation must be enrolled in and regularly attending their Practicum course. These courses meet on campus with a practicum instructor and no more than eight practicum students.

Credits

Each practicum course is three credits, which means that students should expect 45 hours of instruction and 90 hours of homework during each course. Instruction hours involve supervision of live and recorded sessions, and discussion of supervised out-of-class clinical training experiences. In addition to discussing clinical cases, practicum courses are designed to help students take information from required readings and integrate it into practice.

Developmental Competencies

The specific instruction and content of synchronous class meetings will vary depending upon the students' needs and interests and each practicum instructor's course design plan. Students should not expect that all practicum sections will cover the same information or require the same assignments to accomplish course outcomes.

Although all practicum courses assess the same learning outcomes, each practicum course has a specific emphasis:

Throughout this document, and other program documents (e.g., course syllabi), clinical competencies and outcomes are color-coded to demonstrate alignment with five Commission on Accreditation for MFT Education (COAMFTE) Developmental Competency Components:

Course	COAMFTE Developmental Competency	Student Learning Outcome
Pre-Practicum	Awareness, knowledge and skill to responsibly serve diverse communities	SLO 5: Students will demonstrate awareness of client context and of their power and privilege as individuals and clinicians.
Practicum I	Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies	SLO 8: Students will apply an ethical decision-making framework
Practicum II	Development and application of	SLO 4: Students will utilize published MFT literature to provide

	research to further the knowledge and practice of the MFT profession.	research-informed therapy
Practicum III	Knowledge of the MFT profession	SLO 2: Students will apply systemic and developmental theories in their conceptualization
Practicum IV	Assessment of overall clinical skill and readiness for graduation via formal assessment of SLOs 2, 4, 8	

Practicum I-IV Course Descriptions, Outcomes, and Expectations

Develops student competence in MFT assessment and intervention. Includes practice with diverse, international, multicultural, marginalized, and/or underserved communities. Guides competence in working with sexual and gender minorities and their families as well as anti-racist practices. Guides self-awareness and self-reflection. Requires completion of case documentation, and effective use of supervision and feedback.

Course Learning Outcomes

1. Apply effective MFT interventions with sensitivity to client contextual variables
2. Demonstrate timely case documentation
3. Implement supervision and feedback
4. Assess self-awareness and self-reflection

As a demonstration of the professionalism expected of a graduate student and clinician, all assignments and paperwork should be submitted in a timely manner.

Grades are calculated based upon the percentages outlined by UVU Academic Policy:

A 100% - 94%	B- 82.9% - 80%	D+ 69.9% - 66%
A- 93.9% - 90%	C+ 79.9% - 76%	D 65.9% - 63%
B+ 89.9% - 86%	C 75.9% - 73%	D- 62.9% - 60%
B 85.9% - 83%	C- 72.9% - 70%	E 59.9% and below

To accomplish Course Learning Outcomes, it is expected that Practicum Students will:

- Demonstrate ethical and professional behavior
 - Show respect for the uniqueness and inherent worth of all individuals.
 - Discuss ethical and agency issues as they pertain to specific cases at a Training Site(s).

- Follow Clinical Training Site emergency procedures when you have any reasonable belief that the client is in danger. Any situation in which clients or the public are in danger must be immediately reported to the Clinical Site Supervisor, practicum supervisor, and/or MFT Administrative team.
 - Adhere to the policies and procedures of the MFT program and Clinical Training Site.
 - Follow all processes for maintaining client confidentiality and protecting client health information, including adherence to HIPAA and HITECH standards and laws.
 - Demonstrate professional behavior by completing case documentation, billing, and submitting hours for approval *each week*.
 - Dress professionally for all therapy sessions (i.e., business casual: no jeans, shorts, short skirts or dresses, sweats, tee-shirts or tank tops).
 - Adhere to all Professional Behavior Expectations described within the Program and Practicum Handbooks.
- Improve clinical skill
 - Expand assessment, diagnosis, and case formulation skills.
 - Increase competence in treating a variety of commonly presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions
 - Deliver evidence-based practice in clinical work.
 - Follow the standard of care recommended by their Clinical Site Supervisor when treating clients.
 - Develop theory of change
 - Formulate an approach to therapy that reflects an understanding of major theoretical models and the process of change.
 - Refine a personal theory of change and change processes.
 - Use supervision effectively
 - Provide and receive supportive and constructive feedback from peers and supervisor(s).
 - Prepare for weekly supervision by bringing relevant material from client sessions to their supervisor. Students are expected to be responsive to direction and guidance from their supervisors, and to implement supervision guidance into their work with clients.
 - Develop self-of-the-therapist through self-reflection and self-awareness.
 - Demonstrate clear understanding of the use of supervision.

- Make their Clinical Site Supervisor aware of the full breadth and depth of all cases, which includes every client the student is treating at a Clinical Training Site.
 - Attend weekly supervision with approved Clinical Site Supervisor and attend all hours of weekly practicum class. Students are expected to bring any non-emergency ethical issues and questions regarding cases to the attention of their Clinical Site Supervisor and practicum instructor in the next scheduled meetings with each.
 - Attend weekly practicum class with their practicum instructor.
 - Notify their practicum instructor if they have concerns (e.g., negative feedback, ethical or legal concerns, personal issues that impact your performance, etc.) regarding their practicum experience.
- Demonstrate progress on completion of required hours
- Provide approximately 100 therapy hours, at least 50 of which should be relational, during each practicum course.
 - Earn hours only at Clinical Training Sites approved by the UVU MFT Director of Clinical Education.
 - Discuss hours with their Clinical Site Supervisor each week.
 - Ensure that hours are approved by their supervisors.

Evaluation of Student Learning Outcomes

Each practicum course aligns with at least one Student Learning Outcome. Course Learning Outcomes are designed to provide a framework for fulfilling the course description, and associated program outcomes and goals. Core Competencies are used in assignment rubrics to evaluate Course Learning Outcomes and Student Learning Outcomes.

At the end of each practicum course, Clinical Site Supervisors are asked to submit an evaluation of their trainee’s developmental competence in specific clinical skills. The MFT Trainee Competency Evaluation – End of Semester (Prac I, II, III or IV) is available and can be submitted within Time2Track. At the end of practicum course, students also evaluate their Clinical Site Supervisor and Practicum Instructor on their support in developing clinical competencies.

These Core Competencies align with Practicum courses and Summative Assessment of Student Learning Outcomes. These competencies are also evaluated by supervisor and student evaluations in each practicum course:

Practicum Course	Core Competencies
All Practicum Classes	1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and policies. 2.3.3 Apply effective and systemic interviewing techniques and strategies. 2.5.1 Utilize consultation and supervision effectively. 5.3.7 Practice within defined scope of practice and competence.

Practicum I	<p>1.3.2 Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).</p> <p>1.3.4 Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian</p> <p>5.2.2 Recognize ethical dilemmas in practice setting</p> <p>5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.</p>
Practicum II	<p>5.3.8 Obtain knowledge of advances and theory regarding effective clinical practice</p> <p>4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).</p> <p>6.3.2 Use current MFT and other research to inform clinical practice</p>
Practicum III	<p>2.2.2 Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.</p> <p>4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values</p> <p>4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems.</p>
<p>Practicum IV</p> <p>Summative Assessment:</p> <p>Case Presentation/ Clinical Demo</p>	<p>2.2.2 Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.</p> <p>2.3.3 Apply effective and systemic interviewing techniques and strategies</p> <p>4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values</p> <p>4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems</p> <p>4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).</p> <p>5.3.8 Obtain knowledge of advances and theory regarding effective clinical practice</p> <p>6.3.2 Use current MFT and other research to inform clinical practice</p> <p>4.3.12 Integrate supervisor/team communications into treatment</p> <p>5.2.2 Recognize ethical dilemmas in practice setting</p> <p>5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process adversely or create vulnerability for misconduct.</p> <p>5.3.7 Practice within defined scope of practice and competence.</p>

Student Development Committee

As described in Policy 548, there are a variety of reasons that a clinical student may be required to participate in a process of remediation or corrective action. The MFT Student Development Committee one way the MFT program engages in these processes. This committee is described in the MFT Graduate Handbook.

Students are expected to complete direct client hours at a pace that demonstrates growth in experience and development of skill over four semesters. If a student is not gaining experience and direct client hours in a developmentally appropriate manner to achieve 400 hours by the end of the fourth semester course (approximately 100 direct hours including 50 relational hours in each practicum course), a Student Development Committee meeting may be required before the student can enroll in the next sequential practicum course. Students who do not demonstrate progress on the completion of clinical hours may be asked to repeat a practicum course.

Reminders about Licensure and Record Keeping

Every licensing jurisdiction has unique rules and laws. If you anticipate moving to a state or territory other than Utah (or out of the United States), be sure to check that state's licensure requirements well in advance. Talk with the Program Director about any state in which you plan to seek a license.

Although you wrote about the Utah licensing requirements in your application to the UVU MFT program, rules and laws change. In 2021, the licensing board discussed significant changes to the MFT rules to address therapy in a post-pandemic era. Take a moment now to find and save a current copy of the application(s) for MFT license in the jurisdiction you plan to seek a license after graduation.

Start a portfolio of your training experience. Include copies of your signed hours, the Clinical Training Agreement and any signed Petitions, Clinical Training Site information, Clinical Sit Supervisor information, and practicum syllabi. Students are responsible for keeping copies of the records they may need for licensure (e.g., course descriptions from the UVU Catalog, course syllabi).

Therapy Hour Requirements

Therapy Hours required for graduation from the UVU MFT program are informed by Utah MFT licensing rules (see Appendix A) and current COAMFTE standards (see Appendix B).

Graduation from the UVU MFT program requires 400 DIRECT/FACE-TO-FACE therapy hours (200 must be relational therapy hours) acquired over at least 12 months (at approximately 10 hours per week) under appropriate program-approved supervision.

Direct Therapy Hours in the UVU MFT Program

Direct hours are accrued only during therapy sessions during which the student is the primary therapist.

- Direct Therapy Hours may be counted when the student and client meet for therapy and the student is primarily responsible for the therapy session.
 - When a student engages in co-therapy, the student must be fully engaged in the planning, delivery, and debrief of each therapy session. Co-therapy is not being a passive observer while the co-therapist conducts a session. Nor is it the same as shadowing a primary therapist.
 - Therapy Hours do not include time when a student is talking with a client by phone, writing case notes or recording hours, observing therapy, talking with referral sources, or consulting with professionals or community members.
 - Clinical Hours are typically counted as a 50-minute hour.
 - 50-60 minutes = 1 hour
 - 65-75 minutes = 1.25 hours
 - 30-45 minutes = .5 hour
 - 15-30 minutes = .25 hour

Relational hours are accrued only during sessions when therapy is provided to a relational unit.

- Relational Therapy Hours may be counted when the student is responsible for a therapy session that involves two or more individuals who have an ongoing relationship outside of therapy (e.g., couples, families, groups with couples, groups of siblings).
 - When a student provides therapy at a residential treatment center or therapeutic boarding school, sessions with a resident and family members on the phone may count as an individual therapy hour. If family members attend virtually, the session counts as a relational hour only if all family members reside in Utah.
 - Therapy hours with a group may only count when the group participants live with each other (e.g., they live at the same residential facility) or the participants have an ongoing relationship (e.g., couples for a pre-marital or marital group)

See Appendix B: COAMFTE Glossary Definitions for Direct Clinical Contact Hours & Relational Hours

Supervision Hour Requirements

Supervision Hours required for graduation from the UVU MFT program are informed by Utah MFT licensing rules (see Appendix A) and current COAMFTE standards (see Appendix B).

Graduation from the UVU MFT program requires 100 SUPERVISION hours (50 must be observable or “raw” data) acquired over at least 12 months.

Supervision Hours in the UVU MFT Program

For every 5 hours of therapy, students need to actively participate in at least one hour of supervision.

- Supervision hours are earned during weekly supervision meetings with practicum instructors and Clinical Site Supervisors.
 - Students must meet weekly for at least 1 hour of Individual Supervision (1-2 Trainees) with an off-campus Clinical Site Supervisor.
 - Students must attend weekly practicum classes.
 - Practicum class time can be counted toward Group Supervision hours when the practicum class time involves **developing the clinical competencies and professional growth of the student as a supervisee, consistent with the MFT relational/systemic philosophy, ethics, and practices of the marriage and family therapy profession.** (COAMFTE glossary)
 - Supervision is distinguishable from psychotherapy or teaching
 - **Any time a student or Clinical Site Supervisor misses one week of supervision, a plan for continued support and crisis management needs to be in place.**
 - If supervision will be missed for a second week, the student needs to make up that time with another supervisor or take a break from seeing clients until the 5-to-1 supervision hour ratio can be resumed.

The USC Title 34: Education CFR 600.2, definition of a Clock Hour is a 50- to 60-minute time period. (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600>). Please ask your supervisor if they would prefer to count practicum and supervision time based on a 50- or 60-minute hour.

- Observable data refers to live supervision (behind the mirror, co-therapy, reflecting team), and video/audio supervision (a recording created, transported, shared, and deleted in HIPAA- compliant ways).
 - Students count an hour of raw data when they share video/audio of their own session.

See Appendix B: COAMFTE Glossary Definitions for MFT Relational/Systemic Supervision, Observable Data, & Individual MFT relational/systemic supervision

Time2Track Hour Definitions

The UVU MFT Program uses Time2Track (T2T), an online hour tracking platform, for the tracking and approval of therapy and supervision hours. Once you are enrolled in Practicum I, the program will provide you with a code/Authorization Key that will allow you to sign up with a Time2Track student account.

After a Clinical Site and Supervisor are approved, the Director of Clinical Education will place the site information into the T2T system. Supervisors will be sent an email invitation to sign up with T2T at no cost. Using T2T, supervisors can approve hours online.

For more information, take a look at the T2T website: <https://time2track.com/solutions/students/>

Entering Hours (Activities) in T2T: UVU MFT Program Definitions

Relational Direct Therapy Hours	
<i>Couples Therapy</i>	You completed a therapy session with a client system that involves two individuals who were both present. The clients share an ongoing relationship outside of therapy (e.g., intimate couple system)
<i>Family Therapy</i>	You completed a therapy session with a client system that involves two or more individuals, who were all present. The clients share an ongoing relationship outside of therapy (e.g., family system)
<i>Group Family Therapy</i>	You completed a group therapy session. The client units in the group have a relationship outside of the group itself (e.g., group therapy with sibling pairs).
<i>Group Couples Therapy</i>	You completed a group therapy session. The dyadic client units in the group have a relationship outside of the group itself (e.g., group therapy with pre-marital couples).
Individual Direct Therapy Hours	
<i>Individual Therapy</i>	You completed a therapy session with an individual client. You may discuss relational issues, and the client may attend therapy with another person at another point, but if there is only one person present for this session, it is counted as an individual therapy hour.
<i>Group Therapy – Individual</i>	You completed a group therapy session. The client unit in the group is an individual person (e.g., group therapy for people struggling with an eating disorder).

Supervision Hours (Activities)	
<i>Individual Case Report</i>	1-2 students in supervision. You are talking about your cases. The other supervisee could be talking about their cases or showing video/audio data from their session.
<i>Individual Raw Data – Live</i>	1-2 students in supervision. Your supervisor is watching your session in real time (i.e., behind the mirror, through the iPad, or as a co-therapist in the session with you).
<i>Individual Raw Data – Video</i>	1-2 students in supervision. Your supervisor is watching a recording of your session on your iPad.
<i>Individual Raw Data – Audio</i>	1-2 students in supervision. Your supervisor is listening to a recording of your session on your iPad.
<i>Group Case Report</i>	3-8 students in supervision. You talked about a case. Other students either: talked about cases, shared a video or audio recording, or you watched behind the mirror with your practicum class when another student did live therapy.
<i>Group Raw Data – Live</i>	3-8 students in supervision. Your supervisor is watching your session in real time (i.e., the practicum class is watching behind the mirror, or through the iPad)
<i>Group Raw Data – Video</i>	3-8 students in supervision. Your supervisor and the practicum class are watching a recording of your session from your iPad.
<i>Group Raw Data – Audio</i>	3-8 students in supervision. Your supervisor and the practicum class are listening to a recording of your session from your iPad.

Please tag all sessions that fit in one or both of these categories:

Tags* (added to Activities in T2T)	
<i>Diverse, Marginalized, and/or Underserved Communities</i>	groups from non-majority populations currently discriminated against and underrepresented with regard to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language.
<i>Teletherapy</i>	synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements, or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.

**Definitions from COAMFTE Glossary*

Expectations of Clinical Site Supervisors, Training Sites, & Trainees

Students may only see clients at Clinical Training Sites that have been approved by the Director of Clinical Education. New sites may be approved for students who identify an agency that potentially meets the training requirements. To request approval for a potential site, a student should meet with the Director of Clinical Education to discuss the site. If the Director of Clinical Education is in agreement, the student must prepare and submit a Petition for Program Approval of New Clinical Training Site. The Director of Clinical Education will review the site and supervisor information provided to determine the possibility of approving the agency as a Clinical Training Site.

We recognize that the supervision of clinical graduate students may create a financial benefit to some clinical training sites, depending upon how those sites choose to bill clients for services provided by students. **However, we firmly reject the notion that students are an economic commodity to which any Clinical Training Site is entitled.**

Local agencies may be invited to partner with the UVU MFT program on behalf of a student or students' clinical training. A Clinical Site or Supervisor who wishes to partner with the UVU MFT program will be evaluated for eligibility. **It is fully the right of the Director of Clinical Education to decide whether or not an eligible Clinical Training Site will supervise a student in the MFT program.**

This decision must not discriminate against a site or supervisor due to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language. This decision may be based on the Director of Clinical Education's perception of the program's ability to develop a professional partnership with a site or supervisor.

If approved as a Clinical Training Site, an agency must be willing to collaborate with the UVU MFT program in the training of students. This collaboration requires timely, professional, and respectful communication about student concerns or program processes. Clinical Training Sites need to demonstrate that they employ a Clinical Site Supervisor who is qualified to supervise MFTs in the state of Utah (*see* DOPL requirements in Appendix A). Clinical Site Supervisors partner with the MFT program; subsequently, supervisors who fail to sign student hours monthly, to return student evaluations or to communicate professionally with the program will not be approved to continue their supervision of UVU MFT students.

Expectations of a Clinical Site Supervisor

To be approved as a Clinical Site Supervisor for UVU MFT students, the supervisor needs to demonstrate:

- The Clinical Site Supervisor is either an AAMFT Approved Supervisor or qualified to supervise marriage and family therapists in the state of Utah.
- A clearly articulated philosophy of and commitment to training which includes ideas about how to introduce “novice” clinicians to a new area of skills and attitudes, how to assess students’ progress, and how to address possible training problems.
- Alignment with the AAMFT Code of Ethics.
- A relational/systemic philosophy for conceptualizing presenting problems, diagnosis, intervention, and treatment.

Please refer to the Clinical Training Agreement for additional information about Supervisor Roles and Responsibilities.

If approved, Clinical Site Supervisors of UVU Marriage and Family Therapy students shall:

1. Meet with the MFT Director of Clinical Education for a Clinical Training Site visit/interview, and with MFT practicum faculty when requested.
2. Maintain their MFT license and status as a Utah-approved or AAMFT-approved Supervisor.
3. Conduct themselves in an ethical and professional manner in all training activities. Utah law and the AAMFT Codes of Ethics and Standards of Practice shall govern Clinical Site Supervisor behavior and decision making at all times. The Clinical Site Supervisor practices and permits only those empirically based interventions that follow the current practice guidelines of AAMFT.
4. Provide student(s) with an appropriate orientation to the policies and procedures of the Clinical Training site.
5. Communicate clear expectations to student(s).
6. Set up regular, pre-set, uninterrupted times for weekly supervision.
7. Make arrangements to be available for consultation with student(s) in the case of a clinical emergency.
8. Provide adequate clinical opportunities for the student(s) to meet training requirements.
9. Assign cases within the student’s level of competence.
10. Not allow student(s) to provide more than 15 hours of direct client contact per week unless a written exception is provided by the Director of Clinical Training to provide up to 20 hours per week.
11. Review and approve accurate hour logs of student hours in Time2Track weekly.

12. Give clear and frequent feedback to student(s) regarding their progress in training.
13. Inform the Director of Clinical Education as early as possible of any difficulties with the student(s) at the Clinical Training Site.
14. Evaluate student(s) in a timely manner. Return end-of-course and final evaluations of student competence.

The End of Course Competency Evaluations are completed online within Time2Track.

Evaluation of the student's experience at the Clinical Training Site(s) is completed by the Clinical Site Supervisor; however, the student's final practicum grade is the responsibility of the University practicum instructor.

In the event a Clinical Site Supervisor submits a negative evaluation, the Director of Clinical Education will consult with the Clinical Site Supervisor and bring this documentation to the MFT Program Director for discussion. The student may be contacted to present his/her perspective of their clinical performance. If a negative evaluation by either a Clinical Site Supervisor or practicum instructor is a serious concern, the MFT Program Director will consult with the Director of Clinical Education and practicum instructor to determine whether 1) the student will be able to continue the training experience, 2) a failing grade will be recorded, 3) additional hours will be required, or 4) whether another course of action would be more appropriate. *If unethical or unprofessional behavior is documented, a student's program of study may be terminated.*

15. Inform the Director of Clinical Education asap regarding any changes in the training experience [e.g., supervisor change; termination of relationship with student(s)].
16. Maintain an up-to-date resume and supervisor certificate with the MFT degree program.
17. Communicate in a timely and respectful manner with the MFT program faculty and administration.

Expectations of a Clinical Training Site

To be approved as a Clinical Training Site for UVU MFT students, the site needs to demonstrate:

- The Clinical Training Site is chartered or licensed by the appropriate state authority, if applicable, and has been in operation for at least two (2) full years.
- The Clinical Training Site has adequate facilities and equipment for the student to carry out designated responsibilities.
- The Clinical Training Site and those designated as supervisors comply with professional ethics standards and practice guidelines published by the American Association for Marriage and Family Therapy (AAMFT). The Clinical Training Site and the supervisor practice and permit only those empirically based interventions that follow the current practice guidelines of AAMFT.

- Students will provide regularly scheduled individual and family counseling as a primary activity at the Clinical Training Site.
 - The agency has a sufficient number and variety of clients to assure students will have breadth and depth of experience in counseling. The nature of clients and services offered must be appropriate for students whose primary goal is developing family therapy skills.
 - The student will not be required to find their own clients.
 - Students may not engage in private practice.
 - The student will be permitted to do more than shadow a senior therapist
 - Shadowing and co-therapy with a senior therapist are excellent training tools, that UVU supports. However, students may count clinical hours only when the student is primarily responsible for the therapy session. Therefore, the student must be able to be directly involved in providing therapy to clients once the Clinical Training Site determines the student is ready for that transition.
- A qualified supervisor is available for supervision and training of the student(s).
 - Supervisors have previous experience in supervising students providing family counseling and the agency has some prior experience in training mental health students.
 - The Clinical Site Supervisor is available to the student for questions and to support the student in the situation of a client crisis.
- The student will receive weekly supervision. The student must receive supervision every week that they are seeing clients at the Site. Supervision will be conducted in person, *not* virtually.
 - The Clinical Site Supervisor will regularly review and sign off on treatment plans and case notes.
 - The Clinical Site Supervisor will train the student to manage appropriate billing processes.
 - The Clinical Site Supervisor will verify student hours weekly.
- The Clinical Training Site maintains HIPAA compliant standards.
 - The site has established policies for maintaining the confidentiality of client Protected Health Information.
 - The site has established policies for case-note completion, management, and storage.
 - The site will provide the student with an appropriately confidential place within which the student can provide therapy.
- The Clinical Training Site will allow the student to record and share client data with the MFT program faculty.
 - The site must permit audio or video recording of some of the student's clinical experiences for the purpose of sharing in the MFT practicum, with the client's informed consent and with confidentiality being strictly maintained.
 - The site can work with the program to create a process for HIPAA-compliant

recording, transport, and deletion of client data.

- The Clinical Training Site will *not* ask students to sign a non-compete agreement.

Maintaining Confidentiality of Recorded Therapy Sessions

The program will loan the student a device for recording therapy sessions with clients. Recording should only occur after written permission by the client is documented in the client's file.

The program is primarily interested in providing feedback to the student as the therapist in the session. Therefore, it makes sense to ensure that the recording adequately shows the student.

The recording of the therapy session should be protected by multiple locks, electronic and physical. The recording device should be kept secure when transported from one location to another and when kept at home or school. Stolen or lost devices should be reported to the program immediately so that data can be deleted remotely by the University. Students are expected to replace stolen, broken, and lost devices.

Students should never record a therapy session on any device other than the one provided by the program or the Clinical Training Site.

Recordings of therapy sessions may be transferred to program computers at the UVU Community Mental Health Clinic for observation by 1st year students and use in the final case demonstration. Recorded sessions may be removed at the end of each semester or after the final case demonstration.

Students are required to adequately disguise/remove identifying client information when turning in written reports (case notes, treatment plans, and session transcripts) to practicum instructors or when discussing cases during practicum group supervision.

At all times, students are expected to maintain data standards of recording, transport, and deletion as outlined by HIPAA, HITECH, and the AAMFT Code of Ethics.

Please refer to the Clinical Training Agreement for additional information about Clinical Training Site Roles and Responsibilities.

Note: Students should not sign any contract provided by a Clinical Training Site until the program has reviewed and approved it.

Nondiscrimination at Clinical Training Sites

The UVU MFT Program has a policy of non-discrimination against students with regard to race, color, religion, national origin, sex/gender, sexual orientation, age, disability, veteran/military status, pregnancy-related condition, genetic information or otherwise, as provided by state or federal law.

The UVU MFT program is committed to fostering the training of members of groups currently under-represented in the profession of counseling. The UVU MFT program expects students to provide direct therapy services to diverse, marginalized, and under-served communities.

Clinical Training Sites approved by UVU's MFT program are expected to conduct their selection and training of students in a non-discriminatory manner. Clinical Training Sites are expected to select student applicants without regard to race, sex, age, ethnic background, sexual orientation, genetic marker, or any other characteristic protected by state, local, or federal law. Clinical Training Sites that have a selection policy disallowing students based on any of the above criteria must notify the MFT degree program and clarify the legal, bona fide occupational qualifications, or therapeutic rationale for such policies. The MFT degree program will approve such Clinical Training Sites only if, after consultation with the Director of Clinical Education, it is determined that an adequate legal or therapeutic rationale exists for the selection policies.

Clinical Training Sites must have published policies prohibiting discrimination of clients on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity, or relationship status.

Restrictions on Employment at Clinical Training Sites and Agencies

Training may not be done in the student's place of employment unless the student moves into a therapist-in-training role and it is approved by the Director of Clinical Education.

Occasionally, the interpretation of what constitutes "place of employment" may be unclear. For example, a large corporation may own several smaller corporations which operate at different sites, managed by different supervisors, serving different populations. A student may request the opportunity to train at a subsidiary of the parent organization in which the student works. Students are required to consult with the MFT degree program and will be required to submit a formal proposal for review, signed by both the potential Clinical Site Supervisor and employment supervisor. The rationale for avoiding training at the student's place of employment is outlined as follows:

- Dual Relationships: The Clinical Site Supervisor periodically evaluates the student's progress in training and submits reports to the MFT degree program. These reports must be objective, fair, and candid. Therefore, someone who is a coworker, supervisor, or employer should not evaluate the student. If a student has any question about a dual relationship, they should discuss the situation with their practicum advisor immediately.
- Multiple Identities: A student should enter a Clinical Training Site with a single identity: a professional-in-training. Students attempting to train in their place of employment continue to be identified as employees. This identity can place competing demands on a student and thus compromise the training that a student receives.
- Financial Relationships: Students enter a Clinical Training Site placement as a student, not as an employee, private practitioner, or independent contractor. Financial matters should not impinge upon training/education. The educative and training mission should not be compromised by financial considerations, such as compensation based on "productivity" or "collections."
- Geographical Relationships: Occasionally, health organizations, like other corporations, merge with or acquire other companies that are at some geographical

distance from one another. In these circumstances, the corporations continue to operate independently of one another and are united “in name only.” Under these circumstances, a student may train at the separate corporation, so long as the other criteria regarding separation of training and employment supervision are met.

- Power in Relationships: Students enter training programs to be the recipients of educational professional training experiences. Students may not hire their supervisors or pay the agency for their training experience. Such arrangements remove the professional-in-training from the student role and elevate the student to the status of business partner in the training process.

Expectations of a Student Trainee

Utah Valley University has a commitment to developing practitioners who demonstrate high levels of professionalism and clinical skill. The MFT program is rigorous and demanding, and we require that students continually apply themselves to all aspects of their professional preparation over an extended period of time.

Students are required to complete academic requirements and conduct themselves in an ethical and appropriate manner at the Clinical Training Site. Students are expected to be familiar with and abide by the AAMFT Code of Ethics.

Any behavior that violates Professional Behavior Expectations will be reviewed carefully by the MFT Program Director and Director of Clinical Education and may be referred to the Student Development Committee.

The following list includes examples of inappropriate and unethical behavior:

1. Failure to follow training guidelines defined by the Clinical Training Site, the MFT Program, or the practicum course.
2. Failure to appear for any scheduled event at a Clinical Training Site, such as a therapy session, supervision, etc., without confirming the absence ahead of time with the Clinical Site Supervisor.
3. Taking vacation time without obtaining approval from the Clinical Site Supervisor.
4. Taping an interaction with a client without the expressed and written permission of the Clinical Site Supervisor and client.
5. Removal or private use of any materials from the Clinical Training Site without approval of the Clinical Site Supervisor.
6. Playing tapes of client sessions or presenting client material to another party without the expressed permission of the Clinical Site Supervisor and the client.
7. Paperwork and case documentation not completed in a timely manner as required by the MFT Program and/or the Clinical Training Site.
8. Withdrawing from a Clinical Training Site, withdrawing from a practicum course, or withdrawing from the MFT program without consultation with the Director of Clinical Education or Program Director.

9. Accepting one Clinical Training Site, and then turning it down to accept another Clinical Training Site.
10. Acting in a manner inconsistent with the AAMFT Ethical Code.
11. Demonstration of lewd or immoral conduct by a student in connection with the delivery of services to clients or interactions with staff, faculty, or other students.
12. Demonstration of rude, demanding, or threatening behavior toward another member of the training community (any individual at a training site) or Utah Valley University community (student, faculty, staff, or administration).
13. Offering to provide or providing services that are beyond the scope of the student's training experience or emotional functioning.
14. Conviction of a crime that has a direct bearing on the student's ability to practice competently.
15. Continued practice by a student who has become unfit to practice under supervision due to:
 - a) Inappropriate behavior in counseling and/or academic settings; or
 - b) Addiction to, abuse of, or dependency on alcohol or other drugs which endanger the public by impairing the student's ability to practice safely.
16. Speaking/writing poorly of the UVU MFT Program, fellow students, Clinical Training Site or Clinical Training Supervisor to Clinical Training Sites, Supervisors, clients, other students, or the public without having first addressed the particular grievance in a professional way and according to the grievance policies of the program.

Policies for Managing Difficulties: Clinical Site Supervisors, Clinical Training Sites, & Trainees

The Responsibilities of the MFT Program, Clinical Site Supervisor, Clinical Training Site and Student Trainee are outlined in the Clinical Training Agreement. Once the Director of Clinical Education has vetted a Clinical Site and corresponding supervisors as meeting program requirements, the Clinical Training Agreement will be completed and signed by the Clinical Site Supervisor and the UVU Representative with Signature Authority (the Director of Clinical Education or Procurement Officer). Once the Clinical Training Agreement has been approved, the Site will be added to the program's list of Approved Clinical Placement Sites.

It has been explained throughout this handbook and the MFT Graduate Handbook that if a student does not fulfill expectations or responsibilities outlined by the program or Clinical Training Site, the student will face a remediation process informed by UVU Policy 548: *Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students*, which will be overseen by the MFT Program Director and may involve the Student Development Committee. This includes concerns expressed by a Clinical Site Supervisor.

Prior to enacting a remediation process, the program expects that a Clinical Site supervisor or Clinical Training Site will discuss concerns directly with the trainee. If the trainee is not able to fully address those concerns, the supervisor or site has the right to terminate their relationship with the student. The Director of Clinical Education requests immediate notification if a student is released from a site.

If a Clinical Site Supervisor or Clinical Training Site does not fulfill expectations or responsibilities outlined within the Clinical Training Agreement or this handbook, the program reserves the right to terminate the student's relationships with the Site or Supervisor. This right supersedes any contract a student may have signed with the site or any duration of time committed to by the student. Because the student is working under the approval of the MFT program, if rescinded it renders the student ineligible to continue providing therapy with that site or supervisor.

Prior to terminating a relationship with a Clinical Site Supervisor or Clinical Training Site, the program encourages the trainee to discuss concerns directly with the supervisor or site director. The Director of Clinical Training is available to support a trainee in this discussion, if desired. Regardless, the trainee is expected to discuss concerns with the Director of Clinical Training prior to terminating a relationship with a site. Trainees who wish to end their relationship with a site must submit the Petition to Leave Clinical Training Site form before leaving that site.

If a supervisor or site cannot resolve concerns with a trainee or with the program, the Director of Clinical Training may revoke program approval for future work with said supervisor or site.

Clinical Training Agreement *(see page 30)*

Once an approved Clinical Training Site has been vetted by the Director of Clinical Education, the supervisor must complete and return the **MFT Clinical Training Agreement** for approval from the University representative with signature authority. The Clinical Training Agreement is a binding contract. Utah Valley University needs the original signed MFT Clinical Training Agreement. Sites and Students are encouraged to keep a copy of this form for their records.

Clinical Training: Frequently Asked Questions

I work full time. How can I complete a practicum that needs 10 - 15 hours a week of my time? I cannot give up my employment.

Very careful planning - including consideration of financial aid available, adjustments to work schedules, and the length of time you have allowed to complete the degree program. Many students are changing careers, and some choose to begin transitioning to human services related jobs or a combination of part-time or temporary positions in the counseling field while they are in the master's program.

Students must understand that the practicum requirement is necessary for graduation. If they cannot find enough flexibility in employment to earn practicum hours, they may be unable to complete the program.

Can I do my practicum at my employment location?

No, not usually. Otherwise, multiple relationship issues arise. In larger organizations, if you can show administrative separation between your employment supervisor and your Clinical Site Supervisor, you may be able to use them as a Clinical Training Site. However, you must provide an organization chart that shows that your training and employment supervisors report to different individuals, and a document, via proposal, signed by both supervisors that the experience is in accordance with the guidelines identified herein. In some locations, you may not perform practicum duties at your work location due to federal fair-labor laws: they cannot expect you to provide services for free if you provide those, or very similar services, as an employee.

Do we have any night/weekend training locations?

Yes. However, Clinical Training Sites that offer only night/weekend therapy hours are rare. The specific hours you arrange to work at your Clinical Training Site are between you and your Clinical Site Supervisor. Most Clinical Training Sites require your presence sometime during the day to attend staff meetings, client staffing meetings, and student trainings. Make sure that you do not commit to hours at a Clinical Training Site that overlap with your school schedule. You may not miss classes for travel, meetings, or sessions at a Clinical Training Site.

It is a good idea when you first start graduate school to discuss your training requirements with your employer to allow time to consider adjustments to your employment schedule.

What are Clinical Training Sites looking for in the students they accept?

In general, they are looking for students with an attitude of openness to supervision and new experiences, a curiosity about the field and about people, and a desire to apply and improve counseling skills. With this in mind, you may expect interview questions about why you chose the counseling field, what you personally have to offer to clients, and what your strengths are. Interviewers may ask what was most important to you in the marriage and family therapy

program. They may ask if you have a particular theory of counseling. Supervisors look for students who show some evidence of a willingness to explore their own motivation as well as a willingness to work with others. Some placements want their students to have some background experience in human services delivery. To this end, it is always beneficial for students to obtain some volunteer experience working with others.

How can I increase my chances to get a Clinical Training Site?

Much in the same way you seek employment. Apply to a variety of approved Clinical Training Sites – Prepare and present yourself to approved Clinical Training Sites. The Clinical Training Sites select students they feel they can work with. Some key elements include:

- A well-written resume that clearly articulates your objectives, provides an employment history, and provides a summary of your skills/qualifications and how they are useful in working with people in mental health settings. Include your coursework to-date. Include your volunteer work and professional or interest organizations to which you belong.
- A well-written cover letter – SPECIFIC to the Clinical Training Site to which you are applying. Briefly identify yourself, your reasons for wanting to work for them, and what you feel you have to offer them. (Give them a reason to look at your resume and call you for an interview.)
- Have references available at your interview (names and phone numbers). Some Clinical Training Sites require you to have written references as part of your application. Plan this in advance by getting your letters of reference before you apply to Clinical Training Sites.
- Return phone calls. Schedule interviews as soon as possible and *honor those appointments*. Follow up after your interviews with a “thank you” note or email thanking the hiring committee for taking the time to meet with you.
- Be prepared for your interviews. *Dress professionally* (collared shirt or blouse, not jeans). Ask questions about their expectations and answer their questions honestly. Be flexible in your expectations about hours and days and show a willingness to adjust your personal schedule to be able to meet theirs.
- Show up. Don’t be late to an appointment with your Clinical Training Site or Supervisor. They will worry that you will demonstrate a lack of professionalism with clients and not show up for appointments on time. If you have a personal emergency, communicate professionally and as quickly as possible. Apologize and reschedule if needed.
- Pay attention to details on the application. Fill out all the information requested. Again, this is a place where you can demonstrate whether you will be able to meet the demands of the site. Show them that you will be able to manage the case documentation and billing. Do this by paying attention to details from the start.

How much individual supervision do I need?

You are required to have individual supervision every week with your Clinical Site Supervisor. As you acquire more clients you may need more supervision; the ratio is 1 hour of supervision for every 5 direct client hours.

Do I count supervision hours when someone else is showing a case in Practicum?

Yes. If you're participating in the supervision of that case, the time would count as Group Case Report. Direct Data only applies when you show your case in Practicum or Individual Supervision.

What if I'm having trouble connecting with my Clinical Site Supervisor?

First, attempt to reach out to your Clinical Site Supervisor. If more than one (1) week passes without a response, reach out to the Director of Clinical Education (supervision is required weekly).

What is the difference between my Clinical Site Supervisor and my Practicum Instructor who is also a supervisor?

Your Clinical Site Supervisor provides guidance and feedback on your therapy sessions. They are directly responsible for your clients; any concerns you have with your clients should first be directed to your immediate Clinical Site Supervisor (especially all safety and risk concerns).

Your Practicum Instructor oversees clinical cases completed at the UVU Clinic. Students are expected to maintain a minimum of 3-5 clients at the UVU Clinic. Your Practicum Instructor supports your systemic thinking (with client situations, with practice settings, with management of self-care, and with growth of "self of the therapist," etc.). Your Practicum Instructor may provide direction and resources on current therapy topics as well as help you prepare for the national licensing exam.

What if my Practicum course instructor disagrees with my site supervisor?

Your Clinical Site Supervisor is responsible for your off-campus clients and therefore, the person with the final say over what happens with your clients.

What if I have a serious concern regarding my internship site?

If you have a serious concern, see the grievance policy for appropriate procedure. If you want to discuss the situation informally to process your thoughts, meet with the Director of Clinical Education to clarify the situation and determine appropriate next steps.

What if I have questions not answered here?

You have many resources available: your Practicum Instructor, your Clinical Site Supervisor, the Clinical Training Agreement, the Director of Clinical Education, the Program Director.



UVU MFT CLINICAL TRAINING AGREEMENT

This MFT Clinical Training Agreement (“Agreement”) is entered into this _____ day of _____, 20_____, (“Effective Date”), by and between Utah Valley University (“UVU”), a body corporate and politic of the State of Utah, located at 800 West University Parkway, Orem, Utah 84058, and “Clinical Training Site,” the entity defined in Section 1.1 below.

RECITALS

- A. UVU offers a Master of Arts in Marriage and Family Therapy (MFT) degree, which requires five hundred (500) hours of clinical experience outside the traditional classroom setting.
- B. UVU desires to provide its MFT students with an opportunity to participate in clinical experiences through supervised student therapy positions with various agencies and organizations.
- C. Clinical Training Site has a supervised student therapist position and desires to allow Trainee to participate in that student therapist position.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and conditions contained herein, and for other valuable consideration, the receipt and sufficiency of which are acknowledged by UVU and Clinical Training Site (individually “Party” and collectively “Parties”), the Parties mutually agree as follows:

1 Definitions

1.0 **Clinical Site Supervisor:** An experienced clinical practitioner who supervises, trains, and mentors Trainees in clinical settings. Clinical Site Supervisors must be credentialed and state licensed to practice his/her specialization. Note: UVU terminology identifies these individuals as Preceptors in other clinical programs and other documents.

1.1 **Clinical Training Site:** A licensed agency or organization lawfully registered to provide mental health services identified further below, in the signature block of this Agreement.

1.2 **Director of Clinical Program:** Individual with overall responsibility for both the didactic and clinical components of a specific clinical program. The term MFT Program Director is also used to describe this position.

1.3 **Director of Clinical Education:** Individual specifically responsible for providing support and oversight of preceptors and trainees in the clinical component of the program. This individual might also be known as the Field Education Director or Director of Clinical Training. In some clinical programs, the Director of Clinical Program may also fulfill this role. In the MFT program, this role is currently fulfilled by the MFT Program Director.

1.4 **Trainee:** A UVU student engaged in either the didactic component or clinical component of a clinical program.

2 **Duties and Responsibilities of UVU MFT Program**

2.0 **PROGRAM ALIGNMENT.** UVU will uphold policies and practices that align with the Division of Occupational and Professional Licensing (DOPL) rules and Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards.

2.1 **TRAINEE ELIGIBILITY.** UVU will verify the academic eligibility of Trainee and evaluate Trainee readiness to accrue hours at an off-campus Clinical Training Site.

2.2 **CLINICAL TRAINING SITE APPROVAL.** It is entirely the right of the Director of Clinical Education to decide whether or not an eligible clinical training site will supervise a student in the MFT program. This decision must not discriminate against a site or supervisor due to their race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practices, nation of origin or other social categories, immigration status, and/or language. This decision may be based on the Director of Clinical Education's perception of the program's ability to develop a professional partnership with a site or supervisor.

2.3 **DOCUMENT SITE, SUPERVISOR & TRAINEE RECORDS.** UVU will secure and maintain a Clinical Placement Agreement for every approved Clinical Training Site, a license and supervisor documentation for every Clinical Site Supervisor overseeing a UVU MFT student. UVU will maintain a copy of active malpractice insurance coverage for every Trainee.

2.4 **LIABILITY INSURANCE.** UVU agrees to provide and maintain general liability insurance at all times during the term of this Agreement, subject to approved state judgment limitation amounts. Clinical Training Site agrees to provide and maintain reasonable comprehensive general liability insurance at all times during the term of this Agreement through commercial insurance or properly reserved self- insurance. The nature and amount of the insurance provided and maintained by a Party will be provided to the other Party upon written request.

2.5 **FACULTY SUPERVISION.** For each Trainee, UVU designates a Practicum Instructor, who will monitor and evaluate the intern's performance, provide supplemental supervision, and serve as a liaison to better foster communication, expectations, and cooperative efforts between the Parties.

2.6 **STUDENT ENROLLMENT.** UVU monitors student progress for continued enrollment throughout practicum courses.

2.7 **DOCUMENT STUDENT PROGRESS.** UVU maintains records of student progress in hours and competencies.

2.8 **COMMUNICATION.** UVU will facilitate communication with agency personnel, supervisors, and students to resolve difficulties with a Clinical Training Site, Clinical Site Supervisor, and Trainee. UVU will communicate in a timely and respectful manner with Clinical Training Sites and Clinical Site Supervisors.

3 **Duties and Responsibilities of Clinical Training Site**

3.0 **REGULATORY COMPLIANCE.** Clinical Training Site is registered or licensed by the appropriate state authority and has been in operation for at least two full years. The Clinical Training Site and those designated as supervisors comply with professional ethics standards and practice guidelines published by the American Association for Marriage and Family Therapy (AAMFT). The Clinical Training Site and the supervisor permit only those empirically-based

interventions that follow the current practice guidelines of AAMFT. Clinical Training Site must notify UVU MFT program immediately of any disciplinary action against the site or its leadership including, but not limited to, the revocation, limitation, resignation, suspension or termination of license, certificate, permit, registration, health care privileges, or insurance coverage participation.

3.1 **SELECTION REQUIREMENTS.** Clinical Training Site shall notify UVU of all selection criteria and any selection process requirements including, but not limited to, background investigations, drug testing, and health screenings. Clinical Training Site will provide all necessary work orientation, training, supervision, and evaluations.

3.2 **NONDISCRIMINATION.** Clinical Training Site will select Trainees based on the Clinical Training Site needs and preferences. However, Clinical Training Site represents that it is an equal opportunity employer and will not discriminate based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

3.3 **SUFFICIENT RESOURCES.** Clinical Training Site has adequate facilities and equipment for the Trainee to carry out designated responsibilities. Clinical Training Site agrees to provide to each Trainee the office space, privacy, and resources sufficient to complete clinical experience requirements, including, but not limited to: assessment, counseling (individual, couple, family, and group), psycho-educational activities, consultation, and record keeping. The Clinical Training Site shall provide Trainee the means necessary to engage in supervised counseling, consultation, or related professional skills with actual clients to foster social, cognitive, behavioral, and/or affective change. The nature of the Clinical Training Site must be appropriate for students whose primary goal is to develop professional competencies and counseling skills under supervision. The Trainee must not be required to find their clients nor market their services, assist with office-related tasks, and conduct administrative duties.

3.4 **SITE POLICIES.** The Clinical Training Site has established policies for case note completion, management, and storage. The Clinical Training Site has established policies for maintaining the confidentiality of client Protected Health Information. The Clinical Training Site must permit audio or video recording of some of the Trainee's therapy sessions for the purpose of receiving feedback during MFT practicum courses, with the client's written permission and confidentiality being strictly maintained.

3.5 **EVALUATION.** Trainee evaluation materials provided by UVU to the Clinical Training Site shall be timely completed and returned to UVU in accordance with a mutually agreeable schedule, but no later than the end of an academic semester. Clinical Training Site agrees to make reasonable efforts to accommodate requested site visits by UVU faculty, as well as designate an individual who will serve as the liaison with UVU and each intern.

3.6 **UNPAID POSITION.** If a Trainee will not be paid for an internship position offered pursuant to this Agreement, the Parties acknowledge, and agree to comply with, the Utah statutory provisions regarding unpaid interns at Utah Code Ann. §53B-16-401, et seq. Accordingly, no such intern is an employee of Clinical Training Site, but rather is a volunteer worker of UVU solely for the purposes of receiving workers' compensation medical benefits, if applicable. Clinical Training Site determines the schedule that each Trainee will maintain but commits to a schedule that is sufficiently flexible schedule to allow the Trainee to participate in any required internship meetings and required UVU academic classes and/or coursework.

3.7 **PAID POSITION.** If a Trainee will be paid for an internship position offered pursuant to this Agreement, the Trainee will be a non-exempt employee of Clinical Training Site, which shall

be responsible for providing to the Trainee all applicable wages, benefits, statutory withholdings, workers compensation benefits, and other employment benefits required by applicable law. Clinical Training Site shall determine the hourly or other compensation paid to the Trainee. Clinical Training Site determines the schedule that the Trainee will maintain, but commits to a schedule that is sufficiently flexible to allow the Trainee to participate in any required internship meetings and required UVU academic classes and/or coursework.

4.0 Duties and Responsibilities of Clinical Site Supervisor

4.1 **QUALIFICATIONS.** The Clinical Site Supervisor will maintain their MFT license and status as a Utah- approved or American Association for Marriage and Family Therapy (AAMFT)-approved Supervisor. The Clinical Site Supervisor will notify the Director of Clinical Education immediately of any disciplinary action taken against the supervisor's license, including suspension or probation.

4.2 **PROFESSIONALISM.** The Clinical Site Supervisor will conduct themselves in an ethical and professional manner in all training activities. Utah law and the AAMFT Codes of Ethics and Standards of Practice shall govern Clinical Site Supervisor behavior and decision making at all times. The Clinical Site Supervisor practices and permits only those empirically based interventions that follow the current practice guidelines of AAMFT.

4.3 **SITE ORIENTATION.** The Clinical Site Supervisor will provide Trainee with an appropriate orientation to the policies and procedures of the Clinical Training site. These will include the Trainee Requirements set forth in Exhibit B, subject modification by mutual written agreement of the Parties. The Clinical Site Supervisor will help Trainee manage appropriate billing processes. The Clinical Site Supervisor will communicate clear expectations to Trainee.

4.4 **CLIENT NOTIFICATION.** The Clinical Site Supervisor will notify each client in writing prior to performing any professional services that the trainee is unlicensed and under your clinical supervision.

4.5 **TRAINEE OVERSIGHT.** The Clinical Site Supervisor will take reasonable steps to ensure that the trainee properly assesses and treats each client via clinical interviewing and appropriate psychological treatment interventions. The Clinical Site Supervisor will monitor the quality of counseling performed by the trainee by means of direct observation, video recording, and review of case notes and report writing. The Clinical Site Supervisor will regularly review and sign off on treatment plans and case notes.

4.6 **WEEKLY SUPERVISION.** The Clinical Site Supervisor will set up regular, pre-set, uninterrupted times for supervision. Shall provide required face to face supervision during student supervised clinical practice. Supervision shall meet DOPL requirements in Utah Admin. Code R156-60b-302a. The Clinical Site Supervisor will review Trainee's direct client data.

4.7 **CLINICAL EMERGENCIES.** The Clinical Site Supervisor will be available for consultation with Trainee in the case of a clinical emergency. When unavailable, the Clinical Site Supervisor will arrange for Trainee supervision with a peer should a clinical emergency require consultation.

4.8 **THERAPY HOURS.** The Clinical Site Supervisor will provide adequate clinical opportunities for Trainee to meet MFT program clinical experience requirements. However, the Clinical Site Supervisor will not allow Trainee to provide more than 15 hours of direct client contact per week unless a written exception is provided by the Director of Clinical Training to provide up to 20 hours per week.

4.9 **DOCUMENTATION.** The Clinical Site Supervisor will sign accurate hour logs of student hours during weekly supervision.

4.10 **EVALUATION & FEEDBACK.** The Clinical Site Supervisor will give clear and frequent feedback to Trainee regarding their progress in training. The Clinical Site Supervisor will evaluate Trainee at the end of each semester and return end-of-course and final evaluations of student competence. The Clinical Site Supervisor will also obtain feedback from clients about Trainee's demonstration of specific competencies.

4.11 **COORDINATION WITH MFT PROGRAM.** The Clinical Site Supervisor will meet with the MFT Program Director for a Clinical Site visit/interview, and with MFT practicum faculty when requested. The Clinical Site Supervisor will communicate in a timely and respectful manner with the MFT program faculty and administration. The Clinical Site Supervisor will review the Roles and Responsibilities in Training document and shall fulfill all roles expected of a Clinical Site Supervisor outlined in the UVU MFT practicum handbook.

4.12 **DIFFICULTIES WITH TRAINEE.** The Clinical Site Supervisor will inform the Director of Clinical Education as early as possible of any difficulties with Trainee at the Clinical Training Site. The Clinical Site Supervisor will adhere (as a representative of the affiliated agency) to the Utah Valley University Clinical Training policies, including remediation policies and procedures for trainees and/or site issues which cannot be resolved on an informal basis.

4.13 **CHANGE IN SUPERVISION AGREEMENT.** The Clinical Site Supervisor will inform the Director of Clinical Education of any changes in the training experience (e.g., supervisor change; change in treatment populations, termination of relationship with Trainee). The Clinical Site Supervisor will provide at least one week's written notice to both the Utah Valley University Director of

4.14 **Clinical Education and Trainee of the supervisor's intent not to certify any additional hours of experience.** Without such notice, the supervisor shall sign for hours of experience obtained in good faith and for which required supervision was provided.

4.15 **NEGLECT OF CLINICAL SITE SUPERVISOR RESPONSIBILITIES.** If the Clinical Site Supervisor fails to sign student hours monthly, to return student evaluations or to communicate professionally with the program, the Clinical Site Supervisor will not be approved to continue their supervision.

5.0 General Terms and Conditions

5.1 **GOVERNING LAW.** The laws of the State of Utah will govern the validity of this Agreement and its interpretation and performance. Any litigation arising in any way from this Agreement shall be brought in the courts of the State of Utah.

5.2 **ASSIGNMENT.** Neither Party shall assign or subcontract any portion of its rights or obligations under this Agreement without the prior written consent of the other Party, which consent may be withheld for any reason or no reason.

5.3 **WAIVER.** The failure by any Party to insist upon the strict performance of any term or condition of this Agreement, or to exercise any rights or remedy consequent upon a breach thereof, shall not constitute a waiver of any such breach or of such, or any other, term or condition. No waiver shall affect or alter the remainder of this Agreement, but each and every other term and condition hereof shall continue in full force and effect with respect to any other then existing or subsequently occurring breach.

5.4 **RELATIONSHIP OF THE PARTIES.** In assuming and performing its obligations under this Agreement, each Party is an independent party and shall not be considered, nor represent itself as, a joint venturer, partner, or agent of the other Party. This Agreement shall not create any rights in or inure to the benefit of any third-parties other than the student interns. Nothing in this Agreement shall be deemed or construed by the Parties or by any third party as creating the

relationship of principal and agent or of partnership or of joint venture between the Parties.

5.5 ASSUMPTION OF RESPONSIBILITY/GOVERNMENTAL ENTITY. Each Party assumes responsibility for its own acts and omissions, and those of its employees, officers and agents while engaged in the performance of its obligations under this Agreement. Neither Party shall have any liability whatsoever for any negligent act or omission of the other Party, any third party, or their employees, officers or agents, and nothing in this Agreement shall be so interpreted or construed. Each Party will defend any lawsuit brought against it and pay any damages awarded against it. UVU is a governmental entity under the Governmental Immunity Act of Utah (Utah Code Ann. §63G-7-101, et seq. (1953 as amended) (the “Act”). Nothing in this Agreement shall be construed as a waiver by UVU, or by Clinical Training Site if it is also a governmental entity as defined by the Act, of any rights, limits, protections or defenses applicable under the Act, including, without limitation, the provisions of § 63G-7-604 regarding limitations of judgments. This Agreement shall not be construed, with respect to third parties, as waiver of any governmental immunity to which UVU is entitled or to which Clinical Training Site, if a governmental entity, is entitled.

5.6 LIMITATION ON LIABILITY. In no event will University be liable for any special, incidental, indirect, consequential, or other similar damages arising from or relating to the agreement even if university has been advised of the possibility of such damages. In no event will University’s aggregate liability under the Agreement for any damages, regardless of the legal or equitable theory, exceed \$25,000 USD.

5.7 ENTIRE AGREEMENT. This Agreement, which includes its Exhibit, constitutes the entire agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior or contemporaneous written or oral agreements and understandings pertaining thereto. This Agreement may be modified only by a writing signed by both Parties. No covenant, representation, or condition not expressed in this Agreement shall affect or be deemed to interpret, change, or restrict the express provisions hereof.

In witness whereof, the Parties have caused this Agreement to be executed by their duly authorized representatives effective as of the Effective Date.

	“UVU”	“CLINICAL TRAINING SITE”
Name of Party	Utah Valley University	
Address of Party	800 West University Parkway Orem, Utah 84058-5902	
Form of Party and, if Party is an Organization, Jurisdiction of Formation	a body corporate and politic of the State of Utah	
Name of Party Signatory		
Signature		
Date		

EXHIBIT A
CONTACT INFORMATION



CONTACT INFORMATION

Clinical Training Site & Clinical Site Supervisor

Trainee Name: _____ Student ID#: _____

Agency Name: _____ Address: _____

Agency Contact Person: _____ Phone #: _____

Agency Contact Person Email Address: _____

Clinical Site Supervisor Name (Print) _____

Email Address: _____ Phone #: _____

License Type: _____ License #: _____ Date of Expiration: _____

The clinical training experience unites MFT Student/Trainee, Clinical Site Supervisor, Practicum Instructor, and MFT Program in a working relationship within which all parties have responsibilities to each other. Prior to signing the MFT Clinical Training Agreement, this entire document should be discussed by the Trainee and Clinical Site Supervisor.

MFT Clinical Experience/Practicum Requirements:

- ***500 total hours of supervised clinical experience. Minimum 400 hours of direct clinical practice (including 200 hours with couples or families present in the therapy room) and 100 hours of face-to-face supervision (including 50 hours with direct client data) required.***

COAMFTE v.12 foundational practice component (KE IV-C)

Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.

EXHIBIT B
TRAINEE REQUIREMENTS

- 1.0 PROFESSIONALISM. Trainee will conduct themselves in an ethical and professional manner in all training activities. Utah law and the AAMFT Codes of Ethics and Standards of Practice shall govern their behavior at all times at the Clinical Training Site as well as at UVU. The student must practice only those empirically based interventions that follow the current practice guidelines of AAMFT.
- 2.0 APPROVAL. Trainee will only provide therapy at an approved Clinical Training Site. Trainee will only provide therapy when enrolled in practicum and with approval from the Director of Clinical Education.
- 3.0 MALPRACTICE INSURANCE. Trainee will obtain and maintain active malpractice insurance. Trainee will provide a copy of malpractice insurance contract to Director of Clinical Education.
- 4.0 APPOINTMENTS. Trainee will appear at all events (e.g., therapy sessions, meetings, trainings, classes) for which they have been scheduled. They will clear all vacation time with their Clinical Training Site and Clinical Site Supervisor.
- 5.0 RESPECTFUL RELATIONSHIPS. Trainee will develop respectful working relationships with staff and clients at Clinical Training Site. Trainee will avoid any behavior inconsistent with the identity of a Marriage and Family Therapist.
- 6.0 FEEDBACK. Trainee will cultivate an attitude of openness to self-examination, supervision, and new learning. In a manner consistent with the policies of the Clinical Training Site, Trainee will seek feedback formally and informally from clients and Clinical Site Supervisor.
- 7.0 CLINICAL INTERVENTION. Trainee will deliver empirically based interventions consistent with a systemic approach to therapy.
- 8.0 SUPERVISION. Trainee will make effective use of supervision by preparing for weekly supervision sessions with the Clinical Site Supervisor.
- 9.0 PROTECTED CLIENT DATA. Trainee will record, transport, and delete all client data/Patient Health Information in a HIPAA-compliant manner, as directed by the MFT program and Clinical Training Site.
- 10.0 CLINICAL EMERGENCIES. Trainee will immediately inform their Clinical Site Supervisor and practicum instructor of any clinical emergencies encountered.
- 11.0 PROBLEMS WITH SITE OR SUPERVISOR. Trainee will communicate with the Director of Clinical Education about difficulties with the Clinical Training Site or Clinical Site Supervisor.
- 12.0 LEAVING A SITE. Trainee will notify the Director of Clinical Education of any change of status with their Clinical Training Site. Trainee will not leave their Clinical Training Site without notifying the site and the Director of Clinical Education via the Petition to Leave Clinical Training Site document.

- 13.0 **ADDITIONAL SITES.** Trainee will seek approval from the Director of Clinical Education and notify their current Clinical Site Supervisor(s) when intending to work with clients at an additional Clinical Training Site by submitting the Petition for Additional Clinical Training Site.
- 14.0 **EVALUATION.** At the end of each practicum class, Trainee will provide the End of Course MFT Trainee Competency Evaluation to their Clinical Site Supervisor. At the end of the program, Trainee will provide the End of Program MFT Trainee Competency Evaluation to their Clinical Site Supervisor.

Petition to Start Hours at Clinical Training Site

- ***This Petition is used any time a student is seeking permission to provide therapy under supervision at an approved Clinical Training Site.***
 - *To request permission to provide therapy at an approved off-campus clinical training site, students should be in good academic standing.*
 - *This form should be used only with Clinical Training Sites that have been previously approved by the MFT Director of Clinical Education.*
 - *To seek approval for a new site, use the Petition for Program Approval of New Clinical Training Site form.*
- *A student may not provide therapy at any site until the MFT Director of Clinical Education has signed this form and the MFT Clinical Training Agreement.*

IDENTIFYING DATA - STUDENT

Student:		Today's Date:	
Address:	City:	State:	ZIP:
Telephone:	UVU E-mail:		

IDENTIFYING DATA - CLINICAL TRAINING SITE

Site Name:					
Program Website:					
Address:	City:	State:	ZIP:		
Supervisor Name:			Telephone:		
Supervisor License:			Supervisor has completed training to supervise MFTs in Utah?	Yes	No

CLINICAL TRAINING SITE SCHEDULE:

Expected Start Date:		Expected Completion Date:	
Number of Days Per Week:		Number of Hours Per Week:	
Supervision Day/Time:			

CLINICAL TRAINING SITE CHECKLIST:

<i>Did you provide Lori a copy of the MFT Clinical Training Agreement signed by the Clinical Site Supervisor?</i>	Yes	No
<i>Does Lori have a copy of the supervisor's license?</i>	Yes	No
<i>Does Lori have a copy of the supervisor's qualifications to supervise MFTs in Utah?</i>	Yes	No
<i>Have you provided this supervisor with a copy of the Practicum Handbook?</i>	Yes	No
<i>Has this supervisor met with the MFT Program Director or Director of Clinical Education?</i>	Yes	No
<i>Have you completed or Is there a plan for you to complete onboarding at this site (i.e., is there someone who will show you how to do paperwork, scheduling, etc.)?</i>	Yes	No
<i>Is there anything you would like to add about the preparation you have made to transition ethically and professionally to this site?</i>		

Date: _____ Signature of Trainee: _____

Date: _____ Signature of Supervisor: _____

Date: _____ Signature of Director of Clinical Education: _____

Return this completed form to: UVU MFT Director of Clinical Education

Petition to Leave Clinical Training Site

- ***This Petition is used by students who have been providing therapy under supervision at a clinical training site, and who are requesting permission to leave that site.***
 - *We have an ethical responsibility to not abandon clients. So, leaving a clinical training site should – at a minimum - involve a discussion with the Clinical Site Supervisor about a transition plan, which might include transferring clients and completion of any outstanding paperwork.*
- *A student may only provide therapy at a different site after the MFT Director of Clinical Education has signed the MFT Clinical Training Agreement and Petition to Start Hours at Clinical Training Site form for that site.*

IDENTIFYING DATA - STUDENT

Student Name:		Today's Date:	
Telephone:		UVU Email:	
Total Therapy Hours:		Relational Hours:	

IDENTIFYING DATA – CLINICAL TRAINING SITE

Site Name:		Telephone:	
Supervisor Name:		Supervisor Email:	
<i>Have you told this supervisor about your plan to leave/transition out of this clinical training site?</i>			Yes No
<i>Is your supervisor supportive of your plan to leave this clinical training site?</i>			Yes No
<i>Has your supervisor signed off on all hours completed at this site?</i>			Yes No
<i>How many hours per week have you been providing therapy at this site?</i>			
<i>How many clients are you currently working with at this site?</i>			

<i>Do you have open cases that will need to be transferred?</i>	Yes	No
<ul style="list-style-type: none"> <i>If yes, have those transfers been assigned?</i> 	Yes	No
<i>Are all of your files and case notes complete?</i>	Yes	No
<ul style="list-style-type: none"> <i>Have you notified your supervisor about the completion of all of your case notes?</i> 	Yes	No
<i>Are there any financial issues that need to be resolved with the site (i.e., client billing, payment for hours, etc.)?</i>	Yes	No
<i>Are there any logistical issues that need to be resolved with the site (i.e., do keys need to be returned, do any personal items need to be removed)?</i>	Yes	No
<i>Is there anything else that you would like to note about the preparation you have made to transition out of this site in an ethical and professional manner?</i>		

Date: _____ *Signature of Trainee:* _____

Date: _____ *Signature of Supervisor:* _____

Date: _____ *Signature of Director of Clinical Education:* _____

Return this completed form to: UVU MFT Director of Clinical Education

Petition for Additional Clinical Training Site

- ***This Petition is used by students who are providing therapy under supervision at a clinical training site, and who are requesting permission to provide therapy under supervision at an additional site.***
 - *To request permission for an additional clinical training site, students should be in good academic standing.*
 - *This form should be used only with clinical training sites that have been previously approved by the MFT Director of Clinical Education.*
 - *To seek approval for a new site, use the Petition for Program Approval of New Clinical Training Site form.*
- *A student may not provide therapy at any additional site until the MFT Director of Clinical Education has signed this petition.*

IDENTIFYING DATA - STUDENT

Student Name:		Today's Date:		
Telephone:		UVU Email:		
Program CGPA:		<i>Are you in good standing with UVU?</i>	Yes	No
Total Therapy Hours:		<i>Do you have Satisfactory status with the MFT program?</i>	Yes	No
Relational Hours:		<i>Do you have a B or better grade in all current courses?</i>	Yes	No

IDENTIFYING DATA – CURRENT CLINICAL TRAINING SITE

Site Name:		Telephone:		
Supervisor Name:		Supervisor Email:		
<i>How many hours per week are you providing therapy at this site?</i>				
<i>How many clients are you currently working with at this site?</i>				

<i>Have you told this supervisor about your plan to take on an additional training site?</i>	Yes	No
<i>Is your current supervisor supportive of your plan to take on an additional training site?</i>	Yes	No

IDENTIFYING DATA – POTENTIAL ADDITIONAL CLINICAL TRAINING SITE

Site Name:		Telephone:	
Supervisor Name:		Supervisor Email:	
<i>Has this Clinical Training Site been approved by the MFT Program?</i>			Yes No
<i>Does this supervisor know about your current clinical training site?</i>			Yes No
<i>How many hours per week are you planning to provide therapy at this site?</i>			
<i>What is your plan to manage your time and responsibilities at both sites?</i>			

Date: _____ Signature of Trainee: _____

Date: _____ Signature of Director of Clinical Education: _____

Return this completed form to: UVU MFT Director of Clinical Education

Petition for Program Approval of New Clinical Training Site

- *This Petition is used by students who would like to request that a Potential Clinical Training Site be reviewed for Approval by the MFT Program.*
- *It is fully the right of the MFT Director of Clinical Education to decide whether or not an eligible Clinical Training Site will supervise a student in the UVU MFT program.*
- *Students may not provide therapy at any site until the Clinical Site Supervisor and MFT Director of Clinical Education have signed the MFT Clinical Training Agreement.*
 - *Students must also submit the Petition to Start Hours at Clinical Training Site form.*

IDENTIFYING DATA - STUDENT

Student:		Today's Date:	
Address:	City:	ZIP:	
Telephone:	UVU E-mail:		

IDENTIFYING DATA - CLINICAL TRAINING SITE

Site Name:			
Program Website:			
Address:	City:	ZIP :	
Contact Name:	Telephone:		
Supervisor:	Lic, Cert:	Telephone:	

NOTE: Prospective Clinical Training Sites and Supervisors must be in compliance with the professional ethics standards and practice guidelines of the American Association of Marriage and Family Therapists (AAMFT).

The Clinical Training Site and Clinical Site Supervisor must practice and permit only those empirically based interventions that follow the current practice guidelines of the AAMFT.

DESCRIPTION OF SITE: (include treatment population, kinds of services offered, non-profit, county or state operated facility, years in operation.)

DESCRIPTION OF STAFF: (Number of personnel, licensed, degrees, specialty areas)

ASSOCIATION WITH UNIVERSITY/COLLEGE TRAINING PROGRAMS: (Describe or list other educational institutions with which this Clinical Training Site has affiliations.)

DESCRIPTION OF CLINICAL ACTIVITIES: (Indicate direct, non-direct activities, supervision and training activities expected and estimated number of hours.) Note: students must have 400 direct hours total, 200 hours direct experience with more than one family member present, and minimally one hour of individual supervision per week.

Describe Activity (individual, couple, family, intake, psyched, report writing, research, program development, etc.)	Type of Hours (direct/indirect therapy/supervision/training)	Average Time per Week

Are you able to videotape at this Clinical Training Site? Yes No

DESCRIPTION OF SUPERVISOR'S CREDENTIALS: (licensed marriage and family therapist, Utah-Approved Supervisor, AAMFT)

DESCRIPTION OF SUPERVISION SCHEDULE: (Your Clinical Site Supervisor must agree to minimally one hour per week of individual supervision.)

NOTE: Prohibition of use of workplace and for training experience

The MFT degree program does not allow use of the student’s workplace as a Clinical Training Site. If the student is employed by the potential training agency, student must petition the MFT degree program for permission to use the worksite, and must demonstrate in writing the administrative separation of work and training site (training supervisor and employment supervisor report to different supervisors), as well as separation of employment and training client populations. Both the potential training supervisor and employment supervisor must sign off on the student’s written request.

NOTE: Nondiscrimination at Clinical Training Sites

The UVU MFT Program has a policy of non-discrimination against students with regard to race, age, ethnic background, sexual orientation, genetic marker, or any other characteristic protected by state, local, or federal law. The UVU MFT program is committed to fostering the training of members of groups currently under-represented in the profession of counseling. The UVU MFT program expects students to provide direct therapy services to diverse, marginalized, and/or under-served communities.

Clinical Training Sites approved by UVU’s MFT program are expected to conduct their selection and training of students in a non-discriminatory manner. Clinical Training Sites are expected to select applicants without regard to race, sex, age, ethnic background, sexual orientation, genetic marker, or any other characteristic protected by state, local, or federal law unless there are compelling legal or therapeutic reasons for limiting the applicant pool. Clinical Training Sites that have a selection policy that disallows students based on any of the above criteria must notify the MFT degree program and clarify the legal (e.g., bona fide occupational qualifications) or therapeutic rationale for such policies. The MFT degree program will approve such Clinical Training Sites only if, after consultation, it is determined that an adequate legal or therapeutic rationale exists for the selection policies.

Return this completed form to: UVU MFT Director of Clinical Education

Provisional* Initial Approval Status of Site:

Approved as a Clinical Training Site for MFT Students	
Undetermined. Will need additional information.	
Not Currently Approved as a Clinical Training Site for MFT Students	

Date: _____ Signature of Director of Clinical Education: _____

Final **Initial Approval of a Site requires documentation of supervisor license and supervisor credentials. Approval also requires a meeting with Director of Clinical Education. **Ongoing** Approval of a Site requires ongoing professional communication and completion of responsibilities by Site and Supervisor.*

UVU MFT Telehealth Training Checklist (*part 1*)

For currently enrolled UVU MFT students to be eligible to provide teletherapy, they must:

1. Work with clients only at/through the UVU Community Clinic or a Clinical Training Site approved by the Director of Clinical Education via a signed Clinical Training Agreement.
2. Receive weekly supervision from a Clinical Site Supervisor approved by the Director of Clinical Education.
3. Continue to attend weekly supervision provided through their practicum course.
4. Complete the UVU MFT Teletherapy training, including discussing slide content with their Clinical Site Supervisor.
 - a. Pay particular attention to slides related to the AAMFT Code of Ethics and responsibilities related to informed consent, crisis management, and confidentiality.
5. Submit and have approved the UVU MFT Telehealth Training Checklist, which includes observation of teletherapy.
6. Follow all policies, processes and guidelines required by their Clinical Training Site.
 - a. Students who see clients through the UVU Community Clinic must adhere to all policies, processes and guidelines inherent to that site.
7. Adhere to all ethical standards and professional expectations for telehealth
8. Notify the Clinical Site Supervisor and Director of Clinical Education as quickly as possible (within a few hours) of a client emergency.
9. Complete all required case documentation in a timely manner.
10. Tag hours at Teletherapy in T2T.

Utah Laws Governing Telehealth:

[Utah Code Title 26 Chapter 60. Telehealth Act \(Links to an external site.\)](#)

[Utah Administrative Code Rule R156-1-602. Telehealth - Scope of Telehealth Practice \(Links to an external site.\)](#)

[Utah Administrative Code Rule R414-42. Telemedicine \(Links to an external site.\)](#)

Your Name:
Your Agency:
Your Supervisor's Name:

UVU MFT Telehealth Training Checklist

To ensure that teletherapy and virtual supervision occur in an ethical and legal manner, complete the following steps, and outline your supervision plan:

Check the box next to each item after you have completed the step.

- 1. Read the document titled: Online Professionalism & Netiquette.
- 2. Read the document titled: AAMFT Best Practices for Online MFT.
- 3. Read the document titled: AMFTRB Teletherapy Guidelines.
- 4. Read all content in the PPT titled: UVU MFT Teletherapy Training.
- 5. With your supervisor, review the UVU MFT Teletherapy Training PPT.
- 6. With your supervisor, review the Utah laws re Telehealth.
- 7. With your supervisor, review your agency's informed consent addendum/revision addressing teletherapy.
- 8. With your supervisor, discuss your agency's policies for scheduling, communication, technology failure, document transfer, case documentation, payment, crisis response.
- 9. With your supervisor, discuss your plan for observable/raw data supervision.
- 10. Observe your supervisor providing online therapy.

Describe the supervision plan you have created with your supervisor:

Questions	Answer in the boxes below
How will you record sessions?	
How will you complete case documentation?	
How will your supervisor observe your therapy?	

Submit this document to the Director of Clinical Education.

Termination/Transfer Protocols

As you wrap up your clinical work with clients in completing your degree, we want to provide some guidance regarding how to terminate or transfer cases.

First and foremost, please keep in mind that client needs and continuity of care are most important. Although some of you may have completed hour requirements and want to be done seeing clients, client needs come first.

Termination

For those of you who have been seeing clients for an extended period of time (or over the UVU Clinic's 24 session policy), it will be appropriate to terminate therapy with them. Only in extenuating circumstances would these clients be transferred to another therapist or therapists to continue treatment at the clinic. This would be determined in consultation with your practicum supervisor. If your client(s) desire or would benefit from continued therapy elsewhere, please work with your supervisor to provide appropriate referrals for them (it is suggested that three different referrals be provided).

The timing of the last session with clients should be determined by client need/readiness and thoughtful engagement in the termination process as identified in the Guidelines for Termination below. At the latest, therapists should begin the termination process the first week in April and have final sessions with clients no later than the last week of class.

Guidelines for Termination

Based on a review of literature, the following areas should be addressed with clients in preparation for termination (Norcross, et al., 2017):

- Process feelings of client and therapist
 - Explore client's feeling of loss and about ending the therapeutic relationship;
 - Anticipate positive and negative reactions from client;
 - Share own feelings as appropriate (consult with supervisor as to how)
 - Be aware of countertransference
- Discuss client's future functioning and coping
 - Discuss use of client's new skills/capacities,
 - Prompt client to think about the future
 - Identify situations for relapse
 - Discuss plan for continuing/returning to therapy
- Help client use new skills beyond therapy
 - Help client develop post-termination self-help plan
 - Note importance of continuing to practice skills/capacities acquired in therapy
- Frame personal development as unfinished/on-going
- Anticipate post-therapy growth and generalization
 - Support client's progress and look for future growth
 - Help client internalize/own accomplishments made in therapy
- Prepare for termination
 - Discuss what helped/went well in therapy

- Encourage client to consider what ending will be like
- Reflect on client gains and consolidation
 - Assess client improvement (reflect on therapy goals and progress)
 - Emphasize positive gains
 - Say goodbye to the client
- Express pride in client's progress and mutual relationship
 - Attribute gains to client efforts
 - Express sense of pride in client's new skills/capacities
 - Express satisfaction in work together
 - Acknowledge the collaborative bond formed between therapist and client

For all terminating cases, therapists are to complete all termination paperwork, conduct a self-audit of the client file, present the file to your practicum supervisor for final review and signatures on all paperwork, and deliver the client file to the UVU Clinic staff as a file to be terminated.

Transferring Cases

If you have cases that will need to be transferred to another therapist, please work with your practicum supervisor and the Clinical Director to identify the appropriate therapist(s) for assignment to the case. For individual cases, the transfer will be to a first year student. For relational cases where you are a co-therapist with a first year, the transfer will be to add a first year student in your place. For relational cases where you are a co-therapist with another second year, the transfer will be to two first year students.

When you know a client will need to be transferred, please fill out a Transfer Tracking Form and submit it to your supervisor. They will then pass the form along to the Clinical Director for the case to be re-assigned to another practicum and assignment to another therapist. The Clinical Director and Practicum supervisors will assign all transfers. Once you have received an email that includes supervisors for both the departing and incoming therapists, as well as the Clinical Director, you may begin sessions together following the protocol outlined below.

Once the new therapist has been determined, transferring of cases should involve one to three sessions, depending on client presenting problem and where the client is in treatment. During these transfer sessions, the new therapist(s) should be introduced and involved in covering the material described in the termination guidelines. It will be important for you to share case information (client file, presenting problem, treatment modality, treatment plan, etc.) with the new therapist(s). The transfer sessions should be a natural and progressive shift to the new therapist(s) – it should not be an introduction of the new therapist(s) to the client and then the departing therapist immediately excusing themselves and turning the case over to the new therapist. The departing therapist should also not immediately turn the responsibility of writing Progress Notes over to the new therapist.

The clients who are being transferred have a need for continuity of care. The transition sessions with both departing and incoming therapist are critical to helping the new therapist establish rapport with the client and helping the client deal with the loss/transition. It will be important to acknowledge and validate the client's feelings around the changes in therapy (sadness, anger,

etc.)

Clients need to develop confidence in the new therapist being able to be helpful to the client. (Williams & Winter, 2009). The transferring therapist should assure the client that the new therapist will be competent and able to help them. The transferring therapist should do everything they can to help facilitate the smooth transition of the client from them to the new therapist.

Again, the timing of the client transfer/transition sessions should be based on client needs/continuity of care. It is anticipated that the transition sessions with departing and incoming therapists will start no later than the first week of April and will be completed by the last week of class. Please work with your practicum supervisor to facilitate these transition sessions and case assignment to new therapists, as well as making sure that the requisite paperwork is completed, reviewed, and signed by your supervisor (the UVU Clinic has a Termination/Transfer Note that will need to be completed and signed). Supervisors and/or the Clinical Director will email the UVU Clinic Director regarding the re-assignment of cases to new therapists.

NOTE: For relational cases where there are two second year students and the case will be assigned two new therapists, please be cognizant of the potential number of therapists being involved (some clients might be overwhelmed by having four therapists in the room with them for transition sessions). Please coordinate with your practicum supervisor on how to manage transition session under these circumstances – it may be helpful to utilize one-way mirror observations for all or part of the transition sessions.

REFERENCES

Norcross, J. C., Zimmerman, B. E., Greenberg, R. P., & Swift, J. K. (2017). Do All Therapists Do That When Saying Goodbye? A Study of Commonalities in Termination Behaviors. *PSYCHOTHERAPY*, 54(1), 66–75. <https://doi-org.ezproxy.uvu.edu/10.1037/pst0000097>

Williams, L., & Winter, H. (2009). Guidelines for an effective transfer of cases: The needs of the transfer triad. *American Journal of Family Therapy*, 37,146–158. <http://dx.doi.org/10.1080/01926180801960583>

Appendix A: UVU MFT Practicum & Utah MFT Licensure Alignment

Program requirements align with the Department of Professional Licensing (DOPL) requirements for licensure as an Associate Marriage and Family Therapist.

In the event the language of the Marriage and Family Therapist Licensing Act or Marriage and Family Therapist Licensing Act Rule differs from the text reproduced below, the official statutory and regulatory language applies in place of the below reproduction.

See Mental Health Professional Practice Act, as amended, Utah Admin. Code 58-60, Part 3, et seq., (*linked under Laws & Rules at <https://dopl.utah.gov/marriage-and-family-therapy/>*).

Part 3 Marriage and Family Therapist Licensing Act 58-60-302. Definitions

(3) “Practice of marriage and family therapy” includes:

- (a) the process of providing professional mental health therapy including psychotherapy to individual, couples, families, or groups;
- (b) utilizing established principles that recognize the interrelated nature of individual problems and dysfunctions in family members to assess, diagnose, and treat mental, emotional, and behavioral disorders;
- (c) individual, premarital, relationship, marital, divorce, and family therapy;
- (d) specialized modes of treatment for the purpose of diagnosing and treating mental, emotional, and behavioral disorders, modifying interpersonal and intrapersonal dysfunction, and promoting mental health; and
- (e) assessment utilized to develop, recommend, and implement appropriate plans of treatment, dispositions, and placement related to the functioning of the individual, couple, family, or group.

See the Marriage and Family Therapist Licensing Act Rule, as amended, Utah Admin. Code R156-60b-101, et seq., (*linked Laws & Rules at <https://dopl.utah.gov/marriage-and-family-therapy/>*).

See also statutes authorizing the Marriage and Family Therapist Licensing Act Rule, Utah Code Ann. §§ 58-1-106(1)(a); 58-1-202(1)(a); and 58-60-301.

R156-60b. Marriage and Family Therapist Licensing Act Rule R156-60b-102. Definitions

(7) “Practicum,” as used in Subsection R156-60b-302a (2)(g) means a clinical program of training at an accredited school in a setting other than a student’s private practice.

R156-60b-302a. Qualifications for Licensure - Education Requirements.

(1) Under Subsection 58-60-305(1)(c), an applicant applying for licensure as a marriage and family therapist shall produce certified transcripts evidencing completion of:

- (a) a clinical master's or doctorate degree in marriage and family therapy, from a program accredited by the Commission on Accreditation for Marriage and Family Therapy at the time the applicant obtained the education; or
- (b) a clinical master's degree in marriage and family therapy or equivalent, from an institution accredited by a professional accrediting body approved by the Council for Higher Education Accreditation of the American Council on Education at the time the applicant obtained the education.

(2) Certified transcripts evidencing completion of a degree under Subsection (1)(b) shall include the following:

- (a) six semester hours or nine quarter hours of course work in theoretical foundations of marital and family therapy;
- (b) nine semester hours or 12 quarter hours of course work in assessment and treatment in marriage and family therapy, including Diagnostic Statistical Manual (DSM);
- (c) six semester hours or nine quarter hours of course work in human development and family studies that include ethnic minority issues, and gender issues including sexuality, sexual functioning, and sexual identity;
- (d) three semester hours or four quarter hours in professional ethics;
- (e) three semester hours or four quarter hours in research methodology and data analysis;
- (f) three semester hours or four quarter hours in electives in marriage and family therapy; and
- (g) **a clinical practicum under supervision that includes at least 400 hours as follows:**
 - (i) **100 hours of direct supervision; and**
 - (ii) **300 hours of mental health therapy under direct supervised clinical practice, with at least 150 hours in couple or family therapy with two or more clients participating.**

R156-60b-302d. Qualifications to be a Marriage and Family Therapist Training Supervisor.

Under Subsection 58-60-307(1), to be qualified as a marriage and family therapist training supervisor under Subsections 58-60-305(1)(d) and (e) and Section R156-60-302, and individual shall:

- (1) have been licensed in good standing as a marriage and family therapist, clinical mental health counselor, psychiatrist, psychologist, registered psychiatric mental health nurse practitioner, or clinical social worker for at least two consecutive years prior to beginning supervised training;
- (2) be currently licensed in good standing in the state that the training is being performed;
- (3) (a) be currently approved by AAMFT as a marriage and family therapist supervisor;
(b) have successfully completed a supervision course in a Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) accredited marriage and family therapy (MFT) program at an accredited university; or

- (c) have successfully completed 20 clock hours of instruction sponsored by AAMFT or the Utah Association for Marriage and Family Therapy (UAMFT) as follows:
 - (i) four hours of review of models of MFT and supervision;
 - (ii) eight hours of MFT supervision processes and practice;
 - (iii) four hours of research on effective outcomes and processes of supervision; and
 - (iv) four hours of AAMFT Code of Ethics, state rules, and case studies related to MFT supervision;
- (4) (a) enter into a written supervision contract with the supervisee under Section R156-60-302; and
 - (b) comply with each of the duties and responsibilities uniformly established in Section R156-60-302; and
- (5) for a supervisor meeting criteria in Subsection (3)(b) or (3)(c), in each two-year renewal cycle, complete four hours of the required 40 hours of continuing professional education in topics directly related to marriage and family therapy supervisor training.

Appendix B: UVU MFT Practicum & COAMFTE Accreditation Alignment

Although the UVU MFT program is not accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), our expectations align with current accreditation standards: Standards, Version 12.5 Foundational Practice Component (Key Element III-C):

- **Direct clinical contact hours:** Students must acquire a minimum of 300 direct clinical contact hours with individuals, couples, families, or other systems, at least 100 of which must be **relational hours** that occur over a minimum of twelve months of clinical practice.
 - Programs including **teletherapy** for required direct clinical contact hours must have policies and procedures in place to support student teletherapy practice and its MFT relational/systemic supervision by program clinical supervisors including attention to applicable legal and ethical requirements and current/emerging professional guidelines.
- **MFT relational/systemic supervision:** Students must receive at least 100 hours of MFT relational/systemic supervision from a program clinical supervisor on a regular and consistent basis while seeing clients. When the supervision schedule is interrupted for any reason, the program must have a plan to assure student access to supervisory support. MFT relational/systemic supervision can be **individual MFT relational/systemic supervision** (one supervisor with one or two supervisees) or **group MFT relational/systemic supervision** (one supervisor and eight or fewer students) and must include a minimum of 50 hours of MFT relational/systemic supervision utilizing **observable data**.
- **Published procedures and agreements with practice sites:** Programs must have formal agreements in place that outline the responsibilities of the institution, practice sites and students, and policy in place for managing any difficulties with sites, program clinical supervisors, or students.

Standards V. 12.5 Glossary Definitions:

Direct Clinical Contact Hours are defined as a therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus.

Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

Relational Hours is a category of direct clinical contact hours in which a clinician delivers therapeutic services with two or more individuals conjointly, who share an ongoing relationship beyond that which occurs in the therapeutic experience itself. Examples include family subsystems, intimate couple subsystems, enduring friendship/community support subsystems, and residential, treatment, or situationally connected subsystems.

- Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.)
- Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours.

Teletherapy is the process of delivering synchronous therapeutic services using a secure video platform according to relevant state, federal, and provincial regulatory requirements, or guidelines. The online therapeutic interaction is consistent with state or provincial regulations for the location in which the clinical student therapist and participant(s) are physically located.

MFT Relational/Systemic Supervision is the practice of developing the clinical competencies and professional growth of the student as a supervisee, consistent with the MFT relational/systemic philosophy, ethics, and practices of the marriage and family therapy profession. Supervision is distinguishable from psychotherapy or teaching. MFT Relational/Systemic Supervision may be provided through virtual supervision.

Individual MFT relational/systemic supervision is defined as one supervisor with one or two supervisees.

Group MFT relational/systemic supervision consists of one supervisor and eight or fewer students. Regardless of the number of program clinical supervisors present, a group cannot exceed eight students to qualify for group relational/systemic supervision. ...

Observable Data includes audio and video recordings, as well as live (behind the mirror, in the room co-therapy, reflecting teams, etc.).