

CLINICAL PLACEMENT HANDBOOK

2012-2014

**Master of Arts Degree in Psychology – Emphasis:
Marriage and Family Therapy**

**Master of Arts Degree in Psychology – Emphasis:
Marriage and Family Therapy/Art Therapy**

**Master of Arts Degree in Psychology – Emphasis:
Marriage and Family Therapy/Pupil Personnel Services (PPS)**

**Master of Arts Degree in Psychology – Emphasis:
Marriage and Family Therapy/Art Therapy/PPS**

The Clinical Placement Handbook is amended, updated and/or revised as needed.

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Phillips Graduate Institute • Clinical Placement Handbook

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I. INTRODUCTION

1.0 PHILLIPS GRADUATE INSTITUTE MASTERS OF ARTS DEGREE PROGRAMS

Throughout this handbook the term “trainee” references the MFT, MFT/AT & MFT/PPS Trainee and PCC practicum student. “Traineeship” refers to the approved placement site that students work in during their practicum experience.

The Clinical Placement Handbook is a reference tool for students in the master’s programs at Phillips Graduate Institute. It does not replace protocols established by the Board of Behavioral Sciences, American Art Therapy Association, Art Therapy Credentialing Board, or California Commission on Teacher Credentialing. Although every attempt is made to provide the most current information, it is the student’s responsibility to contact these governing bodies to stay informed as to changes and updates of legislation, policies, and procedures.

This Clinical Placement Handbook pertains to the following educational programs:
Master of Arts Degree Programs in Psychology with an emphasis in

- Marriage and Family Therapy
- Marriage and Family Therapy/Pupil Personnel Service Credential
- Marriage and Family Therapy/Art Therapy
- Marriage and Family Therapy/Art Therapy/Pupil Personnel Service Credential

2.0 STATUTES & REGULATIONS REGARDING CLINICAL PRACTICE

2.1 California Board of Behavioral Sciences

The clinical practice of psychotherapy by unlicensed practitioners in California is permitted through the Board of Behavioral Sciences (BBS) Statutes and Regulations for Marriage and Family Therapists. California has regulated the practice of marriage and family therapy since 1963. The BBS, under the State Department of Consumer Affairs, issues the license for Marriage and Family Therapist (MFT) and as of November 2009 legislation was passed for Licensed Professional Clinical Counselors (LPCCs) to be licensed and regulated by the BBS. The BBS also issues the license for Licensed Clinical Social Workers (LCSW) and Licensed Educational Psychologists (LEP). The BBS members are appointed by the governor and are either public representatives or licensed members of one of the professions. The BBS is in the continuous process of interpreting and implementing legislative amendments.

The BBS meets four times a year throughout California. Phillips Graduate Institute is actively involved with the BBS and the Phillips Graduate Institute Faculty remains informed by attending local BBS meetings, and providing input regarding the MFT license. Students are encouraged to consult with the Clinical Training Staff and the BBS web page (www.bbs.ca.gov) for information about the state’s statutes, regulations and procedures related to licensure.

Information about the BBS may be obtained through the following:

Board of Behavioral Sciences
1625 North Market Blvd. Suite S200
Sacramento, CA 95834
Phone Number: (916) 574-7830
E-Mail: BBSWebmaster@bbs.ca.gov
Website: <http://www.bbs.ca.gov>

The website contains several resources containing important information about licensing examinations, fee schedules, statutes and regulations, and a “What’s New” section for the latest information. One of the most useful categories is “Forms & Publications,” which allows students to download the necessary BBS forms to document their hours of clinical experience. Students can use the “Verify & Search Licenses” feature to verify that their clinical supervisor’s license is current, and the public can use this feature to verify a therapist’s license. Many common questions may be answered in the publication “Answers to Most Frequently Asked Questions Relating to MFT Trainees and Interns”.

2.2 Qualifying Masters Degree Program for MFT and LPCC* Licensure in California

Phillips Graduate Institute’s Master of Arts in Psychology degree meets the requirements as defined by the Business and Professions Code for the California license as Marriage and Family Therapist (LMFT) and Licensed Professional Counselor (LPCC)*. As an accredited institution by the Western Association of Schools and Colleges (WASC), the master’s program complies with Code Section 4980.40(a) and 4999.32. In addition to meeting the educational requirements, the integrated master’s program fulfills the professional training requirements as stated in Section 4980.37. For the entire text of this law, visit www.bbs.ca.gov/pdf/publications/lawsregs.pdf.

*Students who decide to pursue the LPCC must select the *Professional Clinical Counseling Concentration* to fulfill all educational requirements.

2.3 Statutes and Regulations for MFT Trainees and Practicum Requirements for Professional Clinical Counseling

The BBS publishes the statutes and regulations related to the practice of Marriage and Family Therapists and Professional Clinical Counseling in California. The Master of Arts in Psychology with an emphasis in Marriage and Family Therapy degree requires that both MFT Trainees and those students in the Professional Clinical Counseling Concentration adhere to the same clinical placement requirements during their matriculation in the program. This will ensure that the practicum requirements are met for both licenses during the degree program.

2.3a MFT Trainees and Interns and Professional Clinical Counseling Interns (PCCI)*

The BBS statutes and regulations define the restricted practice of psychotherapy by MFT Trainees, MFT Interns and PCCIs. Specifically: 1) the educational institution grants MFT Trainee status to students in qualifying degree programs after the completion of the approval process and 12 semester units; and 2) the BBS grants MFT Intern and PCCI status to

graduates of qualifying degree programs.

*Note: For those students pursuing the LPCC, all hours obtained during the degree program do not count toward licensure, but are required in order to fulfill the practicum requirements of a qualifying degree. Hours toward licensure begin post-degree once a student registers with the BBS as a PCCI. See the following link for more information on becoming a PCCI:
http://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf

All students are required to receive Trainee status from the school prior to participation in a traineeship. All students need to know and comply with the state statutes and regulations regarding the clinical practice by MFT Trainees. The current statutes and regulations are located on the BBS website: www.bbs.ca.gov/pdf/publications/lawsregs.pdf. Additional state and/or national requirements for MFT/AT and MFT/PPS Trainees are provided through Clinical Training Services of their respective departments.

2.4 American Art Therapy Association and Art Therapy Credentialing Board

The Art Therapy program at Phillips Graduate Institute is approved by the American Art Therapy Association (AATA). The program follows the educational standards outlined by AATA. For more information regarding AATA, contact:

American Art Therapy Association
225 North Fairfax Street
Alexandria, VA 22314
Phone Number: (888) 290-0878
Website: <http://www.arttherapy.org>

The Art Therapy Credentials Board, Inc. (ATCB) is a non-profit organization that seeks to protect the public by issuing registration and board certification credentials to practitioners in the field of art therapy who meet certain established standards. The Board is national in scope and includes both academicians and practitioners who work to establish rigorous standards, which have a basis in real world practice. There are three options for becoming a Registered Art Therapist (ATR). As graduates of an AATA-approved institution, students from Phillips Graduate Institute qualify for registration following the guidelines outlined in Option A by the ATCB. For more information regarding the ATR, please contact:

Art Therapy Credentialing Board
3 Terrace Way
Greensboro, NC 27403
Phone Number: (877) 213-2822
E-Mail: atcb@nbcc.org
Website: <http://www.atcb.org>

2.5 California Commission on Teacher Credentialing

The School Counseling (and MFT/PPS) Program at Phillips Graduate Institute is approved by the California Commission on Teacher Credentialing (CTC). The Program follows the educational standards outlined by the CTC. For more information regarding the CTC, contact:

California Commission on Teacher Credentialing
P.O. Box 944270 (1900 Capitol Avenue)
Sacramento, CA 94244-2700
Phone Number: (916) 323-7136
Website: www.ctc.ca.gov/credentials

3.0 CLINICAL TRAINING SERVICES OVERVIEW

Our clinical training services provide a valuable link to community resources and professional activities for students. The Clinical Training Services Coordinators assist students during the process of acquiring their supervised clinical experience in qualified training agencies throughout Southern California. Approved training agencies exist in the Los Angeles area, San Fernando Valley, San Gabriel Valley, Ventura County, Orange County, Antelope Valley, and San Bernardino County.

3.1 Description

The following are some of the services and functions of the Clinical Training Services Coordinators:

- Produce the Clinical Placement Handbook.
- Maintain/update clinical training affiliation agreements with approved training agencies/schools.
- Evaluate agencies for traineeships.
- Visit approved agencies to ensure appropriate clinical training.
- Monitor any concerns regarding the traineeship or supervision.
- Coordinate the annual Placement Fair.
- Provide class instruction throughout the program on placement opportunities, practicum course policies, BBS forms, and California licensure regulations.
- Monitor students' progress in their traineeships.
- Develop and monitor remediation agreements as needed.
- Coordinate trainee status certification.
- Liaison between the school and the California licensing board (BBS) and attend local meetings.
- Inform faculty and students of changes in the statutes and regulations related to the MFT license and LPCC requirements in California.
- Maintain information pertaining to the practice of art therapy in California and nationally.
- Liaison between the school and both AATA and ATCB.
- Maintain information pertaining to school counselors in California.
- Liaison between the school and CTC.

3.2 Traineeship Directories

Traineeship Directories provided by Phillips' clinical training services include an Approved Agency Directory. The Approved Agency Directory provides information regarding each approved agency's training program and specific requirements. Students may get suggestions from the Clinical Training Coordinators, Academic Advisors, or Case

Conference Instructors, as to the type of clinical setting that would be a “best fit.” Students must always verify that the agency of interest is approved by Clinical Training Services.

3.3 Bulletin Board with Traineeship Announcements

Immediate traineeship and internship openings are posted on the MFT Program bulletin board in the lounge. If the student is considering a trainee position posted on the bulletin board, the student must consult with the designated Clinical Training Services Coordinator to verify that the agency is approved. Schools soliciting School Counseling students for field placement are posted on a bulletin board in the student lounge or in the notebook located on the assistant’s desk for School Counseling. These postings include MFT/PPS sites and opportunities. Contact the Department Chair of School Counseling for more information on these announcements.

3.4 Annual Placement Fair

Every spring, Phillips Graduate Institute sponsors a Placement Fair. Students are required to attend in order to become acquainted with the variety of agencies that offer traineeships and internships, to receive information about training program requirements, and to become familiar with the numerous community resources available for clients. Agencies send representatives to talk to students about their clinical services, training programs, and employment opportunities. Students are to dress professionally and come prepared to distribute resumes to agencies of interest.

3.5 Clinical Placement Handbook

The Clinical Placement Handbook, located on the Phillips website under Student Services and Clinical Placement and Training, provides students with the necessary information, requirements, and procedures to complete the practicum experience required by Phillips Graduate Institute’s Master of Arts degrees in Psychology. MFT, LPCC, MFT/AT, MFT/PPS, and MFT/AT/PPS students are responsible for understanding the clinical requirements outlined in the Clinical Placement Handbook.

Class instruction is provided every semester to assist students through the clinical requirements put forth by the school and the BBS. All students are REQUIRED to attend all class meetings to ensure their understanding of the requirements in the Clinical Placement Handbook.

3.6 Approval of Traineeships

The Board of Behavioral Sciences Business and Professional Code of California, Chapter 13, all approved traineeships must “lawfully and regularly provide mental health counseling or psychotherapy.” The Clinical Training Services Coordinators evaluate agencies that would like to offer clinical training to Phillips students. Part of the approval process is to ensure that approved traineeships provide mental health counseling or psychotherapy as well as support the educational experience.

The Clinical Training Services Coordinators formalize a Clinical Training Affiliation Agreement that is signed by the school’s Clinical Director and the agency’s Clinical Director and Clinical Supervisor. This Clinical Training Affiliation Agreement outlines

services trainees will provide, the training and supervision trainees will receive, the agency's responsibilities, the legal responsibilities of the supervisor, the evaluation process, and the school's responsibilities. Clinical Training Affiliation Agreements are filed with the clinical training coordinators and are available for students to review. Traineeships must have a current Clinical Training Affiliation Agreement. The agency is considered an "Approved Traineeship" after the affiliation agreement has been signed by school and agency representatives.

Students may request that an agency be considered for approval. Students should consult the Clinical Training Services Coordinator about the approval process before they start practicum courses.

3.7 Coordinator Appointments

The Clinical Training Services Coordinators have regularly scheduled meetings with students during the year; and/or by requested appointments.

II. BEGINNING THE CLINICAL EXPERIENCE

4.0 INTRODUCTION

Students provide counseling to clients as a therapist while in their traineeships. Services can be provided in numerous settings, such as a residential facility, hospital, day treatment program, school, or the client's home. Students participate in a variety of activities at the traineeship that may include psychotherapy, assessment, intake, treatment planning, case management, clinical supervision, trainings, and clinical documentation. The student may work alone or as a co-therapist providing clinical services to individuals, couples, groups, or families. Clinical activities are recorded as part of the hours required for the MFT license, LPCC practicum experience, registration as an Art Therapist, and/or PPS credential requirement.

The main goal of the traineeship experience is to prepare students to become psychotherapists. The clinical training provides students with:

- The ability to discern when a case falls within the scope of their practice
- The skills to assess and diagnose a range of clinical problems and to develop a treatment plan based on the clinical assessment.
- The ability to apply a systemic theoretical orientation in the treatment of marital, family, and interpersonal dysfunction.
- The ability to formulate and implement appropriate treatment plans and to demonstrate the practical application and use of various treatment methods, techniques, interventions, and specialties (art therapy, post-modern, etc.).
- The ability to understand, interpret, and apply legal/ethical standards in specific practice situations.
- The knowledge of management practices and the ability to appropriately implement them.
- The experience and training of providing clinical services to clients and families from diverse socioeconomic, racial, and ethnic backgrounds.
- The experience of determining and implementing appropriate community referrals.

4.1 Marriage and Family Therapist Trainee - Professional Clinical Counseling Practicum

One of the requirements set forth by the state of California is that the graduate program must include a direct practicum experience in a setting approved by the school. The BBS regulations (Business and Professions Code: 4999.32) state that "all hours of experience gained as a trainee shall be coordinated between the school and the site where the hours are being accrued." The Clinical Training Services Coordinators at Phillips Graduate Institute are the responsible agents on behalf of the BBS in approving and monitoring the student's clinical practice.

A student may begin their practicum experience if:

- The student has been approved for Trainee status by the faculty;
- The student has a grade point average of 3.0 or better;
- The student has submitted a Notification of Placement Form and the form has been approved by the designated Clinical Training Services Coordinator;

- The student is currently enrolled in a practicum course; and
- The student has successfully completed 12 units of academic credits.

Phillips Graduate Institute monitors a trainee's clinical hours of experience through the practicum courses. Students must be enrolled in a practicum course while they are accruing clinical hours of experience at an approved traineeship. Therefore, students in a traineeship must be enrolled in a practicum course for fall, spring, and summer semesters. The practicum course instructors assist students having difficulty at the site, allow collaboration with the clinical supervisor, and track student progress. The practicum experience during the master's program complies with the California statutes and regulations for Marriage and Family Therapists and LPCCs.

Students who have been previously denied a professional license or have been convicted of or pled guilty or *nolo contendere* to any misdemeanors or felonies are encouraged to discuss this with the designated Clinical Training Services Coordinator and or the BBS as early as possible.

The BBS requires a minimum of six semester units of practica as part of the master's degree curriculum for LPCC and MFT licensure. Students enroll in these units of practica during semesters 2, 3, 4 and 5 of the master's program. The practicum experience for MFT trainees must encompass a minimum of 225 hours of direct client service in a school-approved agency. These 225 hours of direct face-to-face clinical experience counseling individuals, couples, families, or groups is referred to as the practicum requirement. Effective January 1, 2012, in addition to the 150 hours of face-to-face experience, the practicum must include 75 hours of either of the following: client-centered advocacy or face-to-face experience counseling individuals, couples, families or groups. The practicum experience for PCC trainees must encompass a minimum of 280 hours of direct client service in a school-approved agency. These 280 hours must be direct face-to-face clinical experience counseling individuals, couples, families, or groups and is referred to as the practicum requirement.

Students in the MFT/AT and MFT/PPS programs must follow additional guidelines. They should consult their department's Clinical Training Services Coordinator with questions and concerns rather than their on-site supervisor. The following is a brief outline:

4.2 Art Therapy Registration (ATR)

Students pursuing the Art Therapy Registration (ATR) must also pursue the MFT license and meet all the requirements outlined in 4.1 and elsewhere in this document. Students are required to participate in two training experiences. The first is an observation-preparatory training experience in which they observe a client behind the one-way mirror and participate in a reflecting team. The second traineeship is where students gain the majority of their ATR and LMFT hours. Students are responsible for knowing the Art Therapy Credentialing Board (ATCB) post-graduation training experience requirements for the ATR. It is strongly suggested that students download, print, and keep a copy of the ATCB requirements on two occasions: the time they are admitted into the program and at the time of their graduation (<http://atcb.org>).

MFT/AT students must be enrolled in a practicum course concurrent with their traineeship experience. MFT/AT students who are pursuing the Art Therapy Registration

(ATR) are required to accrue additional direct hours of experience and enroll in additional practicum units prior to graduation compared to MFT-only students.

MFT/AT Students are required to have 700 hours of traineeship experience; 350 of these hours are direct client hours, and 350 are general hours of experience. As of fall 2004, a total of 100 hours of experience are accrued during the Case Conference courses PSY519A in the first semester and PSY519B in the second semester. If a student has more than two absences, the student may not be able to count the 100 hours of experience. Fifty of those hours are direct client contact hours. Each 75-minute client session and reflecting team intervention are considered 1.5 hours of direct client contact. The 100 hours accrued in Case Conference pertain only to MFT/AT students who are pursuing the ATR and do not satisfy the BBS requirements for licensure. A total of 600 hours of experience are accrued after both Case Conference courses are completed; 300 of those hours are direct client contact hours and 300 of these hours are general hours of experience.

With no exceptions, all MFT/AT hours must be supervised by a licensed practitioner in an approved traineeship. MFT/AT trainees are required to receive at least one hour of individual clinical supervision. Art therapy supervision is in addition to the clinical supervision at the agency and is provided by the department. All direct contact supervised hours must be documented with the Trainee Evaluation Form provided by the clinical training service. Additional information is available in the practicum syllabi (PSY519B, PSY531A&B).

In order to meet AATA and ATCB clinical placement requirements, all students are required to be in an approved traineeship for a minimum of three semesters for two days a week; out of these three semesters one semester may be a summer semester. Multi-major students, part-time students, and/or students who are not approved for trainee status in the second semester should expect to enroll in additional practicum courses in order to meet this requirement and may need to be in a traineeship for additional semesters. MFT/AT students are not allowed to enroll in two concurrent traineeships. However, they may plan for two consecutive traineeships. MFT/AT students are required to consult with the AT practicum course chair in order to ensure that they are meeting the requirements for 350 direct contact hours.

All MFT/AT students are required to meet with the practicum course chair regularly regarding issues pertaining to traineeship placement. In addition, students are required to submit all forms to the practicum course chair.

4.3 Pupil Personnel Service (PPS) Credential

Students who plan to pursue the Master of Arts Degree in School Counseling and PPS credential are required to obtain 700 field placement hours. Students must enroll in

Supervision and Mentoring: Practicum in School Counseling (SC505A) to obtain 100 field placement hours, and Supervision and Mentoring: Field Experience in School Counseling (SC505B&C) to obtain 600 field placement hours. School Counseling students must consult the School Counseling Department and the PPS Field Placement Manual for specific guidelines regarding appropriate coursework for field placement internships.

MFT/PPS and MFT/AT/PPS students are required to submit proof they have taken the CBEST examination, provide verification of a negative TB test, complete LiveScan, and complete the Certificate of Clearance application on CTC website prior to beginning a school counseling field placement. Students must enroll in Supervision and Mentoring: Practicum in School Counseling (SC505A-Lab) to obtain 100 field placement hours, and Supervision and Mentoring: Field Experience in School Counseling (SC505B; SC505C) to obtain 600 field placement hours for the 700 field placement hours required for graduation. Consult the PPS Field Placement Manual for specific guidelines.

4.4 Intent to Pursue a License in Another State

In the United States, the number of states regulating marriage and family therapists has grown immensely over the last twenty years. The master's degree in Psychology program has been accredited by the Western Association of Schools and Colleges and qualifies students to pursue the MFT license in other states. Some states have different requirements for a master's degree. Students may take additional classes in School Counseling, Community Mental Health, or any of the Counseling Center at Phillips Graduate Institute's clinical training programs. Some states also may require more than the 225 hour requirement (or 280 hour requirement for PCC). Students planning to move after graduation are responsible for knowing that state's educational and current licensing/certification requirements.

The AAMFT website provides links to the regulating boards of other states for marriage and family therapists: www.aamft.org/resources/Online_Directories/boardcontacts.asp.

Students who may pursue the LPCC in a state other than California must consult that state's licensing board for specific information.

Phillips strongly advises all students to gather this necessary information prior to closing their degree.

5.0 EDUCATIONAL REQUIREMENTS FOR TRAINEESHIP PLACEMENT

The Master of Arts in Psychology includes the application of theory through direct clinical experience to prepare students for their clinical placement or traineeship. Students have the opportunity to provide direct clinical service to clients/families through the Case Conference courses. Prior to beginning a traineeship, students must:

- Successfully Complete 12 units of Academic Credits: The first semester courses prepare students in understanding their professional role as Marriage and Family Therapists.

- Maintain a minimum GPA of 3.0.
- Adhere to the Schools Policies: The Student Policy Handbook contains policies and standards of conduct pertinent to the emerging professional role. Student behavior in school and the quality of participation in required academic activities are expected to meet these standards of conduct.
- Receive Designation as a Trainee: Students may begin their clinical training at an approved traineeship under the supervision of a licensed professional when the faculty designates them as being ready for clinical practice and the student has completed the Statement of Intent to Pursue a Clinical Practice Form.

6.0 TRAINEE DESIGNATION PROCESS

The process for designation as a trainee is as follows:

- a. Evaluation by the Case Conference Instructors: The Case Conference instructors (PSY519A) complete a written evaluation and recommendation pertaining to the student's overall readiness for beginning clinical practice. The instructor provides students with feedback on the following basic clinical skills:
 - Basic Clinical Microskills. Skills include attending behavior, use of questions, use of encouragers, use of paraphrases, reflection of feelings without interpretation, use of empathy, and use of summarizing statements.
 - Personal Functioning. Skills include awareness of self/impact on others, use of supervision, and management of personal stress.
 - Knowledge and Application of Professional Standards. Skills include ethics, relevant mental health law, and professional behavior.
 - Basic Art Therapy Microskills (MFT/AT students only). Skills include the ability to reflect on the client's art and construct basic directives.
- b. Evaluation by the Faculty: Evaluation by faculty members will be based on student assignments and their observation of students' interaction with faculty, staff, and students. Evaluation may include such aspects as the student's demonstration of clinical awareness, professional behavior, appropriate use of questions and comments, and willingness to participate in discussions and case conference reflecting teams.
- c. Department Issues Approval Letter: Upon approval by the faculty for designation of Trainee, the department will issue an approval letter to the student.
- d. Certificate Issued: A certificate designating trainee status will also be issued to the student by the department.

Full-time students are expected to receive Trainee status by the end of the first semester in order to enroll in required practicum courses.

Students not approved for Trainee status are first notified by the Clinical Placement Office and their academic advisor, and a remediation plan will be developed. These students are then reevaluated for Trainee status at the beginning of the next semester. Students returning after a leave of absence (LOA) are also re-evaluated by the faculty.

7.0 TRAINEESHIP SELECTION

Students may begin their search for a traineeship anytime during the second semester of the program. Students cannot provide clinical services to clients until they receive a Trainee status certificate and their Notification of Placement Form has been approved by the

designated Clinical Training Coordinator. Students should start applying to agencies during their second semester. The designated Clinical Training Coordinators provide students with individual advisement and information on approved traineeships. It is the responsibility of the student to apply and secure a traineeship to fulfill the practicum graduation requirement.

7.1 Resume

Most agencies request a resume from students applying for a traineeship. The resume may be a business resume or one specific to the task of seeking a traineeship. It is understood by training agencies that most students do not have clinical experience. The agencies do want to know the extent of the student's personal and professional experiences.

7.2 Follow-Up

Many agencies require students to complete an application, provide a resume, and provide letters of recommendation and/or personal references. Since the application, interviews, and selection process vary for each agency, it is in the student's best interest to clarify the application process and the timeline of selection with an agency representative.

7.3 Interview

The agency directors and/or clinical supervisors will want to schedule an interview to meet with the student to see if they are a match for their training program. Professionalism is an important part of the interview process and students should arrive to the interview on time and dressed professionally. During the interview, it is the responsibility of MFT/AT students to verify that the agency provides individual (one-on-one) supervision. Failure to do so may result in the loss of all hours accrued and a referral to SERC.

7.4 Professionalism

Students are expected to conduct themselves in a professional and ethical manner at their traineeships. Students are expected to be familiar with and abide by the BBS statutes and regulations governing the practice of psychotherapy and with the professional codes of ethics and standards.

Students should carefully review the agency's training program before committing to the agency. If students have concerns regarding their traineeship, they are expected to consult and follow through on recommendations from their ATM instructor, Practicum instructor, or their Clinical Training Coordinator.

7.5 Volunteer Experience

Students may gain practicum hours where they currently volunteer or have previously volunteered. The student will need to consult with the designated Clinical Training Coordinator regarding the approval process. The volunteer setting must meet all of the following criteria before the approval process is considered:

- The setting lawfully and regularly provides mental health counseling or psychotherapy to individuals (adults or children), couples, families, or groups.

- The setting provides the student with weekly clinical supervision by a qualified licensed profession.

7.6 Paid Experience for Students

Students may receive monetary compensation for the services they provide in an approved traineeship. This can occur in two ways: 1) a student may be hired as a full-time or part-time employee by the agency, or 2) a student may receive a stipend from the agency. Students need to be paid with all governmental deductions (W-2 employee) when they are hired by an agency. Students may receive a stipend without governmental deductions if the stipend is not more than \$500 a month and it is considered reimbursement of the student's expenses. Students may not be paid as an independent contractor (W-9 consultant).

Students may receive their practicum hours at their employment if the agency is approved by Phillips Graduate Institute. The employment setting must meet all of the following criteria before the approval process is considered:

- The employment setting lawfully and regularly provides mental health counseling or psychotherapy to individuals (adults or children), couples, families, or groups.
- The employment setting provides the student with weekly clinical supervision by a qualified licensed professional.
- For MFT/AT students, the employment setting must also provide individual supervision and be appropriate for art therapy practice.
- If the student is paid, it is with itemized deductions using a W-2 Statement.

If a student's employment setting is approved as a traineeship, the student's practicum grade is at risk if the student's employment status is terminated during the school year. Should the student's employment status with the agency end before the practicum course is completed, the student will need to immediately secure another approved traineeship in order to remain enrolled in Applied Therapeutic Methodology and still be eligible for a grade of "Credit" for the practicum course.

7.7 Restrictions of Traineeship Experience

The school adheres to the Board of Behavioral Sciences restrictions of clinical services, which include the following:

- Students may not gain hours of experience if the counseling performed is not consistent with the student's education, training, and experience.
- Students may not gain hours of experience in the private practice of a licensed professional.
- Students may not be hired as an independent contractor.
- Students who provide volunteer services may not receive monetary reimbursement that exceeds a \$500 stipend each month.

8.0 PGI CLINICAL PLACEMENT PROCESSES AND TRAINING FORMS

Clinical Training forms are available on the website www.pgi.edu under Student Services/ Clinical Placement and Training. Art Therapy students may also obtain the same forms as well as the art therapy forms online at www.atpracticum.wordpress.com. Clinical

Placement forms for School Counseling and MFT/PPS are in Field Placement Handbook or on School Counseling department desk.

8.1 Statement of Intent to Pursue a Clinical Practice

In the first semester, students are required to complete and sign a Statement of Intent to Pursue a Clinical Practice Form. It is the student's responsibility to understand their program's guidelines towards the post degree title.

8.2 Notification of Clinical Placement

The time commitment between the student and agency is reflected in the signed Notification of Clinical Placement Form. Signatures of an agency representative, the student, and the designated Clinical Training Coordinators support the training process. The student's commitment to the agency is binding, and acceptance of a traineeship should be well thought through.

Students must notify the designated Clinical Training Services Coordinator within two weeks of their acceptance into a traineeship by submitting the Notification of Clinical Placement Form. Students cannot count any hours of experience until the Notification of Clinical Placement Form is approved by Clinical Training Services.

8.3 Documentation of Professional Liability Insurance

Students must attach verification of professional liability insurance to their Notification of Clinical Placement form. Students enrolled in the master's program at Phillips Graduate Institute *must* purchase insurance by which their professional services as a Trainee are protected from any liability:

- Liability insurance may be obtained through several insurance carriers. The professional association CAMFT offers an inexpensive policy for student members, administered by CPH & Associates. Information may be obtained from the CAMFT website. At the AAMFT website, additional information describes free insurance for students. The California Association of Licensed Professional Counseling may also provide information on insurance <http://calpcc.org/>.
- Further, Phillips Graduate Institute *must* be named as an additional insured.

8.4 Request to Terminate Traineeship

The Request to Terminate Traineeship Form is used to notify the designated Clinical Training Coordinator if the student is requesting to terminate their traineeship. Signatures of an agency representative, Case Conference or Applied Therapeutic Methodology instructor, Practicum Course Chair, and the student are all required.

Before students terminate a traineeship, they must consult with their Case Conference or Applied Therapeutic Methodology instructor and the Clinical Training Coordinator. Consultation is required so the student has proper guidance during this process and for the student's growth and professional development.

If termination of the traineeship is approved, a completed Trainee Evaluation form is required to count the accumulated hours of experience toward the practicum requirement. Completion of the BBS form, Marriage and Family Therapist Experience Verification, is

required to document the hours of experience for MFT licensure application. **Early termination from a traineeship without consultation will result in a grade of “No Credit” for the Practicum course, and clinical hours will not be counted.**

8.5 Notification of Traineeship Changes

The Notification of Traineeship Changes form is used to notify the designated Clinical Training Coordinator for any changes at their current traineeship, such as additional supervisors, change of supervisor, or change of treatment program.

8.6 Trainee Evaluation

The Trainee Evaluation form provides a review of student training and performance at traineeships by their clinical supervisors. The form serves as documentation of the required hours for practicum and required hours for graduation. **This form must be completed every semester a student is accruing clinical hours and is due the last week of the semester.**

MFT/AT students are required to submit a copy of the Trainee Evaluation Form to their Practicum Chair.

If the trainee has multiple traineeships, a supervisor from each agency must complete the Trainee Evaluation Form. All original Trainee Evaluation forms remain in the student's permanent education file. Students must keep copies of the evaluation forms with their Weekly Summary of Hours of Experience.

The Clinical Training Coordinator or ATM instructor may contact clinical supervisors mid-semester regarding trainee progress. This allows time for remediation before the final Trainee Evaluation Form is submitted at the end of the semester.

MFT/PPS students submit the Field Placement Evaluation Form, which is completed by their field placement supervisors. It is turned in after completing the first 100 hours of practicum in SC505A and again after completing the remaining 600 hours in SC505B and/or at time of termination from every school site while accruing the 700 hours. The form is found in the PPS Field Placement Manual and is submitted to the School Counseling program.

8.7 Evaluation of Traineeship

Students will be asked to complete an anonymous evaluation of the agency and their clinical supervisor. The purpose of these evaluations are to assist the Clinical Training Coordinators in maintaining appropriate placements for students, to assist students during the traineeship selection process, and to provide feedback and recommendations to the agencies and supervisors.

MFT/PPS students must complete an Evaluation of School Site Experience Form upon completion of the field experience hours at each school. The form is found in the PPS Field Placement Manual and is submitted to the School Counseling program.

8.8 Documentation of Supervised Art Therapy Hours (MFT/AT Students)

MFT/AT students need to document their hours using the Documentation of Supervised Art Therapy Hours Form, which is submitted to the student's Case Conference each week or Applied Therapeutic Methodology and submitted to the MFT/AT Clinical Training Coordinator at the end of each semester.

9.0 BOARD OF BEHAVIORAL SCIENCES PROCESSES AND FORMS

The most recent BBS forms are on BBS website, www.bbs.ca.gov/forms. Students are encouraged to continually check the website for updates and changes.

Please use the following link for a chart that details experience requirements for MFTs: http://www.bbs.ca.gov/pdf/forms/mft/mft_exp_chart.pdf

9.1 Responsibility Statement for Supervisor

During the first meeting for clinical supervision, the student must present to the supervisor(s) the BBS form "Responsibility Statement for Supervisors of a Marriage and Family Therapist Intern or Trainee." The form must be completed by each supervisor that monitors the student's clinical work. These forms are retained by the student and submitted to the BBS during application process for the California MFT license.

Phillips strongly suggests that all students in traineeships use the current and appropriate "Responsibility Statement for Supervisors."

9.2 Weekly Summary of Hours of Experience

The state requires that hours of experience at a traineeship be documented in the BBS form "Weekly Summary of Hours of Experience." While enrolled at Phillips Graduate Institute and accumulating hours, the "Trainee in Practicum" box is checked on the form. Complete hours or fractions of an hour can be used to reflect accurately the time spent in each activity. Students are encouraged to review this form with their traineeship supervisor(s) when beginning their supervisory relationship to receive instructions on how the hours of experience at their setting should be recorded. The supervisor is required by law to sign the hours on a weekly basis. Phillips requires that this form be used for the PCC practicum hours.

The Weekly Summary of Hours of Experience Form allows for thirteen weeks of clinical experience. Once a sheet is completed, students retain and file the completed sheets. The total number of hours of experience recorded on these forms, referred to as the "weekly logs," is transferred to the Marriage and Family Therapist Experience Verification Form. The weekly logs are not submitted unless the BBS audits them when evaluating the California MFT licensure application. In the case of an audit, the applicant must be able to provide the weekly logs to count those hours.

The supervisor uses this form to review the trainee's clinical activities:

1. Individual Psychotherapy: This category records the assessment and treatment services provided to adult clients. This includes intake sessions performed directly with the client.

2. Couples, Families, and Children: This category records the assessment and treatment services provided to couples, families, and children under the age of 18 years (this category applies only to MFT trainees and interns).

Beginning Friday, January 1, 2010, each direct, face-to-face clinical Couple/Family hour, up to a total of 150 hours, will be doubled, up to a total of 300 clinical hours (Section 4980.43(a)(10)). This policy change is not retroactive.

For the **Practicum**/Graduation Requirement, (have a degree posted so that a student can apply for an intern number), students still must complete 225 hours of which 150 are direct client hours. Therefore, the incentive (double-counting of hours) cannot be used to reduce the number of required practicum hours.

The “Frequently Asked Questions” (FAQ) section at the BBS website has more information about how to count all clinical hours. www.bbs.ca.gov/pdf/publications/mft_faq.pdf

3. Group Therapy or Counseling: This category records the time spent in providing group therapy. The time noted reflects only the length of each group session regardless of the number of participants in the group. Therapy groups in which the clients are under 18 years of age may be recorded in the Couples, Families, and Children category.
4. Client Centered Advocacy (CCA): Effective January 1, 2010, MFT trainees may gain up to 75 hours of CCA toward the practicum requirement of 225 hours. CCA includes, but is not limited to, researching, identifying and accessing resources, or other activities related to obtaining or providing services and support for clients or groups of clients receiving psychotherapy or counseling services (Section 4980.43(h)). For licensure, this category when combined with credited personal psychotherapy, individual supervision, group supervision and workshops/trainings shall not exceed 1250 hours of experience. This is applicable to total hours gained as a trainee and intern.
5. Telephone Counseling/Telemedicine Counseling: Telephone counseling is not considered “face-to-face counseling experience” and telephone counseling **does not** apply towards the 225 hour MFT/280 hour PCC practicum requirement. Effective January 1, 2010, a maximum of 375 telephone counseling and telemedicine counseling hours can be applied towards the 3,000 hours required for state licensure. MFT/AT students may count these hours toward the 300 post Case Conference general experience hours. It is best to receive instructions from the clinical supervisor to discern which telephone contacts fall within this category.

Telemedicine is defined as “the practice of health care delivery . . . using interactive (real time) audio, video, or data communication.” Telephone conversations or e-mail constitutes telemedicine. Telemedicine counseling is not

considered “face-to-face counseling experience” and **does not** apply towards the 225 hour graduation/practicum requirement for MFTs/280 hour PCC graduation/practicum requirement.

6. Writing Clinical Reports and Progress Notes: Students have the experience of learning how to write thorough psychosocial assessments, family evaluations, session notes, treatment plans, termination reports, child abuse reports, and other clinical documents. Students should adhere to the agency’s policies or their supervisor’s instructions regarding completion of these documents. Both the MFT Trainee and Intern can apply a maximum of 250 hours toward the MFT licensure hours. MFT/AT students may count these hours toward the 300 post Case Conference general experience hours (Section 4980.43, various codes).
7. Clinical Supervision: Students receive direct supervision by the agency from a licensed professional to monitor and clinically guide the student. Supervision is an educational process for trainees to learn the skills of a beginning therapist. All counseling hours of experience require weekly supervision to review and discuss the student’s clinical cases. **The agency must provide at least one hour of individual supervision or two hours of group supervision every week that the student is accruing counseling hours.** Supervision is recorded on the Weekly Summary of Hours of Experience Form each week.
 - a. Supervision, Individual: Individual supervision is defined as to one-to-one, face-to-face supervisor contact for at least one hour. The supervision must be at least one hour per week but may be more. The number of supervision hours received by the student in a session with their supervisor is recorded in this category.
 - b. Supervision, Group: Group supervision is defined as face-to-face supervisor contact in a group of no more than eight persons for at least two hours. The group supervision must be at least two hours in the same week, but do not have to be consecutive hours. It is preferable that they occur on the same day. Supervision time received by the student and no more than seven other MFT trainees or MFT interns is recorded in this category.
8. Workshops, Seminars, Training Sessions, or Conferences: Trainings may be provided during staff meetings, in-service trainings, or off-site workshops and seminars. The training activity is recorded on the Weekly Summary of Hours of Experience Form and must be approved by the supervisor. The student needs to inform the supervisor prior to attending the training activity so the supervisor can determine whether the training is appropriate. A maximum of 250 training hours can be accrued toward the 3,000 hours required for state licensure. Training hours do not count toward the 150 hour practicum requirement. MFT/AT students may count these hours toward the 300 post Case Conference general experience hours.

9.2a Weekly Summary of Hours Experience for PCCI

PCCI Frequently Asked Questions may be found on the BBS Website: http://www.bbs.ca.gov/pdf/publications/pcci_faq.pdf

9.3 Experience Verification Form

The Marriage and Family Therapist Experience Verification Form documents the total number of accrued hours reflected on the weekly logs at the end of a traineeship or internship. When the trainee-supervisor relationship is ending, students should discuss the completion of this form with their supervisors. The form must be completed to verify the clinical hours accrued for every traineeship or internship. The form must separate hours accrued as a trainee.

The student retains these signed forms until all 3,000 hours of experience are obtained. The original forms will be submitted to the BBS during the application process for the California MFT license. There can be no errors or corrections on these forms.

For LPCCs - The LPCC Experience Verification Form documents the total number of accrued hours reflected on the weekly logs at the end of post-degree internship which begins once registered as a PCCI. The form must be completed to verify the clinical hours accrued for every internship.

9.4 Personal Psychotherapy Verification Form

After enrollment and commencement of classes, students may begin to accrue 24 personal psychotherapy hours, which count towards the 3,000 hours required for California MFT licensure. If provided by a licensed mental health professional, 100 of these hours can be tripled to 300 for the BBS. These hours of personal psychotherapy must be documented on the Documentation of Personal Psychotherapy Form and is a graduation requirement for MFT and MFT/AT students. The 24 hours of personal psychotherapy is a graduation requirement for both MFT and PCC students.

10.0 EDUCATIONAL REQUIREMENTS DURING TRAINEESHIP

Students must continue to make academic progress, sustain their GPA, and maintain professional behaviors to maintain their designation as a Trainee. They must also be enrolled in a practicum course to accrue experience hours. In addition:

- Students may not count hours of experience if they have not submitted a Notification of Clinical Placement Form to the designated Clinical Training Services Coordinators.
- Students may not gain hours of experience in a setting that has not been approved by the school.
- Students may not count hours of experience if they receive “no credit” for a practicum course (Case Conference B, Practicum A&B, or Field Study Practicum) or if they are not enrolled in a practicum course.
- Students may not count hours of experience if the Trainee Evaluation is not submitted at the end of the semester.

The following are the required practicum courses:

10.1 Case Conference/Practicum(B)

Students enrolled in PSY519B Case Conference/Practicum second semester, and who have been designated with Trainee status may begin their clinical training at an approved traineeship and discuss their cases in class. MFT/AT students may not be in two concurrent traineeships unless approved by the Art Therapy Program Director.

10.2 Applied Therapeutic Methodology(A/B) (1 unit each)

In Applied Therapeutic Methodology courses (PSY531A&B) taken concurrently with Practicum I and II, semesters Three and Four, students have the opportunity to discuss the clinical experience at their traineeships. Students are assigned to small groups and meet weekly with the group instructor. For MFT/AT students, there are no more than seven students for two hours, per AATA requirements.

The students provide written and oral presentations of their clients. The instructors act as case consultants by giving students various theoretical perspectives from which to view their clients, assessing clinical dynamics, using various therapeutic interventions, and addressing issues of diversity.

The instructor of each Applied Therapeutic Methodologies (ATM) is an experienced practicing professional and is a qualified clinical supervisor. MFT/AT students will have an instructor that is a licensed professional as well as a Registered Art Therapist (ATR).

Instructors are respectful of the supervisory relationship between the student and the traineeship supervisor. The traineeship supervisor is legally responsible for the care of the clients, not the Applied Therapeutic Methodology instructor. Therefore, instructor involvement is in an educational and consultative role but does not replace the supervisory authority of the student's traineeship supervisor.

10.3 Practicum I and II – (2 units each)

PSY533A Practicum I and PSY533B Practicum II are offered during their final year of the masters program. The Course Chair for the PSY533 Practicum courses will monitor student progress at the traineeships. The practicum course covers the time at a traineeship providing direct client services, attending weekly clinical supervision, and participating in other professional activities required by the agency.

Students must remain in a traineeship for the entirety of the semester that they are enrolled in Practicum and Applied Therapeutic Methodology. If the student does not have a traineeship by the Class Add/Drop deadline, the student must drop Practicum (PSY533) and Applied Therapeutic Methodology (PSY531).

PSY533A and B are Credit/No Credit courses. Course credit is based on the completion of all required Clinical Training forms, gaining adequate hours of experience, and an overall score of “3” or above on the Trainee Evaluation. A grade of “No Credit” for practicum

may result in the student losing the clinical hours accrued during the semester and may include a referral to SERC.

If an MFT/AT student receives a grade of “No Credit” for PSY533A and/or PSY533B practicum, none of the hours accrued during the semester will be counted towards the 700 hour practicum requirement, and the student will be referred to SERC (Student Evaluation and Review Committee). Depending on the circumstance, the MFT/AT student will have to take the summer practicum course or repeat the PSY533A or B practicum course, as well retake the practicum consultation course (PSY531A or B).

10.4 Summary of Grading Criteria for PSY 533A and PSY 533B

Credit for Courses PSY533A or PSY533B

In order to get a grade of “Credit,” all of the following criteria must be met during the semester:

- MFT students should attempt to participate in a minimum of 75 hours of clinical activities in a Phillips Graduate Institute approved traineeship, which may include direct client hours, CCA, supervision, and training (only the direct client contact and CCA hours are counted toward the 225-hour graduation requirement).
- PCC students should attempt to participate in a minimum of 93 hours of direct client contact in a Phillips Graduate Institute approved traineeship.
- MFT/AT students on the 2-year plan must participate in 70 hours of clinical activities in a Phillips Graduate Institute approved traineeship, which may include direct client hours, supervision, and training. MFT/AT students on the 3-year plan must participate in 45 hours of clinical activities (only the direct client contact hours are counted towards the 300-hour graduation requirement).
- Students must be in an approved traineeship for the **entire** semester.
- Students must turn in the Trainee Evaluation Form by the last day of the semester, according to the class schedule, or petition for an Incomplete Contract.
- Students must have a Trainee Evaluation Form that contains an overall assessment score of “3” or above.

No Credit for Courses PSY533A or PSY533B

Students may receive a grade of “No Credit” if any the following circumstances occur during the semester:

- Student does not have at least 45 hours of clinical activities in a Phillips Graduate Institute approved traineeship, which may include direct client hours, supervision, and training.
- Student provided clinical services at a traineeship that was NOT approved by Phillips Graduate Institute.
- Student was terminated or placed on probation by the traineeship.
- The Trainee Evaluation Form contains below satisfactory progress (ratings of 0, 1, or 2) on the overall assessment score.
- Student has NOT complied with all Clinical Training Office paperwork requirements:
 - a) Student did not turn in the Notification of Clinical Placement Form within two weeks of acceptance of a traineeship.
 - b) Student did not turn in the Trainee Evaluation Form by the last day of the semester, according to the class schedule.

10.5 Field Study Practicum

During the summer session, all students in an approved traineeship and accruing direct client hours must enroll in the course Field Study Practicum. MFT/AT students should consult with their course chair for required course enrollment. This course allows students to discuss the experience of being in a traineeship and present cases on a weekly basis.

The MFT/AT Field Study Practicum is graded. The Field Study Practicum is Credit/No Credit. Course credit is based on class attendance, completion of required assignments, completion of all required Clinical Training forms, and an overall score of “3” or above on the Trainee Evaluation Form. If a student receives a grade of “No Credit” or “Fail” for practicum, the hours accrued during the semester will not be counted toward the 150 hour practicum requirement, and the student will be referred to SERC.

11.0 TRAINEESHIP SUPERVISION

When a student begins a traineeship at an approved agency, the student needs to discuss with their supervisor the parameter of the supervisory relationship. The BBS requires supervisors to complete 6 hours of Continuing Education that specifically orientates them to the process of clinical supervision.

11.1 Ratio of Clinical Service and Clinical Supervision

Trainees must receive one face-to-face “supervision contact” for every five direct client hours. A “supervision contact” may be either one hour of individual supervision or two hours of group supervision. This is often referred to as the “5-to-1 Ratio,” and it is consistent with the state requirement for MFT trainees and PCC practicum students in California. Generally, agencies provide two hours of group supervision each week (one supervision contact), which means the trainee may average five client hours per week. Trainees averaging ten client hours per week must have two “supervision contacts” per week. The average is based on the entire length of time at the trainee’s placement site.

MFT/AT students must have one hour of individual supervision every week. MFT/AT students also have additional art therapy supervision, which is provided through the department. MFT/AT students must abide by the BBS regulations of a “5-to-1 Ratio” for their MFT direct clinical hours. MFT/AT students seeing 5-10 clients a week need a minimum two periods of supervision on site (one of which is individual supervision) and three weekly hours of art therapy supervision and case consultation provided by the department. MFT/AT students seeing 1-5 clients a week need a minimum one period of individual supervision on site and three weekly hours of art therapy supervision and case consultation provided by the department. School Counseling or MFT/PPS students shall refer to their Field Placement Handbook for supervision guidelines.

11.2 Functions of Supervision

Monitor Client Welfare: The primary ethical responsibility of a supervisor is to monitor the welfare of the clients seen by the trainee. The supervisor is legally responsible for the quality of care provided by the trainee. Trainees must follow all supervisory directives and must receive a conceptual explanation of those directives. MFT/AT students must notify their on-site supervisors that they are specializing in art therapy.

Evaluate Progress: An essential function of supervision is to provide continuous feedback to the trainee on his or her professional development. Supervisors should articulate their criteria for successful supervision and what is required for successful supervision to occur. This includes knowing what training and learning objectives will be used and what forms of feedback or direct training they will provide to the trainees.

The standard method that supervisors use to keep informed of trainee clinical performance is through case reports presented in supervision and a review of session notes. Agencies are encouraged to have supervisors monitor the trainee's clinical work by direct observation at least once during the semester. Some agencies have the ability to directly observe trainees' clinical performance through audio recording, video recording, one-way mirrors, or working as a co-therapist with the trainee.

Enhance Professional Development and Competence: The major task for a trainee in a placement is to receive training in the application of counseling principles and methods in marriage and family relationships and in the use of various psychotherapeutic techniques and modalities.

11.3 Requirements of Supervisors

Supervisors must meet the qualifications for the state of California in order to supervise trainees, as listed on the BBS form "Responsibility Statement for Supervisor of a Marriage and Family Therapist Intern or Trainee" or the "Responsibility Statement for Supervisors of Professional Clinical Counselor Interns." The supervisor must read and sign this form to verify that the qualifications are met. It is the trainee's or PCCI's responsibility to have this form signed and retain the original document in order to apply for licensure in California. A licensed professional that is related to a trainee, has personal contact with that trainee, or has been the trainee's personal therapist cannot provide supervision. This personal relationship may undermine the effectiveness of the supervisory relationship.

Supervisors must have a current and valid license in California for at least two years. Students should verify that their supervisor's license is current by checking the BBS website at www.bbs.ca.gov/quick_links/weblookup.shtml. Supervisors may be licensed marriage and family therapists, licensed clinical social workers, licensed psychologists, licensed professional clinical counselors or physicians certified in psychiatry by the American Board of Psychiatry and Neurology. Supervisors need to have practiced psychotherapy for at least two years within the five-year period immediately preceding the supervision and have an average of at least five client contact hours per week. Art Therapy supervisors must, in addition to the above, be registered with ATCB and hold the ATR.

Clinical supervisors must complete a minimum of six hours of supervision training every two years. They must know and understand the statutes and regulations in California pertaining to the supervision of graduate students and the experience required for licensure as a MFT in California. Supervisors monitor the quality of psychotherapy performed by the trainees to ensure that the trainees properly assess clients, implement appropriate treatment plans, perform within the scope of their practice, and display a degree of overall competency. These requirements also apply to AT supervisors. Supervisors for School Counseling must have their PPS Credential for two years. MFT/PPS supervisors must also meet the criteria guidelines by BBS.

11.4 Voluntary Supervisory Agreement

A Voluntary Supervisory Agreement Form is needed when the supervisor is not employed by the agency and the supervisor agrees to supervise the trainee on a voluntary basis or is paid directly by the trainee. The supervisor, the trainee, and an authorized representative of the agency must sign a Voluntary Supervisory Agreement. The agreement should state that the supervisor agrees to ensure that the extent, kind, and quality of counseling provided by the trainee will be consistent with the trainee's training, education, and experience and will be appropriate. This agreement should be signed and dated prior to providing services, and a copy of the agreement should be attached to the Marriage and Family Therapist or LPCC Experience Verification Form.

III. PROFESSIONAL ETHICS AND STANDARDS

12.0 PERSONAL PSYCHOTHERAPY

Personal therapy offers the student an opportunity to explore his or her own personal or family issues, the experience of being the “client,” and learning from the modeling provided by one’s own therapist. Many traineeships recommend or require that applicants have the experience of being in their own therapy. Clinical Training Services maintain a directory of psychotherapists that provide students personal therapy at a sliding scale rate.

12.1 State Policy regarding Personal Psychotherapy for MFT Trainees & Interns

California’s licensing codes encourage trainees and interns who are pursuing the practice of marriage and family therapy to undergo the experience of their own psychotherapy. In fact, the law states that part of the role of a clinical supervisor is to “advise and encourage his or her trainees regarding the necessity or value and appropriateness of the trainee engaging in personal psychotherapy, so as to enable the trainee to become a more competent marriage and family therapist.”

Additionally, the BBS statutes and regulations allow students to apply the hours of their own psychotherapy towards the hours of experience required to be a licensed MFT. **These hours of personal psychotherapy can be accrued as soon as the student begins the master’s program.** The state codes define personal psychotherapy as “group, marital/conjoint, or family, individual psychotherapy.” This psychotherapy must be performed by a licensed marriage and family therapist, licensed clinical social worker, licensed psychologist, licensed physician certified in psychiatry by the American Board of Psychiatry and Neurology, or a licensed physician who has completed a residency in psychiatry in order to be counted towards the license requirement. The BBS statutes and regulations further encourage personal psychotherapy by tripling the actual hours received toward the license requirements, for up to a total of 300 hours of personal psychotherapy.

12.2 School Policy

Phillips Graduate Institute requires that students obtain their own personal psychotherapy prior to graduation. Students are required to have a minimum of 24 sessions of personal, couple or family psychotherapy by a licensed psychologist, psychiatrist, MFT, LPCC or LCSW during their program. Group therapy is not acceptable in this category for MFT students. MFT/AT students may count group therapy. Sessions with an unlicensed intern also meet the graduation requirement, but the hours will not count toward the 3,000 hours required for BBS licensure in California. The Documentation of Personal Psychotherapy Form must be completed, signed, and submitted to the department Clinical Training Coordinator to comply with graduation requirements.

13.0 PROFESSIONAL ASSOCIATIONS

Students are expected to join at least one of the major professional associations in the field of marriage and family therapy. Art Therapy students are encouraged to also join AATA. Application forms are available on the association websites.

13.1 California Association for Marriage and Family Therapists

The California Association for Marriage and Family Therapists (CAMFT) is a state organization for licensed Marriage and Family Therapists in California. Students can join as a pre-licensed member, and graduates can continue their membership as associate members. The clinical membership requires a state license. As the organization for the profession of MFTs in California, CAMFT provides excellent advocacy in the state legislature and collaborates with the licensing board on issues related to the profession. Its publication, *The California Therapist*, is the best source of information regarding the practice of marriage and family therapy as well as changes in the statutes and regulations pertaining to MFTs. Student membership includes a subscription to *The California Therapist*, access to the association's legal staff, the opportunity for inexpensive liability coverage, and other benefits. CAMFT sponsors an annual conference in early May and several professional seminars throughout the year.

California Association of Marriage and Family Therapists
7901 Raytheon Road
San Diego, CA 92111
Phone Number: (858) 29-CAMFT (292-2638) or (888) 892-2638
Website: <http://www.camft.org>

13.2 American Association for Marriage and Family Therapy

The American Association for Marriage Family Therapy (AAMFT) is a national organization for the field of marriage and family therapy. Its national and international membership includes professionals from psychiatry, psychology, social work, and family therapy (such as MFTs). Therapists licensed as MFTs in California may become clinical members. Students can join as student members and later as associate members prior to obtaining a state license. AAMFT publishes *Family Therapy Magazine* and the *Journal of Marital & Family Therapy*; student members receive both publications, the opportunity for free liability coverage, legal consultation, and other benefits. AAMFT sponsors an annual conference in October.

AAMFT is the leading organization in family therapy providing standards, training, research, and political advocacy in the nation's capital.

American Association for Marriage and Family Therapy
1133 15th Street N.W., Suite 300
Washington D.C., 20005-2710
Phone Number: (202) 452-0109
Website: <http://www.aamft.org>

AAMFT has a division in each state. The California division, AAMFT-CA, represents more than 3,300 licensed professional therapists (MFTs) in California. Students must be a national member of AAMFT before joining AAMFT-CA.

Olivia Loewy, Director of AAMFT-CA
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Santa Barbara, CA 93160-6907
Phone Number: (800) 662-2638
Website: <http://www.aamftca.org>

13.3 American Art Therapy Association, Inc.

The American Art Therapy Association, Inc. (AATA), a not-for-profit organization founded in 1969, is a national association which represents a membership of 4,750 professionals and students. AATA has established standards for education, ethics, and practice, and its committees work on governmental affairs, clinical issues, and professional development. Member benefits include receiving the quarterly publication *Art Therapy: Journal of the American Art Therapy Association* and the AATA Newsletter, access to national art therapy experts, and legislative advocacy. Membership dues and application materials are available at the AATA website.

American Art Therapy Association
225 North Fairfax Street
Alexandria, VA 22314
Phone Number: (888) 290-0878
Website: <http://www.arttherapy.org>

ATCB is the governing body for the Art Therapy Registration (ATR) and the Board Certified Art Therapist (ATR-BC). Check the website at www.atcb.org for registration and guidelines as well as for the Code for Professional Conduct as an Art Therapist. Students may join the local Southern California chapter, SoCalATA, at www.socalata.org.

13.4 California Association for School Counseling (CASC)

13.5 California Association of Licensed Professional Clinical Counselors - <http://calpcc.org/>

14.0 PROFESSIONAL ETHICAL STANDARDS

14.1 Ethical Standards for Marriage and Family Therapist

Students need to be familiar with, and knowledgeable of, the ethical standards in the practice of marriage and family therapy in California. Students are expected to abide by the professional codes of conduct and behavior whether or not they are members of a professional organization. Many of these codes relate specifically to the practice of unlicensed persons, such as graduate students in a marriage and family therapy program. These ethical standards have been adopted by the California Association of Marriage and Family Therapists (CAMFT). To print your own copy, please go to CAMFT.org.

14.2 Professional Therapy Never Includes Sex

Sexual contact between a therapist and a client is illegal, and unethical and clients can suffer long-lasting psychological effects. The pamphlet *Professional Therapy Never Includes Sex* was developed to help persons who have been sexually exploited by their therapists. All psychotherapists who are advised by a client of sexual involvement with another therapist are required by law to give the client the pamphlet Professional Therapy Never Includes Sex. The pamphlet may be downloaded on the BBS website at www.bbs.ca.gov/forms.

Psychotherapists are not legally required to report misconduct by colleagues. Sexual misconduct requires the victim to make a complaint. Therapist-client confidentiality laws make it impossible for a psychotherapist to file a complaint on behalf of a client unless the client has given written authorization. There is no statute of limitations on reporting sexual misconduct, and the client should be encouraged to report the incident.

14.3 American Art Therapy Association Code of Ethics

The American Art Therapy Association, Inc. is an organization of professionals dedicated to the belief that the creative process involved in the making of art is healing and life-enhancing. Its mission is to serve its members and the general public by providing standards of professional competence and developing and promoting knowledge in and about the field of art therapy. This Ethics Document is intended to provide principles to cover many situations encountered by art therapists. Its goals are to safeguard the welfare of the individuals and groups with whom art therapists work and to promote the education of members, students, and the public regarding ethical principles of the art therapy discipline. <http://www.americanarttherapyassociation.org/upload/codeofethics.pdf>.

14.4 American School Counselor Association: Ethical Standards for School Counselors <http://www.schoolcounselor.org>

14.5 American Counseling Association: www.aca.org

IV. MFT INTERN REGISTRATION

15.0 INTRODUCTION

Once students graduate, they no longer collect clinical hours of experience as an MFT Trainee. Students who plan to pursue the MFT license in California are required to register with the Board of Behavioral Sciences (BBS). The state defines an “MFT Intern” as an unlicensed person who has earned a qualifying degree in marriage and family therapy and is registered with the BBS.

The BBS issues an “MFT Intern Registration Number” with an official state document. The intern registration status is in effect for one year and needs to be renewed each subsequent year. MFT Intern status may be renewed five times. Therefore, a graduate may continue to accumulate hours of experience as an MFT Intern for six years. The “Six-Year Rule” allows an intern to count hours of experience in the six years preceding the date of the MFT license application.

15.1 Requirements for MFT Intern Registration

Graduates can continue to collect hours of experience at their placement while they assemble the required items for MFT intern registration. If students submit the intern registration application packet to the BBS within 90 days of the graduation posting date, they can immediately collect hours of experience. During this 90-day grace period, the BBS considers the graduate an MFT Intern Applicant. The MFT Intern Applicant can collect clinical hours of experience as an intern using the client/supervision ratio of 10 clients per supervision contact.

The MFT Intern Applicant cannot be in a private practice setting until the BBS issues the intern registration number.

If the graduate’s intern application is not received by the BBS within the 90-day grace period, the graduate cannot count any hours of experience until the graduate receives an intern registration number. The intern registration number is usually received about six to eight weeks from the date the application is sent. Since the MFT intern has six years to gain the 3,000 clinical hours of experience, it is recommended that the graduate does not register as an intern if they do not plan to gain clinical hours experience for a significant time following graduation. When the graduate decides to begin gaining clinical hours of experience again, they must wait until the BBS has issued an intern registration number.

15.2 Procedures for MFT Intern Registration

The following information describes how graduates apply to the BBS as a Marriage and Family Therapist Intern. The BBS MFT Intern Application process is discussed at the end of PSY533B Practicum II. The application packet may be downloaded at www.bbs.ca.gov/forms.shtml. It is the student’s responsibility to apply for an intern number if the student plans to continue collecting clinical hours for MFT licensure. **The student must send the application form, affixed photo, application fee, sealed transcripts, and program certification in one envelope directly to the BBS. Further the student must submit fingerprints within 60 days of submitting the Intern**

Registration Application. Please refer to the BBS website for complete instructions bbs.ca.gov/pdf/forms/mft/imfapp.pdf

Application Form: The intern application packet includes the Application for Registration as a Marriage and Family Therapist Intern Form. This one-page form must be completed and signed with a recent 2x2 photo attached. The address on the application will be accessible on the BBS website for the public to verify intern registration.

The graduate will need to submit additional documents if the graduate answers “yes” to any of the following questions on the intern application, “Have you ever been convicted of, pled guilty to, or pled *nolo contendere* to any misdemeanor or felony?” or “Have you ever been denied a professional license, had a professional license privilege suspended, revoked . . .?” The graduate must disclose all convictions and submit an explanation of the circumstances of the incident. The intern application packet lists and explains all the documentation that is required to report the conviction.

Application Fee: The intern application fee is \$75, and a check or money order is made out to Behavioral Sciences Fund.

Verification of Education:

1. Transcripts: Students must submit an “Intent to Graduate” form (available online from the website www.pgi.edu) to the Registrar’s office, which initiates the graduation approval process. If approved, students will receive their official transcript from the Registrar’s Office a few weeks after their graduation posting date. A portion of the graduation fee pays for one official transcript and the BBS Program Certification Form. Students receive a sealed envelope labeled “official transcripts and program certification to be sent to the Board of Behavioral Sciences,” and these items must remain in a sealed envelope. Transcripts are not official if the seal is broken and will not be accepted by the BBS. Students may pay a transcript fee for additional transcripts. The transcript request form can be found on the Phillips’ website under “Alumni.”
2. Program Certification: The Program Certification is a BBS form that is completed by the Registrar to confirm that the student has fulfilled the BBS educational requirements. The BBS requires that all of these educational requirements be met during the student’s master’s degree. All of the educational requirements are met within the 60-unit MA in Psychology degree. The student does not need to submit the Program Certification form to the Registrar. The Registrar mails to graduating students the Program Certification, along with the transcript, in a sealed envelope for the BBS.

A list of LiveScan sites may be obtained by visiting the DOJ Applicant LiveScan website located at <http://caag.state.ca.us/app/livescan.htm> and selecting “contact information.” The LiveScan sites charge an administrative fee. Intern applicants should contact the LiveScan site for fees, hours of operation and to determine if an appointment is necessary.

LiveScan should be completed when the student is ready to send the intern application. Do not complete LiveScan more than 60 days prior to submitting the intern application. The applicant's intern number will not be issued until the BBS receives the background information from the DOJ. If the FBI subsequently reports a conviction that the applicant failed to disclose, the BBS may take disciplinary action.

Self-addressed Stamped Postcard (Optional): Students may include a self-addressed stamped postcard for assurance that the BBS has received the application packet. Students should write on the back of the postcard "Complete application for intern registration enclosed." The BBS will stamp the postcard received and mail it back to the student.

Receipt of BBS Intern Number: MFT Intern applicants receive written correspondence from the BBS regarding their intern number. Applicants check the BBS website to see if their intern number has been issued by clicking on "Verify a License or Registration" at www.bbs.ca.gov/quick_links/weblookup.shtml. This link verifies license numbers for licensed MFTs and interns.

15.3 Registration as a Professional Clinical Counselor Intern (PCCI)

Anyone interested in becoming a registered Licensed Professional Clinical Counselor Intern should refer to the BBS website for the most current requirements. The following link provides more detailed information: http://www.bbs.ca.gov/pdf/publications/pcci_faq.pdf

15.4 Registration as an Art Therapist

Becoming a Registered Art Therapist (ATR) requires the completion of master's level education (including art therapy core curriculum and supervised practicum and internship experiences) and post-education supervised clinical experience. The chart below summarizes the three options currently available. Visit the ATCB website (www.atcb.org) for the current registration requirements and to download the ATR application.

	Option A
Education	Master's degree or higher from an AATA approved program at the time of applicant's graduation
Practicum Hours	Incorporated within AATA approved program—no documentation required
Practicum-Direct Client Contact Hours	Incorporated within AATA approved program—no documentation required
Practicum Supervision Hours	Incorporated within AATA approved program—no documentation required
Post-education Experience Hours (Direct Client Contact)	1,000
Post-education Supervision Hours	100
Post-education Supervision Hours under a current ATR or current ATR-BC	50
References	3

Art Therapy Credentialing Board (2009, December 15). Registration ATR [Webpage]. Retrieved from http://www.atcb.org/registration_atr/



**STATEMENT OF INTENT
TO PURSUE A POST-DEGREE TITLE**
(Due 1st semester)

Student's Name: _____ Class Day: _____
(Please Print)

Instructions: Please read and initial all options that apply to you. You may initial more than one option if more than one reflects your interests. You may change this declaration anytime during the program by signing another statement. This signed statement is returned to the Clinical Training Office.

A. _____ *I intend to pursue the California State license as a Marriage and Family Therapist (LMFT) or a Licensed Professional Clinical Counselor (LPCC). I understand that:*

1. I will need to participate in a clinical placement and obtain either 225 hours of practicum for the MFT experience or 280 for the PCC practicum experience as part of the Master of Arts degree in Psychology.
2. I will be allowed to participate in an approved clinical placement and collect clinical hours after I have been approved for "trainee status" (MFT Trainee) by the school.
3. I will need to submit additional documentation when registering for an MFT intern number or as a PCCI if I have been convicted of, or pled guilty or *nolo contendere* to any misdemeanors or felonies or if I have been denied a professional license and I may not be able to qualify for state licensure.

B. _____ *I intend to pursue the ATR (Art Therapy Registration). I understand that:*

1. I will be required to be in an approved clinical placement for at least three semesters in order to obtain 700 hours of practicum experience out of which 350 are direct client service hours. My participation in an additional case conference observation-preparatory training experience is required and will fulfill no more than 100 hours of experience towards the 700 hours. The hours gained in case conference will not be counted toward the requirement for MFT licensure.
2. I will be required to be continuously enrolled in practicum courses that provide art therapy supervision.

C. _____ ***I intend to pursue the California Pupil Personnel Services Credential in School Counseling. I understand that:***

1. I will need to participate in a field placement (internship) and will be required to obtain 700 hours of service in a public school (K-12) as part of the Masters of Arts degree in School Counseling.
2. I will only be able to participate in a field placement if I have completed SC 505A Practicum in School Counseling and I am currently enrolled in SC 505 Supervision and Mentoring. I must also have a Certificate of Clearance from the Commission on Teacher Credentialing and current Tuberculosis test.
3. I may not be able to qualify for a PPS Credential if I have been convicted of, or pled guilty or *nolo contendere* to any misdemeanors or felonies. I will also need to verify the good standing of credentials held in California and other states.
4. I will be required to submit proof of passage of the CBEST examination prior to beginning field placement and when I apply for the state credential.
5. I will be required to submit proof of lawful status in the United States when I apply for the state credential.

D. _____ ***I intend to pursue another state title/license as a practicing therapist. I will be responsible for knowing and adhering to that state's current licensing/certification requirements. I will complete the required practicum/graduation experience required for my Master of Arts in Psychology from Phillips Graduate Institute.***

I have read the clinical placement section in the catalog for my program and I understand the program requirements. I have received the Clinical Placement Handbook and I am responsible for understanding the contents and following the guidelines.

Student's Signature: _____ **Date:** _____

**Please return this signed statement to the department's Clinical Placement Coordinator.
Another statement may be signed if the student changes their declaration.**



DOCUMENTATION OF PERSONAL PSYCHOTHERAPY

I, _____, give permission to _____
(print name of student) (print name of therapist)

to disclose my participation in therapy as part of my graduation requirements in my Masters degree program at Phillips Graduate Institute. This permission extends only to the fact of my participation, and does not permit any disclosure of clinical material. Nor may this disclosure be made to any person or entity other than the Master of Psychology Program Director or Registrar's office at Phillips Graduate Institute. I understand that this document will be kept in my student education file, and is protected by all the laws governing privacy of student records.

I, _____ saw
(name of therapist) (therapist's license or intern number)

_____, as a client in professional psychotherapy for
(name of student)

_____ sessions beginning on ___/___/___ and ending on ___/___/___.

(Therapist's Signature)

(Office Address)

(Office Phone Number)

(Student's Signature)



<u>For Office Use Only</u>	
Approved _____	Date _____
Not	
Approved _____	Date _____
Approval	
Pending _____	Date _____

**NOTIFICATION
OF
CLINICAL PLACEMENT**
(Due within 2 weeks of acceptance)

Student's Name: _____ Current Semester: _____
Please Print

Practicum Course Enrolled in: PSY 519B PSY 596 PSY533A PSY 533B

Name of Agency/Treatment Program: _____

Address: _____

City: _____ Zip Code: _____ Phone: _____

Clinical Director: _____
Name Degree License#

Primary Supervisor: _____
Name Degree License#

Primary Supervisor: _____
Phone Email

Does the agency lawfully & regularly provide mental health counseling/psychotherapy? Yes No

The student will be scheduled _____ hours per week. The student will average _____ hours of direct client care. The student will receive _____ hour(s) of individual and/or group supervision per week. The student will be a volunteer or paid employee and begins on ___/___/___ and will end ___/___/___.

Student's Signature: _____ Date: _____

Agency Representative's Signature: _____ Date: _____

PGI Clinical Training Office Signature: _____ Date: _____

Return completed form with proof of malpractice insurance to the Clinical Placement Office.

Form IV

MFT Trainee Evaluation Form

Student Name: _____

Academic Program: _____

Evaluation Period: Fall 20__ Winter 20__ Spring 20__ Summer 20__ Other _____

Agency Name: _____

City: _____

Clinical Supervisor's Name: _____

Phone: _____

<p>How Competency was Assessed. Check all that apply.</p> <p>A. <input type="checkbox"/> Direct Observation B. <input type="checkbox"/> Video</p> <p>C. <input type="checkbox"/> Audio D. <input type="checkbox"/> Supervisory Discussion</p> <p>E. <input type="checkbox"/> Review of Written Reports F. <input type="checkbox"/> Feedback from others</p> <p>G. <input type="checkbox"/> Other (specify): _____</p>	<p>Competency Expectations:</p> <p>Fall: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p> <p>Spring: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p> <p>Summer: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p>
<p>Performance Levels:</p> <p style="text-align: center;"><i>Check all boxes that apply within each Competency area and rank student 1 thru 6 based on where the majority of the boxes are checked for that competency.</i></p> <p>1: Fails to meet standard, needs improvement</p> <p>2: Meets minimum standard, needs improvement</p> <p>3: Meets minimum standard, would benefit from further training</p>	<p>4: Meets standard, appropriate to current level of training and experience</p> <p>5: Meets standard, exceeds in some competencies</p> <p>6: Exceeds performance standard in most competencies</p>

COMPETENCY 1: Clinical Evaluation			
<p>Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> in connecting presenting problem to DSM diagnoses.</p>	<p><input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.</p>	<p><input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.</p>	<p><input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.</p>
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 2: Crisis Management			
<p><input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.</p>	<p><input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.</p>	<p><input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.</p>	<p><input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.</p>
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 3: Treatment Planning

<p><input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.</p>	<p><input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.</p>	<p><input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.</p>	<p><input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.</p>
<p>1 Fails to Meet Standard</p>	<p>2 3 Meets Minimum Standard</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>

Comments required if student ranks 1 or 2:

COMPETENCY 4: Rapport Building

<p><input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.</p>	<p><input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulties developing trust with clients; often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.</p>	<p><input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.</p>	<p><input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.</p>
<p>1 Fails to Meet Standard</p>	<p>2 3 Meets Minimum Standard</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>

Comments required if student ranks 1 or 2:

COMPETENCY 5: Treatment

<p><input type="checkbox"/> Unable to apply any therapeutic principles.</p>	<p><input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.</p>	<p><input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.</p>	<p><input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.</p>
<p>1 Fails to Meet Standard</p>	<p>2 3 Meets Minimum Standard</p>	<p>4 5 Meets Standard</p>	<p>6 Exceeds Standard</p>

Comments required if student ranks 1 or 2:

COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 9: Personal Qualities

<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 10: Professional Documentation

<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 11: Professionalism

<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self care as it relates to effective clinical practice.
1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 12: Supervision

<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.
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1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
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Comments required if student ranks 1 or 2:

COMPETENCY 13: (Optional for School Designation)

1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Comments required if student ranks 1 or 2:			

OVERALL ASSESSMENT

1 Fails to Meet Standard	2 3 Meets Minimum Standard	4 5 Meets Standard	6 Exceeds Standard
Note: If student ranks 1 or 2 in Overall Assessment, supervisor needs to complete the three sections below identifying the specific competencies in need of further development and a specific plan for developing those competencies. In addition, supervisor needs to consult with student's Applied Therapeutic Methodology instructor or the Director of Clinical Training.			

Areas of Strength:

Areas in Need of Further Development:

Plans for Development or Remediation:

Consultation with school requested by clinical supervisor: No Yes Best day/time: _____

Signatures:

_____	_____
Student's Signature	Date
_____	_____
Supervisor's Signature	Date
_____	_____
Dann Grindeman, Director of Clinical Training	Date

Supervisor's Comments (optional):

Student's Comments (optional):

Hours of Supervised Experience During This Evaluation Period

Dates covered by this evaluation and reflected in the BBS Weekly Summary of Hours: ___/___/___ to ___/___/___

Total hours of clinical services provided during this academic term:

Individual Therapy: _____ Hours

Couple, Family & Child Therapy: _____ Hours*

Group Therapy/Counseling: _____ Hours

Telemedicine: _____ Hours

Client Centered Advocacy: _____ Hours

**Do not double count conjoint couples and family therapy hours.*

Total hours of supervision and training received during this academic term:

Individual Supervision: _____ Hours

Group Supervision: _____ Hours

Workshops, seminars, or trainings: _____ Hours

The clinical supervisor met, reviewed and discussed this evaluation with the student. **Yes** **No**

If No, please explain:

Form V



**NOTIFICATION
OF
TRAINEESHIP CHANGES**

(Due within 2 weeks of change)

Student _____ Agency _____

Practicum Course Enrolled in: PSY 519B PSY 596 PSY533A PSY 533B

 Change of Clinical Supervisor

Name of Previous Supervisor: _____

New Supervisor: _____ Phone: _____
Name Degree License #

Effective Date of Clinical Supervisor Change: _____

 Additional Clinical Supervisor

Supervisor: _____ Phone: _____
Name Degree License #

 Other Changes: _____

Student's Signature: _____ Date: _____

PGI Clinical Training Office Signature: _____ Date: _____

Form VI



**REQUEST TO
TERMINATE TRAINEESHIP**

Student: _____ Current Semester: _____
Please Print

Course Enrolled in: PSY 519B PSY 596 PSY531A PSY 531B

Student has consulted with Course Instructor regarding termination.

Comments: _____

Course Instructor's Name: _____ Signature: _____ Date: _____

Student has consulted with the Clinical Training Office regarding the termination process.

Comments: _____

PGI Clinical Training Office Signature: _____ Date: _____

Student has discussed the termination process with an Agency Representative and has agreed to comply with the agency procedures.

Name of Agency: _____ Effective Date of Termination: _____

Comments: _____

Student responsibilities: _____

Representative's Name: _____ Signature: _____ Date: _____

Student's Signature: _____ Date: _____

NOTE: The student must submit a completed *Trainee Evaluation Form* from the clinical supervisor from this traineeship for the accumulated hours to count towards the PGI practicum requirement. Completion of the *BBS Experience Verifications Form* is required for licensure.

Early termination from a traineeship *without consultation and without approval* from the Instructor and the Clinical Training Office may result in a grade of "no credit" for the practicum course and clinical hours *will not* count towards the PGI practicum requirement.

Form VII

Phillips Graduate Institute
**STUDENT EVALUATION OF
TRAINEESHIP**

Name of Agency: _____ Treatment Program: _____

EVALUATION OF PRIMARY CLINICAL SUPERVISOR

Name of Primary Supervisor: _____

Did you receive Individual Supervision, Group Supervision or both? _____

5 - Strongly Agree; 4 - Agree; 3 - Slightly Agree; 2 - Disagree; 1 - Strongly Disagree

KNOWLEDGE OF THE FIELD

- _____ Defines and clarifies problems in treatment
- _____ Raises ethical and legal considerations
- _____ Presents theoretical rationale for suggestions
- _____ Knowledgeable about various clinical theories
- _____ Provides general knowledge about psychotherapy and/or psychology as science
- _____ Assists therapist to make dynamic or other theoretical case formulation
- _____ Assists therapist to integrate different techniques
- _____ Offers practical and useful case-centered suggestions
- _____ Provides resources for knowledge
- _____ Addresses countertransference issues between therapist and client

ABILITY TO COMMUNICATE FEEDBACK

- _____ Useful oral feedback
- _____ Useful written feedback
- _____ Appropriate criticism style
- _____ Offers critical case-centered feedback with respect
- _____ Mistakes are treated as learning experiences
- _____ Deals explicitly with formal evaluation process
- _____ Makes concrete and specific suggestions when needed
- _____ Establishes clear and reasonable expectations

ACCESSIBILITY / RELIABILITY

- _____ Reliable for scheduled supervision and meetings
- _____ Punctual for scheduled supervision and meetings
- _____ Available in emergencies
- _____ Completes paperwork in a timely manner

(OVER)

5 - Strongly Agree; 4 - Agree; 3 - Slightly Agree; 2 - Disagree; 1 - Strongly Disagree

QUALITY OF RELATIONSHIP

- ___ Balances instruction with exploration
- ___ Encourages therapist to question, challenge or doubt
- ___ Makes supervision a collaborative enterprise
- ___ Open in processing any conflicts that arise in supervisory relationship
- ___ Respectful and openly discusses differences in style
- ___ Conveys active interest in helping therapist grow with clients
- ___ Identifies and helps develop clinical strengths
- ___ Encourages reflection upon implication of alternative interventions
- ___ Establishes clear boundaries with therapist

ROLE MODELING AS A CLINICIAN

- ___ Professional Ethics
- ___ Displays professional relationship with other staff
- ___ Displays professional relationship with patients
- ___ Admits errors or limitations with undue defensiveness

Additional comments/explanations: _____

EVALUATION OF SITE

- Are you staying at this site for internship? Yes No Reason: _____
- Were you a volunteer, volunteer with stipend, or an employee? _____
- Did you pay the agency a training fee? Yes No Frequency of training received: _____

5 - Strongly Agree; 4 - Agree; 3 - Slightly Agree; 2 - Disagree; 1 - Strongly Disagree

TRAINEESHIP EXPERIENCE

- ___ Agency provided me with sufficient clinical hours for graduation
- ___ Agency prepared me for my initial contact with clients
- ___ Clinical training was an important part of the agency's service
- ___ Positive interactions with agency director and/or staff
- ___ The clinical experience was valuable to my educational and professional development
- ___ The clinical experiences provided was appropriate for my level of education
- ___ The Agency was sensitive and adaptive to traineeship stresses

Would you recommend this agency to other students? Yes Yes, with reservations No

Reason: _____

_____ Additional
comments: _____

- Check here if you do not want this evaluation reviewed by students
- Check here if you do not want this evaluation reviewed by the agency

Appendix A
STUDENT CHECKLIST FOR
BEGINNING AND COMPLETING THE CLINICAL EXPERIENCE

- Complete and submit the Statement of Intent to Pursue a Clinical Practice Form.
- Receipt of MFT Trainee/Approved Trainee Status Certificate.
- Look for a traineeship that matches professional and personal goals by seeking advisement from the designated Clinical Training Services Coordinator, reviewing directory of MFT Approved Agencies, checking the MFT bulletin boards for announcements, attending the spring Placement Fair.
- Verify that the agency of interest is approved by the clinical training service.
- Complete and submit the Notification of Clinical Placement Form to the designated Clinical Training Services Coordinator when accepted by an approved traineeship.
- Join CAMFT and/or AAMFT as a student member. Art Therapy students should consider joining AATA as a student member. School Counseling students should consult with the Director of Field Placement as to the appropriate professional organization to join.
- Supervisor completes, signs, and returns the BBS form Responsibility Statement for Supervisors of a MFT Intern or Trainee to the student for MFT licensure application.
- Record clinical hours of experience on the BBS form Weekly Summary of Hours of Experience; supervisor signs each week.
- Submit the Notification of Traineeship Changes form to Clinical Training Services if clinical supervisor changes or additional supervisor is provided.
- Supervisor completes the Trainee Evaluation Form at the end of the semester; it is reviewed with student and the original is submitted to Clinical Training Services.
- Consult with Applied Therapeutic Methodology Instructor, Practicum Chair, and Clinical Training Services Coordinator if considering terminating a traineeship.
- Supervisor completes and signs the Experience Verification form when supervision with that supervisor has ended, and the form is returned to the student for licensure application.
- Therapist signs the Documentation of Personal Psychotherapy form to verify the 24 sessions of personal therapy for graduation and returns the form to the designated Clinical Training Services Coordinator.
- If the personal therapist is licensed, therapist signs the BBS form, MFT Psychotherapy Verification, and returns the form to the student for MFT licensure application.
- Complete an Evaluation of Traineeship Form for each traineeship during Practicum II.
- MFT/AT students, complete all Art Therapy Department required forms: Art Therapy Release Form and Mental Status Form for each client, Traineeship Description Form, and the Documentation of Supervised Art Therapy Hours Form found in the PSY531A&B syllabi.

Appendix B FORMS AND DUE DATES

Name of Form	Completed By	Due Date
Statement of Intent to Pursue a Clinical Practice – PGI Form	Student	First semester
Documentation of Personal Psychotherapy – PGI Form	Student, Personal Therapist	Last day of Practicum II class
First Semester Faculty Review	Program Chair and Faculty	After 12 units are completed (see additional requirements)
MFT Trainee/Approve Trainee Status Designation	Program Chair and CC Instructor, Faculty	After First Semester Faculty Review is approved by faculty
Notification of Clinical Placement – PGI Form	Student, Agency Representative, Clinical Training Services	Within two weeks of accepting or beginning a traineeship
Responsibility Statement for Supervisors of a MFT Trainee – BBS Form	Signed by Clinical Supervisor(s) at Traineeship	Signed at beginning of traineeship; sent with application for MFT licensure
Weekly Summary of Hours of Experience – BBS form	Student, signed by Clinical Supervisor(s) at Traineeship every week	Upon termination with supervisor; Application for MFT licensure, if audited by the BBS
Trainee Evaluation – PGI Form	Student, primary Clinical Supervisor at Traineeship	Last week of every semester of practicum courses
Notification Traineeship Changes – PGI Form	Student	Within two weeks of change of supervisor
Request to Terminate Traineeship – PGI Form	Student, CC/ATM/Practicum Instructor, Clinical Supervisor, Clinical Training Coordinator	Immediately upon considering terminating traineeship
MFT Experience Verification – BBS Form	Student, primary Clinical Supervisor at Traineeship	Completed when terminating traineeship or graduation, sent with application for MFT licensure
Evaluation of Traineeship – PGI Form	Student	Last day of Practicum II class
MFT Psychotherapy Verification – BBS Form	Student, Personal Licensed Therapist	Completed when terminating personal therapy and needed on application for MFT licensure
Additional Art Therapy Forms		
Name of Form	Completed By	Due Date
Art Therapy Release – AT Form	MFT/AT Students only and Client	Completed and kept in client's file
Traineeship Description– AT Form	MFT/AT Students only and Clinical Supervisor	Second week after beginning a traineeship
Documentation of Supervised Art Therapy Hours– AT Form	MFT/AT Students only and CC/ATM/Practicum Instructor	Completed every semester
Mental Status– AT Form	MFT/AT Students only	Within 3 weeks of seeing a new client

Appendix C
MFT/AT SUMMARY OF REQUIREMENTS

How Many Hours Are Needed To Graduate?

- 700 hours of experience are required
- 350 Direct Client Hours
 - 50 First Trainee Experience
 - 300 Second Trainee Experience
- 350 Indirect Hours (e.g. supervision, training, paperwork)

How Many Direct Client Hours Should I Be Averaging Each Week in the Second Traineeship Experience?

- Take 300 and divide it by the number of weeks you will be in placement. All students must be in a placement for at least three semesters. Once students start seeing clients, they typically see them over the summer as well.
- A semester is 15 weeks long (students see clients over the break as well; however, each placement is different).
- **2-Year Plan:** 7-10 direct client hours / week x 15 = 105 to 150 x 3 semesters = 315 - 450 hours
7-10 direct client hours / week x 15 = 105 to 150 x 4 semesters = 420 - 600 hours
- **3-Year Plan:** 5-7 direct client hours / week x 15 = 75 to 105 x 4 semesters = **300** - 420 hours

Three to Four Semesters of Placement	Four and Above Semesters of Placement
(Most 2-Year Plan students)	(Most 3-Year Plan students)
<ul style="list-style-type: none"> • 7-10 hours of direct client hours. • 2 hours of group supervision. • 1 hour of individual supervision. • Additional non-direct hours of training and team meetings are required. 	<ul style="list-style-type: none"> • 5 hours of direct client hours. • 2 hours of group supervision. • 1 hour of individual supervision. • Additional non-direct hours of training and team meetings are required.

When Can I Start My Traineeship and From Whom Do We Get Approval for Traineeship Qualification?

- Students must complete 12 units before starting a traineeship. Fall students can typically start in February; Spring students start in September. Find a placement before the semester is over.
- Approval is contingent on the recommendations of the case conference and group dynamics instructors and the faculty. The Clinical Services Coordinator sends the approval certificates. Students do not start a placement before they receive the certificate.

What Else Should I Know?

- Attend all practicum-traineeship meetings.
- Fill out all paperwork promptly and keep clear records.
- Make an individual appointment to meet with Practicum Course Chair in the first semester.
- Discuss ideas about placement in Case Conference.
- Talk to your Academic Advisor about thoughts and feelings and or any reservations regarding practicum.
- The Department Chair provides oversight of the clinical experience. The Practicum Course Chair will lead the Art Therapy Department practicum meetings.
- While it is important to find a placement that meets student’s clinical interest and time restraints, it is very important to confirm with each agency considered that they can provide 1) individual supervision; and, 2) a sufficient number of clients. This may mean that students may need to travel and/or work with a different population.

Appendix D
SUMMARY OF HOURS OF EXPERIENCE FOR MFT LICENSE

Below is an easy reference summary of the clinical and training activities that may be applied towards the 3,000 hours of experience required for the California MFT license. The complete statutes and regulations are located at www.bbs.ca.gov/pdf/publications/lawsregs.pdf. All hours of experience require weekly supervision except personal psychotherapy.

General Experience

- Required hours of experience prior to applying for the exams 3,000 hours
- Maximum hour of experience per week 40 hours
- Minimum weeks of experience required prior to applying for the exams (includes traineeship) 104 weeks
- Minimum weeks of individual supervision required prior to applying for the exams 52 weeks
- Minimum hours required post degree 1,500 hours
- No more than 1,250 of the 3,000 hours may be in direct supervision, group supervision, client centered advocacy, workshops/trainings, and personal psychotherapy
- Client Centered Advocacy (CCA) 75 hours

Direct Clinical Experience

- Minimum hours of experience diagnosing and treating families, couples, and/or children (provides an incentive for interns and trainees to gain hours providing conjoint treatment of couples or families by allowing the first 150 hours of such work to be double-counted. This does not include child hours). 500 hours
- Maximum hours of experience conducting group therapy 500 hours
- Restrictions of hours of experience conducting individual therapy None

Optional Experience

- Maximum hours providing telephone /telemedicine counseling 375 hours
- MFT Trainees & Interns: Maximum hours for clinical reports, progress notes, administering/evaluating psychological tests 250 hours
- Maximum hours of workshops, seminars, or training 250 hours
- Maximum hours of professional enrichment activities (Personal Psychotherapy = 1 actual hour x 3) 300 hours

Supervision Experience

- Required supervision each week 1 Supervision Contact
- Required time of face-to-face individual supervision contact 1 hour
- Required time of face-to-face group supervision contact 2 hours
(Counts as 2 hrs. towards the 3,000 hrs.)
- Maximum number of persons in group supervision 8 persons
- Maximum hours of supervision per week which can be counted toward the 3,000 hours 5 hours

Client Contact to Supervision Contact Requirements (Ratios)

- Required ratio of direct client contact and supervision contact for MFT Trainees 5:1
- Required ratio of direct client contact and supervision contact for MFT Interns 10:1

Experience Hours of Experience for Student/Trainees

- Maximum hours of experience allowed before graduation 1,300 hours
- Maximum hours of supervision and face-to-face telephone, and telemedicine counseling 750 hours
- Maximum hours of personal psychotherapy 300 hours
- Maximum hours of professional training/workshops 250 hours
- Minimum hours of direct face-to-face counseling hours 225 hours
 - In order to apply for an intern number, 225 hours of face-to-face counseling of individuals, couples, families or groups of which up to 75 hours may be client centered advocacy
- Maximum hours of experience writing reports and progress notes 250 hours

Length of Experience (“Six-Year Rule”)

All hours of experience (3,000 hours) must have been gained in the six years preceding the date the application for licensure is filed, except 500 hours of clinical experience gained during practicum.