From Classroom to Community, Committed To Improving Human Relationships

Practical Psychology Inspiring Change
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To the Site Supervisor:

Greetings from the Adler Graduate School Marriage and Family Therapy Program (AGS MFT) administrators! We welcome you to our network of colleagues from various internship sites. We are grateful for your willingness to host one of our students. Our students’ experiences in the field are invaluable educational opportunities. Mental health professionals who supervise our practicum and internship students play a vital role in the training of future therapists. Whether our MFT therapists-in-training aspire to work with individuals, couples, families or other systems, we trust they will benefit from the supervision and learning opportunities which you will impart. Licensure standards require MFT students receive practical experiences supervised by qualified professionals. Therefore, we appreciate your readiness to offer a field experience site wherein knowledge and expertise are shared with our students. We hope, in return, that our students provide a beneficial service to your agency.

During the field experience training period, please know that the AGS MFT Program administrative staff and faculty are available for support. The Program Associate-Clinical Site Developer (CSD), Program Associate-Field Experience Coordinator (FEC), and Clinical Instructor(s) (CI) are your primary resources. The CSD’s main responsibilities include: clinical site development, approving new sites, professional identity formation, and clinical training of students. The FEC’s key responsibilities include: admissions to field experience placements; overseeing field experience policies and ethical practices; coordinating and approving field experience site supervisors for students; and coordinating and providing supervision training for site supervisors. Clinical instructors have the chief responsibilities of teaching the field experience course content, tracking and assessing students’ progress within their respective site placements, and ensuring students fulfill Minnesota Board of Marriage and Family Therapy (MNBMFT) educational requirements for licensure eligibility. Finally, all MFT administrative staff and faculty are responsible for upholding best practices as articulated in the AAMFT Code of Ethics, Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards and competencies, and the AGS guidelines.

We welcome your ideas and suggestions, which will assist us to improve the quality of the field experience. If you have questions or concerns, please contact the MFT Program administrators.

We look forward to working with you.

The AGS MFT Program Administrative Team
To the Student:

One of the fundamental experiences in marriage and family therapy education and training is the clinical coursework, i.e., Practicum and Internship. The field experience obtained through practicum and internship is a critical process by which students begin to directly apply their clinical skills. The learning that occurs from clinical courses is quintessential for pre- and post-graduate clinical practice.

This Field Experience Manual is designed to familiarize you with 1) knowledge and information, 2) processes and procedures, 3) guidelines and expectations, and 4) essential clinical education documents that are required for graduation. The field experience course sequence (AGS Courses 946-949) is structured to ensure meeting the Minnesota Board of Marriage and Family Therapy (MNBMFT) educational requirements (for license eligibility) and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards and competencies.

The main objective of the clinical courses is to provide experiences, consultation, and supervision. Clinical experience, consultation, and supervision are aimed at assisting students to become skillful, effective marriage and family therapists. The basic purpose of the practicum courses and experience is to help students learn foundational and intermediate clinical skills. During practicum, student are under the instruction and guidance of Adler Graduate School (AGS) clinical faculty in cooperation with a site supervisor. The basic purpose of internship courses and experience is to help students learn advanced clinical skills along with the full range of services and duties at a selected site. During internship, students are under the instruction and guidance of an AGS clinical instructor and a site supervisor.

The Marriage and Family Therapy (MFT) Program administrative staff and faculty are available to support and guide you throughout clinical training. As you prepare for and engage in field experience, the Program Associate-Clinical Site Developer (CSD), Program Associate-Field Experience Coordinator (FEC), and Clinical Instructor(s) (CI) are your primary resources. The CSD’s main responsibilities include: clinical site development, approving new sites, professional identity formation, and clinical training of students. FEC’s key responsibilities include: admissions to field experience placements; overseeing field experience policies, ethical practices; coordinating and approving field experience site supervisors for students; and coordinating and providing supervision training for site supervisors. Clinical Instructors have the chief responsibilities of teaching the Field Experience course content, tracking and assessing students’ progress within their respective site placements, and ensuring students fulfill MNBMFT educational requirements for licensure eligibility. Finally, all MFT administrative staff and faculty are responsible for upholding best practices as articulated in the AAMFT Code of Ethics, COAMFTE standards and competencies, and the AGS guidelines.

We welcome your ideas and suggestions, which will assist us to improve the quality of the field experience. If you have questions or concerns, please contact the MFT Program administrators.

We wish you all the best!
The MFT Program Administrative Team

AGS MFT Field Experience Manual
Revised Version 2015_08_12 lmj
Part I

Field Experience Overview
Introduction

The purpose of the Field Experience Manual is to provide students with an overview of field experience. This manual has been prepared to facilitate the practicum and internship of the Master of Arts in Adlerian Counseling and Psychotherapy with an emphasis in Marriage and Family Therapy. The manual is designed to promote understanding of the student’s, faculty’s, and site supervisor’s role within the program. Furthermore, the manual serves to outline fundamental program requirements for student therapists-in-training.

The present manual is a living/dynamic document. Hence, revisions are ongoing. We welcome ideas and suggestions that will assist us to improve the quality of the field experience and the efficacy of our working relationships.

Defining the Supervised Internship Experience

A supervised practicum/internship experience builds a bridge from academia to the work world--vital to the development of professional competence. During the field experience, the student therapist-in-training learns to sharpen, integrate, and apply essential knowledge and skills gained in the classroom. In addition, the student therapist-in-training learns to synthesize theory and practice in an actual clinical setting. With clinical practice under competent and supportive supervision, trainees gain confidence and competence in their abilities to meet minimum qualifications for entry-level clinical positions in the field of marriage and family therapy.

After completion of Foundations of Marriage and Family Therapy (AGS Course 540), Values/Ethics/& Legalities in MFT (AGS Course 521, 521.4), Essential Interviewing Skills (AGS Course 525), Contemporary Theories (AGS Course 513) and Introduction to Field Experience (AGS Course 946), students work to secure a field placement site. During the Introduction to Field Experience course (AGS Course 946), students begin to explore field experience placements. Once a student obtains a site (as described below) and all required documents are in place, accrual of clinical hours may commence.

Students are reminded that it is their responsibility to register for and actively attend an AGS clinical instruction course (AGS Courses 946, 947, 948 or 949) throughout the entire field experience process. Failure to comply (i.e., maintain registration and attend classes) will result in No Credit for on-site field experience hours. Students are required to complete a total of 500 hours (of which 300 face-to-face client contact hours apply toward MNBMFT licensure requirements) from practicum or internship sites to meet AGS graduation requirements.
List of Required Field Experience Courses

The field experience portion of the AGS MFT program includes 4 phases: Introduction to Field Experience, Practicum, Internship, and Individual Clinical Instruction. A minimum of six (6) credits are earned for completing all field experience requirements. For a full description of each course and course requirements, please see the course syllabus (http://www.alfredadler.edu/programs/courses).

AGS Course 946 Introduction to Field Experience (1 credit, ..\Clinical Training\AGS MFT 946\2015_04_07 AGS MFT 946 Syllabus COAMFTE Clean Draft 2.docx).

AGS Course 947 Practicum (1 credit, ..\Clinical Training\AGS MFT 947\2015_04_07 AGS MFT 947 Syllabus COAMFTE Draft 2.docx).

AGS Course 948 Internship (1 credit, ..\Clinical Training\AGS MFT 948\2015_04_09 AGS MFT 948 Syllabus CLEAN Draft 1 with Plan.docx).

AGS Course 949 Individual Clinical Instruction (1 credit, ..\Clinical Training\AGS MFT 949\2015_04_13 AGS MFT 949 Syllabus Draft 1.docx).

http://www.alfredadler.edu/Internship-Forms-Clinical

Summary of Objectives for Practicum/Internship Field Experience (see AGS Courses 946-949 syllabi for Objective details)

What to KNOW to successfully progress through field experience sequence.
1. Students should have an overall picture of the MFT Field Experience sequence
2. Students should know available resources to help them fulfill the field experience sequence
3. Students should know the body of knowledge covered in the field experience curriculum (from AMFTRB, http://www.amftrb.org/exam.cfm)
4. Students should know the body of clinical skills appropriate to FE course developmental sequence (from AMFTRB, http://www.amftrb.org/exam.cfm)

What to be ABLE TO DO to successfully progress through clinical training curriculum.
1. Students should be able to commit to the required course of study
2. Students should be able to access and utilize resources
3. Students should be able to complete requirements for each course
4. Students should be able to apply the body of clinical skills appropriate to FE course developmental sequence (from AMFTRB- http://www.amftrb.org/exam.cfm)

5. Students should be able to demonstrate personal and professional characteristics

Field Placement Coordinator Contact Information and Availability:

Meghan Williams, MA, LMFT
Field Experience Coordinator
Marriage and Family Therapy Program
1550 78th St. Richfield, MN 55423

Phone: 612-767-7097  Fax: 612-861-7559
Cell: 651-263-8633
Meghan.Williams@alfredadler.edu; www.AlfredAdler.edu

General Office Hours: Wed 10am-6pm, Fri (variable), & By appointment
Part II

Field Experience

Site Information
Field Experience Site Information

How to Obtain a Field Placement Site

Students have access to an on-line list of approved sites. A hard copy may also be obtained from the FEC or AGS Course 947. Currently, the field placement site list does not specify skill levels (i.e., beginner, intermediate, advanced) required by each placement site. Therefore, prior to applying to a site, it is highly recommended that students carefully research sites in which they are interested. If, after thorough research, a student exhausts all possible and plausible listed sites (i.e., no site fits their needs along with Field Experience Site requirements), the student may initiate developing a new site. In the event that a student must develop a new site, the New Site Approval form (see Forms section or http://www.alfredadler.edu/Internship-Forms-Clinical) must be completed and submitted to the CSD. Students must work directly with the FEC and CSD to obtain site approval for the new site. Students should be aware that all hours logged from an unapproved site will unacceptable; a No Credit grade will be assigned.

Critical Considerations When Researching Field Experience Placement Sites

When a student searches for a field placement site, the student should keep in mind skill level and personal/professional needs. Thorough research will help ensure that the site suits the student’s needs. Some critical factors to consider include:

- Availability
  - Can you be on-site during the day or times needed
  - Will you be able to honor the site’s contracted months of service (e.g., 9 months/12 months, etc.)?
  - Is the site able to accommodate your school and work schedules, evening/weekend school schedule, etc.?
- Supervisory arrangements
  - Is there an LMFT, AAMFT or a State Approved Supervisor, LICSW, LPCC on site?
- Opportunities to work with clients
  - Is there opportunity to shadow a licensed therapist?
  - Will there be opportunity to grow into conducting co-therapy
  - Will there be opportunity to grow into conducting individual therapy
  - Is there an opportunity for obtaining group hours?
  - Will it be possible to obtain relational hours?
- Location of the site
  - Is the site close to home, work, or the school?
- Type of work provided at the site
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- Client population, e.g., age, ethnicity, socioeconomic status, LGBTQ, etc.?
- Services provided, e.g., individual, family, parenting groups, couples work, children and adolescents
- Public or private sector, e.g., county agency, group private practice, etc.
- Orientation and site expectations of interns
  - What kind of orientation does the site offer you as an intern?
  - What, if any, office work requirements does the site expect? How many hours?
  - Is there a healthy balance between office work (e.g., filing, intake work, paperwork, etc.) and direct client contact?
  - What other educational/training opportunities does the site provide, e.g., lunch-and-learn, CEUs, community outreach, etc.

Keep in mind that you may need field placement in more than one site (simultaneously) in order to obtain the amount and type of clinical hours necessary to meet graduation and licensing requirements. Students should also be aware that each site has its own service/training contracts, often with stated duration of service commitment. When entering a contractual relationship with a site, students are expected to be ethical, professional, and apply best practices, i.e., fulfilling the contents of the contract.

Please note, if you experience difficulty finding a site, please arrange to meet with the Field Experience Coordinator.

Requirements for Field Experience Site Approval

The ideal training site will provide the student with clinical supervision (individually or in a group) at a minimum of one time per week. This clinical supervision should be from a licensed clinician* or an AAMFT/MN State Approved Supervisor. Students should also be able to receive training and experience in assessment, diagnosis, and treatment through shadowing, co-therapy, and conducting face-to-face therapy. According to the Minnesota Board of Marriage and Family Therapy, students must obtain a minimum of 300 hours of clinical client contact, including assessment, diagnosis, & treatment. Of the 300 hours, at least 150 hours must be with couples, families, or similar relational groups.

*Effective January 2016, clinical experience must be supervised on site or at the academic institution by a licensed marriage and family therapist or an American Association for Marriage and Family Therapy approved supervisor. [https://www.revisor.mn.gov/rules/?id=5300.0140](https://www.revisor.mn.gov/rules/?id=5300.0140)
Practicum/Internship Site Standards and Policies

The Adler Graduate School (AGS) is dedicated to the highest standards of ethics and best practices in its Field Experience placement program. These standards apply to both the school and its affiliated sites.

Requirements of affiliated field experience sites.

- Provide students and clients with a respectful, hospitable service/learning environment
- Clearly articulated responsibilities and expectation of students
- Clearly articulated responsibilities and expectation of sites
- Published policies, protocols and procedures, including how to manage difficulties with sites, supervisors, or students/peers
- Appropriate orientation to practice site and its policies and procedures
- Appropriate learning opportunities/assignments for students
- Educational/training opportunities/assignments designed to continuously advance students’ learning
- Appropriate depth and breadth of internship for students
- Appropriate levels of training (complementing Practicum/Internship) offered for students
- Appropriate and regular supervision provided to the student. May be individual (i.e., one supervisor with one or two supervisees) or group (i.e., one supervisor and eight or fewer students)
- Utilization of observable data (e.g., live supervision, video/audio recorded sessions)
- Professional, ethical, legal practices (governing all aspects of site’s business and professional services)

Affiliated field experience sites will not:

- Work with students when a conflict of interest is evident (e.g., dual or multiple roles such as being an employee/employer simultaneous with being a trainee/intern)
- Impose financial obligations on students (e.g., rent)
- Reduce any compensation/stipend that a student might otherwise earn by subtracting fees for things that are usual and customary components of field experience sites such as office space, basic office needs, etc.
- Expect students to recruit clients
Exposure to or involve students in the use of illegal/unethical client fees and/or billing practices

https://www.revisor.mn.gov/statutes/?id=144.651 Client Bill of Rights

Pre-MA Degree/Pre-Licensed Private Clinical Practice by AGS Students

- The Adler Graduate School (AGS) will not allow private practice by AGS students who have not yet earned a counseling-related Master’s Degree.
- Furthermore, AGS will not allow students with a completed MA degree who are engaged in their own private practice site to use those experiences to satisfy AGS’ field experience requirements.
- AGS will not allow field experience hours supervised by an affiliate or family member (i.e., partner, spouse, 1099 Independent Contributor or employee, etc.) of an agency in which the student is an owner/co-owner even if the affiliate or family member is a licensed mental health professional.
- If a student needs clarification of their situation, please meet with the Marriage and Family Field Experience Coordinator and/or Clinical Site Director BEFORE providing, logging, or submitting field experience hours. Hours logged outside of these parameters are unacceptable and will not be counted toward graduation or MNBMFT hours.

Field Experience in Places of Employment Guidelines

AGS does not require students to receive reimbursement for practicum/internship services. However, there are some field experience sites where students can receive reimbursement (pay) for their pre-degree counseling hours (contract or employment). Such arrangements exist only between the student and the site/agency. AGS is not responsible for negotiation, follow-up, or conflict resolution concerning standard employer/employee matters such as (but not limited to) compensation/wages, agency policy and expectations, or employment law issues.

AGS encourages students to obtain field experience hours outside of their employment sites. Completing field experience requirements outside of an employment site maximizes the possibility for the students to gain new experiences, expand their professional connections, and increase exposure to new therapeutic approaches and skills. In addition, fulfilling field experience requirements outside of one’s employment minimizes the risks inherent in dual/multiple relationships (e.g., employment expectations vs student expectations, work supervisions vs student supervision, student vs employee role in relation to clients served, etc.).

If you are considering your place of employment as your internship site, it is imperative that you work with the Field Experience Coordinator assigned to your program. The FEC will communicate with your site to ensure that real or potential conflicts are
addressed. Please note: any hours accumulated prior to approval of the FEC will not be accepted and will not fulfill graduation requirements.

All Field Experience placements in places of employment must meet the following criteria:

- First, the agency must be able to meet the basic Field Experience site requirements.

- In order to provide new learning opportunities, the Field Experience must offer additional responsibilities and learning opportunities outside of the student’s current employment responsibilities. (These may include but are not limited to: offering opportunities for engaging in direct therapeutic work such as groups and 1:1 sessions as appropriate and approved by site supervisor including leading and following cases throughout the therapeutic process, DAs/intakes, creating treatment plans and implementation of treatment plans, and paperwork related to a clinical mental health MA level of experience)

- In order to provide new learning opportunities, the Field Experience must offer additional responsibilities and learning opportunities outside of the student’s current employment responsibilities. (These may include but are not limited to; offering opportunities for engaging in direct therapeutic work such as groups and 1:1 sessions as appropriate and approved by site supervisor including leading and following cases throughout the therapeutic process, DAs/ intakes, creating treatment plans and implementation of treatment plans, paperwork related to a clinical mental health MA level of experience)

- The Site Supervisor must be a different person than the student’s current employment supervisor.

- The number of field experience hours will be agreed upon by the student and the FEC. Not all of a student’s work related hours may count towards field experience hours. Approval of the specific number of hours will be signed off on in the "Learning Agreement" form.

Once the application is completed and returned to the Field Experience Coordinator, it will be reviewed and a response will be provided to the student and site supervisor as soon as possible. A site visit may be required as part of the application review process prior to determining approval.

If there are any questions about Field Experience placement in places of employment process, please contact your Field Experience Coordinator.
Site Responsibilities

**Professional development.** The supervisory relationship is a vital component of the practicum/internship. Site supervisors are important role models for interns and influence the intern’s professional development. When working with interns, we encourage supervisors to focus not only on the specifics of the client or group but also on the sociocultural dimensions of the case and the intern’s developmental processes.

**Appropriate supervision.** The field placement on-site supervisor(s) must be available for regularly scheduled individual and/or group supervision. Students need a **minimum of 1 hour of** field experience supervision “for each week in which they are seeing clients.” (see COAMFTE Accreditation Manual: Policies and Procedures, May, 2014, p. 25). Supervision may be individual (one supervisor with one or two supervisees) or group (one supervisor with eight or less supervisees). If appropriate supervision is/becomes unavailable, it is the responsibility of the site to immediately inform the Field Experience Coordinator/Clinical Site Director.

**Insurance.** The field experience placement site must carry professional liability insurance. The student must also obtain a malpractice insurance, which can be obtained through http://www.hpspo.com/. Students must provide a copy of their malpractice insurance certificate to the FEC prior to working with clients.

**Communication.** The field experience placement site is expected to communicate all student-related issues/concerns with the FEC and/or the Clinical Instructor (CI) throughout the duration of the practicum/internship. All site-specific issues should be communicated with the CSD. Communications may transpire during site visits, email, or phone calls. In addition, Student Evaluations (see Forms section) may be used to communicate specific concerns regarding the student.

**Evaluation.** We require site supervisors to complete clinical evaluations of students/interns (see Forms section) once a term. Upon completion of the student evaluation, site supervisors are expected to meet with students to discuss the nature and scope of the student’s experiences, skills, and knowledge. When the review is completed, both site supervisor and student sign the evaluation form. Site supervisors are responsible for sending the completed and signed evaluation forms to AGS. Supervisors may scan/email/fax completed and signed forms to the FEC (megan.williams@alfredadler.edu). Students are responsible for obtaining a hard copy of their evaluations for their personal files.

**Informed Consent.** Sites are expected to provide students with Informed Consent (https://therapistprivatepractice.wordpress.com/2013/07/18/sample-informed-consent/) forms for each new client assigned to the student. The student should be
oriented as to how the Informed Consent is to be reviewed with and signed by each new client. Furthermore, it is the site’s responsibility to ensure that students notify all clients of 1) their student status and 2) the process of case consultation within the site, as well as outside the organization, i.e., clinical training coursework/educational purposes only.

Finally, all necessary and appropriate Release of Information (see Forms section; https://therapistprivatepractice.wordpress.com/2013/07/18/sample-consent-for-release-of-information/) forms must be completed and filed for each client (securely filed in client files at the site).

**Student Responsibilities**

**Securing field experience placement.** The student is responsible for finding, contacting, and securing a field experience placement site. A list of potential sites may be obtained from Clinical Site Director or Field Experience Coordinator or on the Adler website. Both the CSD and FEC are available to assist students in the process of identifying potential sites.

**Professionalism.** Students are expected to conduct themselves in a professional manner. Professionalism includes, but is not limited to, the following:

- the field site’s dress code
- setting and maintaining a consistent schedule
- fulfilling the site’s required practicum/internship duration (e.g. 9 or 12 months)
- punctuality
- providing adequate notice if unable to be on site as scheduled
- maintaining a professional demeanor
- treating clients and peers as individuals deserving of respect
- completing all site-required case notes, log of hours, essential documents (i.e., Informed Consent, Release of Information, Permission to Videotape/Audiotape), and other paperwork
- following all professional ethical codes, standards, and rules (AAMFT Ethics Code; MN Standards, Statutes, and Rules)

Students who are asked to leave a site for unprofessional or unethical conduct may be dropped from the field experience course. In addition, such an occurrence may trigger other MFT departmental proceedings.

**Confidentiality.** Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student’s responsibility regardless of policies or
procedures required at the field experience site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable professional codes of ethics, standards, statutes, and rules. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation.

Students shall ensure videotape or audiotape session recordings, and other client information that may be necessary for class, are handled in a secure, legal, and ethical manner. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated, unless it is the policy of the site to maintain and secure all tapes. Students should discuss any questions regarding confidentiality with the AGS field experience instructor as well as the site supervisor.

Informed Consent. Students MUST always inform the clients with whom they work of their student status. This includes notifying the clients that they may be consulting with others (e.g., supervisors, clinical instructors) outside the internship site regarding the client case. Students will inform clients that when outside consultation occurs (e.g., case consultation, ethical concerns, treatment planning, and professional growth), confidentiality will be maintained.

The client has the right to request to work with a clinician that is not a student. See Appendix X for Informed Consent Form Sample; [http://kspope.com/consent/](http://kspope.com/consent/); [https://www.aamft.org/iMIS15/AAMFT/Content/legal_ethics/code_of_ethics.aspx](https://www.aamft.org/iMIS15/AAMFT/Content/legal_ethics/code_of_ethics.aspx)
AAMFT Code of Ethics, 1.2 Informed Consent; [http://mn.gov/health-licensing-boards/images/Client%2520Bill%2520of%2520Rights.pdf](http://mn.gov/health-licensing-boards/images/Client%2520Bill%2520of%2520Rights.pdf)

Self-of-the-therapist. The Adler Graduate School is strongly committed to the idea that the personhood of the psychotherapist is a necessary component of the psychotherapy process. Research continues to indicate that the relationship between the psychotherapist and client is a primary contributor to effective outcomes in therapy. Thus, personal qualities, characteristics, experiences, and reactions of psychotherapists are as critical as knowledge and skills in working effectively with clients.

(see [http://sophia.stkate.edu/cgi/viewcontent.cgi?article=1057&context=msw_papers](http://sophia.stkate.edu/cgi/viewcontent.cgi?article=1057&context=msw_papers); [https://www.apa.org/education/ce/effective-therapists.pdf](https://www.apa.org/education/ce/effective-therapists.pdf))

Personal development is a fundamental part of the MFT program and becoming a professional. Hence, coursework, (particularly Introduction to Field Experience, Practicum, Internship, and Individual Clinical Instruction) include active engagement in self-reflection. In light of the personal and sensitive nature of personal development, faculty ensure emotional safety within the learning environment. Students can expect to be challenged in the following ways: to identify biases and assumptions, participate in activities that encourage personal reflection and self-knowledge, receive feedback from
faculty/site supervisors/peers, and use feedback to address barriers to effective psychotherapy practice.

**Student emotional health.** Characteristics or behaviors that indicate student balance and emotional health include, but are not limited to:

- Appropriately self-disclose regarding personal concerns that may affect performance as a marriage and family therapist-in-training
- Engage in professional interactions with persons from diverse cultures
- Convey feedback to others in an appropriate manner
- Give others time and space to articulate views different from one’s own and demonstrate respect for such views
- Recognize the power differential in the therapeutic relationship
- Convey an interest in the welfare of others
- Acknowledge feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing feedback of others
- Show respect for individual differences
- Address personal prejudices and biases
- Express appropriate empathy for clients without over-identifying on a consistent basis
- Address issues of conflict that arise in therapy sessions and in supervision
- Recognize that conflict may be an area of growth
- Maintain balance in their personal life
- Be alert to signs of stress and address stress constructively
- Recognize the link between personal behaviors and their consequences
- Demonstrate openness to taking interpersonal risks

Students identified as experiencing persistent problems in any one of the above areas, or who do not conform to AGS and/or professional standards and code of ethics, may be required (upon agreement of the faculty) to participate in remediation plans. Students will continue in the remediation plan until there is evidence of satisfactory adjustments. Students should be aware that egregious ethical violations are grounds for dismissal from the program and may jeopardize their professional pursuits.

**Professional liability coverage.** Registration for practicum/internship requires the purchase of professional liability insurance to cover each student enrolled for the practicum/internship experience. Students must obtain coverage for a period of one year or as long as they need to obtain 500 clinical hours. Proof of continuous coverage must be provided to the FEC/Clinical Instructor. *It is the student's responsibility to*
provide a copy of the professional liability insurance certificate to the FEC prior to working with clients.

When beginning at a new site, any required training (by the site) prior to the first date of the term is acceptable. However, these will not count as face-face hours. No face-to-face hours may be accrued until the first week of class.

Professional Liability Insurance Websites:
- [http://www.aamft.org](http://www.aamft.org) (Student membership includes free liability insurance)

**Learning contract.** As stated previously, students must complete a Field Experience Learning Agreement ([http://www.alfredadler.edu/Internship-Forms-Clinical](http://www.alfredadler.edu/Internship-Forms-Clinical)) with their on-site supervisor. After the form is completed, students should make a copy for their own records and submit the original FELA to their Field Experience Clinical Instructor (Practicum/Internship Instructor).

**Termination protocol for internships.** At the end of a field experience (Practicum/Internship), AGS students are expected to conduct themselves in a professional manner. This includes, but is not limited to:
- Communicating clearly with internship representatives/supervisors in person and in written communication
- In the case of terminations which occur according to predetermined plan:
  - confirm plans with site representatives/supervisors and provide clients with appropriate notice
  - execute termination plans with clients according to professional standards and supervisor expectations
- In the case of terminations that occur before the end of a pre-determined period of time:
  - Clearly discuss all appropriate issues/concerns with internship representatives/supervisors
  - seek amicable resolution regarding issues/concerns
  - include AGS representatives (e.g., Field Experience instructor, FEC) in finding resolution(s)
  - inform AGS representatives of resolution achieved
- Regardless of termination circumstances, upon termination with internship site, submit all required and appropriate information (i.e., log of hours, evaluations, Termination form) to AGS representatives
Evaluations. Before leaving a site, students will complete and submit (to FEC) a Student Evaluation of Site form (see Forms section or http://www.alfredadler.edu/Internship-Forms-Clinical).

Adler Graduate School Responsibilities

Supervision. Supplemental (AGS) supervision serves as a link between the program and the practicum site. The AGS supervisor serves as a liaison to the off-campus site supervisor. A secondary critical role for the AGS supervisor is to monitor students’ progress in their clinical work. Supervision provided by AGS supervisors supplements but does not replace on-site individual/group supervision.

During the field experience, students participate in supervision that examines the wide range of professional issues often encountered in clinical work. These include, but are not limited to, questions of ethical standards, dealing with difficult clients, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a therapist-in-training.

Communication. Adler Graduate School will maintain periodic contact with the site supervisor and the student to discuss the student's progress. At minimum, the Clinical Site Coordinator will conduct one on-site visit for the purposes of meeting with the site supervisor, evaluating student progress and development, and ensuring the fulfillment of learning objectives.

Field Experience Hours

Logging hours for licenses and specialties. Student are required to use the pdf. version of the log sheet located on the website under current students and internship information. Hand written forms are unacceptable.

see: http://www.alfredadler.edu/Internship-Forms-Clinical).

For graduation, MFT students are required to complete 500 hours of field experience—of which 300 face-to-face client contact hours fulfill the MNBMFT pre-licensure requirements and 200 hours fulfill AGS’s professional development requirements hours (e.g., trainings/seminars, record keeping, intake interviews, filing). Of the 300 face-to-face hours, a minimum of 150 hours must be relational (i.e., couple, family, relational group—see Field Experience Log Terms and Definitions in Appendix

PLEASE NOTE: Effective January 1, 2016, required hours will change. Under COAMFTE accreditation standards, the AGS MFT Program will require a “minimum of 500 hours of clinical contact hours with individuals, couples, families and other systems
physically present, at least 40% of which must be relational” (COAMFTE Accreditation Manual, May 2014, p. 24).

Categories of logged hours. There are four important types of hours that are clocked on logs to obtain licensure in Minnesota (for detailed description, see Field Experience Log Terms and Definitions in Appendix):

1. **Individual therapy** – face-to-face therapy with an individual or addressing an individual’s issues
2. **Relationship therapy** – therapy with the focus on the relationship and addressing relationship dynamics with two or more people in a relationship (e.g. spouses, parent-child, siblings, family members, roommates, etc…)
3. **Clinical office/Other hours** - Any time spent writing notes, reports, treatment plans, filing client records, staff meetings, etc.; All other time spent on non-clinical office work and professional development
4. **Supervision** - hours spent with the on-site supervisor. On-site supervision may be in a group (maximum of eight students) or individual (one or two students) setting with your supervisor. Note: attending your AGS field experience class is **NOT** supervision and therefore is not documented on your log worksheet.

All clinical hours described above are based on the graduation requirements of AGS and Minnesota Marriage and Family Therapy Board Standards. Clinical hours requirements vary by state and country. See the FEC/Program Director, or check the state licensing board website, for questions regarding licensure in another state or country.

**Policy on Student Use of Patient/Client Information**

AGS MFT students are expected to adhere to the ethical guidelines articulated by the American Association for Marriage and Family Therapy (AAMFT). Students are expected to present cases to instructors and/or fellow students during the course of their field experience courses. It is important that all client information adhere to Federal and State laws (i.e., HIPAA). In addition, students preparing cases must follow the guidelines of AAMFT Code of Ethics.

AGS considers information to be “protected” or "disguised" within the meaning of these guidelines, if there is no reasonable basis to believe that the information could be used to identify any individual and if the following steps are taken:

1. Last and first names are removed or changed
2. Geographic references (such as references to the city and street address) are removed or changed
3. All dates directly related to the individual are changed or removed, including birth date, admission date, and discharge date.

4. Any numbers that could be used to identify the individual are removed, such as social security numbers, telephone numbers, fax numbers, patient numbers, account numbers, medical records numbers, or any other unique identifying number or code.

5. Computer information such as e-mail addresses, URLs, and Internet Protocol numbers are removed.

6. All photographic images are removed.

7. All other information, which could reasonably be used to identify the individual, is removed or changed.

If students have questions regarding whether they have adequately disguised a client/patient, student, research participant, or organizational client, they must contact an AGS Clinical Instructor, FEC, or the MFT Program Director to discuss the situation.

Written and/or recorded materials containing confidential client information obtained while learning at a field experience site or other clinical setting must be destroyed in a confidential manner (i.e., shredded and/or erased) once they have been used and are no longer necessary. In addition, confidential information about a client/patient should not be preserved in written documents (such as a Master's Project or class paper) unless the information is properly disguised and the client or patient has given written authorization for the use of such information.

Please NOTE: To fulfill direct observation/videotape/audiotape course requirement, students must use MFT Program recording equipment—available for loan through the FEC (equipment use and loan policy will be covered in relevant FE courses/by the FEC). All recorded images must be destroyed after a case presentation has been completed.

Field Experience Student Files

At the time of application for practicum/internship, the Internship/Field Experience Coordinator will begin a practicum/internship file on each student. This file will contain the application, transcript, and copy of the student’s degree or certification completion plan. During each term of field experience, the AGS Internship/Field Experience Coordinator will maintain a file on each enrolled student which shall contain:

- Site Approval Form
- The Field Experience Site Agreement/Contract
- Copy of Professional Liability Insurance
- Monthly log,
- Site supervisor’s evaluation of student,
- Student’s evaluation of site supervision and field site,
- Record of AGS contacts with site supervisor,
- Other information deemed relevant by the Internship/Field Experience coordinator

Students are responsible for ensuring that all documentation is completed correctly, signed by appropriate individuals, and provided to the AGS Internship/Field Experience Coordinator in a timely manner so that it may be included in their files. **Students who do not provide documentation will not receive a grade.**
Part III

Field Experience:

Description of courses

(6 Credits Total)
Brief Content Description of Field Experience Courses

**Faculty.** All AGS Faculty meet the following pre-requisites (adapted from Faculty Manual 2015):

- Since AGS courses are graduate level, it is preferred that instructors possess an earned doctorate or other terminal degree.
- Because AGS programs are clinically oriented, all instructors will be expected to have at least three years of experience as practitioners in their professions.
- Because AGS has an Adlerian focus, it is expected that instructors will be proficient in the principles and techniques of Individual Psychology. Certification by an Adlerian training school or its equivalent is preferred. Each course offered by AGS must include appropriate Adlerian content and/or discussion of Adlerian implications. The degree to which Adlerian content and/or discussion is integrated will vary with the course but, in all cases, will be reflected in each course’s clearly defined student learner outcomes.

**Course instruction and field experience oversight.** Clinical instructors are responsible for the delivery of relevant knowledge, teaching essential clinical skills, and assessing students’ learning. In addition, clinical instructors are expected to work alongside site supervisors and students to ensure that the required clinical experience is successfully completed. Clinical instructors’ collaboration with site supervisors will be demonstrated by regular communication (i.e., a minimum of one time per term) with site supervisors regarding students’ progress (and/or other relevant concerns regarding the student).

**MN MFT Board hours and attendance.** Unlike other MFT coursework, Field Experience classes represent ‘hours’ of class time to the MN MFT Board. As such, missing a class means you do not have the ‘seat time’ for practicum and internship. Therefore, if a class session is missed, students must attend and pay for a make-up class at the end of the term. One of the AGS Clinical Instructor’s will facilitate the make-up session. As such, the Clinical Instructor will require all make-up session attendees to sign in, stay for the entire session, and receive a signed make-up form that will be returned to your primary clinical instructor. The fee for each make-up session is $50.

**Introduction to Field Experience (946).**

**Course description.** Introduction to Field Experience in Marriage and Family Therapy is the initial course in the field experience sequence (946, 947, 948, and 949). The course series introduces students to the tasks of incorporating systems concepts, theories, and principles into clinical practice; assessing, hypothesizing, and diagnosing; designing and conducting treatment; and the evaluation and termination processes. The introductory course provides fundamental knowledge of the profession, with a focus on beginning clinical experience. The course guides and admonishes students to maintain ethical, legal, and professional standards as they navigate through diverse
clinical contexts, situations, and issues. Students learn to attune to the self-of-therapist and cultivate personal and professional well-being.

**Course requirements.**

*Attendance.* Intro to Field Experience meets for over the course of one term (5 class sessions, each meeting for 3 hours). Students are expected to attend each session. Grading is pass/retake. Students will receive 1 credit for 946.

*Assignments.* Participation in class discussion and group exercises/activities is required. Required reading, oral presentations, written assignments, and course-specific forms must be completed, submitted, and meet grade benchmarks in order to pass the course.

**Practicum (947).**

*Course description.* The Practicum in Marriage and Family Therapy provides an opportunity for students to observe and begin to perform a variety of counseling and related activities that are typical of a licensed marriage and family therapist. In this beginning level practicum course (one of two—947, 948), students complete a minimum of 300 hours of supervised field experience. Class instruction, discussion, and activities include: the structure of conducting therapy sessions, application of individual and systems perspectives; review and critique of field experiences; supervision and special topics in the MFT field.

**Course requirements.**

*Attendance.* Practicum meets for over the course of one term (5 class sessions, each meeting for 3 hours). Students are expected to attend each session. Students will receive 1 credit for practicum.

*Video, audio, live observation.* Students must submit one (1) video, audio, or live observation per term.

**Internship (948).**

*Course description.* The Internship in Marriage and Family Therapy provides an opportunity for students to learn about typical problems brought to licensed marriage and family therapist and to apply appropriate interventions. Students will be guided to build their clinical skills to an intermediate level. Through coursework and field experience, students will deepen their proficiency in family systems theory, evidence-based professional practice, multicultural applications, ethics, and Adlerian concepts, interventions, and techniques.

**Course requirements.**

*Attendance.* Internship meets for 9 months (3 terms). Each term consists of 5 class sessions, each meeting for 3 hours. Students are expected to attend each session. Students should plan to take three terms of 948. Similar to Practicum, grading is pass/retake. The students will receive 3 credits total for the Internship course.

*Assignments.* Participation in class discussion and group exercises/activities is required. Required reading, oral presentations, written assignments, and course-specific forms must be completed, submitted, and meet grade benchmarks in order to pass the course.
Video, audio, live observation. Students must submit one (1) video, audio, or live observation per term.

Audit of logged hours. To accurately determine the number of hours logged that must be completed before registration for the next Internship course (e.g., another 948 or begin 949), an audit of logged hours is required. At the end of the second 948 course, students are required to meet with the Field Experience Coordinator to audit their logged hours. In addition, a second audit is required (i.e., to ensure all program and graduation FE hours requirements are met) at the end of 949. The completion of this requirement must be signed off on the FE Tracking Sheet.

Practicum Affidavit. Effective June 2015, the MN MFT Board requires verification of “at least 300 hours of clinical client contact with individuals, couples, and families for the purpose of assessment and intervention. Of the 300 hours, no more than 150 hours was with individuals” (http://mn.gov/health-licensing-boards/images/National%2520Exam%2520Application.pdf). The clinical experience must be supervised on site or at the academic institution by a licensed marriage and family therapist or an American Association for Marriage and Family Therapy approved supervisor. At the end of 948/949, if a student has completed the 300 hours as stated, The Practicum Affidavit may be signed by the AGS MFT Practicum/Internship Supervisor or Practicum Site Supervisor (see link for to download the form—a required document for licensure application).

Individual Clinical Instruction (949).
Course description. During the Individual Clinical Instruction, students are required to receive direct, one-on-one clinical instruction from an AGS Field Experience Clinical Instructor. Individual Clinical Instruction may be taken concurrent with the student’s last term (3) of Internship (948) or subsequent to its completion. Students will work with an approved Adler Clinical Instructor to further develop and practice their clinical skills, particularly with an Adlerian perspective alongside systems theories/approaches. The student will select a Clinical Instructor from the list of approved Clinical Instructors. The student is responsible for setting up the required meetings and for providing the instructor with a case history, treatment plan, evaluation forms, and directions to the site.

Course requirements.
Attendance. The student will participate in six hours of clinical instruction and will receive 1 credit. Grading is pass/retake.

Assignments. Participation in six individual sessions is required. Required reading, case presentations, written assignments, and course-specific forms must be completed, submitted, and meet grade benchmarks in order to pass the course.

Audit of logged hours. To accurately determine the number of hours logged required for the program and graduation, an audit must be completed. At the end of the 949 course, students are required to meet with the Field Experience Coordinator to audit their logged hours. The completion of this requirement must be signed off on the FE Tracking Sheet.
**Practicum Affidavit.** Effective June 2015, the MN MFT Board requires verification of “at least 300 hour at least 300 hours of clinical client contact with individuals, couples, and families for the purpose of assessment and intervention. Of the 300 hours, no more than 150 hours was with individuals” ([http://mn.gov/health-licensing-boards/images/National%2520Exam%2520Application.pdf](http://mn.gov/health-licensing-boards/images/National%2520Exam%2520Application.pdf)). The clinical experience must be supervised on site or at the academic institution by a licensed marriage and family therapist or an American Association for Marriage and Family Therapy approved supervisor. At the end of 948/949, if a student has completed the 300 hours as stated, The Practicum Affidavit may be signed by the AGS MFT Practicum/Internship Supervisor or Practicum Site Supervisor (see link for to download the form—a required document for licensure application).

**List of Clinical Instructors for MFT Program:**

**Individual Clinical Internship Checklist:**

- Contact clinical instructor for approval to proceed (upon
  approval, instructor will notify the register that student
  may be registered)
- Establish a meeting schedule with clinical instructor
- Prepare a client case history and treatment plan
- Clinical instructor and student engage in six hours of
  Individual clinical instruction, which includes feedback on
  videotape/audiotape /or direct observation
- Write and submit a 3-4 page paper (following all stated
  requirements as stated in course syllabus)
- Complete the **Student Evaluation** (following instructions
  stated in FE Manual above/syllabus) form and submit to
  the clinical instructor
- Complete **Student Evaluation of Site** form (following
  instructions state in FE Manual above/syllabus) and
  submit the Student Evaluation of Site to the clinical
  instructor
- Complete and submit all additional required assignments
  and documents to the clinical instructor
PART IV

Forms
Marriage and Family Therapy Program

New Field Site Approval Form

Student Information

Student Name: ____________________________________________
Student Email: ___________________________ Student Phone #: ___________________________

Current Field Experience Class:

☐ 946  ☐ 947  ☐ 948  ☐ 949

Signature of Student: ______________________________________ Date: ________________

Site Information

Anticipated Start Date: ________________

Name of Site: ________________________________
Site Address: __________________________________________

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<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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</table>

Site Phone #: __________________________ Fax #: __________________________
Contact Person Name: __________________________
Contact Person Phone #: __________________________ Fax #: __________________________
Contact Person E-mail: __________________________

Description of Site (please check all that apply or are available):

☐ In-office  ☐ In-home  ☐ Relational hours  ☐ Group work
☐ Couples  ☐ Parenting  ☐ Children/Adolescents  ☐ Individual hours

Description of Duties/Responsibilities: __________________________________________

Supervisor Name: __________________________
Supervisor Phone #: __________________________ Fax #: __________________________
Supervisor Email: __________________________
Supervisor License and Credentials: __________________________

This site is:  ☐ Approved  ☐ Not Approved

Signature of Clinical Site Developer: __________________________ Date: ________________
Field Experience Learning Agreement

Students: Please complete this form with on-site supervisor. Turn into the mailbox of the MFT Field Experience Coordinator.

Every AGS student must establish a learning agreement in association with their graduate field experience. The Field Experience Learning Agreement serves to guide the applied learning experience. A Field Experience Learning Agreement must be completed and submitted for each new practicum/internship site. Each Field Experience Learning Agreement must be approved by the individual student, the student’s field placement on site supervisor, and the AGS Field Experience Coordinator or Program director.

Student Information

Student Name: ________________________________________________________________

Student Email: ____________________________ Student Phone #: ________________

Current Field Experience Class: ☐ 946  ☐ 947  ☐ 948  ☐ 949

Student Professional Liability Insurance: (Please ATTACH A COPY)

Company: ____________________________ Policy # ____________________________

Site Information

Anticipated Start Date: _____________ Anticipated End Date: _____________

Name of Site: ____________________________________________________________

Site Address: _____________________________________________________________

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<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

Site Phone #: ____________________________ Fax #: ____________________________

Contact Person Name: ______________________________________________________

Contact Person Phone #: ____________________________ Fax #: ____________________________

Contact Person E-mail: _____________________________________________________

Supervisor Name: ________________________________________________________
Supervisor Phone #: __________________________ Fax #: __________________________

Supervisor Email: ________________________________________________________________

Supervisor License and Credentials: ______________________________________________

Student’s Schedule at Site: ________________________________________________________

Estimated Number of Hours per Week: _____________________________________________

Population Student Will Work With (select all that apply):
☐ Children       ☐ Adolescent       ☐ Adult       ☐ Seniors
☐ Individuals    ☐ Couples         ☐ Families    ☐ Groups

Types of Training Experience Provided: (Intake, treatment planning, assessment, case notes, etc.)

__________________________________________________________

On-Site Supervisor’s Responsibilities:

1. Regular face-to-face supervision (individual or group) at least 1 hour of supervision per week

2. Agency/site related education (e.g. orientation to agency; policies, protocols, and procedures; services offered, etc.)

3. Professional training (e.g. intake, assessment, treatment planning, case note, etc.)

4. Personal guidance/mentoring (e.g., cultural competency, self-awareness, self of therapist, values clarification, etc.)

5. Evaluation of competency, self-awareness, proficiency, effective use of Internship, participation in evaluation sessions, etc.)

Student’s Responsibilities:

1.

2.

3.

4.

5.
Student's Goals (include professional and personal goals):
1.
2.
3.
4.
5.

AFFIDAVIT: I have read and approved the Field Experience Clinical Learning Agreement. I certify that the information is correct regarding the on-site supervisor status and licensure.

For purposes of expanding and deepening clinical experiences/learning, if a student is employed at the internship site, it is strongly recommended that the student engage in clinical activities outside the scope of her/his regular employment. In addition, it is strongly recommended supervision of clinical hours be outside of the pre-existing employment relationship.

Student Signature: ________________________________ Date: ______________

This Agreement is: □ Approved  □ Not Approved ____________________________

Field Ex Coordinator Signature: ______________ Date: ______________
Marriage and Family Therapy Program

Practicum and Internship
Therapist-in-Training Disclosure/Informed Consent Statement

This form provides information relative to students enrolled in Practicum or Internship courses in the Marriage and Therapy Program at Adler Graduate School. The therapist-in-training must notify the client verbally and in written form of being a student. Specifically, this Disclosure/Informed Consent document describes the student’s education and training, offers information about the nature of the therapeutic relationship, provides information about client rights and responsibilities (see attached Minnesota Client Bill of Rights), and outlines the limits of confidentiality. This document must be signed by the client(s) or by the client’s parent/legal guardian and secured in the client’s file prior to the start of therapy.

Student Training

Students in the MFT Program have completed core courses in basic counseling skills and professional practice prior to beginning their clinical experience at the field experience site. The practicum and internship courses are a developmental sequence in which students apply their knowledge under intensive supervision.

Therapy Relationship

Psychotherapy services will be based on a relationship characterized by trust and respect. The therapist-in-training and client work together to 1) identify goals for counseling and 2) identify how to move towards meeting those goals. Psychotherapy sessions may include an exploration of thoughts, feelings, behaviors; personal history; communication styles; relational dynamics; attitudes, values, and beliefs about self and others; and personal developmental needs. The therapist-in-training will receive supervision from a licensed professional at the counseling facility. In addition, the therapist-in-training will receive clinical instruction from an AGS faculty trained marriage and family therapy and supervision.

Client Rights and Responsibilities

The quality of the relationship between therapists-in-training and clients is critical to the success of therapy. As such, clients have the right to receive counseling in which the individual’s dignity, worth, and uniqueness are respected. The therapist-in-training will provide clients with quality informed services that are offered under close supervision. Equally important to the success of the therapeutic relationship is client willingness to be open and involved in the process. Individuals who participate in psychotherapy can experience changes in personal views, attitudes, and coping skills.
Clients should be aware that personal changes that may occur as a result of their work in therapy may affect those closest to them, e.g., spouses/partners, children, siblings, friends, co-workers, etc.

Recorded Sessions

In order to fulfill AGS Marriage and Family Therapy Program clinical training requirements, therapists’-in-training may ask clients to videotape/audiotape some of their therapy sessions. Therapist-in-training may also request for permission to conduct direct observation (by an AGS MFT faculty). The recordings or live observation are used as tools to help students’ develop their counseling skills. The recordings or live observation by faculty will be further discussed with clients in order for them to make an informed decision regarding the recorded/observed sessions. Clients have the right to allow or refuse recordings without repercussions. All recordings, if made, will be destroyed at the end of the term in which services are provided. If a client agrees to have sessions recorded or directly observed, the therapist-in-training will ask for a Release of Information form to be completed and signed by the client. This form will become part of the client’s file, which is securely retained at the site.

Limits of Confidentiality

Clients have the right to receive services that are confidential. As part of the clinical training experience, and to ensure quality of care, the therapist-in-training will be asked to discuss client cases with their site supervisor. At times, when necessary (such as a challenging case/crisis), therapists-in-training may seek consultation with their clinical instructor and peers (i.e., in required Field Experience Practicum or Internship class). When this occurs, client identity or any identifying information will be removed from the information shared. Confidentiality will conform to Minnesota laws and the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics.

All therapist-in-training, their supervisors, and group supervision members will not disclose information except under the following conditions:

- The client or guardian gives written consent to release information to a designated individual or agency
- The client makes specific violent threats to harm him- or herself or to harm an identifiable victim
- The therapist-in-training and/or their supervisors are named as defendants in a civil, criminal, or disciplinary action arising from the counseling session
- The therapist-in-training receives an authentic subpoena backed by judicial authority that requires the disclosure of information
- The therapist-in-training has reasonable cause to believe that a child or adult with a disability has suffered abuse or neglect
- The therapist-in-training will discuss the content of therapy sessions in individual and group supervision under the direction of a qualified supervisor who is held to the same professional standards of confidentiality and its limits.
I, ______________________, understand that my therapist, ____________________, is a student/therapist-in-training of the Adler Graduate School Marriage and Family Therapy Program.

The therapist-in-training, ____________________, will provide services at ____________________ , under the clinical supervision of ____________________, and clinical instruction by Adler Graduate School faculty member, ____________________ .

By signing below the client or parent/legal guardian 1) acknowledges that he or she, of sound mind and body, has had the opportunity to read and discuss with the therapist-in-training the information above, and 2) agrees to allow psychotherapy services to be provided.

_________________________________________                                ____________
AGS Therapist-in-training (print)                                                    Date

_________________________________________                                ____________
AGS Therapist-in-training Signature                                                    Date

_________________________________________                                ____________
Client Name (print)                                                              Date

_________________________________________                                ____________
Client Signature                                                                    Date

_________________________________________                                ____________
Name of parent/guardian (printed) (for minor/dependent clients and/or students)            Date

_________________________________________                                ____________
Parent/Guardian Signature                                                          Date

_________________________________________                                ____________
AGS Therapist-in-training (print)                                                    Date

_________________________________________                                ____________
AGS Therapist-in-training Signature                                                    Date
Consent for Videotaping/Audiotaping and Direct Observation

I, ____________________________, authorize a MA degree student associated with the Adler Graduate School, Richfield, MN, to videotape/audiotape and/or direct observation of a live clinical session in which I or the person(s) with whom I am legally responsible. The use of the videotape/audiotape and/or direct observation will be limited to educational purposes (e.g., case presentations and/or papers written to satisfy graduation requirements). My (client) confidentiality will be protected. All the necessary steps will be taken to ensure that my (client) identity will remain anonymous. The purpose of this authorization is to support the student’s education and training. This authorization will be kept in my records.

The Adler Graduate School will consider information to be “protected” or "disguised" within the parameters of the following guidelines if there is no reasonable basis to believe that the information could be used to identify any individual and if the following steps are taken:

- Last names are removed
- First names are removed or changed
- Geographic reference (e.g., city, address, name of facility) are removed/changed
- All dates directly related to the individual are changed or removed - including birth date, admission date, and discharge date
- Any numbers that could be used to identify the individual are removed, e.g., social security numbers, telephone numbers, fax numbers, patient numbers, account numbers, medical records numbers, or any other unique identifying number or code.
- Computer information such as e-mail addresses, URLs, and Internet Protocol numbers are removed.
- All other information, which could reasonably be used to identify the individual, is removed or changed.
- Before the recordings or printed reports are de-identified, per all the items above, they will not be transmitted electronically or via other means

This authorization will expire on __/__/____ or sooner if rescinded. This authorization may be rescinded by written notice at any time. If I am signing this form for someone who cannot consent and if that person will gain consenting rights while this permission is in effect, the permission will no longer be valid and a new permission will be requested.

I request to stop recordings at any time, in writing or verbally without any explanation. I understand that the services that I am receiving will not be impacted by signing or not signing this authorization, or by rescinding it at any time.

I have received sufficient explanation concerning the purpose and the process of this authorization, student’s responsibilities, and names of the persons who will have access to the recordings.

☐ I have received a copy of this form    ☐ I have declined a copy
Client Name: _____________________________________________ DOB: __________
Client Signature: ___________________________________________ Date: __________

Parent/guardian Signature: _______________________________________ Date: __________

AGS Student Signature: _________________________________________ Date: __________
# Field Experience Site Supervisor Evaluation

**Student's Name____________________________**  
**Date____________________________**

**Practicum/Internship Site**  
Name of Agency ________________________________  
Street Address ________________________________  
City ____________ State ____________ Zip Code ____________

**Supervisor Name__________________________**  
**Phone__________________________**  
**Email__________________________**

**Field Experience Level:**  
[ ] Beginning Practicum  
[ ] Intermediate Practicum  
[ ] Internship  
[ ] Advanced Internship

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<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
<th>Exceptional</th>
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<td>Empathic Ability</td>
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<td>Ability to create and maintain rapport</td>
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<td>Sensitivity to individual differences</td>
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<td>Professional administrative practices</td>
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<td>Quality of presentation/discussion</td>
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<th>Please rate how well the student is meeting</th>
<th>N/A</th>
<th>Below</th>
<th>Meets</th>
<th>Above</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to promote client growth/change</td>
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<tr>
<td>Ability to identify ethical issues</td>
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<tr>
<td>Handling of client dilemmas</td>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>Appropriate integration of theory and interventions</td>
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<td>Willingness to apply new ideas</td>
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<tr>
<td>Ability to apply new ideas</td>
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<tr>
<td>Responsiveness to Internship</td>
<td></td>
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</tr>
</tbody>
</table>
Recognition of personal limitations

Identifies focus for self-growth

What is your overall impression of the student’s abilities, considering his/her current experience and training? Other comments or concerns?

Please check the appropriate box:

☐ The student has satisfactorily completed this portion of their field experience

☐ The student has not satisfactorily completed this portion of their field experience

Student Signature: ________________________________ Date ______________

FE Site Supervisor Signature: _________________________ Date ______________
Clinical Instructor Evaluation  
For Internship and Individual Clinical Instruction

Name of Student: ________________________________ Date: __________

Internship / Individual Clinical Instruction: (Please circle)

☐ Presentation  ☐ Live  ☐ Videotape  ☐ Audiotape

Pseudonym(s)/Initials: __________________________

**General Skills** Use the following rating scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>exceptional</td>
</tr>
<tr>
<td>4</td>
<td>above average</td>
</tr>
<tr>
<td>3</td>
<td>satisfactory</td>
</tr>
<tr>
<td>2</td>
<td>below average</td>
</tr>
<tr>
<td>1</td>
<td>unsatisfactory</td>
</tr>
</tbody>
</table>

_____ Student supplied a written social history following the guidelines

_____ Student supplied a treatment plan

_____ Joining and ability to establish rapport and maintain therapeutic relationship

_____ Ability to assess and hypothesize based on Adlerian principles

_____ Understanding of intervention techniques: identified and applied techniques appropriate to the clinical issue and client goals

_____ Possesses personal skills such as openness to feedback, ability to exhibit warmth, authenticity, curiosity, etc.

_____ Sensitivity to contextual issues and knowledge of client population

_____ Ability to identify legal and ethical issues

_____ Effective session management (focusing client, summarizing, homework, timely conclusion, etc.)

**Required Adlerian Skills (Rate on scale of 1-5 as above)**

_____ Collected lifestyle data (minimally ERs and birth order; for children, the goals of misbehavior)

_____ Ability to discuss interpretation and beliefs in Early Recollections and how Lifestyle is playing out in the current problems

_____ Ability to discuss how to encourage change in Lifestyle and behavior
_____Ability to identify private logic and create plan to implement change
_____At least one insight or strategy used to encourage change
_____Specific interventions and skills used in the session as listed:

______________________________________________________________________________

What does the student describe that he/she would have done differently in the session?

What skills and competencies will the student develop or need to improve?

How well did the student follow-through on recommendations between class meetings?

Is the student showing progress in clinical skills development? Describe.

Is the client making satisfactory progress; if not for what reason(s)?

Instructor Signature: ____________________________ Date _____________
Case History Form

(For use in Internship and Individual Clinical Instruction Internship)

This is a guide for the client case histories presented to the Internship and Individual Clinical Instruction portions of the field experience. This report should be typewritten with the exception of the genogram. Headings should be used and information should be given in as brief a manner as possible. Be sure to refer to your Internship manual regarding confidentiality requirements as you prepare this document.

The following sections are required for all cases. At the end of this form, you will find additional data that are required based on the specific treatment modality, i.e. children, couples, or families.

Client Pseudonym(s)/Initials: ______________________________ Age(s): _________
M___or F: ___Marital Status: ___________ Years Together: ______
Occupation(s): _____________________________________________
Date of Initial Session: ______________ Number of sessions: _____

Genogram, Family Map or suitable alternative: Attach a genogram which includes at least three generations of the client family.

Referral and Presenting Problem: State briefly who referred the client for counseling (ex: self, physician, friend, relative) and the primary problem for which help is being sought (ex: discordant relationships, job problems, self-esteem issues, depression, anxiety).

Dim I: Acute Intoxication and/or withdrawal: Include initial risk rating and current risk rating. When was the client’s last use, what substance? Is the client currently intoxicated or experiencing any signs or symptoms of withdrawal? Does the client have any withdrawal potential?

Dim II: Bio-Medical Conditions and Complications: Include initial risk rating and current risk rating. Are there any current physical illnesses, other than withdrawal, that need to be addressed or are currently or could potentially complicate treatment? Are there any chronic conditions that impact treatment?
**Dim III: Cognitive, Behavioral, and Emotional Conditions:** Include initial risk rating and current risk rating. Does the client have any mental health diagnoses? How does the client’s mental health impact his/her chemical use or vice versa? Is the client currently experiencing thoughts to harm self or others? What emotional, cognitive, or behavioral concerns does the client display? What level of impulse control does the client demonstrate? What coping skills does the client have to help address these concerns?

**Dim IV: Readiness/Motivation for change:** Include initial risk rating and current risk rating. What is the client’s motivation for treatment? What is his or her level of commitment to and readiness for change? What is or has been his or her degree of cooperation with treatment? What is his or her awareness of the relationship of alcohol or other drug use to negative consequences?

**Dim V: Relapse, Continued Use, Continued Problems:** Include initial risk rating and current risk rating. Is the client in immediate danger of continued severe mental health distress and/or alcohol or drug use? What is the level of awareness of relapse triggers? What knowledge of coping skills does the client have to prevent relapse, continued, use, or continued problems? To what extent has the client been able to demonstrate utilizing his or her coping skills to avoid continued use or continued problems?

**Dim VI: Recovery Environment:** Include initial risk rating and current risk rating. Where is the client residing and how does it impact his or her use and/or mental health? What activities does (or will) the client participate in – how has he/she been spending their time and how will he/she be spending their time? Does the client have supportive relationships in place? Does the client have vocational or educational resources in place? What is the client’s financial situation? Is the client involved in the legal system (CPS, PO, etc…)? What type of transportation concerns, childcare concerns, or additional concerns are there regarding client’s ability to participate in treatment?

**Family History:** Describe circumstances in which client was raised (OR family background and family history). Include birth order, economic class, social status, parental and sibling characteristics and interactions, and significant changes or stressors (positive or negative). Also include any history of chemical use or mental illness in the family. Identify strengths and vulnerabilities of the family and its members.

**Lifestyle Assessment:** For adults and teen clients, a minimum of family constellation and ordinal position, and three early recollections.

**Treatment Plan:** The plan should include client goals and methodology for achievement of goals, along with a multi-axial diagnosis.

**Help Needed:** Identify specific ways in which you would like assistance with this case (ex: diagnosis and assessment, treatment planning, role playing interventions and techniques)
ADDITIONAL DATA:

**Children:** Identify the mistaken goal amongst the four goals of misbehavior. Describe in detail the child’s school adjustment, special needs or disabilities, whether there has been out-of-home placement or adoption of this child or siblings. Identify whether there has been sexual activity, what the child’s hobbies and interests are, including use of technology and media.

**Couples:** Detailed characterization of this marital/committed relationship history. Identify whether either person has a history of or current mental illness, substance abuse, or other addictions. Describe whether there has been or currently is financial stress or domestic violence. Identify any military history and its impact on the relationship. Identify each person’s current investment in the relationship. Identify ages of children if applicable and describe the couple’s parenting relationship. Determine whether there have been any deaths in the couple’s created family.

**Families:** Provide detailed information about the family relationships, history of mental illness, sexual or physical abuse, children placed outside of the home, adoptions, deaths, miscarriages. Describe parenting styles and methods of discipline. Describe any unique alignments or estrangements.
Student Name: ________________________________ Date ______________
Practicum/Internship Quarter 1 □ 2 □ 3 □ 4 □ Period Covered: _________
Agency: __________________________ Phone: __________________________
Agency Address: _________________________________________________
Internship Supervisor: ____________________________________________
Internship Supervisor’s Title: _______________________________________

**Part I:** Briefly describe the clients served and the kinds of services offered

**Part II:** Were you able to meet your goals? If yes, why; if not, why not?

A. Personal Goals

B. Professional Goals

**Part III:** Student’s Learning:

1. Briefly list the professional and personal growth you have experienced during this internship experience
2. What do you consider to be your greatest strengths, both personal and professional?

3. What do you consider to be the personal and professional areas in which you need further growth?

4. What important factors regarding professional work environments, your professional needs, and personal issues will you consider in searching for subsequent internship sites or employment?

Part IV: Agency Learning Environment

Please rate the following aspects of the agency setting and learning environment:

1. Quality of interaction with and acceptance from other staff:
   - Low 1 2 3 4 5 High

2. Quality of in-services:
   - Low 1 2 3 4 5 High

3. Quality of consultations:
   - Low 1 2 3 4 5 High

4. Quality of other educational programs:
   - Low 1 2 3 4 5 High
5. Agency’s responsiveness to student’s education and learning:
   Low 1 2 3 4 5 High

6. Quality of Orientation and training procedures:
   Low 1 2 3 4 5 High

7. Were staff in general helpful:
   Low 1 2 3 4 5 High

8. Adequacy of office space and physical setting/equipment (i.e. phone, desk, supplies):
   Low 1 2 3 4 5 High

Part V: Learning Opportunities and Responsibilities

1. Were client assignments, groups and projects relevant to your learning goals available to you?

2. Was there an opportunity to work with diverse populations?

3. Were the level of skills required for the assignments appropriate for your ability and growth needs? Please identify and describe briefly
   a) Elementary
   b) Intermediate
   c) Advanced

4. Time spent:
   a) What proportion of your time was spent in direct work with individuals, families, or groups?
   b) Describe how you were involved in the above:
5. Describe other activities in which you were involved:

6. To what extent were you able to integrate and apply theoretical material with applications?

Part VI: Supervisor:

1. a. Did you and your supervisor have a scheduled time to meet for conferences each week? ___ Yes  ___ No

   b. Was this commitment kept regularly by the supervisor? ___ Yes  ___ No  ___ Sometimes

   c. How frequently did you meet?

   d. How long, on average, were your meetings?

   e. Was your supervisor present at the agency during the hours that you were there? ___ Yes  ___ No  ___ Sometimes

2. Please provide comments for the following descriptions regarding your supervisor:

   a. Was clear and consistent about the expectations of this placement

   b. Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis

   c. Provided clear, understandable feedback on an ongoing basis

   d. Was accessible for support and consultation
e. Facilitated the process of integration into the agency system

f. Encouraged critical assessment, implementation of techniques, and evaluation of work with clients and groups

g. Facilitated learning of specific practice skills and techniques

h. Encouraged awareness of professional values and behavior

i. Was able to help integrate theoretical material and practical application

3. a. Describe the general methods through which your supervisor approached your learning (e.g. case discussion, theoretical discussion, self-awareness, etc.)

b. What techniques did your supervisor use to assess your performance? (e.g. process recordings, taped interviews)

4. Were there other staff members who played a key role in your internship and/or learning?
Part VII: Site

1. Please list the strengths of this site for interns

2. Please comment on limitations of this setting in relation to your learning

3. What suggestions do you have for improving the overall quality and effectiveness of this site?

4. Would you recommend that student interns be placed in this agency in the future?
   Yes, why?  No, why

Signature: ______________________________

Student: ______________________________

Date: _______________________________

*Adapted from guidelines associated with the College of St. Catherine and the University of St. Thomas School of Social Work.
PRACTICUM AND INTERNSHIP MAKE-UP SESSION FORM

Student Name: _______________________________ Date _________________

☐ Practicum AGS 946/947
☐ Internship AGS 948

Term: ☐ Summer ☐ Fall ☐ Winter ☐ Spring

Primary Instructor: __________________________________________________________

Make Up Class Instructor: ____________________________________________________

This form certifies that the student has successfully completed the make-up class session.

Make Up Instructor Signature and Date

INSTRUCTORS: VERIFY STUDENT SIGNATURE ON THE REGISTRATION FORM, SIGN THIS FORM AND RETURN TO STUDENTS.

STUDENTS: ATTACH THIS FORM TO YOU LOGS AND EVALUATION(S) AND SUBMIT TO YOUR PRIMARY PRACTICUM/INTERNSHIP INSTRUCTOR.
Field Experience Log Terms and Definitions

Note: All therapy must be direct client contact / face-to-face

**Individual Therapy:** Therapy with an individual or addressing an individual’s issues

**Individual Group Therapy:** Group therapy focusing on an individual and individual skill development (e.g. DBT groups, ACT groups, peer group therapy, support groups for individuals, etc…)

**Relational Therapy:** Therapy with the focus on the relationship and addressing relationship dynamics with two or more people in a relationship (e.g. spouses, parent-child, siblings, family members, roommates, etc…)

**Relational Group Therapy:** Group therapy addressing relationship topics and one or more members of a relationship are in attendance (e.g. parenting groups, sibling groups, Prepare/Enrich groups, premarital groups, family support groups, etc…)

**Clinical Office Work:** Any time spent writing notes, reports, treatment plans, filing client records, staff meetings, contacting clients by phone or email, contacting other providers working with your client, contacting insurance companies, and completing any other paperwork regarding your client

**Other:** All other time spent on non-clinical office work (e.g. making copies, answering the phone/messages that are non-client related, etc…) and professional development (e.g. attending conferences, workshops, or webinars that are encouraged or required by your practicum/internship site)

**Clinically Licensed Supervisors:** Supervisors who hold a license and are considered Professional Mental Health Providers (i.e. LMFT, LP, LPCC, LICSW, or a Psychiatrist)

(Note: LAMFT, LPC, LGSW, MSW, CSW, LADC, and School Counselors are NOT accepted licenses for a Clinically Licensed Supervisor)

**Non-Clinically Licensed Supervisor:** Supervisors who are NOT Professional Mental Health Providers (e.g. Pastors, Reverends, Agency Directors, LPC, LADC, School Counselor, etc…)

**On-Site Supervision:** Any supervision (individual, dyad, or group) by a Clinically Licensed Supervisor at your practicum/internship site

**Supplemental Clinical Supervision:** Supervision (individual, dyad, or group) provided by a Clinically Licensed Supervisor at the Adler Graduate School in lieu of On-Site Clinical Supervision or to supplement On-Site Supervision
PART V

Appendix
Post Degree Information

Each degree program at AGS has different post-degree requirements regarding hours with clients, Board approved supervision, policies and process. Suffice it to say, your Clinical Instructors, Internship Coordinators, and Program Directors are a great resource to assist you in answering your “now what?” questions. When you are close to completing the Internship portion of your field experience, begin to ask your clinical instructors or internship coordinators about the post-degree process.

Other sources of support in getting answer to your questions are state licensing boards. Here are some of the licensing board websites for you to review.

Minnesota Board of Marriage and Family Therapy (BMFT)
http://mn.gov/health-licensing-boards/marriage-and-family/

Minnesota Board of Behavioral Health and Therapy (BBHT)
http://mn.gov/health-licensing-boards/behavioral-health/
Walk in hours: Tuesday and Thursday from 1-4pm

On these sites you will find links to course work requirements, exam information, applications for the exam, finding board approved supervisors, and much more. Each licensing board has a representative available to answer questions. The website lists contact information such as phone numbers, email addresses, and the physical address. Do not hesitate to contact the board regarding your post-degree licensure questions.

On behalf of the Clinical Instructional Faculty, the Fieldwork Coordinators, your Program Director and Administrators, and the AGS Administration and Staff, we wish you the best in your post-degree process.