Student Handbook

MFT | MARRIAGE & FAMILY THERAPY

August 2024

WWW.USF.EDU/MFT

UNIVERSITY of SOUTH FLORIDA

Child & Family Studies
College of Behavioral & Community Sciences

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General Student Handbook

Introduction

Preface

This Student Handbook is an evolving document of policies and information related to the Marriage and Family Therapy (MFT) Program at the University of South Florida. The purpose of the Student Handbook is to assist students in understanding the requirements, expectations, and policies for the Master of Science Degree in MFT. In addition, the handbook provides a clear understanding of the goals and learning outcomes of the program. The handbook will provide resources available to assist students in successfully completing the program. The handbook does not replace the University of South Florida Graduate School Catalog. It is offered only as a supplement to the Catalog with specific information about the Degree and field placement. It is the responsibility of the student to be aware of all degree requirements stipulated in the Graduate Catalog and this Handbook. Links to the Graduate Catalog are included in the handbook to help students navigate between the handbook and the graduate catalog.

The handbook is formally reviewed and updated on an annual basis. Students enrolled in the MFT program are agreeing to comply with the student handbook. Questions or comments on the content of this Handbook can be sent to the Program Assistant MFTprogram@usf.edu.

Introduction to the Program

The Master of Science degree in Marriage and Family Therapy (MFT) in the Department of Child and Family Studies (CFS) at the University of South Florida is designed to provide you with the skills and knowledge to begin your career in marriage and family therapy at the entry level. You have been selected by the faculty after careful consideration and we expect and support your progress through the program to completion. Students in this program will be involved in an educational experience that prepares them both theoretically and clinically to work with individuals, families, and couples in the community. The curriculum includes coursework in foundations of counseling, marital and family studies, legal and ethical issues, systems theory, research, diagnosis and treatment, human growth and development and more. These academic courses are coupled with four consecutive practicums where students will accumulate 400 hours of direct client contact. Students are required to follow an organized sequence of study, in which academic and practicum coursework are integrated. Upon completion of the program, graduates are eligible to be registered MFT interns in the state of Florida and once additional supervised training hours and required licensing exam are completed, students can obtain their license in MFT. Graduates of our program are employable in behavioral health agencies, private practice, hospitals, Veteran Affairs (VA), and both residential and outpatient facilities.

MFT Faculty and Staff

Core Faculty and Approved Supervisors

Ryan Henry, PhD, LMFT
Professor of Instruction and
Program Director

Everette Coffman, PhD, LMFT, LMHC
Postdoctoral Scholar

Faculty

Vicky Buckles, PhD, LMHC, CRC
Associate Professor of Instruction and
Director of Addictions and Substance
Abuse Certificate

Debra Mowery, PhD
Research Assistant Professor

Tammy Jorgensen-Smith, PhD, CRC
Associate Professor

Richard Weinberg, PhD
Clinical Associate Professor

Adjunct Faculty

Kacey Jenkins, PhD , LMFT
Adjunct

Sheriece Sadberry, PhD, LP, CMPC
Adjunct

Lauren Baxley, PhD, LMFT
Adjunct

Nathan Willis, PhD, LMFT
Adjunct

Deborah Brooks, LMHC, CR-T
Adjunct

Staff

Greg Wance
Academic Services Administrator

Master's Degree Overview

Program of Study

The MFT program at USF is a full-time program. Each cohort of students will be provided a plan of study at the beginning of their program that will identify the classes that need to be taken each semester. Most classes are only taught once a year, so it is important to follow the plan of study. Students will need to consult with their advisor if they need to adjust their plan of study for any reason. Changes to the plan of study will usually result in the program taking longer to complete. Course descriptions and the program of study is found in the graduate catalog.

Department Mission Statement

Child and Family Studies is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental health, and an optimum quality of life.

Program Mission Statement

The mission of the Marriage and Family Therapy Program at the University of South Florida is to advance a systemic and multiculturally-informed approach to improving the lives and relationships of individuals, couples, and families; through training and educating students to become competent in the areas of theory, clinical practice, and research based on the COAMFTE Developmental Competency Components.

Program Goals and Student Learning Outcomes (SLO)

Goal 1 (Ethics): To prepare students to practice as MFTs from a sound understanding of professional behavior and AAMFT code of ethics

SLO 1: Students will be able to justify their behaviors in a clinical setting based on the AAMFT code of ethics and Florida statutes.

Targets

1. 90% of students will be evaluated by both the site and faculty supervisor as being "on target or above" on the ethical standards rating on their final field placement evaluation form in practicum IV.
2. 80% of students will score an 80% or higher on their final exam in Legal and Ethical Issues in Marriage and Family Therapy course.

Goal 2 (Diversity): To prepare students who are multiculturally-informed to work with diverse and marginalized populations

SLO 2: Students and graduates will be able to adapt their clinical work with individuals, families, and couples based on contextual factors, including but not limited to cultural, age, gender, health, socioeconomic status, sexuality, religion, and societal systems.

Targets

1. 80% of students will score an 80% or above on their special topics presentation in Contemporary and Community issues in MFT course.
2. 80% of students will score 6 or more points on the contextual factors section of the capstone project.

SLO 3: Students and graduates will be able to adapt their clinical work based on individual and family life cycle development.

Targets

1. 80% of students will score an 80% or better on their final grade on the Human Development class case study.
2. 80% of students will score 3 or more points on the Family Life Cycle and Individual development section of the capstone project.

Goal 3 (Research): To train students to use research to inform best clinical practices

SLO 4: Students and graduates will be able to analyze and critique current research to inform their
clinical practice.

Targets

1. 80% of students will score an 80% or better on the article critique assignment in Research class.
2. 80% of students will score an 80% or better on their special topics research paper in Contemporary and Community Issues in MFT course.

Goal 4 (Knowledge): To prepare students with a foundational knowledge of counseling grounded in family systems theory

SLO 5: Students and graduates will be able to apply their knowledge of general systems theory to families and couples.

Targets

1. 80% students will score an 80% or above on their video case conceptualization assignment in Introduction to Systems Theory class.
2. 80% of students will score at least 10 points on the systems/model portion of their capstone project.

SLO 6: Students and graduates will be able to apply and distinguish between the various treatment models and techniques of MFT.

Targets

1. 80% of students will score an 80% or better on the video case conceptualization assignment in Dynamics of MFT course.
2. 80% of students will score an 80% or better on their tape transcription assignment in Practicum I.

SLO 7: Students and graduates will be able to evaluate self-of-the-therapist issues in their clinical work

Targets

1. 80% of students will score 7 points or more on the self-of-the-therapist section of the capstone project.
2. 80% of students will be evaluated by both the site and faculty supervisor as being, “on target or above” on the self-of-the-therapist scale on the final field evaluation in practicum II.
3. 80% of students will score 80% or better on their genogram project in Dynamics of MFT course.

Goal 5 (Practice): To prepare students to demonstrate competency in their clinical skills

SLO 8: Students and graduates will be able to apply clinical skills effectively in the diagnosing, assessment, and treatment planning for individuals, families, and couples.

Targets

1. 80% of students will score 55 points or more on the main categories of Assessment and Treatment within the capstone project.
2. 80% of students will score an 80% or higher on their case conceptualization project in Assessment in Marital and Family Therapy course.

Goal 6 (Student/Graduate Achievement): To prepare students and graduates to be successful in attaining their professional goals

SLO 9: Gain employment or acceptance into a Ph.D. program within a year of graduation.

Targets

1. 90% of graduates seeking employment are employed in the field within in one year of graduation.
2. 90% of graduates applying to a Ph.D. program will be accepted within a year of graduation.

SLO 10: Gain MFT registered intern status with the Florida Board within a year of graduation.

Targets

1. 90% of graduates will achieve MFT registered intern status with the Florida Board within a year of graduation.

SLO 11: Graduate in a timely manner.

Targets

1. 65% of students admitted will graduate within 2 calendar years.
2. 90% of students admitted will graduate within 4 calendar years.

Faculty to Student Ratio (Current ratio)

The faculty to student ratio permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed on a yearly basis by the faculty before accepting the new cohort of students each fall. This ensures that we accept the right number of students to maintain an effective faculty to student ratio. Currently the faculty to student ratio is 1:8.

Technology Requirement

Students in the MFT program are required to have consistent access to a computer with sufficient capabilities for word processing, producing presentations and University emails. Students should have regular and consistent internet access. Students are expected to manage confidential client information in a manner that adheres to the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics and the Health Insurance Portability and Accountability Act (HIPAA) rules. All personal electronic devices, which may access confidential information, must be password protected and only accessible to the student.

Training for specific technologies will be provided for Canvas and our Supervision Assist system. Students may also access campus technology resources here.

The College of Behavioral and Community Sciences also has a computer lab in MHC 1329.

Graduate Advisors

Each student in the MFT program will be assigned a faculty member as their graduate advisor. The role of the advisor is to consult with each advisee to help them create an educational and field experience that will prepare them to be successful in their future career goals. It is the student's responsibility to reach out to their advisor if issues or needs arise during their program of study.

Transferring Classes into MFT Program

Students must complete the Graduate Transfer Course Form located on the Graduate School website, and include a copy of the syllabus for any non-RMHC courses. The following course must be taken within the USF Marriage and Family Program: MHS 5020 Counseling Skills and Techniques and MHS 6430 Dynamics of Family Therapy. A grade of B or better is required for all transfer work. Transfer credits must be from a COAMFTE accredited program. Courses that were completed to meet the requirements for another degree cannot be counted as transfer credit toward a second degree. Transferred courses must be at the graduate level and acceptable to the program. Courses that were earned seven or more years before the student applied for admission to the program will not be accepted as transfer credit. Field placement coursework will not be accepted as transfer credit under any circumstances. Transferred courses must be formally graded.

Letter Grade

The faculty have all agreed to only use straight letter grades in the courses they teach in the MFT Program. Therefore, students will only be able to receive an A, B, C, D, or F as a grade in their courses.

Graduate students are required to maintain a minimum 3.0 GPA. Falling below this level automatically results in probationary status. Students on probation are required to attain a minimum 3.0 GPA by the following semester to avoid dismissal. There is NO grade forgiveness at the graduate level. Please refer to the Graduate Catalog for full academic standards and grades. https://catalog.usf.edu/content.php?catoid=12&navoid=1375#graduatecatalog

Tuition and Fees

Information about tuition and fees for graduate work can be found here. For further explanation about the fees, please review the University Controller's website.

In addition to these fees, any online course taken in the program will also have a $30/credit hour fee attached. Currently, Human Growth and Development, Research, and the Counseling Approaches for Substance Abusers course are the only required online courses in the program.

Financial Aid and Scholarships

Information on Financial Aid can be found on the University website. Students in the MFT program are eligible for a number of University and national scholarships.

For a growing list, please refer here.

Capstone Project

The Capstone Project is a 50 minute Power Point presentation that demonstrates your clinical work over the course of the program. You will be presenting a case you have been working with for a significant amount of time. This is meant to be a comprehensive case presentation incorporating information from all of your coursework throughout the program. Information regarding your personal theory of change, the systemic theory you most subscribe to and are demonstrating throughout your session clips, self-of-thetherapist issues relevant to this case,

cultural considerations, family of origin, ethical and legal considerations, use of assessments, relevant diagnoses, substance use, or impact of trauma on the case. You will work on developing this presentation over the course of practicum classes I-IV, however, the presentation will be scheduled during weeks 5-8 of Practicum IV. The student will have one opportunity to present their project during this semester and the presentation will be open to any MFT program student and faculty member. Students are required to earn an 80% or better total score on this project in order to graduate. The core MFT faculty will make the final decision regarding the scoring. Please note, a student may be required to revise and resubmit specific areas of their presentation to the MFT core faculty before a final grade will be issued.

If a student does not achieve an 80% total score, or fails to revise and resubmit their presentation as requested, the student will be unable to graduate that semester. The student will have to take a two credit hour Independent Study the following semester and present their Capstone Project again and earn an 80% total score. A student may present their Capstone Project up to 3 times in order to earn an 80% total score. If a student fails to do so, they may be dismissed from the program.

Electives

Electives from other departments are restricted. The following are allowable:

- MHS 6105 Medical Family Therapy and Integrated Healthcare
- MHS 6462 Trauma informed Individual, Family, and Couple Treatment
- MHS 6423 Individual and Family Treatment with Children and Adolescents
- RCS 6510 Group Theories and Practice
- MHS 6974 Marriage and Family Therapy Thesis
- RCS 6459 Professional Skills in Addictions
- RCS 5450 Fundamentals of Substance Abuse
- RCS 6930 Addiction Treatment With Special Populations

Graduate Requirements

The MFT master's degree program is designed for students to enroll in the program as full-time students and follow the cohort plan of study. However, circumstances may arise that require a student to take a leave of absence or move to part time. In these situations, students will work with the program director and advisor to establish a new plan of study that allows them to complete the course work and field experience within the 5-year maximum. In order to graduate from the MFT Program with a master's degree, the following requirements identified in the graduate catalog must be completed within a minimum of 2 years and a maximum of 5 calendar years.

Graduation Application

Students must officially apply for Graduation through OASIS to receive your diploma. Deadlines, directions to apply, and important graduation/commencement details are found on the Registrar's webpage (https://www.usf.edu/registrar/resources/graduation.aspx). Important dates are emailed to students, but it is the student's responsibility to check the Registrar's deadline for application submission. Students must be enrolled in at least two (2) credit hours during the semester in which they expect to graduate.

Student Success and Retention

Program Retention Plan

The program faculty understand that not all of our students have had equal access to educational resources and supports prior to beginning the program. As a result, we are dedicated to providing timely feedback that addresses the unique challenges faced by students that are interfering with their progression. The MFT program facilitates the success and retention of all students in ways that are consistent with the university mission and anti-discrimination policy, through faculty training, academic advising, and student support services.

Evaluating Student Progress

Faculty are committed to making every effort to ensure students complete their degree. However, students must be able to demonstrate that they are making satisfactory progress toward achievement of the program student learning outcomes (SLO's). Through periodic advising, both formally and informally, program faculty will continually evaluate students' progress. All students will be formally evaluated after their first semester in the program and at the completion of practicum II and III.

Success Plans

If the student's performance is reviewed by the faculty as marginal or unsatisfactory, a Success Plan that outlines specific steps a student must take to remedy their performance will be co-created by the student and advisor. The Director will give final approval of the Success Plan. The student's advisor will discuss the final approved plan with the student and both will sign two copies. A signed copy will be provided to the student and a copy will go into the students file. The faculty will use the written Success Plan set forward to carefully examine whether the student has complied with the steps and made the necessary changes within the designated timeline.

Remediation Plans

If the faculty determine that the student has not made the necessary changes, a Remediation Plan will be created by the entire Core MFT faculty. The student will then meet with the entire Core MFT faculty to discuss the new plan. Two copies of the new plan will be signed by all the faculty and the student. One signed copy will be given to the student and one copy will be placed in the file. If the faculty determine that the student has not made the necessary changes outlined in the new plan according to the timeline agreed upon, it will result in the student being dismissed from the program.

Student Complaints and Grievances

If the student has concerns about a classroom experience, please talk with the instructor of the course first. If there are continued concerns, make an appointment with your faculty advisor. If there are continued concerns, make an appointment with the program director to discuss. If a student has concerns with a supervisor in the field, please talk directly with the supervisor about those concerns first. If there are continued concerns, the field placement coordinator will become involved in addressing the concerns. If there are continued concerns, then the program director will become involved. The only exception to this rule is if a student is being sexually harassed or for some other reason it would not be safe to address the concern directly with the field site supervisor, in these cases please come directly to the

program director and together a plan of action will be agreed and acted upon. Additionally, if the student is having difficulties with a fellow student in the classroom, please talk to the student directly first and then, if not resolved, consult with the instructor of the course. If the concern continues to remain unresolved, please contact your faculty advisor, followed by the director of the program if needed. If the concern is not resolved by the program director, follow the USF grievance policy.

Thesis Option

General

All students are initially admitted into the non-thesis M.S. program. However, students can be accepted into the thesis program based upon a vote of the faculty. Students must indicate in a letter to the Program Director a desire to pursue a master's thesis and request permission to form a Committee. The Program Director will present the request to the faculty and upon approval the student may organize a Committee consisting of at least four appropriately credentialed and voting members as follows:

1. A major professor.
2. Two faculty members in the Marriage and Family Therapy or Rehabilitation and Mental Health Counseling Program.
3. One faculty member outside the Program.

Upon approval of the major professor(s), a Committee may be larger and have nonvoting members as well. The major professor must be a faculty member in the Marriage and Family Therapy Program unless special permission is obtained from the Program Director.

Students are responsible for adhering to all guidelines and important dates detailed by the Office of Graduate Studies ETD Process Checklist.

Registration

Upon approval of the faculty to pursue the thesis, students must register for two (2) semester hours RCS 6970 (thesis) during their last three semesters in the program and a minimum of 60 credit hours are required for the master's degree through the thesis program.

Committee Meetings

The student, in collaboration with the major professor(s), must schedule a minimum of two Committee meetings. The first meeting is recommended, but in some cases may be accomplished in separate discussions with committee members.

Meeting #1. Research Area: (a) review student's program of study; and (b) discuss the proposed research area for the thesis.

Meeting #2. Prospectus Presentation/Defense. The student must prepare a formal prospectus (research proposal) in collaboration with the Major Professor; copies of the prospectus must be distributed to Committee members a minimum of 10 calendar days prior to the scheduled Presentation/Defense, and at the meeting:

1. The student will present the prospectus; and,
2. The Committee will approve, disapprove the proposed study or require revisions to the prospectus before granting approval. Committee Approval of a Prospectus shall be documented in the student's file. Committee Disapproval shall be documented in the student's file and will include: (1) reasons for non-approval, and, (2) relevant recommendations for the student.

The Prospectus shall include:

1. Background and Rationale for the Study;
2. Review of Related Literature;
3. Methodology; and
4. Other Related Information Relevant to the Proposed Study.

Meeting #3. Thesis Defense. The student will be responsible for:

1. Scheduling the Thesis Defense consistent with the Office of Graduate Studies Electronic Thesis and Dissertation Center
2. Providing public notice to the University community, and forwarding invitations to:
    a. Faculty in the Rehabilitation and Mental Health Counseling Program.
    b. The Deans in the College of Behavioral and Community Sciences.
    c. The Dean of Graduate Studies.
    d. The Director of Sponsored Research at USF.
3. Distributing copies of the Thesis to the Committee members a minimum of 10 calendar days prior to the scheduled Defense.

Note: Three Committee members must be present at the Defense to constitute a quorum; a majority of the committee members must vote to "Pass" in order for the Thesis to be approved. Upon approval, the thesis must be submitted to the Dean of Graduate Studies within the time frames specified in the ETD Dates and Deadlines.

Copies of Thesis: The student is responsible for depositing signed copies of the Committee Approved Thesis:

- Two with Graduate Studies.
- One with the Major Professor.
- One with the Program Director.

Preparation of Thesis

Students must carefully consult the most recent edition of the Handbook of Graduate Thesis and Dissertations in preparing thesis. This publication may be obtained in the USF Bookstore. Only theses consistent with the guidelines in this publication will be accepted. Theses must also be in APA style and students should obtain a copy of the most current APA Style Manual (also available in the bookstore).

Program Data Collection and Development

Procedures on Student Outcome Data Collection

The program collects outcome data on student graduation rates and performance on SLOs throughout the program. The data collected will be evaluated by the faculty at the yearly faculty retreat and decisions about program development and changes will be based on the data collected.

Procedures on Alumni Data Collection

Once a year the program conducts a survey of recent Alumni that graduated in the previous year. This data is tracked to determine the pass rate on the national MFT exam, licensure rate, and employment rate or acceptance rate into PhD programs of our Alumni. The data will be used to make program adjustments and will be reviewed each year by the faculty during the faculty retreat.

MFT Program Advisory Board

The MFT program meets with its Advisory board once a year to obtain formal and informal feedback. This feedback is then used to inform updates and revisions to curriculum, program mission, goals, and outcomes. The Advisory board is made up of Licensed MFT therapists and supervisors in private practice and community agencies representing ***diverse, marginalized, and/or underserved*** groups, a student representative and at least one alumni of the program. The board will have no less than 7 and no more than 10 members serve at a time. Members will serve a 2- or 3-year term with the option of renewing for a second term. Feedback from the advisory board will be documented in the meeting minutes and data from surveys may also be collected yearly. This feedback will be discussed by the faculty at their yearly retreat and will inform the faculty on program improvements and updates that need to be made to the program's mission, goals and outcomes

MFT Program Student Representative

The MFT program has two students serve as representatives of the student body. One student will represent the 1st year students and will be selected in the first semester of the program and one student will represent the second-year students in the program during Fall of their second year. Faculty will request self-nomination from students who are interested in serving as the student representative and faculty will determine who is selected. Student representatives provide updates to students concerning changes in the program and in the field of MFT. The representatives are also the voice of the student body and are expected to solicit student concerns, suggestions, questions, and other feedback. They will have time on the agenda each month in faculty meeting to convey this information to the faculty. The student representatives will also participate in the governance of the program by serving on the advisory board that meets once a year.

Policy and Procedures

Anti-Discrimination Policy

The MFT Program abides by the University's Anti-Discrimination Policy, as found in the current USF Graduate Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity and inclusion is an important element of this growth. Diversity and inclusion includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning abilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity and inclusion is embedded in the nature of the MFT Program at USF and the Program is committed to acknowledging and discussing issues of diversity and inclusion. The importance of diversity and inclusion can be seen in the actual diversity and inclusion of our students, faculty, and supervisors as well as being evident throughout our curriculum, clinical training, agency partnerships, and educational outcomes.

Confidentiality of Technological Resources

The MFT program uses Microsoft TEAMS for video conferencing and virtual supervision. The licenses that USF holds with Microsoft TEAMS is HIPPA compliant. Students devices that have access to Microsoft TEAMS must be password protected and only accessible to the student. The program also uses Supervision assist to conduct and record teletherapy session. Supervision assist software is also HIPPA compliant and all recordings must remain on the supervision assist platform and not downloaded to any device. Some field placement sites will provide their own HIPPA compliant software for conducting and recording teletherapy session. In that case students must follow the sites protocols for storage of confidential client recordings. We do not record practicum class.

First Day Attendance Policy

In the Marriage and Family Therapy Program, students are required to attend the first class meeting graduate courses for which they are registered. Courses will appear in Canvas. Those unable to attend the first class session due to extenuating circumstances beyond their control must notify the instructor prior to the occurrence to request waiver of the first class attendance requirement. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she has dropped all undesired courses by the end of the 5th day of classes. All first day "no-shows" will be immediately dropped by the instructor via Canvas.

Code of Conduct

The MFT Program expects all students to conduct themselves in a professional manner, which includes appropriate attire in the classroom and at the field placement site, punctuality, maintaining confidentiality, respecting other students' opinions and experiences and the like. Students are expected to adhere to all USF policies including those related to student conduct. Certain egregious behaviors and activities could result in immediate dismissal from the program.

Non-Degree Seeking Student Policy

In order to take classes as a non-degree seeking student, the student must fall into one of the following categories:

a) Accepted into the MFT program and may take RCS 6930 Addiction Treatment w/ Special Pop, or other eligible summer elective courses.

b) Seeking their license in Florida and have a letter of deficiency from the Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling.

c) A licensed therapist who is seeking to obtain designation as a Qualified Supervisor in Florida.

Degree seeking students receive priority seating for all classes. Non-degree students are not guaranteed a seat even if they fall into one of the approved categories due to limited seating.

Independent Study

For an Independent Study during any semester, you must first obtain the consent of the professor who will supervise your work, by submitting the Independent Study Application. This may be submitted to Greg Wance, who will secure the supervising faculty signature, prior to placing permits.

Portability of Degree

The USF MFT program curriculum is based on the COAMFTE Developmental Competency Components. The curriculum meets requirements for licensure as a Marriage and Family Therapist within the state of Florida. It may also meet some or all of the licensure requirements in other states. However, other states may have additional requirements for licensure including additional course work or hours. It is the responsibility of the student to educate themselves on the licensure requirements of other states if they are planning on moving out of Florida after graduation. The best way for a student to ensure they have the most up to date information is to contact the licensure board of the state they are interested in directly. Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling can be found here: https://floridasmentalhealthprofessions.gov/

Program and Curriculum Changes

Once a year the faculty will meet to review program updates. As part of that review, faculty will evaluate feedback collected over the year from students, supervisors, graduates, and the Advisory Board. Curriculum changes are discussed by the faculty three times a year during curriculum faculty meetings. The faculty meet to review the courses taught the previous semester and evaluate feedback from students, supervisors, and faculty. Student Learning outcome data will also be evaluated before approving changes to the program and curriculum. Significant changes in curriculum will go through USF's curriculum process to ensure changes are approved by the University and are included in the Graduate Catalog for the following year. Approved program changes not related to curriculum will be implemented in time for the new Fall Cohort of students and data will be collected on those changes to ensure concerns have been addressed.

Readmission Following Non-Enrollment

A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12 month period is automatically placed on inactive status. Students must be readmitted to the degree program to continue their studies. Readmission is at the discretion of the program and is not guaranteed. https://catalog.usf.edu/content.php?catoid=12&navoid=1375#graduate-catalog

Program Leadership

The Program Director is a member of the MFT core faculty and is an AAMFT Approved Supervisor or Supervisor Candidate. They have ultimate responsibility for overseeing the outcome-based education framework, assessment, data collection, curriculum, clinical training, budget, and program improvements. The Program Director ensures that on a yearly basis the programs effectiveness is reviewed with input from the various communities of interests and then implemented to improve the program.

Requesting Change of Grade

Students should contact the course instructor with concerns regarding their final grade. If a change of grade is approved by the instructor, the instructor will access Canvas to make the correction.

Student Recruitment Policy

The Master of Science in Marriage and Family Therapy (MFT) program uses a targeted recruitment policy, that is consistent with the university mission, values, and anti-discrimination policy, seeking out highly motivated professionals to provide an accessible opportunity to earn a degree in MFT. The targeted strategies utilize various multi-media, social media (e.g., Facebook, LinkedIn, Instagram), conferences, and professional networks to reach out to a diverse group of potential applicants throughout the world.

University Academic Policies and Resources

- Academic Policy Information
- Student Responsibilities
- Student Conduct
- Academic Integrity of Students
- Disruption of Academic Process
- Student Academic Grievance Procedure
- Student Accessibility Services
- USF Libraries
- Office of Diversity, Inclusion, and Equal Opportunity

Field Training Manual

Introduction

Introduction to Field Training

Field training is a critical component in the professional preparation of marriage and family therapists. Students gain a foundational knowledge of theory and techniques for treating couples, families, and individuals during the first two semesters of the MFT program. The field training experience provides opportunity for students to apply this foundational knowledge through direct work with clients and families for an invaluable and rewarding professional experience. Students will continue development of themselves as therapists, refine their skills, and expand their knowledge through these opportunities to practice and experience the diverse roles therapists have in the community.

The Field Training Manual will be an important resource during your four semesters of field placement experience. It is important that students read and understand the content of this manual at the beginning of the MFT program. Students will acknowledge having read and understood all aspects of the field training manual prior to participating in their field experience.

Summary of Field Placement Requirements

Total Clinical Hour Requirements

Total 400 hours clinical face-to-face contact

- Minimum 200 hours MUST be relational
- Maximum 125 group hours

Supervision Hour Requirements

- Minimum of 100 hours of supervision from AAMFT approved faculty supervisor consisting of at least 50 hours of observable data (live, audio, video)
- Minimum of 1 hour of individual (1-2 persons) supervision weekly at the field site

Taping: Students will need ability to audio/video record sessions (with client consent)

Recordings will be used as raw data for faculty and site supervision and the Capstone Project

International Students

Prior to beginning any field classes, you must be approved by USF World for CPT (curricular practical training) if you are an F-1 visa holder. This includes registration in a USF courses that requires a work experience. You can find all instructions in the CPT eform in iStart or on USF's website at http://global.usf.edu/is/cur-CPT.php.

Arranging a Field Placement Site

In order to begin the process of securing a field placement site, the student must have received a satisfactory rating on their Student Readiness for Field Placement evaluation at the end of their first semester in the program (See Appendix B4). The student must be in good academic standing to begin or progress within field training. The MFT Program Student Success and Retention Policy found in the student handbook describes the procedure for students who

receive a marginal or unsatisfactory rating on this evaluation.

Securing a field placement site is a collaborative process between the student, field placement coordinator, and site supervisor. The goal is to match student interests with approved sites to promote a positive and rewarding training and supervisory experience. The process is outlined below:

1. At the end of the first semester of the program, students will begin browsing the approved field placement sites using the Intern Placement Tracking (IPT) System and attend the Orientation to Field Placement meeting.
2. At the beginning of their second semester, students will identify 2 or 3 of their top choices for field placement. There must be at least one private practice site and one agency site on each students preferred list. Students will then complete the Field Placement Application and email the field placement coordinator to schedule a field orientation meeting to discuss their readiness and interests. This is completed within the first 3 weeks of your second (Spring) semester.
3. After this meeting, the student can begin the interview process with the site(s) as discussed with the field placement coordinator.
4. The core MFT faculty will meet to discuss final student placement as needed throughout the process. Core MFT faculty will consider student preference, as well as field site feedback and preference. The field placement coordinator will communicate the core faculty's final decision directly with each student and field placement site.
5. Once the student has been informed of their assigned field placement site, the student will complete and sign the Field Placement Commitment Form. The student may now register for the Practicum section of their choice based on available seats.

**Please note that students are responsible for all costs associated with finger printing and background checks that may be required by specific sites.*

Site supervisors may conduct their own interviews with students to be sure the student is a good fit with the agency and supervisor. These interviews are a good opportunity for students to have their questions answered about the site and their role as a practicum student, including preferred schedule. Students will enroll in four consecutive semesters of practicum beginning in their first summer semester. We encourage students and sites to plan on completing their program field requirements at a single site through renewal of their field placement contract each semester. This promotes a strong clinical experience, supervisory relationship, as well as stability and continuity of care for clients. Student hours will be reviewed during Practicum II to determine if pursuing a secondary site is needed and/or of interest to the student. The addition of secondary sites will begin in Practicum III.

Field sites interested in having practicum students at their site may contact the Field Placement Coordinator. If a student has knowledge of opportunities not listed in IPT they may contact the clinical director, or supervisor at such agency to inquire about possible field experience opportunities. Any new sites will need to be approved by the Field Placement Coordinator and an affiliation agreement will need to be signed by the Director of the program. This can take some time; therefore, students should make sure to explore any of these potential options early. If a student would like to use their employment site as their field placement site, this would need to be approved by the Field Placement Coordinator.

Affiliation Agreement

The Program requires a signed affiliation agreement with all field sites that provide field training experiences for our students (see Appendix B1). Field sites need to be able to provide quality field experiences and supervision, maintain high ethical standards, and provide students the opportunity (with permission of clients) to obtain counseling tapes. In special circumstances where the MFT program has reviewed and approved a student's regular employment site for practicum, an affiliation agreement is not necessary.

Clinical Definitions

AAMFT Approved Supervisor

"An individual who has satisfied all of the academic, clinical requirements, and supervisory training requirements set by the AAMFT to be designated an AAMFT Approved Supervisor" (COAMFTE Accreditation Standards Version 12.5).

Case Consultation

Individual or group supervision in which you or another intern discuss clinical work without the use of observable data.

Clinical Contact Hours

Clinical contact hours are defined as therapeutic meetings occurring in-person synchronously, either physically in the same location or mediated by technology, and be individual, relational, or group therapy in nature. Clinical contact hours may include co-therapy with a supervisor, other clinicians, or other interns at your site. Assessments may count toward accrued clinical contact hours if they clinical in nature. Phone calls, record keeping, and other activities are NOT considered clinical contact hours. Hours are counted in quarter hour units (e.g., 0.25, 0.5, 0.75, 1, 1.25, 1.5). A 50-minute clinical contact hour counts as one hour.

Clinical Supervision

Receiving input from a licensed mental health professional regarding an intern's clinical work. Students will receive weekly clinical supervision from their site supervisor. In addition, your faculty supervisor will provide weekly systemic supervision in Practicum I-IV. Supervisory hours are counted in quarter hour units (e.g., 0.25, 0.5, 0.75, 1, 1.25, 1.5). A 50- minute clinical supervision hour counts as one hour.

COAMFTE

Commission on Accreditation for Marriage and Family Therapy Education.

Faculty Supervisor

The AAMFT approved supervisor or AAMFT approved supervisor candidate teaching the practicum course. The faculty supervisor will be in communication with the site supervisor to assess student's clinical practice.

Field Placement Coordinator

The MFT faculty member who is responsible for assisting with site placements, maintaining contact with site supervisors, and visiting field placement sites. If at any time you have concerns about your site (e.g., safety concerns, ethical concerns, concerns about obtaining clinical contact hours), it is your responsibility to contact the faculty supervisor and field placement coordinator as soon as possible.

Field Placement Site

The place or agency where you will conduct clinical work. This includes places where clinical sites have agreements to work (e.g., home visits).

Group Supervision

A type of clinical supervision in which three to eight interns meet with a supervisor to discuss clinical work.

Individual Group Hour

A type of clinical contact hour in which the therapist meets with two or more clients at the same time who are otherwise non-related. (e.g., outpatient anxiety reduction group).

Individual Hour

A type of clinical contact hour in which one client is seen by the therapist(s).

Individual Supervision

A type of clinical supervision in which a supervisor meets with one or two interns. These hours may occur face-to-face or via virtual supervision methods, as needed. The telecommunication platform must be encrypted, HIPPA compliant, and compliant with relevant state, federal, and provincial regulations for the location in which the clinical student therapist and supervisor are physically located.

Live Supervision

Conducting co-therapy with a supervisor, having a supervisor observe you conduct therapy from behind a one-way mirror or through live video feed, or watching another intern conduct therapy while under the supervision of your site, or faculty supervisor. Your supervisor must be present when the therapy is conducted.

Observable Data Supervision

Live, video, or audio clinical supervision. Observable data supervision may occur in either individual or group supervision format.

Relational Group Hour

"Group therapy can be counted as relational hours if those in the group therapy have a relationship outside of (above and beyond) the group itself. Conversely, group therapy sessions of otherwise non-related individuals are not considered as relational hours" (COAMFTE Accreditation Standards Version 12.5).

Relational Hour

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

Relational hours also may be counted with relational subsystems that include a person whose only available means to participate in the in-person therapeutic meeting is telephonic or electronic (e.g., incarcerated, deployed or out-of-town subsystem members.) (COAMFTE Accreditation Standards Version 12.5)

Reflecting Team

A type of clinical contact hour where between 2 and 8 therapists observe the therapy session from behind a one-way mirror, or via live video feed. At some point during the session the team is asked to share their reflections with the clients. The reflecting team serves to facilitate the therapeutic process.

Site Supervisor

An AAMFT Approved Supervisor, Florida board approved Qualified Supervisor, or licensed mental health professional (e.g., LMFT, LMHC, LCSW, Licensed Psychologist) you will meet with for at least 1 hour per week for individual supervision at your field placement site. This person will supervise your clinical work and give you instructions on clinical site procedures. You must meet with your site supervisor every week that you see clients.

Teletherapy

Teletherapy is the process of delivering synchronous therapeutic services over a secure HIPPA compliant video conferencing software, such as Microsoft TEAMS. Teletherapy can be included as direct clinical contact hours. Students who are providing clinical services via teletherapy will be required to complete the Teletherapy Emergency Protocol form found in Appendix B13 to ensure a licensed mental health professional is readily accessible at all times.

Virtual Supervision

Virtual supervision is the process of delivering synchronous MFT relational/systemic supervision using a secure HIPPA compliant video conferencing software, such as Microsoft TEAMS. This type of supervision will be used in the program to provide live supervision of teletherapy services and as a backup to in person supervision and may count toward the total number of faculty supervision hours required by the program.

Field Placement Requirements

Clinical Emphasis during Field Placement

Students are placed in a variety of mental health agency settings consistent with their professional interests and training needs. Direct contact and service delivery to clients and families is what the field training component is all about, and site supervisors will try to maximize these experiences as much as possible, consistent with the service standards of the field sites and the student's ability. Site supervisors are encouraged to integrate students as much as possible into the operations of the field site, and this is especially true with practicum III and IV students who have likely been established at the field site. Students need to be able to see and work with clients independently, and it is appropriate for them to be involved with individual, family, and group counseling, intake interviews and assessments, case planning and management, treatment plan development, home or field visits (only with an accompanying agency staff member for the 1st month), and follow-up sessions. While it may be necessary for students to read field site procedural manuals and do some clerical tasks, they are not field site employees and under no circumstances can such activities be their major experience.

Students in the MFT Program are receiving specialized training in systemic theory and family therapy models to provide effective treatment to individuals, families, couples, and other significant relationships (roommates, friends, coworkers, etc.). Our students are prepared and seeking to gain experience working with relationships, thus students will need to accrue

a minimum of 50% (200/400) clinical hours working with relationships. Site supervisors are encouraged to give our students ample opportunity to work with couples, families, and various relationships.

Field Experience Road Map

Students will be enrolled in Practicum courses I-IV throughout the duration of their 14-month field experience. The student to faculty supervisor ratio is 8:1. Each practicum class will have an increased and progressive focus on clinical skill and conceptualization development.

Practicum I (Summer 1)

- Implement and refine basic therapy skills and gain knowledge of field placement site.
- **Direct Client Contact Hour Target: 50 total hours/ 25 relational**
- Anticipated weekly onsite hours: 12-15 hrs/wk

Practicum II (Fall)

- Develop personal theory of change and integrate systemic theories into clinical work.
- **Direct Client Contact Hour Target: 110 total hours/ 55 relational**
- Anticipated weekly onsite hours: 12-15 hrs/wk

Practicum III (Spring)

- Enhance consistent and effective use of theory throughout course of treatment.
- **Direct Client Contact Hour Target: 150 total hours/ 75 relational**
- Anticipated weekly onsite hours: 15-20 hrs/wk
- Discussion of secondary site opportunities begins here if desired or needed.

Practicum IV (Summer 2)

- Demonstrate mastery of advanced clinical skill and use of a theoretical framework to guide treatment through preparation and presentation of a Capstone Project.
- **Direct Client Contact Hour Target: 90 total hours/ 45 relational**
- Anticipated weekly onsite hours: 15-20 hrs/wk

The number of hours and specific schedule is determined between the student and field site based on their respective needs. This is negotiated during the interview/contracting process and can be adjusted based on need. Please keep in mind that not all of the hours a student is at their field site will be reserved for seeing clients. Students will also be learning site procedures, documentation, researching presenting problems, remaining available for intakes, etc. These types of activities should not be the majority of what students are spending time doing, however it is considered part of their clinical training. Many students accrue clinical hours more slowly early in their clinical experience and then begin gaining clinical hours more quickly toward the middle and end of their clinical experience. The hours guidelines listed above are in place to assist students and site supervisors in evaluating students' progression toward their hours.

Total Clinical Hour Requirements

Total 400 hours clinical face-to-face contact.

- Minimum 200 hours MUST be relational.
- Maximum 150 hours can be group therapy.

It is the student's responsibility to ensure they are going to meet the cumulative program requirements for their clinical and supervision hours. Students should be frequently monitoring their progress toward the 400 total clinical hours and 200 relational hour requirements. Students should discuss any concerns about progression toward hour requirements with their site supervisors first, as well as faculty supervisor and/or the field placement coordinator earlier rather than later.

Taping Requirements

In order to meet the MFT Program requirement for supervision to include a minimum of 50 hours of observable data, students will need to obtain video/audiotapes of their clients (only with client's consent). These session recordings allow students to receive more specific supervision and develop their counseling skills through critique by their faculty and site supervisors and peers. Additionally, students are required to complete a Capstone Project at the end of their program and will use audio/video clips throughout their field experience to demonstrate their use of theory and skill as part of their clinical training.

Site supervisors need to try to help students obtain counseling tapes, but in no case should any client(s) feel under pressure to allow a student to tape an interview or counseling session. Field placement sites may have their own client consent for recording forms that students will use, however a sample client consent for recording form is provided in Appendix B2.

Maintaining the confidentiality and the anonymity of clients who agree to be taped is a responsibility the program takes very seriously. All students are required to use their USF Microsoft TEAMS account to record counseling sessions with client's consent, or follow their field placement site's procedures for storage of confidential client recordings. These recordings are automatically stored in the student's USF OneDrive account, which is also HIPPA compliant. These recordings must never be transferred or downloaded to any device. The student is only permitted to share a link to the desired recording with their USF faculty supervisor for supervision purposes during their practicum coursework, or their site supervisor as needed. After presenting the Capstone Project all client recordings will be deleted prior to the student graduating from the program.

Supervision Requirements

MFT Faculty Supervision Requirements

MFT students will be receiving relational/systemic oriented supervision from their faculty supervisor, who are AAMFT approved supervisors or supervisors in training. Students are required to obtain a minimum of 100 hours of group or individual supervision from their faculty supervisor. Fifty of those hours must include observable data. Students will receive most, if not all, of this supervision during their practicum courses, which includes group and individual supervision. It is the student's responsibility to keep track of and document supervision within IPT. Please see Appendix B7.

Site Supervision Requirements

The Marriage and Family Therapy Program's first preference is to have site supervisors who are designated as AAMFT Approved Supervisors or Qualified Supervisors by the Florida licensing board, in the absence of these designations, we request the field site's most senior licensed therapist to supervise our students. Disciplines that are approved to supervise are as follows: Licensed Marriage and Family Therapists (LMFT), Licensed Mental Health Counselors (LMHC), Licensed Clinical Social Workers (LCSW), or Licensed

Psychologists. Additionally, the site supervisor should have knowledge of the MFT program's expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision.

Practicum students are required to provide site supervisor licensing and credential information to the MFT Program, which will be kept on file. The Field Placement Coordinator and MFT faculty will review the professional credentials of prospective site supervisors before authorizing placements with a supervisor. The MFT Field Placement Coordinator and faculty supervisors will also maintain appropriate credentials.

Site supervisors must ***provide a minimum of one hour of individual (1-2 persons) clinical supervision per week while students are seeing clients***. Supervision may occur virtually using a secure HIPPA compliant video conferencing software as a backup to in-person supervision. Supervision may occur via phone in instances of clinical emergencies. Site supervisors are encouraged to incorporate observable data in supervision. If site supervisors are ever off site, they must make sure a licensed therapist is on site anytime a student is providing clinical services. In addition, if students are providing in-home counseling, students are required to go with their site supervisor, or another field site staff member, to all in-home and community-based client visits for the first month of their field experience or until the site supervisor determines they are ready to provide services independently. Site supervisors are expected to be available via phone during all of the student's scheduled hours. Site supervisors are expected to stay current and abreast of the counseling discipline and to practice high ethical standards of service delivery.

The site supervisors are responsible for completing a mid-term and final student evaluation that is reviewed with the student and signed in IPT each semester. The midterm evaluation is usually completed seven weeks into the semester, and the final evaluation during the last week of classes in the semester.

Site supervisors are provided access to the student handbook, which covers the MFT program Mission Statement and goals, AAMFT Code of Ethics, site supervisor roles and responsibilities, affiliation agreement, supervision contract, clinical hour reporting form, Telehealth Emergency Protocol form, and field evaluation forms for reference.

Field Placement Reporting System and Forms

Use of Supervision Assist System

The Supervision Assist System is the web-based software program the MFT program uses to identify approved field sites, complete supervision contracts, track clinical and supervision hours and complete all field evaluations. The web address is www.supervisionassist.com and students, site supervisors, faculty supervisors, and the field placement coordinator will all be responsible for utilizing this platform to complete the necessary forms electronically.

Site Supervisor Field Placement Evaluation

Site supervisors will complete an evaluation on the student's performance at mid-term and at the end of each semester of field experience. These two forms can be found in Appendices B11 and B12. These evaluations will be completed in IPT and used to determine the student's grade in the corresponding practicum course.

Clinical Hour Reporting

Students are expected to keep a MFT Weekly Hour Log that will include a summary of hours and supervision to be initialed weekly by their site supervisor and signed off on at the end of each semester by the faculty and site supervisor in IPT. See Appendix B6.

Faculty Supervision Reporting

Students are expected to keep a weekly Faculty Supervision Reporting Form identifying the variety of faculty supervision experiences including a summary of the hours and types of supervision in IPT. See Appendix B7.

Student Self-Evaluation

Students are expected to complete a Student Self Evaluation Form at both the mid-term and the conclusion of the semester via IPT. See Appendices B9 & B10.

Site Evaluation

Students are expected to complete a Placement Site Evaluation Form at the conclusion of the semester in IPT. See Appendix B8. The evaluations will be reviewed annually and any area on the evaluation that falls below a three will be discussed at the clinical team meeting. If necessary, the Field Placement Coordinator will reach out to the site to explore ways to strengthen the field placement experience at that specific site.

Professional Conduct in the Field

Professional Ethics

Students are expected to conform to the AAMFT code of ethics and follow the prescribed ethical decision making model contained in Appendix C2. A link to the Code of Ethics can be found in Appendix C1.

Safety and Risk Reduction

Providing services to clients or their families in an office, home, or agency setting inherently involves some risks. Students should remain aware of safety protocols at their sites and have risk reduction plans, as they need to be vigilant about prevention. Field placement sites should have written policies and procedures to deal with all situations that may involve potential risks (e.g., home visits, weekend services, hostile clients, HIV clients, drug abusers, clients with criminal records). Students should be made aware of the site policy for calling 911 or requesting staff assistance.

No USF MFT student will be permitted to transport clients in their personal vehicle, nor be the independent clinician deciding about issues such as a Baker Act, threats of suicide, or homicide. Procedures regarding how to notify and when to call 911 must be in place for these and other situations. These policies should be in writing and explained to the student prior to engaging in services. The student will develop a written emergency plan with their site supervisor and make sure it is always accessible while engaging in field experience. The site is responsible to provide training to the student; however the student is responsible to be aware of safety training and ensure that they receive it.

In the event that a student ever feels unsafe or are concerned about site safety/emergency procedures, contact both your site and faculty supervisor as soon as possible.

Liability Insurance

All students are required to maintain professional liability insurance. Each student in the MFT program is covered through the University of South Florida Health Sciences Center Self-Insurance Program pursuant to Florida Statutes §§768.28 and 1004.24. Such professional liability protection has limits of $1,000,000 per claim and $3,000,000 per occurrence. USF will maintain such insurance in effect at all times that students are assigned to a field placement agency, which includes between consecutive semesters. This certificate can be provided directly to the site by contacting our program administrative assistant, or the field placement coordinator.

Client Care Between Semesters

In order to provide continuity of care to clients, students may take no more than 2 consecutive weeks of planned time away from their field site during the course of their field placement experience. Students are required to discuss a plan for their clinical schedule during semester breaks with site supervisors prior to the end of each semester. Faculty supervision will continue to be scheduled during each week that occurs outside of the semester dates.

Procedures for Field Experience Difficulties

If the student has concerns about their progress toward the clinical hour requirements or has concerns about their site please talk with the site supervisor first, followed by the faculty supervisor. If there are continued concerns, make an appointment with the field placement coordinator to discuss. Additionally, if the student is having difficulties with staff, other interns, or therapists, talk to that person directly first and then, if not resolved, consult with the site supervisor. If the concern continues to remain unresolved, please contact your faculty supervisor and/or field placement coordinator.

If the site supervisor has concerns about student progress, please bring it to the student's attention. Next the site supervisor may contact the faculty supervisor and the field placement coordinator. The program will work with the student and site to resolve the issues. If it is determined by the site or faculty supervisor that a student is having significant difficulties with performance, the student will be asked to attend a remediation meeting with the core MFT faculty. Please refer to the Student Success and Retention Policy in the student handbook for the details on the process and steps of remediation.

When a student accepts a field placement site and has signed the Field Placement Commitment Form, the student has made a commitment to their site. Students are expected to fulfill their obligations to the field placement site during the period of time negotiated in the Field Experience Contract. Thus, only in rare circumstances when steps toward resolution have been exhausted and after consulting with on-site supervisor(s) and MFT program contacts, can a student withdraw from their field placement site. When all parties agree that withdrawal is the only viable option, a student should provide a minimum of 2-weeks' notice to his/her site supervisor following verbal notification with written notification. It is important for the clients, site-supervisor, the student, and the MFT Program that an appropriate, ethical withdrawal occurs.

The MFT program reserves the right to remove a student from his/her/their placement at any time during the field placement experience. Some examples of times when this may be necessary would include: if the student is not receiving adequate clinical hours and/or supervision; if the student is being placed in danger; if the student is asked to take actions out of line with the 2015 AAMFT Code of Ethics; if the student is behaving unethically; if the student is not following onsite procedures; if the site is not willing to comply with the requirements of the clinical experience. Except in cases of imminent harm to the student, the MFT program will attempt to resolve issues with the site before the student is removed.

Please see the graduate catalog section University Academic Policies and Resources regarding procedures for university grievances.

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Appendix A1: Program Timeline and Important Dates

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Important Dates Guide

Year 1

– Fall 1st Semester –

August	Classes begin
October	Last day to withdraw no refund / no academic penalty
	Select plan of study
November	Submit ASA Certificate App (if pursing) & Change of Concentration Form
	Registration opens for Spring classes
	Start looking at Field Placement options
	Student Performance Review
December	Final Exams

– Spring 2nd Semester –

January	Classes begin
	Submit Field Placement Application first two weeks
Jan - Feb	Meet with Dr. Baxley and begin interviews with sites
March	Submit Field Placement Commitment Form 3 weeks before Registration opens
April	Last day to withdraw no refund / no academic penalty
	Registration opens for Summer & Fall classes
	Transfer Course forms (due first two semesters after admission)
May	Final exams

– Summer C 3rd Semester –

May	Summer C classes begin
June	Last day to withdraw no refund / no academic penalty
July	Final Exams

Year 2

– Fall 4th Semester –

August	Classes begin
October	Last day to withdraw no refund / no academic penalty
November	Registration opens for Spring classes
December	Final Exams

– Spring 5th Semester –

January	Classes begin
	Visit website to review Graduation & Commencement Details
April	Last day to withdraw no refund / no academic penalty
	Registration opens for Summer classes
May	Final exams

– Summer C Final Semester –

May	Summer C classes begin
June	Deadline to submit Graduation Application & Register for Commencement
	Submit Graduate Certificate (ASA) Completion form
	Last day to withdraw no refund / no academic penalty
	Capstone Presentation due
July	Final Exams
August	Commencement

www.usf.edu/mft

UNIVERSITY of SOUTH FLORIDA

Child & Family Studies
College of Behavioral & Community Sciences

MFT | MARRIAGE & FAMILY THERAPY

MFT Field Placement Program

Program Requirements

Clinical Hour Requirements:

- 400 face-to-face hours
  - » 200 must be relational in nature (couples, families, co-parents, etc.)
  - » 150 hours may be group therapy

Supervision Hour Requirements:

- 1 hour weekly individual onsite supervision
- 100 hours of supervision from faculty supervisor

Taping Requirement:

- Students must have ability to record sessions with client consent for practicum course

What Makes Us Unique

- Our program is the only MFT program in the Tampa Bay Area
- Intentionally small program fostering intense and comprehensive training
- 14 consecutive months of field experience allows:
  - » Efficient agency onboarding
  - » Superior supervisory relationships
  - » Enhanced student commitment and integration with agency structure
  - » Increased continuity of care and stability for clients and families

Agency Commitment

- Provide student with ample opportunity for face-to-face client contact with individuals, couples & families
- Allow student to audio/video record sessions (with client consent)
- 1 hour of individual (1-2 persons) supervision/week
- Supervisor must be licensed as a mental health professional (LMFT, LMHC, LCSW, or Licensed Psychologist)
- 4 semester commitment with opportunity to reassess based on agency needs
- Complete mid-term and final student evaluations

MFT Faculty:

Ryan Henry, PhD, LMFT
Director, MFT Program
rghenry@usf.edu

Everette Coffman, PhD, LMFT, LMHC
MFT Field Placement Coordinator
coffman3@usf.edu

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UNIVERSITY of SOUTH FLORIDA

Child & Family Studies
College of Behavioral & Community Sciences

MFT | MARRIAGE & FAMILY THERAPY

MFT Field Placement Roadmap

PRACTICUM I

Refine basic therapy skills and gain knowledge of field placement site

- Direct Client Contact Hours: 50 total / 25 relational
- Anticipated onsite hours: 12-15 hrs/wk

PRACTICUM II

Develop personal theory of change and integrate systemic theories into clinical work

- Direct Client Contact Hours: 110 total / 55 relational
- Anticipated onsite hours: 12-15 hrs/wk

PRACTICUM III

Enhance application and consistent use of theory in treatment planning and intervention

- Direct Client Contact Hours: 150 total / 75 relational
- Anticipated onsite hours: 15-20 hrs/wk

PRACTICUM IV

Mastery of advanced clinical skill and effective use of theory culminating in Capstone Project

- Direct Client Contact Hours: 90 total / 45 relational
- Anticipated onsite hours: 15-20 hrs/wk

RESULT

Therapists:

- Are well-trained and highly experienced in treating couple, individuals, and families
- Have a thorough understanding of their partnering site and its integration within the community
- Are ready to move forward in becoming registered MFT interns and pursue LMFT licensure

Note: Direct client contact hours listed are semester targets and definite schedules and actual onsite hours are negotiated between the agency and student based on needs. Students need 400 total hours/200 relational by the end of Practicum IV.

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Child & Family Studies
College of Behavioral & Community Sciences

Appendix B1: Affiliation Agreement

Department/School of Child and Family Studies
College of Behavioral & Community Sciences
University of South Florida

CHILD AND FAMILY STUDIES AFFILIATION AGREEMENT

This Agreement ("Agreement") is made and entered into this _____ day of _____, _____, by and between the University of South Florida Board of Trustees, a public body corporate, for its College of Behavioral and Community Sciences, Department/School of Child and Family Studies, hereinafter referred to as "**USF**" and _____, hereinafter referred to as "**Agency**".

WHEREAS, USF wishes to provide training experience for its students and Agency, and

WHEREAS, Agency desires to assist USF in providing student experiences by making available experiential opportunities at its facilities.

NOW THEREFORE, in consideration of the promises contained herein, the parties agree as follows:

1. Agency agrees to provide training opportunities for USF program students.
2. USF and Agency shall share responsibility for the supervision and coordination of the training experience. The number of students, specified dates/times, and training activities will be established by the parties in advance of the training period.
3. The Agency will provide the student with an orientation to the field placement site and will provide Students, and USF faculty if applicable, access to appropriate resources for Student education.
4. All shadowing field experiences of students at the Agency will be under the supervision of an authorized agency employee. The training experience supervisor shall be designated on the training experience site approval form. Under most circumstances, this supervisor will be present on site with the student. When this supervisor is unable to be present on site, this supervisor will make arrangements for another authorized employee to act as supervisor or this supervisor will be available remotely (e.g., via phone). The Agency will take all reasonable steps to ensure the safety of the student and ensure that the student provides the highest quality of volunteer service that is consistent with the student's level of training.
5. Students are not permitted to transport any employee or client in their vehicle or to operate any vehicle of the Agency.
6. USF students and staff shall comply with the established policies and practices of the Agency with regard to client service, health of staff members, uniforms and use of equipment and facilities. Additionally, USF students and Agency staff shall comply with the code of ethics and professional standards of related professional organizations.
7. In cases where Agency can provide paid training opportunities to Students, it is the sole responsibility of the Agency and Student to develop an appropriate and distinct employment agreement. In these cases, training of Student will remain the primary focus of the experience.
8. Agency may request USF to withdraw any student whose conduct or work performance is not in accordance with Agency policies and standards. USF may withdraw any student whose progress, conduct or performance does not meet USF's standards.
9. USF is ultimately responsible for the education program, academic affairs, and the assessment of students and is primarily responsible for the appointment and assignment of faculty members with responsibility for student teaching.
10. Agency agrees to comply with applicable state and federal workplace safety laws and regulations. In the event a student is exposed to an infectious or environmental hazard or other occupational injury while at Agency, Agency, upon notice of such incident from the student, will provide such emergency care as is provided to its employees. In the event that Agency does not have the resources to provide such emergency care, Agency will refer such student to the nearest emergency facility. USF will inform the student that the student will be responsible for any charges thus generated.

11. USF and Agency agree to comply with the Health Information Technology for Economic and Clinical Heath Act ("HITECH Act"), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements." The Parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the Parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. USF may de-identify any and all Protected Health Information for educational purposes created or received by USF under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Part 164, Subparts A and E. USF shall direct students to comply with the policies and procedures of Facility, including those governing the use and disclosure of Individually Identifiable Health Information under federal law, specifically 45 C.F.R. Parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of Agency's Protected Health Information, the students are defined as members of Agency's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered employees of Agency.
12. Insurance. Faculty and staff of USF are provided with comprehensive general liability insurance pursuant to the terms and limitations of Florida Statute 768.28 and Florida Statute Chapter 284 Part II. Students should provide proof of their own medical insurance as necessary. Students who are assigned to Agency for training experiences pursuant to this Agreement are provided insurance protection against professional liability claims by the University of South Florida Health Sciences Center Self-Insurance Program pursuant to Florida Statutes §§768.28 and 1004.24. A certificate evidencing such liability protection is attached hereto as Exhibit A. Such professional liability protection has limits of $1,000,000.00 per claim and $3,000,000.00 per occurrence, and is occurrence-based coverage that includes liabilities that may be incurred by USF as a result of this Agreement. USF shall maintain such insurance in effect at all times that students are assigned to Agency.
13. Amendment. Agency and USF may change or add to this Agreement by written amendment executed by authorized representatives of the parties and attached hereto.
14. Termination. This Agreement will continue in effect unless/until one of the parties notifies the other of termination. In case of termination prior to the end of a term of training, students will be permitted to complete their training experience.
15. Independent Contractors. USF and Agency are independent contractors and nothing in this Agreement shall be deemed or construed to create an employment, agency, association, joint venture, partnership, franchise or fiduciary relationship between the parties. USF's employed faculty members and students shall not be deemed to be employees or agents of Agency for any reason. USF's employed faculty members and students shall not be responsible for the supervision or control of the patient care activities of any Agency employee or staff member.
16. Governing Law. This Agreement has been entered in the State of Florida and shall be construed in accordance with the laws of the State of Florida.

IN WITNESS WHEREOF, USF and Agency have caused this Agreement to be executed by their authorized representatives.

THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES

Julianne M. Serovich, Ph.D.
Dean & Professor
College of Behavioral & Community Sciences

Name:

Title:

Name:

Title:

APPROVED AS TO FORM
AND LEGAL SUFFICIENCY
Brittany Dix
Brittany Dix
ATTORNEY – USF

AGENCY

Name:

Title:

Appendix B2: Sample Consent to Record Counseling Sessions

MFT | MARRIAGE & FAMILY THERAPY

Consent to Record Counseling Sessions

I, _____, hereby give my consent/assent to the followingcounselor-in-training, _____, to record our counseling sessions and I understand the following: (please initial by each statement below indicating your understanding and agreement)

_____ My refusal to sign this form will not affect my eligibility for receiving services at this agency.

_____ At any point in the session I can request the recording to be turned off.

_____ At any point I can choice which type of recording (audio or video) occurs.

_____ At any point in treatment I can terminate this agreement to record and request all previous recordings be deleted.

_____ Recordings will only be used for training and supervision purposes in individual and group supervision.

_____ Recordings are confidential and will be password protected

_____ All recordings will be deleted before the end of the training program.

_____ This agreement automatically expires after one year of the date signed.

Client Signature _____ Date _____

Legal Gardian Signature _____ Date _____

Therapist Signature _____ Date _____

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Appendix B3: Field Placement Commitment Form

MFT | MARRIAGE & FAMILY THERAPY

Field Placement Commitment Form

Student Name: _____ UID#: _____

Student USF E-Mail: _____

Placement Site: _____ Site Address: _____

Supervisor: _____ Supervisor E-Mail: _____

Supervisor Credentials: _____

Liability Insurance

All students in the Marriage and Family Therapy Program are provided insurance protection against professional liability claims by the University of South Florida Health Sciences Center Self-Insurance Program pursuant to Florida Statutes §§768.28 and 1004.24. Such professional liability protection has limits of $1,000,000.00 per claim and $3,000,000.00 per occurrence. USF shall maintain such insurance in effect at all times that Students are assigned to an Agency and the MFT Program maintains record of the certificate evidencing such liability protection.

If your field placement site requests a copy of the liability insurance certificate, you can request a copy from our program assistant to be sent directly to your site representative.

Please indicate you have read and agree to the following:

1. The student has discussed the length of commitment with their site and is committed to completing the following practicum courses at the site listed above.

   Practicum: ☐ I ☐ II ☐ III ☐ IV

2. Please be advised that, once arrangements have been finalized, a student MAY NOT change their field placement site. The difficulties encountered may include:
   a. The possibility that an affiliate agreement has not been signed by the new site you have chosen. The process of obtaining an affiliate agreement can be time consuming and complicated. Unless it is your place of employment, this agreement is required by the department.
   b. As a practicum student, the new site may not offer frequent opportunities to record counseling sessions. The taping of counseling session is required for all practicum courses.
   c. The site may not offer enough relational hours to meet the program requirements.
   d. An abrupt departure from an already approved site is unprofessional and fails to meet our standard of professional conduct. It reflects poorly on the entire department and could result in that site no longer accepting our students in the future.

   ☐ **I have read and agree**

3. If a modification of a field placement is necessary due to:
   1. An unexpected employment opportunity
   2. The placement and/or supervision falling through
   3. Some other special circumstance

   The student MUST inform the MFT field placement coordinator, as soon as possible, to discuss the most appropriate way to proceed.

   ☐ **I have read and agree**

4. The student is responsible for all costs associated with finger printing and background checks.

   ☐ **I have read and agree**

5. A new MFT Field Placement Commitment Form will need to be completed and filed any time a student changes their field placement site.

   ☐ **I have read and agree**

6. I acknowledge that I have read and understand the policies and procedures in the field placement manual.

   ☐ **I have read and agree**

Signature _____ Date _____

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Appendix B4: Student Readiness for Field Form

MFT | MARRIAGE & FAMILY THERAPY

Student Readiness for Field Placement

Student: _____

Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Completely Agree 5	
☐	☐	☐	☐	☐	1. Student demonstrates maturity and professionalism.
☐	☐	☐	☐	☐	2. Student appears willing and open to feedback.
☐	☐	☐	☐	☐	3. Student is proactive in asking for help when needed.
☐	☐	☐	☐	☐	4. Student demonstrates good listening skills.
☐	☐	☐	☐	☐	5. Student demonstrates the ability to work with others.
☐	☐	☐	☐	☐	6. Student demonstrates the capacity for self-awareness and insight.
☐	☐	☐	☐	☐	7. Student demonstrates the capacity for reliability and self-direction.

Poor 1	Fair 2	Average 3	Above Average 4	
☐	☐	☐	☐	8. Overall student progress
☐	☐	☐	☐	9. Grades / progress in coursework
☐	☐	☐	☐	10. Dispositional fit to engage in field experience

☐ Proceed with field placement ☐ Needs further review

Coments:

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Counseling Supervision Contract

The Counseling Supervision Contract serves as verification and description of the counseling supervision responsibilities among the Student, the Site Supervisor, and the Field Placement Coordinator. A MFT program faculty member, assigned to each practicum student, coordinates the student's field experience. The Counseling Supervision Contract is completed by all students and site supervisors prior to entering the practicum experience.

I. Purpose, Goals, and Objectives:

a. Monitor and ensure welfare of clients seen by Student
b. Promote development of Student's professional identity and competence
c. Fulfill academic requirement for Student's Practicum courses I-IV.
d. Fulfill requirements in preparation for Student's pursuit of licensure and certification

II. Method of Evaluation:

a. All students must have ongoing supervision on an individual (1-2 persons) basis at the field placement site. The Site Supervisor must have regular contact with the practicum student to provide feedback on the Student's demonstrated counseling skills and clinical documentation. The Site Supervisor must provide a minimum of one hour of individual supervision per week.
b. The Site Supervisor completes a Site-Supervisor Evaluation Form located in the Intern Placement Tracking System (IPT) at midterm and again at the last week of the semester to document the Student's progress in developing clinical and professional competencies. The Site -Supervisor Evaluation forms are reviewed with the student and then signed in IPT.
c. Students are expected to keep an updated MFT Weekly Hour Log that includes the face-to-face hours and site supervision hours that is to be reviewed and initialed weekly by the Site-Supervisor in IPT, with a final signature at the end of the semester.
d. Students will evaluate the quality of their field experience using the Placement Site Evaluation Form at the end of each semester.

III. Duties and Responsibilities of Student, Site Supervisor, and Faculty

a. **Student Trainee:**

The Student enrolled in Practicum courses I-IV acknowledges understanding of the following:

- Practicum requires between 12-25 hour per week commitment and may vary by semester. Specific schedule and hours are negotiated between the student site supervisor.
- Field placement requires one hour of individual clinical supervision per week by site supervisor.
- Student is required to attend practicum class and participate in group supervision throughout the duration of the field experience. A minimum of 100 supervision hours with your faculty supervisor is required over the course of Practicums I-IV. Fifty of those hours need to be using observable data.
- Student is required to get written authorization from the client(s) prior to recording sessions.

- Student is covered under USF's liability insurance.
- Field Placement requires professional behavior at all times.
- Student adheres to the American Association for Marriage and Family Therapy Code of Ethics.

b. **Site Supervisor:**

- Provide student with ample opportunity for direct client contact including both individual and relational hours.
- Negotiate specific schedule and number of hours with student.
- Review tapes of student's counseling sessions.
- Provide 1-hour week of individual (1-2 persons) supervision.
- Examine client presenting complaints and treatment plans.
- Sign off on all client documentation.
- Challenge student to justify approach and techniques used.
- Monitor student's basic counseling skills and model as appropriate.
- Address self of therapist issues in supervision
- Intervene when client welfare is at risk.
- Accompany student to all in-home and community-based client visits for the first month of their field experience, or until it is determined that they are ready to provide services independently.
- Agree to identify an alternative, equivalent supervisor to be available in times of sickness or planned time off.
- If the site requests the student use a teletherapy platform other than USF's Microsoft TEAMS, the supervisor must ensure it is HIPPA compliant and aligns with most current legal and ethical standards.
- Ensure the American Association for Marriage and Family Therapy most current *Code of Ethics* are upheld.
- Maintain weekly supervision case notes.
- Complete Site-Supervisor Evaluation Forms on each student midway and at the end of each semester.
- Contact USF practicum course instructor if student-related problems arise.

c. Faculty:

- Examine client presenting complaints and treatment plan.
- Review tapes of student's counseling sessions.
- Review the MFT Weekly Hour Log.
- Require students to present case presentations to determine case conceptualization skills.
- Review site supervisor's feedback on the performance of the student at midterm and at the end of the semester. Consultations with site supervisors will occur as needed to ensure the student is progressing and receiving needed support.
- Intervene when client welfare is at risk.
- Assign course grades.
- Ensure the American Association for Marriage and Family Therapy Code of Ethics are upheld.

IV. <u>Procedural Considerations at Site:</u>

- Student's written case notes and treatment plans and tapes will be reviewed and evaluated.
- Issues related to Student's professional development will be discussed.
- Sessions will be used to discuss issues of conflict and failure of either party to abide by

directives outlined here in contract. If concerns of either party are not resolved in supervision, _____(practicum instructor of student's practicum section) will be consulted.

- In the event of an emergency, Student is to contact Site Supervisor at the office, ( ) _____or at home, ( )_____.

V. Site Supervisor's Scope of Competence:

Site Supervisor will provide copy of his or her Curriculum Vitae, license and certification.

VI. Terms of the Contract:

The contract found in the Student Handbook is subject to revision upon the request of either the Site Supervisor or Field Placement Coordinator. Revisions will be made only with consent and approval of the Site Supervisor and Field Placement Coordinator.

We agree, to the best of our ability, to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the ethical principles of our professional association.

	Name	**Date**
Student:	_____	_____

Site Supervisor: _____/_____
(Signature also denotes receipt of Student Handbook)

Site Supervisor CV and credentials: On File with MFT Program _____
Provided with Contract _____

MFT program faculty: _____/_____

Marriage and Family Therapy Program
Department of Child and Family Studies
College of Behavioral & Community
Sciences University of South Florida
13301 Bruce B. Downs Blvd., MHC 1632, Box 12
Tampa, Florida 33612-3807
(813) 974-2855
Fax: (813) 974-8080
MFT Website address:www.usf.edu/mft

This contract is effective from _____ To _____.
(First day of Practicum I semester) (last day of Practicum IV semester)

MFT | MARRIAGE & FAMILY THERAPY

MFT Weekly Hour Log

Instructions: On a weekly basis students will record clinical, supervision, and agency hours. Supervisors will initial the recorded hours each week. All hours will be recorded on a .25 increment.

Week	Date	Site	Individual		Relational			*Alt	Sup	Other	Total Ind Clinical Hours	Total Relational Clinical Hours	Total Group & Alt Hours	Total Clinical Hours	Total Agency Hours	Sup Initials
			Group	Ind	Couple	Family	Group									
Cumulative Hours from Previous Semester																
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																
Week 11																
Week 12																
Week 13																
Week 14																
Week 15																
Week 16																
Week 17																
Week 18																
Week 19																
Week 20																
Week 21																
Week 22																
		Totals														

**Approved Alternative hours (Reflecting Teams, Psychoeducation Group, In person meetings with larger system providers about client goals)*

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MFT | MARRIAGE & FAMILY THERAPY

MFT Faculty Supervision Reporting Form

Date	Individual Supervision Hours (2 or less persons)				Group Supervision Hours (3-8 persons)				Total Semester Observable Data Supervision Hours	Total Cumulative Observable Data Supervision Hours (Practicum I-IV)	Total Cumulative Supervision Hours (Practicum I-IV)	Faculty Supervisor Initials
Prior Semester Hours												
	Live	Video	Audio	Notes	Live	Video	Audio	Notes				
	Total	Total	Total	Total	Total	Total	Total	Total				
	Total Individual Supervision Hours				Total Group Supervision Hours				Total	Total	Total	

**All hours will be recorded in .25 increments.*

Appendix B7: Faculty Supervision Reporting Form

Appendix B8: Placement Site Evaluation Form

MFT | MARRIAGE & FAMILY THERAPY

Placement Site Evaluation Form

Please take a few moments to evaluate the quality of the field experience you had during this practicum semester. Agency services, procedures, and supervisors may change over time, and this evaluation helps us have current information on the field experiences students are receiving.

Directions: Use the following scale in making your evaluation of the placement site: (1) Marked deficiencies in this area; (2) Some deficiencies in this area; (3) Average in this area; (4) Above average in this area; (5) Superior in this area; and N/A - Not Applicable or not rated.

Site name: _____

1. The placement site provided weekly individual clinical supervision _____
2. The placement site was able to accommodate the needed face-to-face client contact hours for the semester _____
3. The placement site was able to provide sufficient opportunities to get relational hours _____
4. The placement site provided opportunity to work with diverse populations and clinical issues. _____
5. The placement site provided opportunities to record client sessions _____
6. Placement site staff conducted themselves in an ethical manner to promote confidence in the profession _____
7. Overall evaluation of the placement site's performance this semester _____

Average: _____

What were the strongest components of this field placement experience? Would you recommend it to other students?

What were the weaker components of this field placement experience? How would you have liked it to be different?

Student Signature: : _____

MFT Faculty Signature: _____

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Appendix B9: Student Self Evaluation Form Practicum I

MFT | MARRIAGE & FAMILY THERAPY

Student Self Evaluation Practicum I

Student Name: _____ USF Faculty Supervisor: _____

Agency and Field Supervisor: _____

Semester: _____ ☐ Midterm ☐ Final Practicum: _____

Directions: Please rate yourself in relation to your expectations of graduate student performance. Use the following scale in making your evaluation of yourself: (1) Demonstrates marked deficiencies in this area; (2) Demonstrates some deficiencies in this area; (3) Performance average in this area; (4) Performance above average in this area; (5) Performance superior in this area; and N/A –Not Applicable or not rated.

1	2	3	4	5	N/A	
☐	☐	☐	☐	☐	☐	1. Appropriately applies AAMFT code of ethics to the practice of marriage and family therapy
☐	☐	☐	☐	☐	☐	2. Professional conduct (ex. obtaining consent to treatment, informing clients and legal guardians of limits to confidentiality, timely and accurate record keeping, punctual, appearance, respectful of others, and sets appropriate boundaries)
☐	☐	☐	☐	☐	☐	3. Joins client system as well as develops and maintains a therapeutic relationship with each member of the client system (conveys warmth, competency, genuineness, congruency, identifies clients' strengths, and creates a safe environment)
☐	☐	☐	☐	☐	☐	4. Ability to identify and establish realistic and meaningful therapeutic goals with the client and the system.
☐	☐	☐	☐	☐	☐	5. Able to distinguish between content and process and spends most of the time focused on process
☐	☐	☐	☐	☐	☐	6. Appropriately identifies and interrupts negative cycles during the session
☐	☐	☐	☐	☐	☐	7. Effectively uses active listening skills (summarizing, restating, paraphrasing, silence, and minimal encouragers)
☐	☐	☐	☐	☐	☐	8. Demonstrates ability to establish and communicate empathy and validation with one member of the client system without invalidating other members of the system.
☐	☐	☐	☐	☐	☐	9. Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages)
☐	☐	☐	☐	☐	☐	10. Demonstrates the ability to set up and process enactments effectively
☐	☐	☐	☐	☐	☐	11. Appropriate use and timing of open, closed, and circular questions.
☐	☐	☐	☐	☐	☐	12. Ability to solicit, receive, integrate, and utilize feedback from clients, peers, instructors, and supervisors.
☐	☐	☐	☐	☐	☐	13. Ability to adapt assessment and treatment based on contextual factors such as culture, race, age, gender, socioeconomic status, sexuality, religion, and societal systems.
☐	☐	☐	☐	☐	☐	14. Demonstrates an awareness of his/her own belief system, values, and own experiences in the therapy room and how they impact their clinical work
☐	☐	☐	☐	☐	☐	15. Overall evaluation of student's performance

Additional Comments: Please provide a brief discussion of the areas for continued improvement.

Please provide a brief discussion of your growth during the field experience.

Student Signature: _____ Date _____

Supervisor Signature: _____ Date _____

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Appendix B10: Student Self Evaluation II – IV

MFT | MARRIAGE & FAMILY THERAPY

Student Self Evaluation Practicum II & IV

Student Name: _____ USF Faculty Supervisor: _____

Agency and Field Supervisor: _____

Semester: _____ ☐ Midterm ☐ Final Practicum: _____

These evaluations are designed to provide students with developmentally appropriate feedback regarding their strengths and areas for growth related to their clinical work. It is expected for students to have variations in their scores based on their skill level and practicum setting. Evaluate the student based on their current developmental level as a student intern in either practicum II, III, or IV. Please make sure to provide written comments with further explanation at the bottom regarding any skills marked "below target".

Below Target	On Target	Above Target	
			Legal and Ethical Practice
☐	☐	☐	1. Appropriately applies AAMFT code of ethics and Florida law to the practice of marriage and family therapy, as well as utilizes an ethical decision-making model when dilemmas emerge.
☐	☐	☐	2. Professional conduct (ex. obtaining consent to treatment, informing clients and legal guardians of limits to confidentiality, timely and accurate record keeping, punctual, appearance, respectful of others, and sets appropriate boundaries)
			Use of Supervision
☐	☐	☐	3. Ability to solicit, receive, integrate, and utilize feedback from clients, peers, instructors, and supervisors.
☐	☐	☐	4. Monitors attitudes, burnout, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
☐	☐	☐	5. Demonstrates an awareness of his/her own belief system, values, family of origin, boundaries, cultural context, biases, and own experiences in the therapy room and supervision and how they impact their clinical work.
☐	☐	☐	6. Preparedness for and engagement in supervision (e.g., identifies personal goals for supervision, is aware of own strengths and areas for growth, actively participates in practicum by providing and accepting constructive and systemic ideas)
☐	☐	☐	7. Demonstrates flexibility when forming hypotheses and is open to other perspectives.
			Basic Counseling Skills
☐	☐	☐	8. Builds rapport with client and/or joins client system and maintains a therapeutic relationship with each member of the client system (conveys warmth, competency, genuineness, congruency, and creates a safe environment)
☐	☐	☐	9. Ability to administer and interpret results of individual and/or relational assessment instruments and conduct assessment interviews effectively.
☐	☐	☐	10. Ability to screen and develop adequate safety plans for substance abuse, child & elderly abuse, domestic violence, suicide potential, and danger to others.
☐	☐	☐	11. Ability to identify and establish collaborative realistic and meaningful therapeutic goals with individuals, couples, and families consistent a systemic therapeutic orientation.
☐	☐	☐	12. Appropriately structures and manages interactions in session (e.g., balances the room, sets boundaries, interrupts arguments, keeps sessions on time).
☐	☐	☐	13. Collaborates and consults effectively with others (e.g., treatment team, parents or caregivers, physicians, teachers, supervisors) and refers out as needed.

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Below Target	On Target	Above Target	
			Systemic Conceptualization and Skills
☐	☐	☐	14. Ability to define relational problems in systemic terms and formulate systemic hypotheses while considering contextual dynamics (e.g., gender, race, culture, ethnicity, sexual orientation, social context, religion, age).
☐	☐	☐	15. Ability to effectively use relational therapeutic skills (e.g., identify and appropriately interrupt negative relational patterns, explore client stories with curiosity and respect, use circular questions, identifies client strengths and resources with consideration to contextual factors).
☐	☐	☐	16. Ability to use systemic theory/MFT models in the development of effective treatment plans for individuals, couples, and families, as well as in the timing, selection, and carrying out specific interventions including homework tasks consistent with cultural and contextual dynamics, practice setting, and goals of treatment plan.
☐	☐	☐	17. Able to distinguish between content and process and spends most of the time focused on process
☐	☐	☐	18. Utilizes experiential techniques with individuals and families as appropriate (e.g., enactments, family sculpting, play therapy methods).

Additional Comments:

Please list student's areas of strength (required):

Please list student's areas of growth (required):

Please include a brief narrative discussing any scores that fall below target (required):

Additional comments (optional):

Student Signature: _____ Date _____

Supervisor Signature: _____ Date _____

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Appendix B11: Site Supervisor Evaluation Practicum I

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Site Supervisor Evaluation Form Practicum I

Student Name (print)_____ USF Faculty Supervisor: _____

Agency and Site Supervisor: _____

Semester: _____ ☐ Midterm ☐ Final Practicum: _____

Directions: Please rate the student in relation to your expectations of a 1st semester therapy student intern performance. Use the following scale in making your evaluation of the student: (1) Demonstrates no evidence; (2) Demonstrates marked deficiencies in this area; (3) Demonstrates some deficiencies in this area; (4) Performance average in this area; (5) Performance above average in this area; and N/A –Not Applicable or not rated.

1	2	3	4	5	N/A	
☐	☐	☐	☐	☐	☐	1. Appropriately applies AAMFT code of ethics to the practice of marriage and family therapy
☐	☐	☐	☐	☐	☐	2. Professional conduct (ex. obtaining consent to treatment, informing clients and legal guardians of limits to confidentiality, timely and accurate record keeping, punctual, appearance, respectful of others, and sets appropriate boundaries)
☐	☐	☐	☐	☐	☐	3. Builds rapport with client and/or joins client system and maintains a therapeutic relationship with each member of the client system (conveys warmth, competency, genuineness, congruency, and creates a safe environment)
☐	☐	☐	☐	☐	☐	4. Ability to identify and establish realistic and meaningful therapeutic goals with the client and the system.
☐	☐	☐	☐	☐	☐	5. Able to distinguish between content and process and spends most of the time focused on process
☐	☐	☐	☐	☐	☐	6. Identifies and optimally utilizes clients' strengths within treatment
☐	☐	☐	☐	☐	☐	7. Effectively uses active listening skills (summarizing, restating, paraphrasing, silence, and minimal encouragers). *must show each of these skills in order to earn a 4 or above*
☐	☐	☐	☐	☐	☐	8. Demonstrates ability to establish and communicate empathy and validation with one or more members of the client system without invalidating other members of the system. *must show both of these skills in order to earn a 4 or above*
☐	☐	☐	☐	☐	☐	9. Appropriate use of confrontation (identify and address incongruences in verbal and nonverbal client messages)
☐	☐	☐	☐	☐	☐	10. Develops appropriate systemic/relational case conceptualizations and provides relevant mental health diagnoses.
☐	☐	☐	☐	☐	☐	11. Appropriate use and timing of open, closed, and circular questions. *must show all of these types of questions in order to earn a 4 or above*
☐	☐	☐	☐	☐	☐	12. Ability to solicit, receive, integrate, and utilize feedback from clients, peers, instructors, and supervisors.
☐	☐	☐	☐	☐	☐	13. Ability to adapt assessment and treatment based on contextual factors such as culture, race, age, gender, socioeconomic status, sexuality, religion, and societal systems.
☐	☐	☐	☐	☐	☐	14. Demonstrates an awareness of his/her own belief system, values, family of origin, boundaries, cultural context, supervision, and own experiences in the therapy room and how they impact their clinical work
☐	☐	☐	☐	☐	☐	15. Overall evaluation of student's performance

Additional Comments: Please comment on the student's strengths and limitations as you see them and identify what the student needs to focus on in the immediate future. Please be sure to comment on any area where the student received a rank of one, two, or three and provide at least one specific example that illustrates the students limitations in that area. Please take time in your supervision to review this evaluation with the student.

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Appendix B12: Site Supervisor Evaluation Form Practicums II-IV

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Site Supervisor Evaluation Practicum II & IV

Student Name: _____ USF Faculty Supervisor: _____

Site and Field Supervisor: _____

Semester: _____ ☐ Midterm ☐ Final Practicum: _____

These evaluations are designed to provide students with developmentally appropriate feedback regarding their strengths and areas for growth related to their clinical work. It is expected for students to have variations in their scores based on their skill level and practicum setting. Evaluate the student based on their current developmental level as a student intern in either practicum II, III, or IV. Please make sure to provide written comments with further explanation at the bottom regarding any skills marked "below target".

Below Target	On Target	Above Target	
			Legal and Ethical Practice
☐	☐	☐	1 .Appropriately applies AAMFT code of ethics and Florida law to the practice of marriage and family therapy, as well as utilizes an ethical decision-making model when dilemmas emerge.
☐	☐	☐	2. Professional conduct (ex. obtaining consent to treatment, informing clients and legal guardians of limits to confidentiality, timely and accurate record keeping, punctual, appearance, respectful of others, and sets appropriate boundaries)
			Use of Supervision
☐	☐	☐	3. Ability to solicit, receive, integrate, and utilize feedback from clients, peers, instructors, and supervisors.
☐	☐	☐	4. Monitors attitudes, burnout, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
☐	☐	☐	5. Demonstrates an awareness of his/her own belief system, values, family of origin, boundaries, cultural context, biases, and own experiences in the therapy room and supervision and how they impact their clinical work.
☐	☐	☐	6. Preparedness for and engagement in supervision (e.g., identifies personal goals for supervision, is aware of own strengths and areas for growth, actively participates in practicum by providing and accepting constructive and systemic ideas)
☐	☐	☐	7. Demonstrates flexibility when forming hypotheses and is open to other perspectives.
			Basic Counseling Skills
☐	☐	☐	8. Builds rapport with client and/or joins client system and maintains a therapeutic relationship with each member of the client system (conveys warmth, competency, genuineness, congruency, and creates a safe environment)
☐	☐	☐	9. Ability to administer and interpret results of individual and/or relational assessment instruments and conduct assessment interviews effectively.
☐	☐	☐	10. Ability to screen and develop adequate safety plans for substance abuse, child & elderly abuse, domestic violence, suicide potential, and danger to others.
☐	☐	☐	11. Ability to identify and establish collaborative realistic and meaningful therapeutic goals with individuals, couples, and families consistent a systemic therapeutic orientation.
☐	☐	☐	12. Appropriately structures and manages interactions in session (e.g., balances the room, sets boundaries, interrupts arguments, keeps sessions on time).
☐	☐	☐	13. Collaborates and consults effectively with others (e.g., treatment team, parents or caregivers, physicians, teachers, supervisors) and refers out as needed.

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Below Target	On Target	Above Target	
			Systemic Conceptualization and Skills
☐	☐	☐	14. Ability to define relational problems in systemic terms and formulate systemic hypotheses while considering contextual dynamics (e.g., gender, race, culture, ethnicity, sexual orientation, social context, religion, age).
☐	☐	☐	15. Ability to effectively use relational therapeutic skills (e.g., identify and appropriately interrupt negative relational patterns, explore client stories with curiosity and respect, use circular questions, identifies client strengths and resources with consideration to contextual factors).
☐	☐	☐	16. Ability to use systemic theory/MFT models in the development of effective treatment plans for individuals, couples, and families, as well as in the timing, selection, and carrying out specific interventions including homework tasks consistent with cultural and contextual dynamics, practice setting, and goals of treatment plan.
☐	☐	☐	17. Able to distinguish between content and process and spends most of the time focused on process
☐	☐	☐	18. Utilizes experiential techniques with individuals and families as appropriate (e.g., enactments, family sculpting, play therapy methods).

Additional Comments:

Please list student's areas of strength (required):

Please list student's areas of growth (required):

Please include a brief narrative discussing any scores that fall below target (required):

Additional comments (optional):

Student Signature: _____ Date _____

Site Supervisor Signature: _____ Date _____

Faculty Signature: _____ Date _____

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Appendix B13: Teletherapy Emergency Protocol Form

(Practice/Agency Name)

Teletherapy Practice Protocol and Safety Plan:

The _____ (licensed clinical supervisor name), hereafter referred to as "supervisor" is to ensure that the following protocol is in place for student intern, _____ (name), hereafter referred to as "intern".

1. The supervisor will be responsible for completing any necessary screenings of the client(s) to determine if a higher level of care is needed prior to assigning the case to the intern.
2. The intern will take reasonable steps to verify the identity of the client, physical address of where they are located, and current contact number at the beginning of every session.
3. The intern will only provide teletherapy services to clients who are physically located in Florida at the time of service.
4. The intern will conduct teletherapy sessions using only the approved platform provided by _____ (Practice/Agency Name), or their USF Microsoft TEAMS account.
5. The supervisor will ensure they are aware and immediately available anytime the intern is conducting teletherapy sessions.
6. The supervisor will inform the student intern in advance of any planned leaves of absence, so intern teletherapy sessions are not conducted during this time.
7. In the case of an emergency during the intern's teletherapy session, the intern will call the supervisor, at _____ (phone number).
    a. The supervisor MUST ensure they are available immediately to receive this phone call whenever the intern is conducting teletherapy sessions.
    b. The supervisor must be available to consult with the student via phone AND have the ability to join the intern's session to complete a clinical assessment and assist with arranging emergency services if needed.
8. The primary licensed clinical supervisor, _____ (name), has identified _____ (licensed provider #2 name) as a secondary supervisor in the case the intern is unable to reach the primary supervisor. _____(Licensed provider #2 name) can be contacted at _____ (phone number).

_____	_____	_____	_____
Supervisor Signature	Date	Intern Signature	Date

**This document was developed to align with Florida requirements for registered interns providing telehealth Please see Rule 64B4-2.002 of the Florida Administrative Code.

"(6) "Face-to-face psychotherapy" for clinical social workers, marriage and family therapists, and mental health counselors registered pursuant to Section 491.0045, F.S., includes face-to-face by electronic methods so long as the registered intern establishes and adheres to the following:

(a) The registered intern has a written telehealth protocol and safety plan in place with their current qualified supervisor which includes the provision that the qualified supervisor must be readily available during the electronic therapy session; and

(b) The registered intern and their qualified supervisor have determined, through their professional judgements, that providing face-to-face psycotherapy by electronic methods is not detrimental to the patient is necessary to protect the health, safety, or welfare of the patient, the registered intern, or both, and does not violate any existing statutes or regulations.

Please see Florida Statute 456.47(5) VENUE

" (5) VENUE. - For the purposes of this section, any act that constitutes the delivery of health care services is deemed to occur at the place where the patient is located at the time the act is performed or in the patient's county of residence.**

Appendix B14: Preparation for Graduation

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Preparation for Graduation Form

Please note this form is a mandatory requirement to be **completed prior to Practicum III registration only**. You must bring a copy of your current unofficial USF transcript to this meeting. These can be printed from http://oasis.usf.edu/.Log-in and go to Student: Student Records: View Unofficial Transcript on Florida Virtual Campus.

Student Name: _____ UID# : _____

Academic Advisor: _____ Anticipated Grad Date: _____

Does your student record reflect the following below:

- ☐ All MFT required courses are a C or above.
- ☐ Elective courses are from the approved list of electives.
- ☐ All approved courses for transfer appear on transcript (this includes courses taken as a non-degree seeking student. They must be transferred in to your degree and this will show up on your transcript).
- ☐ Courses being counted towards graduation have not been counted towards undergraduate or any other graduate degrees awarded.
- ☐ Courses have all been completed within the past 5 years (if a Time Limit Extension request has been completed and approved please note).
- ☐ Student is on track to meet the 400 clinical hours with a minimum of 200 relational hours by their anticipated graduation date.
- ☐ Student is on track to meet the 60-credit hour minimum for graduation by their anticipated graduation date.

Comments:

MFT Student Signature _____ Date _____

MFT Advisor Signature _____ Date _____

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Appendix B15: Portability of Degree and Informed Acknowledgement

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Portability of Degree and Informed Acknowledgement

The USF MFT program curriculum is based on the COAMFTE Developmental Competency Components. The curriculum meets requirements for licensure as a Marriage and Family Therapist within the state of Florida. It may also meet some or all of the licensure requirements in other states. However, other states may have additional requirements for licensure including additional coursework or hours. It is the responsibility of the student to educate themselves on the licensure requirements of other states if they are planning on moving out of Florida after graduation.

The best way for a student to ensure they have the most up to date information is to contact the licensure board of the state they are interested in directly. Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling can be found here: https://floridasmentalhealthprofessions.gov/

I (print name)_____, acknowledge that I have been informed on the best way to learn about licensure requirements and I am aware that licensing regulations may differ across states and provinces and that my degree may not meet all licensing requirements in every state.

_____ _____

Supervisor Signature Date

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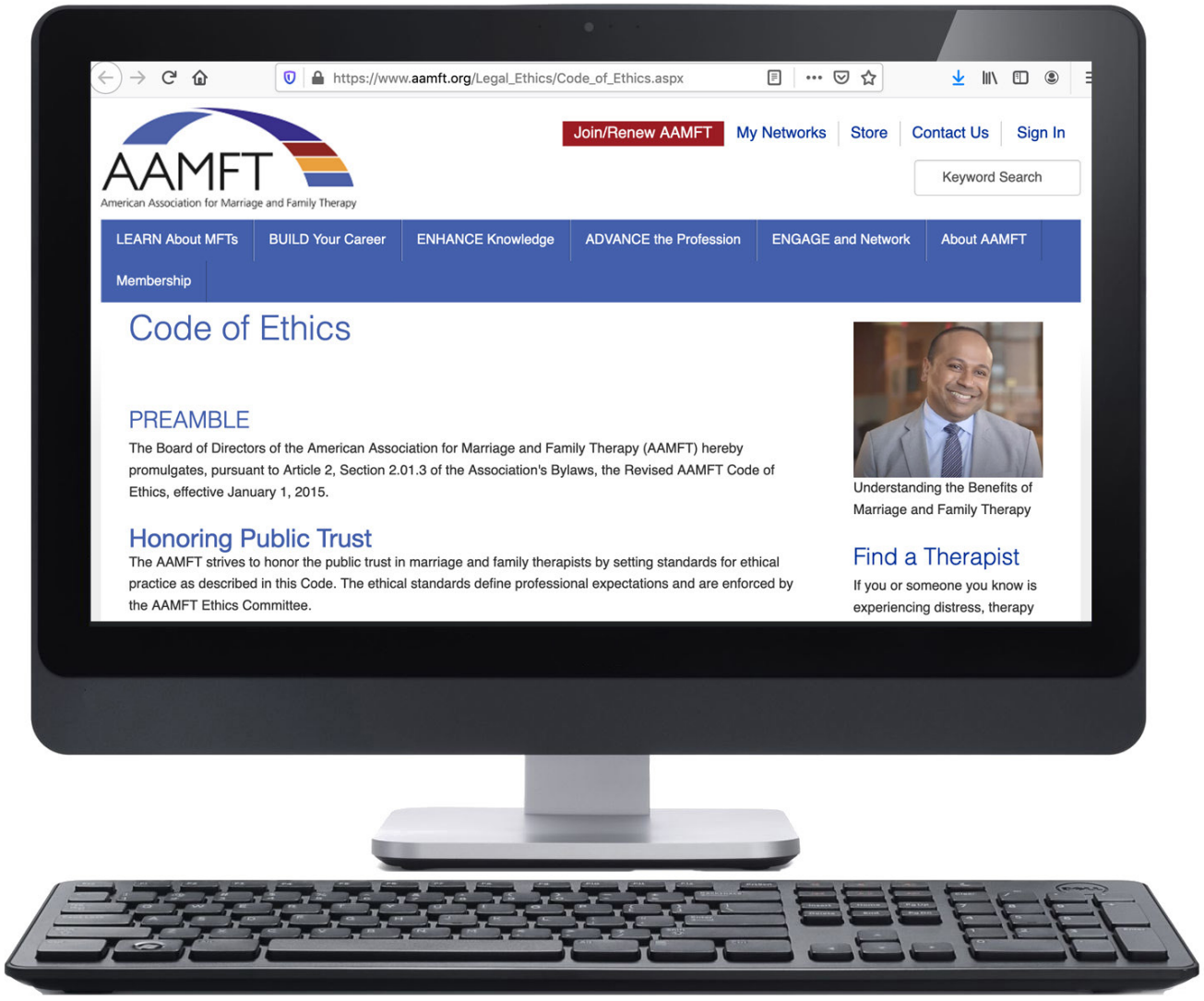
Appendix C1: AAMFT Professional Code of Ethics



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

Appendix C2: Ethical Decision-Making Model

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Ethical Decision-Making Checklist

Ethical decisions are often not simple or clear and are dependent upon situational factors. Therapists need to have a clear understanding of the MFT core competencies, AAMFT code of Ethics, the State laws and statutes, and a clear process for ethical decision making. Below is an ethical Decision-Making checklist to help you think through ethical decisions. The checklist is based on Kitchener's model of ethical justification.

Ethical Decision-Making Checklist:

- ☐ Identify what values, ethics, core competencies, legal, or professional standards come into play
- ☐ Identify the facts, circumstances, or factors that are significant to this specific situation
- ☐ Search the literature for anything that would provide guidance on this issue
- ☐ Identify who would be the best to consult with before making a final decision and then consult with them (supervisors, colleagues, attorney, AAMFT)
- ☐ Generate a list of all possible actions and worst-case scenarios
- ☐ Weigh the possible consequences of each scenario and select one
- ☐ Implement the chosen course of action
- ☐ Document the chosen action and the why behind that decision
- ☐ Evaluate the outcome and process

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