

## CO 800 MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY INTERNSHIP GUIDE

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### OVERVIEW

The internship component of the Master's program in Marriage and Family Therapy at Briercrest College and Seminary is designed to provide the graduate student with a practical context in which to counsel while under supervision within an accountability relationship.

While Briercrest College and Seminary wishes to be as helpful as possible in finding internship placements for students, and is able to provide a number of suggestions, it is not possible at this time for the Seminary to place students. The onus is on the student to find that placement. It is advisable to begin to look for a placement soon after beginning studies, but the internship can be approved and started after Practicum II has been successfully completed. However, there may be unique exceptions when approval and initiation of the internship is possible prior to the completion of the Practica. Depending upon the weekly caseload, students should anticipate devoting 4-12 months to the completion of the Counselling Internship, although there is considerable latitude in the timeline.

For students hoping to graduate in the spring, all requirements must be complete, and documentation submitted to the program coordinator by March 31<sup>st</sup> of that year. Internship MAY NOT be counted as an outstanding course for the purposes of graduation.

### REQUIREMENTS – THE MARRIAGE AND FAMILY THERAPY INTERNSHIP

The Master of Arts in Marriage and Family Therapy program is intended for those persons who are pursuing a career in full-time clinical counselling.

#### *Counselling Load*

The requirement for students wishing to pursue Associate Membership in the Canadian Association for Marriage and Family Therapists (CAMFT) or the American Association for Marriage and Family Therapy (AAMFT) is that students must gain 300 clinical hours providing counselling in a setting that is provided by or approved by the MAMFT program coordinator.

“Direct client contact is defined as face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact. Assessments

may be counted as direct client contact if they are face-to-face processes that are more than clerical in nature and focus. Psychoeducation may be counted as direct client contact." (Standards of Accreditation, AAMFT.)

Of the 300 clinical hours, students must complete a minimum of 150 clinical hours working face-to-face (therapist and client) with individuals, couples, and/or families. Group psychotherapy (i.e., facilitating addictions treatment or abuse recovery groups) and assessments can be counted toward achieving the balance of the 300 clinical hours. Psychoeducation in the form of lectures qualifies if participants are therapeutically engaging with the material and this is facilitated by the student. In addition to the 300 hours, students are encouraged to explore opportunities to observe their supervisor in a variety of counselling relationships.

### *Ethics*

Unless otherwise outlined in the Internship Proposal, students will be guided by the current Code of Ethics for the CAMFT (2019) available online at <https://camft.ca/Code-of-Ethics>.

Supervisors may require adherence to their respective accrediting association's code of ethics as well.

### *Supervisor*

Students will each place themselves in relationships of accountability with a supervisor for the duration of the internship.

Ideally, the supervisor will have the designation of RMFT Supervisor, RMFT Supervisor Qualifying, or RMFT Supervisor Mentor with the CAMFT; or an Approved Supervisor, Supervisor Candidate or Approved Supervisor Mentor with the AAMFT. Failing this, the student may find an experienced counsellor with a minimum of two years counselling experience, a graduate degree in a counselling-related field, and who has taken a supervision course.

In situations where the student is counselling in a local church setting and is receiving clinical supervision outside the church, it would be appropriate to include the senior pastor or his designate in a relationship of accountability as well. This would be for administrative rather than clinical supervision and reflect a similar relationship as with a Director of the counselling agency/internship venue.

Supervision at the rate of one hour of supervision to every five clinical hours is required. While providing written supervisory feedback is entirely appropriate, supervision hours are counted on the basis of face-to-face interaction between supervisor and supervisee. This may occur in person or through utilization of electronic means such as facetime or SKYPE. A total of 60 supervision hours are required for the internship.

*Prior Approval*

The student will be expected to obtain prior approval of the particular internship venue from the MAMFT Program Coordinator (process details are provided below).

*Liability Insurance*

Upon approval of the internship proposal and registration with Academic Services, the student will be billed for and subsequently covered by liability insurance provided through Briercrest College and Seminary. Coverage is for a twelve month period beginning the day of registration and is non-refundable/non-prorated. Should the internship take longer than 12 months, students can arrange for extended coverage on a month to month basis and will be billed accordingly. **Insurance does not extend beyond the completion of the internship hours when these are completed in less than 12 months. At that point, students are responsible for procuring their own insurance.**

*Counselling Context*

While most students will fulfill their internship requirement in a counselling center, other contexts are also acceptable. A local church, a hospital, a cross-cultural setting, prison or social work setting would also be suitable venues.

The internship context should provide as much as possible, a variety of types of counselling situations. Examples include crisis, grief, couples, family, as well as individual counselling. There should be particular attention given to seeing couples and families during the internship. An ideal would be 50% of cases as individual counselling, and 50% as couples and families.

**Initiating the Internship**

Locating an internship venue and supervisor are the student's responsibility. After the student has found a venue and supervisor, the student and supervisor will collaboratively construct a written proposal that will describe the internship placement, outline the basic nature of the internship and include an anticipated timeline.

The proposal will include a list of learning goals that the intern will establish with the supervisor, appropriate to and compatible with the counselling models the intern and supervisor will be using. The job description should clearly spell out what the benefits of this arrangement will be not only for the student but also for the supervisor and the context in which the internship is being conducted. The internship ideally should include involvement in two/three different types of counselling activities (intake assessment, family counselling, crisis counselling, abuse recovery, etc.).

The proposal, along with the Curriculum Vitae of the proposed supervisor, will be submitted to the MAMFT Program Coordinator for approval. The proposal should include the intended starting date of the internship. Once approved, the student will be notified by the MAMFT Program Coordinator,

who will also notify Academic Services of the approval. Then the internship may commence. The student will then contact Academic Services to be registered for the internship and her or his student account billed the appropriate registration and liability insurance fees.

### **Maintaining the Internship**

The student will meet with the supervisor regularly, normally weekly, or more often if the counselling load requires it to maintain a one-to-five supervision-to-counselling ratio. This will ideally be face-to-face interaction with the supervisor utilizing digital/video recordings or through direct “live” supervision. The intention of the supervision is to provide opportunity for positive feedback, instruction, modeling, demonstrating, and continued growth of the person of the counsellor thereby building upon the academic training process.

Supervisors may wish to include feedback in relationship to the following:

- a) assessment and case formulation,
- b) building a therapeutic alliance,
- c) therapeutic processes and interventions,
- d) the student’s level of comfort in their role as counsellor,
- e) the processing of personal issues that might arise as a result of the counselling relationships,
- f) overall ability as a counsellor, and
- g) progress related to specific learning goals established in the internship proposal.

In addition to the supervision, the supervisor should provide opportunities for the student to observe the supervisor in her/his work. If the placement is a clinic where there are several counsellors, the student would be well served with opportunities to observe other approaches and clinicians at work as opportunity allows.

Documentation of all counselling and supervision interactions should be maintained throughout the internship. This is in addition to any other requirements that the supervisor may have. Ethical issues of confidentiality and informed consent should be observed in working with the clients and gaining permission to record and discuss consultations.

The student will complete and submit a monthly report form (Appendix A) to the MAMFT Program Coordinator or designate. The form can be submitted electronically and will become part of the student’s internship progress record.

*Please Note: Continued liability coverage is dependent upon receipt of the monthly submissions. Students should be aware that lapses in liability insurance coverage will result in a discontinuation of the internship registration with Briercrest College and Seminary.*

## Concluding the Internship

Students planning on graduating in a given spring Convocation must have all internship hours and documents completed and submitted by March 31<sup>st</sup> of that year.

Upon completion of the internship, the student will complete a final evaluation that will then be discussed with the supervisor and submitted to the MAMFT Program Coordinator. The evaluation should include:

- a) Documentation of the activities involved in, types of counselling engaged, and **total number of counselling and supervision hours**,
- b) A Self-evaluation and review of new learnings, skills, and personal growth,
- c) Reflection on the goals/objectives achieved and not achieved,
- d) Evaluation of the internship experience and supervisory relationship,
- e) Date and signature of both the student and the supervisor.

Likewise, the supervisor will also complete a final report and assign a grade (Appendix B). The supervisor's report will be discussed with the student, signed by both the student and the supervisor, and submitted to the MAMFT Program Coordinator. Students are encouraged to keep copies of these documents. The final reports will be required for the Portfolio process prior to graduation, and the student may need these documents after graduation for applications to professional associations.

Upon submission of all documentation to the MAMFT Program Coordinator, a pass/fail will be submitted to Academic Services for transcript posting.

All Internship requirements must be completed by graduation. When students are not concerned about their graduation date, they will be given one year from the time of registration to complete the requirement. If it is not complete at that time, a 6-month extension can be requested through the normal extension request process and at the regular fee. A second 6-month extension can be requested through the same process and for the same fee. At the end of the two years, if the requirement is not complete, the student may receive a Fail and will need to register for the course again.

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## APPENDIX A: MARRIAGE AND FAMILY THERAPY INTERNSHIP MONTHLY REPORT

STUDENT INTERN:

REPORTING PERIOD:

DATE REGISTERED FOR THE INTERNSHIP:

PLACEMENT SITE:

SUPERVISOR:

Counselling Hours for the Month:

Total Counselling Hours to Date:

Supervision Hours for the Month:

Total Supervision Hours to Date:

Comment on your experience this month:

Questions:

SIGNATURE:

DATE:

A request for extension of the Liability Insurance Coverage beyond the 12 months from the date of registration is the responsibility of the student intern and can be arranged on a month to month basis by contacting Shirley Entz ([sentz@briercrest.ca](mailto:sentz@briercrest.ca)).

*Please Note: Continued liability coverage is dependent upon receipt of the monthly submissions. Students should be aware that lapses in liability insurance coverage will result in a discontinuation of the internship registration with Briercrest College and Seminary.*

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## APPENDIX B: MARRIAGE AND FAMILY THERAPY INTERNSHIP SUPERVISOR'S FINAL REPORT

SUPERVISED COUNSELLOR:

SUPERVISOR:

LOCATION:

DATES:

TOTAL COUNSELLING HOURS:

TOTAL SUPERVISION HOURS:

*Please answer the following questions on a separate page and attach to this report.*

1. What activities and responsibilities were carried out by the student intern?
  - a. What was the nature of their involvement in the center?
  - b. What was the level of their involvement (counselling load)?
  - c. How many counselling hours were completed? How many supervision hours were received?
  
2. To what extent were the goals/objectives outlined in the proposal achieved?
  - a. Did the intern fulfill their responsibilities as outlined in the proposal?
  - b. Did the internship meet your expectations as a supervisor?
    - i. If so, how?
    - ii. If not, how might things change to facilitate meeting the expectations?
  
3. In what ways was the growth of the student (cognitive, affective) evident?
  - a. Was there development in their reasoning and assessing skills?
  - b. Did the intern's enthusiasm for counselling wane or grow as a result of this internship?
  - c. Did the intern demonstrate an appropriate (growing) level of confidence in their use of counselling skills and abilities?
  - d. Was the intern open to positive/constructive criticism in terms of developing these skills?

4. What were the student's contributions to the overall counselling program in this location?
  - a. Did the intern cooperate with and support the counselling program in this location?
  
5. Comment on the student's readiness for a full-time counselling ministry or role.
  - a. What are their strengths as a counsellor (personally and professionally)?
  - b. What are their weaknesses as a counsellor (personally and professionally)?
  - c. What types of counselling, in your assessment, is the intern particularly suited to engage in?

Letter Grade Assigned:

Date:

SUPERVISOR SIGNATURE:

SUPERVISED COUNSELLOR SIGNATURE:

The following grading system is used in Seminary programs:

PERCENT VALUE	LETTER GRADE	POINT VALUE	COMMENTS
98-100	A+	4.0	Excellent
93-97	A	4.0	Very good
90-92	A-	3.7	
87-89	B+	3.3	Good, sound work
83-86	B	3.0	
80-82	B-	2.7	
77-79	C+	2.3	Acceptable work
73-76	C	2.0	Needs improvement
70-72	C-	1.7	
67-69	D+	1.3	Passing, but marginal
63-66	D	1.0	
60-62	D-	0.7	
below 60	F	0.0	Unacceptable work