



PRACTICUM AND INTERNSHIP HANDBOOK

MA PROGRAM, COUPLE AND FAMILY THERAPY  
SCHOOL OF EDUCATION AND HUMAN  
DEVELOPMENT  
UNIVERSITY OF COLORADO, DENVER

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## OVERVIEW OF PRACTICUM AND INTERNSHIP IN CFT

In accordance with the Commission on Accreditation for Marriage and Family Therapy (COAMFTE) standards version 12.5, students in the CFT program must complete 300 **direct contact clinical hours** over the course of at least 12 months in Practicum and Internship classes. Of the 300 direct client contact hours required, 100 of those hours must be **relational**, that is, must include members in a partner and/or family relationship.

The program follows the following definitions set forth by [COAMFTE, v 12.5](#)

**Direct contact hours** are defined by COAMFTE as therapeutic meeting of a therapist and client (individual, relational, or group) occurring in-person synchronously, either physically in the same location or mediated by technology. Assessments may be counted if they are in-person processes that are more than clerical in nature and focus. Also, therapy services delivered through interactive team modalities may provide direct client contact for specific team members who have in-person interaction with the client/system during the session. Therapy team members who engage the therapeutic process only behind the mirror may not count the experience as direct client contact. Activities such as telephone contact, case planning, observation of therapy, record keeping, trainings, role-playing, travel, administrative activities, consultation with community members or professionals, and/or MFT relational/systemic supervision are not considered direct client contact.

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

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

These hours must be supervised by a qualified **Program Clinical Supervisor** in both Practicum and Internship.

COAMFTE v 12.5 Program Clinical Supervisor qualifications include the following: a) demonstration of professional identity as a marriage and family therapist, and b) demonstration of training in MFT relational/systemic supervision by one of the following:

- A graduate course in MFT relational/systemic supervision equivalent to three semester-credit hours.
- Postgraduate professional education in MFT relational/systemic supervision of at least 30

clock hours.

- A state established MFT supervisor designation that includes relational/systemic supervision training.
- Designation as an AAMFT Approved Supervisor or AAMFT Approved Supervisor Candidate,

## CLINICAL HOURS REQUIREMENTS

### Summary of Clinical hours and Supervision requirements for graduation from CFT program:

Total Direct Clinical Contact Hours	300 hours over at least 12 months.
Relational Hours	100 of the total 300 hours.
Total Clinical Supervision Hours received	100 hours with a Program Clinical Supervisor.
Supervision with observable or video/audio recorded data	50 hours of the total 100 hours of supervision

#### Clinical supervision

Students must receive 100 hours of clinical supervision over the course of 12 months, including internship and practicum. Clinical supervision may be in the form of individual, dyadic, or group supervision. Out of the 100 hours, 50 hours of supervision must use raw data in the form of video or audio recorded sessions or live, real-time observation.

All 100 hours of clinical supervision are provided by Program Supervisors in CMFT 5910, 5911, 5929, and 5930 who meet the following qualifications:

- a. Full time or part time instructors of the CFT program
- b. Licensed Marriage and Family Therapists
- c. AAMFT Approved Supervisors or Supervisor Candidates.

**Supervision format.** In CMFT 5910, 5929, and 5930, supervision is provided in group format with a maximum of 8 students each.

In CMFT 5911, dyadic supervision is provided with a maximum of 2 students.

**Gap supervision-** Students are assigned to a program supervisor during semester breaks to provide supervision as needed. The clinical coordinator gathers information from students about whether they will be seeing clients over break and assigns them to a program supervisor.

## TELETHERAPY

Both Practicum and Internship experiences provide training in **teletherapy practices**.

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

### **Couple & Family Therapy Program Telehealth Policy Statement**

In accordance with AAMFT Best Practices for Online MFT, AAMFT Code of Ethics, and the State of Colorado Department of Regulatory Agencies, the Couple and Family Therapy Program at UC Denver implements the following requirements to ensure the confidentiality of telehealth clients to the best of our abilities:

In order to assure confidential services, the following guidelines must be in place:

- o Telehealth services will be provided only using a secure platform that meets HIPAA requirements and provides a Business Associate Agreement.
- o According to Colorado State regulations, MFTs will provide services to clients residing in the state in which the MFT and supervisor are licensed.
- o All technological communications must only transpire using encrypted technology. This includes phones, texts, and video-based communications (Must have end-to-end encryption. The advanced encryption standard (AES) is 256 bit).
- o Must use a secure network.
- o Make sure that the technology hardware is functional and secure.
- o Regularly evaluate the functionality, security, and reliability of the software being used.
- o MFTs separate their personal social media profiles from professional profiles or pages.
- o Telehealth informed consent- All telehealth clients will receive a telehealth informed consent providing information on the security measures taken to protect their confidentiality and the inherent limitations with the use of technology to provide services.
- o Have a crisis management plan in place.
- o Failures and breaches Notifications-if more than 500 files are breached, the media must be notified; when less than 500 are breached, a breach notification must be sent to each person whose information was breached.

### CFT program policies for Teletherapy

Colorado does not have specific policies for trainees, only for licensed clinicians. The program's protocol for teletherapy is as follows:

- a. Students will be knowledgeable about teletherapy practices via coursework in CMFT 5330 (Professional Identity & Relational Ethics), CMFT 5910 (Practicum and Group Supervision in CFT) and CMFT 5930 (Internship II in CFT).
- b. Students will receive training in teletherapy practices during Practicum orientation before they see clients.
- c. All students have access to HIPAA compliant Zoom platform for conducting teletherapy sessions during Practicum at SCCC.
- d. Students in internship that provide teletherapy services will use a HIPAA complaint platform used by the site. Site supervisors will train their interns in specific policies related to their site.
- e. Students must follow AAMFT Code of Ethics (Standard VI) for Technology Assisted Professional Services including appropriate consent and maintaining confidentiality.

### CFT program policies for Telesupervision

The program's protocol for telesupervision is as follows:

- a. Program supervisors providing telesupervision will be knowledgeable in the practice of teletherapy and telesupervision either through participating in relevant continuing education or teaching graduate level courses including teletherapy practices or have experience in providing teletherapy and telesupervision.
- b. HIPAA compliant Zoom platform provided by CU Denver will be used in telesupervision.
- c. Supervisors and supervisee will adhere to [AAMFT Code of Ethics](#) (Standard VI) for Technology Assisted Professional Services including maintaining confidentiality of clinical discussion.
- d. Supervisees will have their camera turned on, log in from a confidential space, and use headphones if needed.

## PRACTICUM

Students in the CFT MA program begin their Practicum experiences after completion of all required core skills classes. Students may enroll in one course concurrently (either CMFT 6000 or CMFT 6140 or CMFT 6170) with Practicum (CMFT 5910 and CMFT 5911). All other courses must be completed satisfactorily before students can begin their Practicum. Students must apply to register for Practicum classes by the following deadlines:

For Spring Semester - September 15

For Summer Semester - February 15

For Fall Semester - April 15

The link to apply can be found in Tevera.

Upon submission, the academic advisor (Dr. Geneva Sarcedo) will review student course history to ensure they are eligible to start Practicum. Once approved, students must register for **both** CMFT 5910 (3 credits) and CMFT 5911 (3 credits) to receive group and individual/dyadic supervision respectively.

**Important:** Spots are limited, and we usually have a waitlist for practicum. If you are accepted for practicum and do not register or withdraw from practicum *less than two weeks before the start of the semester*, you must reapply for the next semester to be **waitlisted** (unless there are extenuating circumstances for withdrawing from practicum). A spot in the next semester will not be guaranteed.

#### Practicum sites

Students begin their Practicum at the CU Denver Student and Community Counseling Center (SCCC, <https://www.ucdenver.edu/counseling-center>) and will receive an additional manual with policies and procedures related to clinical practice for Practicum students at the Center.

*Note: The SCCC Practicum manual includes information from multiple MA programs in the SEHD. Please follow clinical requirements listed in this handbook for the MA in CFT program.*

Students at the SCCC provide pro-bono family systems/relational therapy to individuals, families, couples, and relational groups for CU Denver students as well as members from the larger Denver metro area communities under supervision from licensed therapists.

Practicum experiences at the SCCC include both in-person and teletherapy sessions, and use of live supervision with supervisors and students observing sessions in real time either Behind The Glass (BTG) or virtually.

**Simultaneous placements.** Starting in Spring '25 semester, students in their first semester of their clinical experiences in Practicum (CMFT 5910 and 5911) can start at an internship site in the community simultaneously along with placement at the on-campus Counseling Center. Practice at the counseling center allows for opportunities for observations and live supervision, while the early start at an internship site will allow for a year-round placement at a site in the community. The longer engagement with a community site may help build a sufficient caseload in a timely manner for our students. Simultaneous placement is **not** mandatory and is only recommended if it fits with students' unique schedules.

**Please consult with your faculty advisor first to determine whether an additional site in the practicum semester is the right option for you.**

#### Practicum expectations

Students should be prepared to spend AT LEAST 15-20 hours per week over a 15-week period

in Practicum activities (Summer Practicum students should be prepared to spend at least 20-25 hours per week over a 10-week period). Due to the varied availability of clients, students should be prepared to spend more hours in one-on-one sessions as the semester progresses.

### Documentation of clinical hours

Students will submit their clinical hours with individual and relational clients using Tevera. Training on how to use Tevera will be provided at the start of the practicum. Any delays in recording hours or obtaining signatures must be communicated to the instructor in a timely manner. Please see CMFT 5910/5911 and CMFT 5929/5930 for course specific guidelines.

### Practicum evaluation and grading

In addition to informal evaluations during individual supervisory sessions, Practicum students will be formally evaluated by their supervisors on a variety of skills and activities at midterm and again at the end of the semester (see Appendices for competency-based evaluation form).

Letter grades will be given based on the following considerations:

- Attendance at class meetings.
- Professional/ethical behavior.
- Evaluation of skills and performance on Practicum Student Midterm and Final evaluations.
- Timely completion of all paperwork.
- Accurate note taking and record keeping.
- Arranging and attending individual supervision on a weekly basis.
- Following through with clinic policies & requirements.
- Openness to, and incorporation of Supervisor feedback.

Student evaluations are based on AAMFT core competencies for clinical practice. The final grade reflects the level of performance at the end of practicum.

### Remediation plan

The individual supervisor evaluates students' progress bi-monthly and conducts formal evaluations at midterm and at the end of the semester. The supervisory team consisting of staff clinicians, supervisors, and administrators at the practicum site may identify students who are not meeting practicum objectives at the midterm evaluation. In these cases, a formal remediation plan will be designed by individual supervisor and the practicum student. Both will sign the document and track progress. These students may be required to continue in Practicum for a second semester unless they have proven themselves to be proficient by the final evaluation at the end of the semester.

### Practicum FAQs

- How long should I be enrolled in Practicum?

Students enroll for one semester in CMFT 5910 and CMFT 5911 for a total of 6 credit hours. Students who successfully complete all requirements and receive a suitable grade move on to



their internship experience.

- Should I complete 40 hours of clinical contact for a grade in Practicum?

This applies only to students in the COUN/CFT dual track. Students in the MA in CFT program do not have a minimum required hours for receiving a grade.

It is, however, recommended that you make every effort to build an active case load of about 4-6 hours of direct clinical contact per week.

- How can I increase my relational cases?

The best way to increase access to couples and family therapy at the counseling center is to conduct outreach work in the community and on campus where couples and families are likely to frequent. Some examples would be schools, community events centered around parents and children, community spaces on campus, and community or campus events where relationships are the focus. You may use your outreach hours as a way of spreading information about services available at the Counseling center for those who are not students at CU Denver.

- What technology requirements are needed for Practicum?

Technology requirements: Instructions for setting up remote access are available on the Practicum course CANVAS page.

## INTERNSHIP

Students begin their Internship in CMFT 5929 after successful completion of Practicum (CMFT 5910 & CMFT 5911). The internship experience is designed to provide students with an opportunity to practice and expand their couple and family therapy skills in a field setting. These vary from community-based treatment centers to private practice settings serving a large population of clients from diverse backgrounds seeking services for psychological and relational distress. A current list of approved sites is available on the CFT program CANVAS page.

Students must enroll in *at least two semesters* of internship for a minimum of 3 credit hours each (total of 6 credits at least). However, in some cases, internship sites may require a longer commitment. Please check with your sites when you interview them and contact Dr.

Randolph if you have questions. At times students may have to enroll in a *third semester* of internship if they are unable to complete the 300-hour client contact requirement for graduation.

Note: If you are receiving financial aid and need to register for a certain number of credits to maintain qualification, please contact the program advisor, Dr. Geneva Sarcedo (Geneva.sarcedo@ucdenver.edu) for guidance.

### **Application to enroll in Internship (CMFT 5929 and CMFT 5930)**

Students must complete this internship application form before every semester they intend to register for Internship (CMFT 5929 and 5930) on Tevera.

The due dates are as follows:

For starting Internship in Fall Semester – June 15<sup>th</sup>

For starting Internship in Spring Semester – September 15<sup>th</sup>

For starting Internship in Summer Semester – April 15<sup>th</sup>

### [Applying for an Internship site](#)

Students typically begin exploring internship sites **one semester before they start practicum**.

For example, if you are on track to enroll in Practicum (CMFT 5910 and CMFT 5911) in Spring semester, you will begin looking for an appropriate internship site in the prior Fall semester. You may begin the process earlier. Please email the program clinical coordinator, Dr. Randolph, if you have questions about existing or new internship sites.

### **Secondary sites**

Students can have a maximum of **two** internship sites. Students can participate in these two sites on either a concurrent or contiguous basis. All application materials must be completed for both sites, including the collection of license and vita/resume from the on-site supervisor, prior to the end of the semester before the start of internship.

### **Approval of new sites**

Students may identify a site on their own that is not yet on the CFT list and request program approval. Program approval is a multi-step process involving: a) initial meeting between clinical coordinator site supervisors to verify systemic training credentials of supervisors and ensure clinical hour and supervision requirements are met; b) clinical coordinator then presents information about the site to the program faculty in a regularly scheduled faculty meeting for approval; and c) if more information is needed, the clinical coordinator will meet with the site supervisors again.

This multi-step process ensures that students are placed at sites that can provide them with family systems training in clinical practice and that they receive adequate systemic supervision.

Program faculty meetings are held twice a month from the beginning of Fall semester in August to end of Spring semester in May. There are no scheduled meetings during the semester breaks and other University breaks. The program faculty does not have scheduled meetings in the summer semester. Therefore, application for a new site approval must therefore begin early. In Fall semester, applications can be submitted between the start of Fall semester until November 30<sup>th</sup>. In Spring semester, applications can be submitted between start of Spring semester until April 15<sup>th</sup>.

## Clinical Supervision requirements

### **On-site supervision**

On-site supervision must be provided by the internship site's on-site supervisor at least once a week while the student is in internship. Students who have two sites will need to have on-site supervision by both their primary and secondary site supervisors or have an agreement in place with their primary site supervisor to supervise the hours they receive at their secondary site.

### **Video or audio recording for supervision**

Students need at least 50 hours of raw data supervision (of the total 100 hours of supervision in Practicum and Internship). Supervision of raw data includes live supervision and reviewing audio and/or video recordings of sessions. All approved internship sites must allow sessions to be recorded.

## Documentation of clinical hours

Clinical hours must be verified and signed by the on-site supervisor and the instructor for Internship (CMFT 5929/5930) and must be submitted to the Internship instructor on time on Tevera. Any delays in recording hours or obtaining signatures must be communicated to the instructor in a timely manner.

## Expectations of students in Internship

During the internship, students will be expected to demonstrate a commitment to implementing and expanding the following internship specific skills:

- Establishing and maintaining an ongoing client caseload.
- Demonstration and application of appropriate family systemic theories and skills.
- Development of specialized skills relevant to the requirements of the host site.
- Establishing and maintaining effective working relationships with staff, supervisors, and colleagues.
- Demonstration of willingness to meet professional obligations.
- Demonstration of enthusiasm and commitment to the Couple and Family Therapy profession.
- Demonstrating a willingness to learn and sensitivity to feedback.
- Demonstration of personal traits conducive to effective family systems therapy, learning, and professional development.
- Perform all family systems therapy and related activities in an ethical and legal manner.
- Demonstration of willingness to explore and use community resources for referrals.
- AAMFT student membership and liability insurance

## Internship evaluation process

### **Evaluation of student**

Students will be evaluated by their on-site supervisors at mid-term and at the end of each semester. The evaluations will be sent directly to on-site supervisors through Tevera.

Student evaluations are based on AAMFT core competencies for clinical practice. The final grade reflects the level of performance at the end of internship.

### **Evaluation of site supervisor**

At the end of each semester students will complete an evaluation of their on-site supervisor via Tevera. These evaluations are not accessible to the on-site supervisor until after the student's placement is complete.

### **Evaluation of Internship instructors**

Students will evaluate their internship instructors at the end of each semester via Tevera.

## Internship FAQs

- **What is the minimum length of internship?**

All students must participate in at least two semesters (total of at least 6 credit hours) of internship to meet graduation requirements. Including practicum, it is a yearlong commitment.

- **How many hours per week is spent on Internship?**

Students are expected to spend at least 20 hours per week engaging in internship activities. These activities include direct client contact hours, weekly team meetings, on-site supervision, group supervision, and clinical documentation.

- **How many clients should I average per Internship semester to complete clinical requirements for graduation?**

Students should aim to complete an average of 10 direct client contact hours a week with half of those being relational hours.

- **What do I do if an internship site is no longer suitable for training?**

If you are having problems with your internship site first let your internship instructor know. They will work with you and your on-site supervisor to get an idea of what the problems are and collaborate on a solution that will work for all parties. If the problems at the internship site continue after that initial meeting, the program clinical coordinator will step in and try to resolve the issue with the student, internship instructor, and the on-site supervisor.

## ADDITIONAL RESOURCES

The following resources provide more information about licensing in Colorado and across the country:

### MFT licensing requirements in Colorado

- Department of Regulatory Agencies (DORA) requirements for licensure in Colorado: <https://dpo.colorado.gov/MarriageFamilyTherapy>
- DORA license eligibility and policies <https://dpo.colorado.gov/MarriageFamilyTherapy/LawsRulesPolicies>

### Licensing requirements across states in the United States

- AAMFT resource: [https://www.aamft.org/AAMFT/BUILD\\_Your\\_Career/MFT\\_State\\_Provincial\\_Resources/Advocacy/State\\_Resources/MFT\\_State\\_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095](https://www.aamft.org/AAMFT/BUILD_Your_Career/MFT_State_Provincial_Resources/Advocacy/State_Resources/MFT_State_Resources.aspx?hkey=261d7879-9d5b-4aa0-b60c-c15e82b8b095)
- State authorization and professional licensure information through the University of Colorado, Denver offices: <https://www.ucdenver.edu/state-authorization>

### Teletherapy regulations

- AAMFT updates ([https://www.aamft.org/Events/State\\_Guide\\_for\\_Telehealth.aspx](https://www.aamft.org/Events/State_Guide_for_Telehealth.aspx))
- AMFTRB guidelines for MFT teletherapy and telesupervision (<https://amftrb.org/wp-content/uploads/2021/09/AMFTRB-Teletherapy-Guidelines-9-21.pdf>)

## APPENDICES

Appendix A: Pre-Practicum Audit  
MA in Couple and Family Therapy  
 Pre-Practicum Audit

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>SEMESTER COMPLETED</b>	<b>GRADE</b>
CMFT 5150	Foundational Family Therapy Theories		
CMFT 5160	Individual & FT Foundational Techniques and Self of the therapist		
CMFT 6180	Family Issues: Multicultural Intersectional Systems through the Lifespan		
CMFT 5151	Contemporary Family Therapy Theories		
CMFT 5161	Individual & FT Contemporary Techniques and Self of the Therapist		
CMFT 5330	Professional Identity & Relational Ethics		
LDFS 6200	Human Development		
RSEM 5120	Introduction to Research		
CMFT 5180	Couple/Relational Therapy		
CMFT 6160	Advanced Assessment & Treatment in Family Systems		
COUN 6250	Mental Health Diagnosis		
CMFT 6140	Counseling Children, Adolescents & Their Parents		
CMFT 6170	Family Issues: Addictions & Trauma in Family Systems		
CMFT 6000	Introduction to Sex Therapy		

I verify this information is correct to the best of my knowledge.

**Student Signature**

**Date**

## Appendix B: COAMFTE vs CACREP clinical requirements

Comparison of hours requirements for COAMFTE (CFT students) and CACREP (Dual track COUN/CFT only)

HOURS/TIME FRAME	CACREP for Dual COUN/CFT students)	COAMFTE (CFT students)	NOTES
How to distinguish practicum vs. internship hours	Counts hours for practicum and internship separately	Clinical hours are counted in the 12 months prior to graduation. No distinction between practicum and internship.	N/A
Total hours (includes direct client contact and other hours such as training, case management, etc.)	Practicum-150 Internship-600	COAMFTE only tracks direct client contact.  Total Clinical Hours-300	N/A
Clinical Hours (Direct Client Contact Hours)	Practicum- minimum of 40 hours.  21(minimum) of those 40 hours must be relational  Internship-240 hours. 121 of the 240 must be relational	300 Client contact hours over 12-month period, i.e., practicum and two internship semesters. 100 of the 300 must be relational	N/A
Group Facilitation*	10 hours	N/A	N/A



<p><b>Total Client Contact Hours Required to Graduate</b></p>	<p>Practicum-40 Internship-240 (10 hours of group facilitation included)  Total Direct Clinical Hours-40 + 240=280  Practicum Relational-21 Internship Relational-121  Total Direct Relational Clinical Hours- 21 + 121=142  *142 of your total 280 direct clinical hours must be relational.</p>	<p>300 Client contact hours over 12-month period, i.e., practicum and two internship semesters.  100 of the 300 must be relational</p>	<p>CACREP requires more RELATIONAL hours (142 vs. 100). COAMFTE requires more Total clinical hours (300 vs 280).  Remember COAMFTE does NOT track nonclinical hours.  For CACREP, beyond the 10 hours required for group facilitation, groups may count towards relational hours. For example: Parenting groups, multi-family groups, sibling groups count towards Relational hours up to 60 hours AFTER you have completed the required 10 group hours.</p>
<p><b>Supervision</b></p>		<p>100 hours –via individual supervision and Practicum and Internship classes (CMFT 5910, 5911, 5929, and 5930).</p>	

## Appendix C : Evaluation of Students in Practicum and Internship

### Competency Based Clinical Evaluation of Student completed by Individual Practicum Supervisor

#### Couple and Family Therapy Program, CU Denver

### Competency Based Clinical Evaluation of Student completed by Individual Practicum Supervisor

*Please complete this form on the student listed*

**Student Name:**

**Supervisor's Name:**

**Agency:**

**Period of Supervision:**

Evaluation of AAMFT Core Competencies:

Please use the following rating scale to evaluate students in the areas of competence below:

1. Demonstrates skills **far below** expected for a student at this developmental level
2. Demonstrates skills **below** expected for a student at this developmental level
3. Demonstrates skills **at the level** expected for a student at this developmental level
4. Demonstrates skills **above** expected for student at this developmental level
5. Demonstrates skills **far above** expected for a student at this developmental level
6. Not Yet Applicable

### Domain 1: Admission to Treatment

Domain Number	Competency	Criteria	Rating
1.1.2	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy	Can the student discuss theory, articulate which theory they might apply to a case? Do they use systemic questions?	

1.3.5	Obtain consent to treatment from all responsible persons.	Has all the Intake paperwork and appropriate consents been signed? Does the student ensure there is a release before talking with others?	
1.3.6	Establish and maintain appropriate and productive therapeutic alliances with the clients.	Has the therapist been able to engage with clients? Do they come back?	

Domain Number	Competency	Criteria	Rating
1.3.7	Solicit and use client feedback throughout the therapeutic process.	Does the therapist ask the client about goals, session progress, specific feedback?	
1.3.9	Manage session interactions with individuals, couples, families, and groups.	Does the therapist start and end on time? Have clients talk with each other? Facilitate discussion, manage conflict?	
1.5.2	Complete case <b>documentation in a timely manner</b> and in accordance with relevant laws and policies.	Session notes done within 48 hours. Treatment plans within 4 sessions, updated as needed.	

**COMMENTS:**

## Domain 2: Clinical Assessment and Diagnosis

Domain Number	Competency	Criteria	Rating
2.3.3	Apply effective and systemic interviewing techniques and strategies.	Included all members attending? Use circular questions? Focus on systemic concerns & use systemic interventions?	
2.3.5	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.	Does the student recognize areas of risk? Do they seek assistance? Develop plan with the client?	

Domain Number	Competency	Criteria	Rating
2.3.6	Assess family history and dynamics using a genogram or other assessment instruments.	Are they assessing the system/ family/ relationship? Do they use genogram, observation, tasks, other tools? Do they review the client assessments?	
2.3.8	Identify clients' strengths, resilience, and resources.	Do they include strengths when discussing case, build on them in session?	
2.5.1	Utilize consultation and supervision effectively.	Do they come to supervision regularly? Do they ask for assistance with cases? Show their work openly?	

**COMMENTS:**

### **Domain 3: Treatment Planning and Case Management**

Domain Number	Competency	Criteria	Rating
3.3.5	Manage progression of therapy toward treatment goals.	Are they focused on goals? Can they articulate what they are working on? Do they note progress?	
3.3.6	Manage risks, crises, and emergencies.	Do they identify areas of risk? Are they calm when sessions are intense, client are in crises? Do they seek appropriate assistance in emergencies?	
3.5.3	Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.	Have they completed a treatment plan? Are notes done on time?	

Domain Number	Competency	Criteria	Rating
3.5.4	Utilize time management skills in therapy sessions and other professional meetings.	Are they on time for sessions? Do they end sessions on time? Are they on time for supervision?	

**COMMENTS:**

## Domain 4: Therapeutic Interventions

Domain Number	Competency	Criteria	Rating
4.1.1	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	Does theory inform their practice, conceptualization, interventions? Can they articulate what they do in session and why?	
4.3.2	Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).	Do they tend to issues of diversity, account for it in the room, in the therapeutic relationship?	
4.3.5	Engage each family member in the treatment process as appropriate.	Do they utilize family members/ partners? Do they conduct relational sessions and develop systemic goals?	
4.3.6	Facilitate clients developing and integrating solutions to problems.	Do they ask clients about goals, what they want to see changed, what is working?	

Domain Number	Competency	Criteria	Rating
4.3.7	Defuse intense and chaotic situations to enhance the safety of all participants.	Are they able to contain chaos & stay calm? Can they interrupt escalations effectively?	
4.3.12	Integrate supervisor/team communications into treatment.	Are suggestions and requests acted upon?	
4.5.1	Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).	Can they listen to other perspectives and be open to new ideas? Are such discussions productive?	
4.5.2	Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.	Does the therapist maintain professional boundaries (ex. refrain from using personal #'s emails). Are they able to work with all members of the system (client and larger system) collaboratively and professionally?	
4.5.3	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.	Can they explain what they do and why? Does the therapist follow a plan?	

**COMMENTS:**

## Domain 5: Legal Issues, Ethics, and Standards

Domain Number	Competency	Criteria	Rating
5.3.1	Monitor issues related to ethics, laws, regulations, and professional standards.	Do they follow policies related to paperwork deadlines, response to messages, maintaining appointments? Do they obtain consent? Seek consultation for cases that are challenging or beyond the scope of their practice?	
5.3.3	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.	Is this reviewed thoroughly at the beginning of the case? With all new members that join the therapy?	
5.3.4	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.	Does the student create a safety plan when risk is noted?	
5.5.1	Maintain client records with timely and accurate notes.	Are notes complete? On time? Accurately reflect the session?	

**COMMENTS:**

## Awareness of Self

Domain Number	Awareness of Self	Criteria	Rating
3.4.5	Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients,	Does the student process reactions in supervision? Are they open to discussing the way the self impacts their therapeutic relationships & clinical work?	



Domain Number	Awareness of Self	Criteria	Rating
	process for explaining procedures, and outcomes.		
5.2.4	Recognize when clinical supervision or consultation is necessary.	Does the student present cases that are challenging? Are they open to feedback? Are they able to ask for assistance?	
5.4.2	Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.	Can the student discuss their personal issues, beliefs & attitudes as they relate to clinical work? Are they open to & incorporate feedback?	
5.5.2	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.	Does the student share relevant issues in supervision? Are they open to getting assistance & working on areas of concern?	

**COMMENTS:**

**Areas of Strength:**

## Areas for Future Growth:

Plan to address competency areas needing improvement (rated 1 or 2):

\*\* If there is a "2", half letter grade less

\*\* If there is a "1" it is a full letter grade less

The grade I assign this student, based on his/her work under my supervision, is \_\_\_\_\_.

I expect this student to continue to work with me until \_\_\_\_\_.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



University of Colorado  
Denver

### Appendix D: Internship Agreement

This Agreement, by and between:

The MA Program in Couple and Family Therapy  
School of Education and Human Development  
University of Colorado Denver  
P.O. Box 173364, Campus Box 106  
Denver, CO 80217-3364

**AND**

Agency or School: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**AND**

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ (Home) \_\_\_\_\_ (Work)

For the purpose of providing an internship in Couple and Family Therapy for the above-named student for:

CMFT 5930: Internship in Couple and Family Therapy

Begin Term: \_\_\_\_\_ End Term: \_\_\_\_\_

Credit Hours: \_\_\_\_\_ Internship Hours: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Phone #: \_\_\_\_\_

The student will be working primarily with the following type(s) of clients:

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It is mutually agreed that:

A. The above-named **Agency or School** will provide the following services and supervision for the Couple and Family Therapy Program's student (master's degree or above):

1. An orientation to the agency or school and definition of specific student duties which are appropriate to clinical training and conform to the Couple and Family Therapy Program's expectations as contained in the Couple and Family Therapy Program's Practicum and Internship Handbook. No student will be required to meet any financial quotas, requirements, or incentives at the Agency/School.
2. Supervision on-site to be performed by (On-Site Supervisor):

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Degree(s) held: \_\_\_\_\_

Major field of study: \_\_\_\_\_

Licenses held: \_\_\_\_\_

Other Credentials: \_\_\_\_\_

Relevant work experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Years of experience as a counselor/therapist: \_\_\_\_\_

Years of experience as a supervisor: \_\_\_\_\_

AAMFT Approved Supervisor or Supervisor Candidate: Yes/ No

If no, have you had any supervision training? Yes/No

If yes, please describe supervision training:

3. Weekly review of the student's performance via a one-hour individual meeting with the student and review and approval of the student's weekly internship log. Review raw data from at least one of the intern's therapy sessions either through live observation, or video or audio tape. Additional individual and on-site group supervision is strongly encouraged.

4. Ensure that clients are adequately informed of and consent to student participation in therapy sessions, as well as observation by the On-Site Supervisor.
5. The supervision of the student will be performed by the On-Site Supervisor. If the On-Site Supervisor is absent or not available, they will designate an acting On-Site Supervisor and provide the alternate contact information to the student and the University Supervisor. The Internship Site Supervisor will require that a licensed mental health provider will be physically on-site at AGENCY at all times when a student is present.
6. Report, as soon as possible in written communication (to the student's internship instructor) via the bi-weekly form or email any concerns, incidents, or claims involving the student to the University Supervisor and the student. The university internship instructor will work with the AGENCY and student to determine the level of concern and appropriate follow up. Site supervisors will be asked to document the concern on the program's Professional Dispositions Form (provided by the internship instructor). Depending on the nature of the concern, the AGENCY and university internship instructor will determine whether the student is able to remain at the internship site. If it is determined appropriate for the student to remain at the site, a remediation plan will be developed between the AGENCY and university for student success. If it is deemed inappropriate for the student to remain at the site, the student and university will work with the site to terminate placement in an ethical and timely manner.
7. Prevent the student from engaging in after hours on-call responding to crisis situations without training and oversight provided by the internship site.
8. Provide copies of any documents the Agency /School requires the student to sign to the University Supervisor and the student.
9. The student has access to audio or video equipment for taping sessions for review in University Internship group supervision course.  Yes  No
10. The student has access to professional resources such as assessments, technology, professional development materials, etc.  Yes  No

B. The **Student** will:

1. Be at the agreed upon location on the following days at the following times:

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2. Be assigned the following specific duties and responsibilities:

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3. Keep a log of time spent including weekly summaries, which will be reviewed and signed by the internship On-Site Supervisor.
4. Be responsible for knowing who is supervising their activities at the Internship Site at all times.
5. Participate in a one-hour weekly individual meeting with the Internship On-Site Supervisor to review performance and weekly internship log.
6. Attend weekly group supervision (Internship class meetings) at the University of Colorado, Denver.
7. Report, as soon as possible, any concerns, incidents or claims related to the internship to the Internship On-Site Supervisor and University Supervisor.

C. That the **University of Colorado Denver Couple and Family Therapy Program** will:

1. Advise the student as to the requirements (seminars, reports, evaluations) involved in the Internship.
2. Provide supervision meetings with the student to discuss common problems and experiences, as well as to assist student in case study presentation and other areas of concern.
3. Maintain periodic contact with the Internship On-Site Supervisor and the student to discuss the student's progress, including no less than one on-site visit by the student's University Supervisor for the purpose of meeting with the On-Site Supervisor.
4. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above responsibilities and conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties meet or confer as soon as possible discuss why these expectations have not been met and attempt to resolve any issues or concerns.

Your signature below confirms you agree to all the above stated responsibilities and conditions:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

University Clinical Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

This site  is /  is not currently on the list of approved Internship sites in the CU Denver Counseling Center office.





Very Ineffective

Very Effective

6. How would you rate your supervisor's ability to respect your Therapeutic style?

1  
Very Ineffective

2

3

4

5  
Very Effective

7. How would you rate your supervisor's ability to expand your repertoire of therapeutic style?

1  
Very Ineffective

2

3

4

5  
Very Effective

8. How would you rate your supervisor's ability to excite and motivate you to continually challenge yourself?

1  
Very Ineffective

2

3

4

5  
Very Effective

9. How effective do you think your supervisor is as a clinician?

1  
Very Ineffective

2

3

4

5  
Very Effective

10. How effective do you think your supervisor thinks of you as a clinician?  
(Based on your experience level).

1  
Very Ineffective

2

3

4

5  
Very Effective

Please give us a sense of the strengths of your supervisor:

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Please give us a sense of any weaknesses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_



Very Ineffective

Very Effective

6. How would you rate your supervisor's ability to respect your Therapeutic style?

1  
Very Ineffective

2

3

4

5  
Very Effective

7. How would you rate your supervisor's ability to expand your repertoire of therapeutic style?

1  
Very Ineffective

2

3

4

5  
Very Effective

8. How would you rate your supervisor's ability to excite and motivate you to continually challenge yourself?

1  
Very Ineffective

2

3

4

5  
Very Effective

9. How effective do you think your supervisor is as a clinician?

1  
Very Ineffective

2

3

4

5  
Very Effective

10. How effective do you think your supervisor thinks of you as a clinician?  
(Based on your experience level).

1  
Very Ineffective

2

3

4

5  
Very Effective

11. How effective is your supervisor in encouraging group process? (If applicable)

1  
Very Ineffective

2

3

4

5  
Very Effective

Please give us a sense of the strengths of your supervisor:

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Please give us a sense of any weaknesses: \_\_\_\_\_

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Additional comments: \_\_\_\_\_

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University of Colorado  
Denver

**Couple and Family Therapy Program  
Record of Internship Site Visit**

## Appendix G: Record on Internship Site Visit

Site Visits are required (1) during the Internship course, (2) after changing to a new training site, or (3) after changing On-Site Supervisors. **This form is to be complete by the site-supervisor.**

Graduate Student: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Internship Site: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

Site Visit Date: \_\_\_\_\_

Student Strengths:

Student Growth Areas:

Supervision Concerns:

Other Feedback:

\_\_\_\_\_  
Graduate Student's Signature and date

\_\_\_\_\_  
On-Site Supervisor's Signature and date

\_\_\_\_\_  
Faculty Supervisor's Signature and date

## Appendix H: Placement Site Feedback Survey

The faculty in the CU Denver CFT program value your feedback as training partners for our students. The following questions are designed to gather your impressions about how well the training student interns receive at CU prior to and during their placements meets your site's needs and expectations.

First, using the following scale, we invite you to circle the number that best represents overall student preparation.

- 1 Student preparation does not meet our site expectations for interns
- 2 Student preparation meets our site expectations for interns
- 3 Student preparation exceeds our site expectations for interns

Next, please use the space provided to tell us more about strengths and ways we can better meet your needs and expectations as a site. Feedback will be incorporated into program planning and curriculum development.

<b>Inter/Intrapersonal Competencies</b>
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- |  |   |   |   |
|--|---|---|---|
| • self and system awareness  | 1 | 2 | 3 |
| • ability to self-regulate   | 1 | 2 | 3 |
| • cultural and contextual awareness  | 1 | 2 | 3 |
| • ability to engage with others helpfully<br>regarding contextual/cultural differences | 1 | 2 | 3 |

### **Training and Preparation Strengths:**

### **Areas to Develop in Training and Preparation:**

### **Suggestions:**

<b>Clinical Competencies</b>
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• Ability to maintain therapeutic alliances	1	2	3
• Systemic assessment and treatment planning	1	2	3
• Individual psychopathology and family functioning assessment	1	2	3
• Applying family systems theory informed interventions	1	2	3
• Participating collaboratively in stakeholder relationships	1	2	3
• Using supervision and consultation well	1	2	3
• Legal and ethical awareness and preparation	1	2	3
• Professional identity as a CFT	1	2	3

**Training and Preparation Strengths:**

**Areas to Develop in Training and Preparation:**

**Suggestions:**

<b>Other areas concerning CFT training and preparation for which you would like to offer us feedback?</b>
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