



Internship Supervision Contract

Student Name: _____

Student ID #: _____

Previous University Degrees: _____

Supervisor Name and Title: _____

Supervisor Phone Number: _____ E-mail: _____

Supervision Site and Address: _____

OPQ Psychotherapy Permit #: _____

OTSTCFQ TS Professional Social Worker Permit #: _____

OTSTCFQ TCF Couple and Family Therapist Permit #: _____

AAMFT Approved Supervisor Permit #: _____

Other Permit # (Psychologist, Psychiatrist, etc.): _____

Timeline of contract: _____ to _____
(Start Term) (End Term)

SUPERVISION PHILOSOPHY

The key to supervision is to provide a respectful, trusting, supportive learning environment through an effective supervisory relationship. Supervision seeks to facilitate the development of supervisee competence through supporting their learning in the following areas: integration of theoretical knowledge into practice, which involves formulating clinical hypotheses and treatment plans; as well as the development of psychotherapy treatment skills across a range of theoretical models applied to couple and family systems.

The focus of supervision includes attention to evidence-based best practice methods; couple and family therapy competences (OTSTCFQ 2015; AAMFT 2004); as well as a balanced emphasis on clinical case analysis, clinical ethics, and skill development, specifically highlighting systemic interventions (structuring interventions, interactional methods, emotional processes, and connecting historical themes to the presenting problem).

Supervision offers a context to facilitate the reflection and exploration of interpersonal and individual personal supervisee issues that can impact upon or be triggered by issues in therapy with clients, while at the same time respecting the boundaries of the supervisory relationship.

OTSTCFQ COMPETENCES:

- ✓ Domaine 1 : La conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale
- ✓ Domaine 2 : La gestion des éléments clés entourant la conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale

SUPERVISORY METHODS:

To be completed by the supervisor.

Please indicate which supervisory model(s) you integrate into your supervision:

- Person-of-the-therapist
- Psychoanalytic
- Psychodynamic
- Cognitive-behavioural
- Person-centered
- Systems approach
- Other(s) _____

Please provide a summary of the type of supervisory methods and tools you incorporate into your supervision (i.e. professional vs. personal aspects, use of genograms, live and video supervision, etc.).

Please indicate the following information as it pertains to your internship site:

Internship schedule (i.e. day, time): _____

Team meetings (i.e. weekly/bi-weekly, day, time): _____

Rounds (i.e. day, time): _____

Additional activities (please indicate if they are mandatory or voluntary for students i.e. conferences, workshops, seminars etc.):

INTERNSHIP COURSE DESCRIPTIONS

CAFT 606 Internship 1 in Couple & Family Therapy (3 credits): The first portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars on advanced systemic and communication models. Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

CAFT 611 Internship 2 in Couple & Family Therapy (6 credits): The second portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars geared to providing further didactic training in the legal and organizational aspects and ethics and deontology as applied to specific case examples being experienced by students in their internship experiences. Also, participation in an integrative seminar designed to facilitate the integration of advancing knowledge and clinical skills.

CAFT 612 Internship 3 in Couple & Family Therapy (6 credits): The third portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. In this course, students will participate in a series of seminars provided by faculty experts on the four models of treatment: (Humanistic, Systemic) cognitive behavioural couple and family therapy (CBMT), attachment focused and mentalizing based therapy for couples and families (Psychodynamic) and systemic family therapy (Systemic). Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

INTERNSHIP REQUIREMENTS

- Total of 15 credits: CAFT 606 (3-cr) / CAFT 611 (6-cr) / CAFT 612 (6-cr) completed over 3 semesters
- Internships will be completed over 40 weeks, with 2 semesters consisting of 13 weeks and 1 semester consisting of 14 weeks
- Includes direct client contact hours with a maximum ratio of 5 hours of clinical contact to 1 session of supervision
- Minimum of 10 clients, each receiving a minimum of 10 hours of direct treatment
- Didactic seminar programme completed over 3 semesters
- 50% of cases need to be video-taped

TOTAL HOURS FOR PROGRAM

- 500 hours of direct client contact hours, which includes 100 hours dedicated towards 10 client cases (minimum of 10 hours each) and a maximum of 100 hours of individual client contact hours
- 100 hours of individual supervision (maximum **1:1 supervisor-to-student ratio**)
- 200 hours of clinical activities related to the practice of psychotherapy, which includes 87 hours of didactic seminar programme
- TOTAL: 800 hours

HOURS PER WEEK

- 12.5 hours of direct client contact hours
- 2.5 hours of individual supervision
- 5 hours of clinical activities related to the practice of psychotherapy, including approximately 2 hours of didactic seminar programme
- Students should begin carrying 5-6 cases per week, and gradually work towards carrying 10 cases of their own per week.

-The internship requirement necessitates students to attend a series of didactic integrative seminars. These sessions are organized by McGill, and although we try to schedule these seminars so that they do not conflict

with internship, it is sometimes not possible. If this should occur, we ask supervisors to be flexible and to allow students to make up the hours at another time.

- Internship days are Mondays, Wednesdays and Fridays.
- It is expected that students will be on site for approximately 24 hours a week, with a minimum of 20 hours be committed to fulfilling above mentioned hour requirements

THEORETICAL MODELS (42 HOURS)

Theoretical Modality	Hours
Psychodynamic	3 hours
Cognitive-Behavioural Family Therapy	9 hours
Systemic Models and Communication	27 hours
Humanistic	3 hours

ETHICS AND DEONTOLOGY (30 HOURS)

Legal and Organizational	15 hours
Ethics and Conduct	15 hours

RESERVED ACTS (5 HOURS PER TERM)

The OTSTCFQ has identified the following three Reserved Acts for Couple and Family Therapists. Activity 2 and 3 are integrated within the three internship courses:

	Activity 1 Evaluation of a person with a mental or neuropsychological disorder by a diagnosis or by an assessment effected by a trained professional	Activity 2 Evaluation of a person who is dealing with child custody and access issues.	Activity 3 Evaluation of a person who wishes to adopt a child.
CAFT 606/611/612		x	x

INTERNSHIP DIDACTIC SEMINAR PROGRAMME

A series of didactic seminars will be integrated into the three internship courses:

Course	Didactic seminar programme (3 HOURS PER WEEK)
CAFT 606 (3 credits)	Advanced systematic and communication models (24 hours)
CAFT 611 (6 credits)	Legal and organizational aspects (15 hours) Ethics and deontology (15 hours)
CAFT 612 (6 credits)	Four models of treatment: <ul style="list-style-type: none"> Emotionally focused therapy for couples and families (EFT-Humanistic, Systemic) (3 hours) Cognitive behavioural marital and family therapy (CBMT) (9 hours) Attachment focused and mentalizing based therapy for couples and families (AFFT, MBT-Psychodynamic) (3 hours) Systemic family therapy (SFS-Systemic) (3 hours)
<p>*** ALL 3 SEMESTERS ***</p> <p>5 hours per term, total: 15 hours</p>	<p>Specialized seminar series focused on the reserved activities:</p> <ul style="list-style-type: none"> 8 seminars on evaluation of custody and access (8 hours) 7 seminars on evaluation of a person who wants to adopt a child (7 hours) <p><i>The 8 seminars on evaluation of custody and access will include:</i></p> <ul style="list-style-type: none"> <i>Guidelines for expert assessment concerning child custody and access rights</i> <p><i>The 7 seminars on evaluation of a person who wants to adopt a child will include:</i></p> <ul style="list-style-type: none"> <i>Attention to ethical considerations</i> <i>The steps of adoption evaluation</i> <i>Pre-adoption</i> <i>The evaluation process and post-adoption with attention to attachment continuity in adoption evaluation</i> <p><i>These seminars will facilitate the integration of:</i></p> <ul style="list-style-type: none"> <i>Advanced level competencies applied to custody</i> <i>Access and adoption evaluation and treatment</i> <i>Core systemic and theoretical skills to strengthen the competencies in these reserved activities</i> <i>A particular attention will be given to the drafting of reports and progress reports</i>

Disclaimer: The internship site is not required to provide the didactic seminars, but simply to allow the students the time to attend the seminars throughout the three semesters.

EVALUATION CRITERIA AND PROCESS

The program has developed an evaluation tool based on learning objectives, entitled "Internship Evaluation Form," which is provided along with the "Internship Supervision Contract" and "Internship Tracking Forms" as part of the required documentation that must be kept in the student's file both at the University and at the Internship site.

The evaluation method is outcome-based and must be completed at the end of each semester. Supervisors will complete evaluations for each internship course (course #s). The student will receive three evaluations throughout the duration of their internship. The evaluations will be recorded on the student's academic record as a PASS/FAIL grade for each course.

Responsibilities of CFT Internship Program:

- Follow the guidelines of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)** and the **Ordre des Psychologues du Québec (OPQ)** (*Référentiel des compétences des thérapeutes conjugaux et familiaux*, 2015; Standards for the practice of marriage and family therapy, 2006; Standards respecting the keeping of records and consulting offices (*Guide de normes pour la tenue des dossiers et des cabinets de consultation*, 2005, English translation, 2006) et the activities reserved for couple and family therapists by the Code des professions (art 37.1 (1.1.2)).
- To train students in the fundamentals of couple and family therapy theoretical principles and practices.
- To provide students critical hands-on clinical experience under the close supervision of highly experienced couple and family therapists throughout the duration of the program.
- To increase graduates' multicultural competences as course curriculum is designed to reflect sensitivity to issues of race, class, gender and sexual orientation and diversity of family structures within a pluralistic, multi-cultural society.
- To ensure the availability of one of the clinic supervisors during placement hours, day and by phone at other times in the event of crises or emergency situations.
- To ensure the availability of audiovisual and library resources to support student achieving their educational learning outcomes.

Responsibilities of the student:

- Abide by the terms and commitments of the Internship Supervision Contract.
- Respect the Code of Ethics of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)**; the **Ordre des Psychologues du Québec (OPQ)**; and the **AAMFT Code of Ethics (2015)**.
- Follow the rules and procedures of the institution and the university.
- Contact your supervisor if experiencing difficulties.
- To attend individual supervision regularly and promptly and to participate actively in the supervision process.
- To prepare for supervisory sessions by reviewing case notes, editing video tapes, and identifying those issues that the supervisee would like to address in supervision.
- To endeavour to link theory learned in class to clinical work in the field.
- To review written material such as assessments with the supervisor and ensure that each clinical file is up to date and periodically reviewed by the supervisor.



- To ensure that case notes are submitted in a timely manner according to agency standards of practice.

- To be responsible for intake on a rotating basis with the other students in the clinic and to present all new intakes to the team at the weekly team meeting.
- To explore clinical process in detail with the supervisor in order to identify and develop an awareness of one's own professional strengths and to determine areas needing growth.
- To be open to different approaches and techniques and to report on their effectiveness during the supervisory process.
- To be willing to work with the team of interns and to be open to both including them and supporting them in the supervisory process.
- To be available on placement days and to be able to meet with clients in the early morning or evening of those days in order to accommodate the needs of the clients.
- To be open to the feedback of the supervisor and to be willing to work in a collaborative process to develop an approach that best meets the needs of the client.
- To be willing to explore personal issues that are triggered by or impact on the work with families within the boundaries of the supervisory relationship.
- To ensure that all clients are made aware that the clinic is part of a teaching institution, that supervision is part of the process and that they sign all the necessary documents authorizing use of video tape, live sessions etc.
- To keep all client material confidential and ensure that all clinical files remain locked in the filing cabinet at your internship site.
- To immediately contact the supervisor, or the other supervisors in the clinic if the supervisor is not available, in the case of an emergency or clinical crisis.
- To participate openly in the evaluation process and to ensure that the supervisor is aware of any problems within the supervisory process.
- To consult with the student advisor and the staff in charge of placements should there be concerns about the supervisory relationship or process that are not being resolved in the context of supervision.
- To provide a written evaluation of the supervisor and the supervisory process after the final written evaluation by the supervisor has been submitted.
- To follow due process, should you encounter any issues in your internship, contact your site supervisor and your Faculty Advisor to discuss.

Responsibilities of the supervisor:

- Abide by the terms and commitments of the Internship Supervision Contract.
- Respect the Code of Ethics of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)**; the **Ordre des Psychologues du Québec (OPQ)**; and the **AAMFT Code of Ethics (2015)**.
- Meet the criteria of the university about the amenities of the **OPQ and OTSTCFQ**.
- Communicate with the academic staff if the student is experiencing difficulties.
- Provide an assessment of the student using the Evaluation Form provided by the university at the end of every semester of the internship.
- Allow the student an opportunity to provide their feedback regarding supervision, site and overall internship experience.
- Ensure that the student has access to workspace that meets the standards for professional Couple and Family Therapy practice.



- Ensure that the student is a suitable candidate for the placement and has received the administrative authorization to begin their internship.
- Ensure that practical training is consistent with the requirements of the **OPQ and OTSTCFQ**.
- To provide an atmosphere of respect, support and encouragement for professional growth.

- To review the supervisee's learning goals and to ensure that these remain an integral part of the supervision and evaluation process throughout the year.
- To facilitate the supervisee's learning and development of clinical skills; presentation, assessment and treatment skills.
- To provide the opportunity to work with the team and the other supervisors in the clinic through the use of live supervision with the team behind the one way mirror and case presentations to the team.
- To provide with the other supervisors orientation and monthly training sessions on various related topics throughout the year.
- To facilitate the reflection and exploration of interpersonal and individual personal issues that impact on or are triggered by issues in therapy while at the same time respecting the boundaries of the supervisory relationship.
- To review, give feedback on and authorize all written material including assessments, progress notes, closing summaries, and any correspondence.
- To conduct supervisory sessions in a professionally ethical manner and to encourage in the supervisee the development of professional integrity and a respect for and knowledge of professional ethics and code of conduct.
- To develop a respectful collaborative process whereby feedback is provided on conceptual, process and practical issues.
- To share collegial consultation with the Program Director to ensure the highest quality of service to the clients and supervision to the supervisee.
- To provide feedback by one student written evaluation per term submitted to Heather MacIntosh, Program Director. To consult with Program Staff should the supervisee be experiencing any problems in the placement that might require an extension to the placement or should there be any concern about the supervisee's ability to pass the placement.
- To maintain confidentiality regarding supervision except as indicated in above responsibility.
- To jointly, with the supervisee, evaluate the progress of the supervisee, based on the learning goals established at the beginning of the year.
- To be open to feedback from the supervisee on the supervisory process on an ongoing basis and to seek consultation from colleagues and program staff should problems be encountered that are difficult to resolve within the supervisory process.
- To be available to the supervisee between supervisory sessions for brief clarification of supervisory issues.

Supervisor: Conflict of Interest Statement and Disclosure of Personal Information:

- It is your responsibility to ensure that supervision is confidential.
- During the course of the internship, personal information may be shared by students with the supervisor.
- It is important to be clear that supervision is not therapy; and when the student shares personal distress, they should be redirected to resources at the University.
 - McGill Student Wellness Hub 514-398-6017 <https://mcgill.ca/wellness-hub/>
 - McGill Office for Students with Disabilities: 514-398-6009 <https://www.mcgill.ca/osd/>
 - McGill Office of Religious and Spiritual Life: 514-398-4104 <https://www.mcgill.ca/morsl/>
 - McGill Student Services: 514-398-8238 <https://www.mcgill.ca/studentervices/health-wellness>

- In the case of the disclosure of personal information, supervisors are encouraged to be clear that these disclosures are entirely at the discretion of students and that no personal questions will be asked by supervisors. However, when disclosures of personal information are made by students, supervisors will, at their discretion, explore these disclosures in relation to how they help the student understand their work with their clients and, also, where appropriate, make referrals to mental health practitioners.
- In the case of student disabilities, supervisors should be aware of the university policies around student disability (<https://www.mcgill.ca/osd/accessing>). In particular, supervisors may not ask direct questions about any kind of disability, including mental health related disabilities, in either interviews or supervision. It is the student's responsibility to provide the supervisor with information about any accommodations they may require to succeed in the internship setting. Supervisors should be aware that the Office for Students with Disabilities is a resource for students and that students with disabilities or students requiring academic support should be registered with this service at the university.
- The supervisor must adhere to the ethical guidelines regarding supervision relationships.

Additional supervision requirements:

- The student must receive 100 hours of supervision over the span of their internship (approximately 2.5 hours per week) on 1:1 supervisor-to-student ratio. When supervision is provided for 2 students, only the student presenting can count the supervision hours as direct. The other student watching is allowed to count the hours as observation.
- Students are allowed to complete evaluations for Reserved Activities provided they are supervised by a TCF. If students are not practicing the Reserved Acts, then the supervisor is not required to be a TCF, as long as they have professional credentials and meet the requirements for supervision.

SIGNATURES

By signing the "Internship Supervision Contract," I hereby acknowledge that I have read and understood the information provided above, and commit myself to fulfilling my responsibilities as **supervisee**:

Signature _____ Date _____
(Supervisee)

By signing the "Internship Supervision Contract," I hereby acknowledge that I have read and understood the information provided above, and commit myself to fulfilling my responsibilities as **supervisor**:

Signature _____ Date _____
(Supervisor)

Signature _____ Date _____
(Program Director)

PLEASE NOTE: The Site Supervisor should feel free to contact the M.Sc.(A.) Program Director (heather.macintosh@mcgill.ca), the Administrative Assistant (patty.tarica@mcgill.ca), or the Administrative Student Affairs Coordinator (msca.cft@mcgill.ca) with any questions or concerns throughout the placement.



Bibliography

- American Association for Marriage and Family Therapy (2015). *Approved Supervision Designation: Standards Handbook*.
- Storm, C. (2001). *Supervision Contract*, New Connections Behavioral Healthcare Service, Supervision Training Program.
- Strom, C., Todd, T.C., Killmer, J.M., & Atkinson, B.J. (2014). *Facilitating Systemic Supervision Contract Agreements in a Range of Settings*, in T.C. Todd & C.L. Storm (eds.), *The Complete Systemic Supervisor: Context, Philosophy, and Pragmatics*, John Wiley & Sons, Ltd.