



BETHEL
SEMINARY

**MARITAL AND FAMILY THERAPY
MASTER OF ARTS**

**STUDENT HANDBOOK
Bethel Seminary San Diego**

Bethel Seminary San Diego
6116 Arosa St.
San Diego, CA 92115

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Note: All information in the Student Handbook is consistent with the current Bethel Seminary Catalogue.

Welcome

Welcome to the Masters in Marital and Family Therapy program at Bethel Seminary San Diego! Students in the M.A. MFT program at Bethel Seminary San Diego are challenged to examine how they will choose to integrate Christian theology with the latest in clinical research, theory, and practice. Our program holds students and faculty to a high academic standard and is proud to be COAMFTE accredited. This handbook provides all the germane information about student services, academic policies, and the structure of the M.A. MFT program, your professors, and the history and philosophies of Bethel Seminary. I hope this handbook will be a valuable resource to you as you pursue your education at BSSD.

Dr. Karen Quek, Ph.D, LMFT, LPCC
Program Director

History

Bethel University

Bethel University is a leader in Christian higher education. Under its banner, Bethel Seminary continues as a world-class evangelical institution of theological education offering a variety of master of arts degrees, a master of divinity degree, a doctor of ministry degree, and several certificates. Accreditors have praised the seminary's approach to developing whole and holy Christian leaders through an emphasis on biblical/theological foundations, transformational leadership, and spiritual and personal formation. With locations in St. Paul and online hybrid programs, as well as a model distance-learning program, Bethel Seminary is breaking new ground in effective ministry training.

Our history dates back to 1871, when founder John Alexis Edgren responded to the need for an educated ministry among the Baptist churches of Swedish immigrants. Except for 1884-1888, when the seminary was located in St. Paul, Minnesota, and then in Stromsburg, Nebraska, its first half-century was spent as the Swedish Department of the Divinity School of the University of Chicago and its predecessor, Baptist Union Theological Seminary.

In 1914, the churches of the Baptist General Conference (now Converge Worldwide) assumed full support of the seminary, moving it back to St. Paul. There it joined Bethel Academy to become Bethel Academy and Seminary of the Swedish Baptist General Conference. Accredited in 1944, the seminary offers theological education in accordance with the standards established by the Association of Theological Schools.

With the offering of college degrees, the institution became Bethel College & Seminary in 1947. Following a period of rapid growth, especially in master's programs, the school became Bethel University in 2004.

Swedish Pietism left its mark on the seminary. The current vision seeks to keep the curriculum Bible-centered, to emphasize the building of a vibrant spiritual life, and to embody a spirit of tolerance in areas of evangelical disagreement. At the core of the program is an unwavering loyalty to the Orthodox-Reformed formulations of the Christian faith. Bethel's graduates have played a significant role in advancing the worldwide mission of Converge Worldwide.

God blessed the seminary with scholarly teachers, some of whom achieved fame in wide circles of influence. Men of former years, such as Edgren, a philologist and biblical scholar, and Carl G. Lagergren, a theologian, laid a solid foundation on which well-trained scholars of the present continue to build.

Because Converge Worldwide is a small denomination, the seminary has maintained a close relationship with the churches through the years. A significant portion of each seminarian's education is underwritten by tithes and offerings from the conference. The school is dependent on this constituency for support in prayers and financial assistance. In turn, the seminary is committed to the ministries of the denomination.

Bethel Seminary is mindful of its founder's original purpose: The instruction will be so conducted that above all the spiritual life may gain strength and, secondly, that knowledge may be gained and understanding developed." Edgren amplified this principle by stating its intended result in the life of the graduate: to "go forth in the Master's service with an increased faith and a deeper insight in the Christian life, and thus be the better prepared by example and teaching to lead others.

Bethel Seminary

In 1977, Bethel Seminary broadened its ministry and opened a campus in San Diego, California. Using the facilities at College Avenue Baptist Church, Bethel Seminary San Diego began offering courses that would eventually lead students to degrees in the Master of Arts (Theological Studies), the Master of Arts in Ministry Practice, the Master of Divinity, the Master of Arts in Marital and Family Therapy, and the Master of Arts in Mental Health Counseling.

San Diego was chosen as the seminary's location because it is a community of ethnic diversity, burgeoning growth, enormous spiritual need, a large concentration of military personnel, and proximity to Mexico – factors offering unlimited opportunities for cross-cultural ministry experiences.

Increasing enrollment over the years resulted in the need to expand Bethel Seminary San Diego's original 20,000-square-foot campus facilities. Construction on a 14,000-square-foot addition began in 2012 and was completed in December of that year. This expansion included a new 380-seat auditorium, additional

classrooms, offices, and a larger student center, and the ability to offer more diverse programming.

Currently, 300 women and men study at the San Diego campus. These students represent a wide variety of vocational, cultural, and denominational backgrounds, with undergraduate degrees from colleges and universities across the country and around the world. A wide diversity in age and ministry experience exists among the students. While some students enter seminary immediately following college graduation, others come to seminary in the midst of a career change, sensing God's call to ministry later in life. Bethel Seminary San Diego welcomes such differences and the enrichment they bring to the community.

Southern California is a unique place, offering wonderful climate and geography as well as many enviable recreational opportunities. It is a region characterized by energetic innovation, frequently giving birth to trends that preview the future of the country and the world.

Bethel Seminary San Diego is geographically and spiritually positioned to touch the hearts of a diverse population. With its proximity to Mexico, San Diego provides a vigorous Hispanic-American community. The South and Southeast Asian influence can be felt in nearly every neighborhood as San Diego is becoming an increasingly strategic partner with Asian countries on the dynamic Pacific Rim. The seminary's student body, faculty, and staff represent this rich ethnic and cultural diversity.

Since many graduate students juggle career, ministry, family life, and studies, classes at the San Diego campus are conveniently scheduled during afternoons and evenings.

Mission

The passion of Bethel Seminary is to advance the gospel of Jesus Christ among all people in culturally sensitive ways. As a Spirit-empowered, biblically grounded community, Bethel strives to develop and equip whole and holy persons to serve and lead, so that churches and ministry agencies can become all they are called to be and do all they are called to do in the world, for the glory of God.

The first sentence of this mission ties Bethel Seminary's purpose to the task Jesus entrusted to His church in the Great Commission. There, what matters to local churches and ministry agencies matters to Bethel Seminary, which is why Bethel believes that effective Christian leadership requires solid biblical learning, the highest qualities of character and integrity, and significant leadership capacities.

Vision

Bethel Seminary aspires to increase its effectiveness in preparing leaders for a variety of roles that build the kingdom of God.

The vision is not simply to place people in positions or roles of leadership, however. Too many individuals take on leadership titles or tasks not realizing they lack essential leadership capacities. Bethel's vision is to prepare its students with the mindsets, virtues, and skills required for leading.

To implement this vision, Bethel seeks to optimize traditional academic programs for pastors and ministry leaders of all kinds. It also seeks to leverage its leadership development experience to prepare any Christian for greater leadership effectiveness.

All Christian leaders need to develop proper mindsets: they must be rooted in Scripture, shaped by theology, and connected to the real world. They need to grow biblical virtues: they must be formed spiritually, grounded morally, and maturing relationally. And they need to develop actual skills shared by effective leaders: they must be builders of teams, developers of people, and nurturers of vision.

Values

We are Christ-followers – orthodox, conversionist, and evangelical; rooted in the authority of Scripture.

We are character-builders – concerned with personal and spiritual formation and therefore committed to the development of whole and holy persons.

We are truth-seekers – recognizing that all truth has its source in God as revealed in creation and Scripture and personified in Christ.

We are learners – committed to academic excellence within a community characterized by teaching, scholarship, and service.

We are reconcilers – honoring the worth and dignity of people from all races and purposely seeking to create a community that reflects the diversity of the Body of Christ.

We are salt and light – relating to the world and society in culturally relevant ways while being informed by our pietistic denominational heritage and characterized by an irenic spirit.

We are world-changers – driven to prepare graduates who will shape and change the world through exemplary leadership in the church and throughout society.

Faith

Doctrinal Position

Theological studies at Bethel are set within the framework of historic evangelical theology, such as the reliability of the Scriptures as the authority for Christian living and church order; the depravity of humanity, making divine redemption necessary through personal regeneration; the virgin-born Christ as the incarnate Redeemer; the vicariously atoning death of Jesus Christ; the historicity of the resurrection; and the certainty of the return of Christ.

While faculty at Bethel are encouraged to share their personal convictions when teaching essentials of the Christian faith, we maintain broad tolerance for divergent views in theological interpretation. We combine the continuing foundational truths of evangelicalism with the best insights of contemporary thought. While preserving our own distinctive theology, there is healthy interaction of faculty and students with the larger ecumenical world of theological discussion.

Affirmation of Faith

1. ***The Word of God.*** We believe that the Bible is the Word of God, fully inspired and without error in the original manuscripts, written under the inspiration of the Holy Spirit, and that it has supreme authority in all matters of faith and conduct.
2. ***The Trinity.*** We believe that there is one living and true God, eternally existing in three persons, that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption.
3. ***God the Father.*** We believe in God the Father, an infinite personal spirit, perfect in holiness, wisdom, power, and love. We believe that He concerns Himself mercifully in the affairs of each person, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ.
4. ***Jesus Christ.*** We believe in Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people, and personal visible return to earth.
5. ***The Holy Spirit.*** We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower all who believe in Jesus Christ. We believe that the Holy Spirit indwells every believer in Christ, and that He is an abiding helper, teacher, and guide.
6. ***Regeneration.*** We believe that all people are sinners by nature and by choice and are, therefore, under condemnation. We believe that those who repent of their sins and trust in Jesus Christ as Savior are regenerated by the Holy Spirit.
7. ***The Church.*** We believe in the universal church, a living spiritual body of which Christ is the head and all regenerated persons are members. We believe in the local church, consisting of a company of believers in Jesus Christ, baptized on a credible profession of faith, and associated for worship,

work, and fellowship. We believe that God has laid upon the members of the local church the primary task of giving the Gospel of Jesus Christ to a lost world.

8. ***Christian Conduct.*** We believe that Christians should live for the glory of God and the well-being of others; that their conduct should be blameless before the world; that they should be faithful stewards of their possessions; and that they should seek to realize for themselves and others the full stature of maturity in Christ.
9. ***The Ordinances.*** We believe that the Lord Jesus Christ has committed two ordinances to the local church: baptism and the Lord's Supper. We believe that Christian baptism is the immersion of a believer in water into the name of the triune God. We believe that the Lord's Supper was instituted by Christ for commemoration of His death. We believe that these two ordinances should be observed and administered until the return of the Lord Jesus Christ.
10. ***Religious Liberty.*** We believe that every human being has direct relations with God and is responsible to God alone in all matters of faith; that each church is independent and must be free from interference by any ecclesiastical or political authority; that therefore, Church and State must be kept separate as having different functions, each fulfilling its duties free from dictation or patronage of the other.
11. ***Church Cooperation.*** We believe that local churches can best promote the cause of Jesus Christ by cooperating with one another in a denominational organization. Such an organization, whether a regional or district conference, exists and functions by the will of the churches. Cooperation in a conference is voluntary and may be terminated at any time. Churches may likewise cooperate with interdenominational fellowships on a voluntary basis.
12. ***The Last Things.*** We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the resurrection of the body, the final judgment, the eternal felicity of the righteous, and the endless suffering of the wicked.

Covenant for Life Together

Bethel University is an educational community committed to integrating evangelical Christian faith with learning and life. As people created in the image of the covenant-keeping God, we covenant together to discover the mind of Christ and to become like Christ. We pursue this mission as people called by Jesus to live holy lives, according to the values, expectations, and goals of the kingdom of God. A crucial part of our mission is to develop whole and holy persons who will go into the world to serve others.

To be whole and holy means to be dedicated to God with purity of thought and action. It means that we are to serve God using the gifts and abilities that we have been given. Our community has a special calling to discover, teach, learn, and live what is true. We strive to understand the world in light of the life, death, and resurrection of Christ. This gives us a distinctive worldview, educational mission, and calling.

Our calling includes a commitment to nurture one another. We strive to elevate kingdom values over personal agendas. We attempt to measure every decision and priority in terms of our loving submission to the lordship of Christ and our commitment to one another. Christ's power within us and a clear sense of our calling give us a joyful freedom to do God's will.

Jesus taught us that right motives and loving relationships are at the core of whole and holy living. His two greatest commands are to love God with all of our heart, soul, and mind, and to love our neighbors as ourselves.¹ These connect serving God and serving others. In grace, Scripture also gives us specific rules to guide us in living. Jesus taught that keeping these rules is an expression of love for God.² The Bible condemns legalistic rule-keeping. It emphasizes loving relationships and pure motives in living out these rules.³

¹ Matthew 22:37-40.

² John 14:15, 21.

³ Micah 6:8, Matthew 23:23-24.

Living a Biblical Lifestyle

The Bible frequently speaks about a holy lifestyle. Such passages are found throughout the Old and New Testaments.¹ The Bible describes character qualities and actions that should be present in the lives of believers. These include prayer, evangelism, kindness, humility, compassion, forgiveness, hospitality, personal integrity, generosity to the poor, care for the oppressed, study of God's Word, accountability to one another, recognition of the rights of others, commitment to justice, regular gathering for worship, and living in harmony.

The Bible also identifies character qualities and actions that should not be present in the lives of believers, such as destructive anger, malice, rage, sexual immorality, impurity, lust, evil desires, greed, idolatry, slander, profanity, lying, homosexual behavior, drunkenness, thievery, and dishonesty.²

¹ Examples of such passages are: Exodus 20; Proverbs 6:16-19; Matthew 5-7; Galatians 5:13-25; Ephesians 4:22-5:21; Colossians 3:1-17.

² Colossians 3:5-8; I Corinthians 6:9-10. Employees and students will not practice, advocate, or affirm these and other biblically proscribed behaviors.

Special Expectations for the Bethel Community

Because of Bethel's commitment to Christ, our unique calling as an educational community and our understanding of what it means to live in today's world, we want to state clearly some of Bethel's rules and expectations. These are based on:

- Our understanding of the Bible and its importance;
- Our desire to promote wellness and health in all areas: social, emotional, mental, physical, and spiritual;
- Our theological and cultural heritage; and
- Our understanding of our mission and calling.

We recognize that not all devout Christians share these rules and expectations. However, certain issues are important for our educational missions and our life together at Bethel. They are designed to facilitate our growth, development, and learning as a community.

We view learning and the pursuit of truth as a special calling.

- We commit ourselves to integrity, excellence, consideration of different points of view, and collegiality in all of our academic work.
- We will not tolerate plagiarism and other forms of academic dishonesty.¹

We believe that life is sacred and people have worth because they are created in God's image.²

- We will value human life in all its diversity and fullness, recognizing that women and men of all races, ages, and ability levels reflect the creative genius of our Maker.
- We view racism and sexism as sinful and reflective of some of the most harmful aspects of our culture. We will abstain from discrimination based on race, ethnicity, gender, age, and disability. We will also abstain from gossip, deliberate divisiveness, and malicious humor.

We believe that our relationships should reflect our connections in the body of Christ.³

- We affirm mutual respect and promise keeping in relationships among students, colleagues, teachers and learners, spouses, and friends.
- We grieve the hurt and destructiveness of broken relationships, especially those involving divorce and abuse. We will strive to be a community where healing occurs.

We believe our minds and bodies should be used in God-honoring ways.⁴

- We will promote the health of our bodies, minds, and emotions.
- We will abstain from illicit or non-medical use of drugs, narcotics, and other substances. We will also abstain from use or possession of tobacco in any form.

We view sexuality as one of God's good gifts.⁵

- We believe that sexual intercourse and other forms of intensely interpersonal sexual activity are reserved for monogamous, heterosexual marriage. We recognize that sexual purity involves right motives as well as right behavior.

- We prohibit the possession and use of pornographic material. In addition, we condemn sexually exploitive or abusive behavior and sexual harassment in any form.

We value the wise stewardship of resources.⁶

- We believe all human and natural resources are a trust from God. We value work, creative expression, and wise use of time, ability, and money. We believe in wise use of natural resources. We will use them to do God's work and to benefit God's creation.
- We prohibit gambling and vandalism. In addition we reject materialism and harmful exploitation of natural resources.

We believe that maturity calls for us to exercise discretion in our behaviors.

- We believe that God is honored by careful thinking and joyful use of our creativity and imagination. While the media and the arts can be valuable forms of recreation, our commitment to learning calls us to see them as empowering and liberating ways to understand truth and beauty.
- We believe that certain forms of leisure, entertainment, and recreation are not congruent with holy living. We will make choices that are consistent with our pursuit of holiness in activities such as theater, dance, and music, or in the use of media and technology such as film, television, radio, and computers.
- At times we will need to follow the biblical mandate to sacrifice our individual liberty for the good of the community.⁷ When differences arise, we will choose the course that demands greater personal restraint and self-discipline. We will strive to resolve those differences in a gracious and just manner.

¹ Exodus 20:15; Romans 13:9; I Corinthians 13:5-6; I Peter 1:22.

² Genesis 1:27; Ephesians 4:1-7, 15-16; James 2:1-13.

³ Romans 12:3-21; I Corinthians 12:12-31; Ephesians 4.

⁴ Romans 12:1-2; I Corinthians 6:14-15; I Timothy 4:8.

⁵ Genesis 1:27-28, 2:24-25; Exodus 20:14; Song of Songs; Matthew 5:27-30; I Corinthians 6:15-20, 7:3-5.

⁶ Genesis 1:28-31.

⁷ Romans 14:1-23; I Corinthians 6:12, 10:23-24.

Conclusions about Community Life

Community life at Bethel should be marked by mutual encouragement, sensitivity, and consideration for others. This is particularly important when dealing with our differences. One of the special values of this community is the opportunity to learn from one another, including those within other Christian faith traditions. We celebrate our diversity as well as what we hold in common.

Within committed Christian communities there are diverse views regarding the use of alcohol. Some choose a testimony of abstinence for a variety of legitimate and honorable reasons while others believe they can use alcohol occasionally and moderately without harm to body, spirit, or relationships with others. As a community that honors Holy Spirit-led diversity among Christians, Bethel University employees and students in the Seminary, Graduate School, and College of Adult & Professional Studies are not prohibited from using alcohol in moderation when away from campus and not engaged in official Bethel University activities. Further, employees are expected not to drink alcohol in the presence of Bethel students.¹

Living out the call to whole and holy living is challenging. No one does it perfectly. Community members who struggle to follow Bethel's lifestyle expectations and who would like help in living within them are encouraged to talk with appropriate Bethel personnel to seek help in changing.

As a community we recognize that worship, fellowship, spiritual nurture, and Christian service are all essential to our growth in holiness. As members of the Bethel community, we are expected to participate in these types of activities regularly. Chapel stands out among these opportunities because it is a unifying spiritual experience for our Christian campus. All students, faculty members, and administrative leaders are expected to attend chapel regularly. Chapel is a learning experience that is enriched by the diversity of background and worship styles within the community.

As we join the Bethel community, we accept these responsibilities and conditions of membership. We agree to live according to this document and other stated expectations as they are applied to us in the student and employee handbooks. If we find ourselves unable to honor these commitments, withdrawal may be in order. We recognize that we have an obligation to hold each other accountable to biblical standards and to the commitments we have made. Appropriate action will be taken

to teach, influence, discipline, or even dismiss those who disregard these community expectations. We will strive to have all disciplinary procedures characterized by Christian love and a redemptive spirit.

As we celebrate this covenant calling to whole and holy living, we encourage and challenge each other with these three verses.²

Let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.

Because of its crucial role in influencing the ethos of the school, this statement of expectations is subject to change only by action of the Board of Trustees. The board holds these standards to be binding for all who voluntarily choose to become a part of the Bethel community.

¹ Ephesians 5:18.

² Colossians 3:15-17.

Marital and Family Therapy Program

Overview

This program is designed from the perspective of family systems for persons who would like to work with individuals, couples, and families as a licensed marriage and family therapists. Graduates serve as clinical therapists in a wide range of mental health settings; as well as specialists in family ministry within churches, parish-based counseling practices, parachurch ministries, and pastoral counseling agencies. This degree program also prepares students for doctoral studies in a variety of helping professions. All students admitted to the Master of Arts in Marital and Family Therapy (M.A. MFT) program must complete the assessment process required of all seminary students during their first year of study.

During the last year of the program and taken concurrently during their final semester of practicum, students will complete their MFT Senior Integrative Seminar (MF785), which must be approved in order to graduate. A cumulative GPA of 2.0 or higher (*C* average) for all coursework in addition to a GPA of 3.0 or higher (*B* average) in required marital and family therapy courses is required to graduate with the M.A.

MFT degree. Full-time students can complete the degree program within three years or four years for part-time students. After successful completion of the practicum entrance process (includes GPA of 3.0 or higher of required MFT courses taken at that point), a 500-hour, 12-month practicum is started and completed during the last program year.

All students admitted to the M.A. MFT program are strongly encouraged to complete a minimum of 15 hours of individual psychotherapy provided by a LMFT, LPCC, LCSW, or psychologist of their own choosing. Each student will be fully responsible for financial arrangements with the therapist.

The Marital and Family Therapy Master's Program at Bethel Seminary is nationally accredited by the:

Commission on Accreditation for Marriage and Family Therapy Education
(COAMFTE)

112 S. Alfred Street
Alexandria, VA 22314
703.838.9808
coa@aamft.org

Coursework meets all the academic requirements for licensure as a marital and family therapist in many states. The majority of coursework and training is conducted online, though the exception to this is the clinical training intensive component. The program is formatted to meet national needs, and therefore has no residency requirement which allows students to complete the program without having to relocate. Following graduation, additional supervised clinical practice, passing of the Law & Ethics Exam, as well as passing the Clinical Exam is required for licensure.

MFT Program Mission

Our mission is to graduate ethical, competent, and biblically informed marriage and family therapists to go as God's servants into a world of diverse communities during their journey toward biopsychosocial, spiritual, and relational well-being.

MFT Program Philosophy

1. Truth is both revealed and discovered, and because all truth is from God and consistent with God, there is a unity of all truth. People can tenaciously believe in the existence of truth, while humbly holding and presenting their perceptions of that truth.
2. The foregoing proposition forms the basis for meaningful integration of the studies of theology, spirituality, clinical theory, and clinical practice which are the broad domains which form the knowledge base upon which our teaching and training is built.

3. The biopsychosocial-spiritual framework forms the domains and boundaries of our anthropology. From this framework, we seek to understand humankind's developmental processes, relational patterns (especially in coupling and living in families), and great diversities, including systemic expressions of power, poverty, and marginalization.
4. BSSD's MFT department has adopted Bethel Seminary's *three centers* philosophy. *Bethel must offer those preparing for ministry: 1) a strong grounding in biblical knowledge, history, and theology; 2) time within the curriculum for credit devoted to character formation; and 3) more effective ways to learn the skills and wisdom of doing transformational leadership.* Our specific adaptation focuses on teaching and training MFT students in: 1) *knowing* theology and theory; 2) *being* or becoming more whole and mature; and 3) *performing* the applied practices of professional marriage and family therapy.

Educational Outcomes

Program Goals

1. **Knowledge** - The MFT program will develop a relational and systemic orientation that supports students' identity as marriage and family therapists.
2. **Practice** - The MFT program will prepare students to meet academic and practical requirements for MFT licensure nationally.
3. **Diversity** - The MFT program will equip students with intercultural competence necessary to contextualize clinical theory and therapeutic approaches for diverse client populations and marginalized groups.
4. **Research** - The MFT program will prepare students to demonstrate familiarity with scholarly research and critical thinking competencies, by intentionally and continually integrating systemic theoretical formulations in relation to biblical & theological convictions, personal experience, and clinical practice.
5. **Ethics** - The MFT program will produce ethical clinicians who demonstrate the skills to provide ethical and efficacious relationally oriented MFT services to individuals, couples, families, and groups.

6. ***Self of Therapist*** - The MFT program will prepare students to demonstrate knowledge of the self through engaging in thoughtful family-of-origin, biblical, and theological reflection.

Student Learning Outcomes

1. Knowledge

- a. Students will demonstrate knowledge of traditional, contemporary, and evidenced-based MFT theories and techniques.
- b. Students will demonstrate the ability to work clinically using selected MFT theories with individuals, couples, and families.

2. Diversity

- a. Students will be culturally competent to work with diverse client populations including marginalized groups.
- b. Students will demonstrate intercultural competence to work clinically using selected MFT systemic theories with individuals, couples, and families in their enculturative and acculturative contexts.

3. Research

- a. Students will demonstrate an understanding of research in the field of marriage and family therapy.
- b. Students will demonstrate ability to utilize empirical research and published literature from MFT and related fields to enhance therapeutic services.

4. Law & Ethics

- a. Students will demonstrate ability to apply competently current national statutes and regulations relating to the practice of marriage and family therapy.
- b. Students will demonstrate applied ethical principles that are consistent with the AAMFT code of ethics.

5. Practice

- a. Students will demonstrate beginner level ability to deliver direct clinical services to individuals, couples, and families.
- b. Students will demonstrate ability to work in an interdisciplinary context and from a recovery model perspective.

6. Self of the Therapist & Professionalism

- a. Students will demonstrate knowledge of their personal and spiritual formation as a marriage and family therapist.
- b. Students will demonstrate professionalism in clinical practice.

7. Student Achievement

- MFT students will graduate in a timely manner.
- MFT graduates will gain employment in the mental health field or gain acceptance into doctoral programs after graduation.
- MFT graduates will pass the Association of Marital and Family Therapy Regulatory board exams per their state requirements.
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Curriculum

M.A. MFT Program Guide Sheet



GUIDE SHEET – MASTER OF ARTS IN MARITAL & FAMILY THERAPY 2018-2019 Semester Catalog

Student's Name: _____

A. REQUIRED BIBLICAL/HISTORICAL/THEOLOGICAL CORE COURSES (12 credits)

Course #	Course Title	Credits	Offered	Completed	Credits
BT 508	The Bible and the Interpreter	1.5	Spring		
HS 640	Christian Lives & Spirituality in History	1.5	Spring		
NT 508	Introduction to the New Testament: Scripture and Story	1.5	Fall		
OT 508	Introduction to the Old Testament: Scripture and Story	1.5	Fall		
TS 516	Christian Social Ethics	3	Fall/Sum		
TS 520	Theology & Psychological Theory: An Integrative Seminar	3	Fall		

B. PREREQUISITE FOR MFT COURSES (not counted in total degree credits)

Course #	Course Title	Credits	Offered	Completed	Credits
MF 500	Principles of Counseling	3	Fall/Spr		

C. MARITAL & FAMILY THERAPY COURSES (45 credits)

Course #	Course Title	Credits	Offered	Completed	Credits
MF 625	Theories & Best Practices of Marital & Family Therapy I	3	Fall		
MF 626	Theories & Best Practices of Marital & Family Therapy II	3	Spring		
MF 627	Research Design and Evaluation	3	Fall		
MF 629	Community Mental Health	3	Summer		
MF 633	Counseling Children, Adolescents, and Their Families	3	Fall		
MF 635	Individual Development, Family Life Cycle and Aging	3	Spring		
MF 644	Counseling Couples in Relationship	3	Summer		
MF 645	Psychological Assessment	3	Spring		
MF 646	Individual & Family Psychopathology	3	Fall		
MF 662	Clinical Issues in Human Diversity	3	Spring		
MF 675	Law, Ethics & Professional Issues	3	Spring		
MH 627	Group Psychotherapy	3	Fall		
MH 645	Psychopharmacology and Psychobiology	3	Spring		
MH 655	Chemical Dependence, Addictions, and Co-Occurring Disorders	3	Spring		
MH 656	Crisis Intervention and Trauma Response	3	Summer		

D. CLINICAL EXPERIENCE (10 CREDITS) // PREREQUISITE: PQE

Course #	Course Title	Credits	Offered	Completed	Credits
MF 715	MFT Practicum I	3	Summer		
MF 716	MFT Practicum II	3	Fall		
MF 717	MFT Practicum III	3	Spring		
MF 785	MFT Senior Integrative Seminar	1	Spring		

D. OTHER REQUIREMENTS FOR GRADUATION

Course #	Course Title	Credits	Offered	Completed	Credits
SP002	Formation Assessments (First term of seminary)	0			
	Intent to Graduate Application (Must be submitted by September 30th of academic year of anticipated graduation)				

TOTAL REQUIRED FOR DEGREE PROGRAM: 67 CREDITS

For Dual Licensure: The Intent to Pursue Dual Licensure form must be submitted before you submit your Intent to Graduate. The following courses must be completed BEFORE your M.A.M.F.T. has been awarded.

Course #	Course Title	Credits	Offered	Completed	Credits
MH 626	Advanced Psychotherapy Theories and Techniques	3			
MH 636	Career Development	3			

TOTAL REQUIRED FOR DEGREE PROGRAM WITH DUAL LICENSURE: 73 CREDITS

Admissions & Recruitment

Recruitment and Discrimination Policy

Bethel Seminary's Marital and Family Therapy (BSSD-MFT) Department actively recruits students nationally to ensure its longevity and sustainability. Given Bethel Seminary's commitment to integration of marriage and family therapy practices with Christian theology, student recruitment is particularly geared to attracting applicants from diverse backgrounds and faith-based orientations. Bethel Seminary does not discriminate against any student on grounds of academic and professional background, race, color, spiritual values, gender, sexual orientation, socioeconomic status, learning disabilities, physical limitations, age, veteran status, and belief systems. Respect for diversity is embedded in the nature of the MFT Program at Bethel Seminary, and the program is committed to acknowledging and discussing issues of diversity. Bethel Seminary values diversity in its student body.

Prerequisites

College Degree. For admission, the MFT program requires a four-year degree from a regionally accredited college or university. Applicants holding professional baccalaureate degrees from these schools are urged to have at least 75 semester hours of credit in liberal arts. Prospective students with such degrees are advised to have their college transcripts evaluated by the Office of Admissions and Recruitment to determine whether deficiencies in liberal arts work are significant enough to demand further study in these areas.

Prospective students with baccalaureate degrees from colleges not regionally accredited, including Bible colleges, may be admitted upon evidence of ability to pursue graduate studies. In such cases, the applicant's scholastic record in college and score on the Graduate Record Examination (GRE) may be considered. The transcripts of such graduates will be evaluated for weaknesses in liberal arts and, if such weaknesses exist, further work will be required.

Bethel Seminary requires a minimum undergraduate GPA of 3.0 as a prerequisite to admission.

Christian Experience. Bethel Seminary attempts to reflect from its heritage the distinctive spirit of nonconformity that emphasizes simple and direct involvement in worship and devotion, concern over secular standards in pleasure and materialism, and vigorous participation in the witness and mission of the church.

Bethel Seminary invites applications from persons who are deeply committed to Christ and His kingdom. Such commitment should be joined with acceptance of the Bible as God's uniquely inspired revelation, an evangelical position on doctrine, a life of purity and righteousness, and a desire to communicate the Gospel in creative ways whenever and wherever the opportunity arises. Students should attend church regularly and voluntarily participate in church life and functions. Each prospective student is expected to be a member in good standing of a local congregation of believers. Students are also expected to lead lives that are distinctly Christian in personal habits and in social relationships. While legalism is disdained, the seminary stresses conservative conduct in matters of personal behavior and expects students to exhibit discretion and responsibility in their conduct.

Bethel does not discriminate against any student on grounds of age, gender, race, color, ethnic or national origin, or on the basis of physical disability. Bethel values diversity in its student body.

Application for Admission

Bethel Seminary invites applications from persons who are deeply committed to Christ and His kingdom, and whose call to ministry have been affirmed by a local body of Christian believers. Students applying to all master's programs must hold a bachelor's degree and demonstrate that they are capable of graduate-level work. Since the Admissions Committee is interested in all information that will assist in the evaluation of an applicant's ability, achievement, commitment to Christ, and promise, the committee requires that each applicant supply the following materials:

1. A formal application for admission, which should be on file by the stated application deadline for the desired enrollment term.
2. A Personal Statement of Faith.
3. A Personal Profile Form.

4. All required recommendations as delineated on the application for an applicant's particular degree program.
5. A record of satisfactory Test of English as a Foreign Language (TOEFL) scores for students whose first language is not English.

Upon completing these items, you may submit your online application

6. An individual/group interview or additional materials may be required upon the request of the Admissions Committee.

Applicants will be notified in writing of acceptance to the MFT program. Prospective students are encouraged to inquire. To set up a phone consultation, please call 800.255.8706, ext. 6288, or contact us by email at seminary-admissions@bethel.edu.

Returning Students

Returning students not enrolled within the last year (four consecutive terms including interim and summer terms) must contact the Admissions Office to request readmission to the MFT program. Students who have not been enrolled within the last three years must reapply and abide by the catalog requirements at the time of their readmission, unless written permission was obtained from the Office of the Registrar prior to the extended leave (for example, in cases of military deployment). If prior permission was obtained, the student may follow the catalog requirements under which they last enrolled.

Students may apply to Bethel Seminary through the following online process:

1. Visit the Bethel Seminary website at <https://www.bethel.edu/seminary/admissions>
2. Click your desired campus for study.
3. Click "How to Apply."
4. Click "Online Application"

Helpful Links

Bethel Admissions Website:

<https://www.bethel.edu/seminary/admissions/>

Deadlines for Admission:

<https://www.bethel.edu/seminary/admissions/apply/dates-deadlines>

Information for International Students:

<https://www.bethel.edu/seminary/admissions/apply/international>

Additional Information About the Master's in Marriage and Family Therapy Program

<https://www.bethel.edu/seminary/academics/marital-family-therapy/>

Academic Advising

Faculty Advisors

M.A. MFT Students

Dr. Karen Quek

Associate Professor & Program Director

karen-quek@bethel.edu

Bethel Phone: 619-325-5230

Dr. Heather Hoshiko

Faculty Associate

Hah38446@bethel.edu

Bethel Phone: 619-325-5226

Andrea Woolf

Clinical Training Coordinator

Anw72979@bethel.edu

Bethel Phone: 619-325-5226

Academics

Academic Calendar

Bethel Seminary's Academic Calendar can be found online at <https://www.bethel.edu/seminary/academics/calendars/san-diego/>.

Academic Integrity

Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Any act that involves misrepresentation regarding the student's academic work is forbidden. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources.

Students are expected to be good stewards of the learning resources available to them. Misuse of library or technological resources will not be tolerated. This includes destroying, hiding, removing, or keeping library materials and damaging or modifying computer programs without permission. Engaging in software piracy, hacking, constructing viruses, and knowingly introducing viruses into a system will be considered breaches of integrity.

Students charged with academic dishonesty have the right to appeal any disciplinary action. Contact the chair of the appropriate academic appeals committee on each campus for details on the appeal process. For more information, please consult the Academic Integrity Brochure available in the Office of the Registrar.

APA Writing Style Standards and Requirements

Students submitting papers in the Marriage and Family Studies, Marital and Family Therapy, and Mental Health Counseling Departments should follow the requirements of the Sixth Edition of The Publication Manual of the American Psychological Association (2009). In addition, students are expected to use culturally inclusive language and images when speaking about or addressing human beings.

Attendance Requirements

Students are expected to attend classes regularly. Those who find themselves unable to do so should drop the course completely. Students participating in a course with a week-long intensive cannot pass the course if they miss more than one day of the intensive.

Change of Degree Program or Concentration

Students at Bethel Seminary are admitted to the degree program for which they apply. A student who desires to pursue a second degree must apply to that degree program through the Office of Admissions and Recruitment.

Should a student's vocational interests change and they wish to change to another degree program, the student must make formal application through the Office of the Registrar. A change in campus or delivery system, even while pursuing the same degree, constitutes a change in degree program and therefore requires formal application. Students who change from Master of Divinity to a Master of Arts, or vice versa, must meet the catalog requirements in effect at the time of change to the new program. Students who change between Master of Arts programs, or make changes between Master of Divinity programs, may remain within their original catalog year.

A change from a certificate program to a degree program, or from any program to the Master of Arts in Marital and Family Therapy requires a full admissions application through the Office of Admissions and Recruitment.

Course Schedules

Course schedules are available through Blink under the "Student Academics" tab in the "Registration" section. Students have the options of checking their registration status, looking up classes, or adding/dropping classes.

Additional information about course schedules may be found online at:

<https://www.bethel.edu/registrar/registration/seminary/>

Course Syllabi

Complete syllabi are generally made available by course instructors through Moodle one week preceding the beginning of the term.

To access information regarding course descriptions, objectives, formats; required reading/textbooks, and assignments before full syllabi are released, students may find expanded course descriptions through Blink under the Student Academics tab in “My Bethel Courses.”

Degree Completion Requirements

A cumulative GPA of 2.0 or higher (C average), and a cumulative GPA of 3.0 or higher (B average) in required marital and family therapy courses are required to graduate with the M.A. MFT degree. After successful completion of the practicum entrance process (includes GPA of 3.0 or higher of required MFT courses taken at that point), a 500-hour, 12-month practicum is started and completed during the last program year.

Degree Progress Self-Evaluation

Students interested in personally monitoring their degree progress may conduct self-evaluations online through visiting Blink and by clicking on the Banner icon, selecting “Student” → “Student Records” → “Degree Evaluation” → “Submit”

More information on conducting degree self-evaluations can be found online at <https://www.bethel.edu/registrar/transcripts-records/degree-evaluation>.

Grades

The faculty has adopted a universal four-point grading system with 12 levels as follows:

Grade Points.

A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
B+	3.3	C+	2.3	D+	1.3	F	0.0

Bethel strives to maintain a grading system that accurately reflects the quality of a student's work and capacity for advanced study. Students are expected to demonstrate graduate-level writing skills. This includes correct grammar, spelling, and punctuation in all coursework, and to fulfill course requirements as listed in the course syllabus. Professors are encouraged to define their grading criteria and policy on late work and incompletes in the course syllabus. Grades will be assigned using the full range of letter grades (*A-F*), representing the following levels of performance:

A: Excellent work submitted, evidence of outstanding ability to synthesize and use course knowledge, consistent evidence of creativity and originality, insightful contributions in class, consistent demonstration of integrative and critical thinking skills, regular class attendance, and respectful interaction.

B: Good work submitted, evidence of substantial ability to analyze and use course knowledge, evidence of creativity and originality, thoughtful contributions in class, demonstration of integrative and critical thinking skills, regular class attendance, and respectful interaction.

C: Acceptable work submitted, evidence of adequate ability to analyze and use course knowledge, appropriate contributions in class, attempts at integration and critique, regular class attendance, and respectful interaction. A grade of *C* represents satisfactory performance.

D: Poor work submitted, little evidence of ability to analyze and use course knowledge, inconsistent evidence of mastery of course content, few contributions in class, no attempts at integration and critique, inconsistent class attendance, and respectful interaction.

F: Inadequate work submitted, insufficient evidence of ability to analyze and use course knowledge, inappropriate and/or disrespectful contributions in class, poor class attendance, or failure to complete course requirements. The grade of *F* may be superseded by a second grade when the student retakes the course. The first *F* remains on the transcript but is removed from computation of the grade point average.

I: Incomplete (See pg. 32 for details.)

P: Pass. *C* work or above in a course without grade points. Students are allowed to take three advanced-level courses on a Pass/Fail basis. Such courses, however, may not be in the student's concentration in the Master of Arts or the Master of Divinity program if the student is pursuing a concentration. The work in a Pass/Fail course must be at least *C* level for a grade of Pass. The decision to take a course Pass/Fail must be made within the first two weeks of the term and the appropriate form completed for that purpose. The professor has the prerogative to require a letter grade if he or she feels that the material involved demands such evaluation. No core courses may be taken on a Pass/Fail basis. Students may take more than three Pass/Fail courses only if they take more than the minimum number of courses required for graduation in that degree program.

W: Withdrawal is allowed during the third through the 11th week of the semester. From the 12th week, a grade of *F* is recorded for withdrawals. SemPM modular students receive a *W* if they withdraw in writing by the second class session of a seven-week course.

S/U: Satisfactory/Unsatisfactory. The *S/U* grading option is used in designated courses, such as non-credit requirements. *IP*, *NR*, and *N*: the grades of *IP* (In Progress), *NR* (Not Reported), and *N* (Not Graded) are generated for administrative use only.

Bethel Seminary students may find further information about grades earned in Blink under the "Student Academics" tab. In the "Student Grades" menu, select the term desired, then click "Go" to see grades earned.

Hours Required for Full-Time/Part-Time Status

Academic load is defined as follows:

1. Full time: 6.00 credits or more per term
2. Half time: 3.00-5.99 credits per term
3. Less than half time: 0.25-2.99 credits per term

Credits carried in interim and spring terms maybe combined for the purpose of determining academic load.

Incomplete

A grade of incomplete is granted for emergency situations only. Students are expected to submit all work by the dates set by the course instructors and complete all course requirements on or before the last day of the term. The grade “incomplete” is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments.

No incomplete will be granted automatically, except as noted below. The date for completion of the work will be determined by the instructor, but that date cannot extend beyond one semester. If the work is not completed by the specified date, the grade earned will be entered on the student’s record. Special problems regarding a student’s eligibility to receive an incomplete will be referred to the Academic Appeals Committee.

Registration

Process.

- Registration is done online through Blink (blink.bethel.edu). Students may look up their registration status, classes, and add/drop classes under the Student Academics tab in the Registration Tools menu.
- Continuing students may change their registration, or register for upcoming semesters in October (for interim and spring terms), March (for summer term), and May-July (for fall term). Students should consult the Office of the Registrar for information on registration dates and times.

New Students. New students register for first term classes during the orientation session. The Office of the Registrar is also available to aid students in planning course selections.

Registration Changes. Those who register outside the predetermined registration times will be subject to fines. Students who are not on the official class list will be asked to leave class to complete registration. Students will not be permitted to register for two classes that overlap meeting times under any circumstances.

Students wanting to drop or add courses must fill out a Change in Registration Form and submit all paperwork to the Office of the Registrar. Mere absence from class sessions will not constitute withdrawal. Courses may not be added or changed from audit to

credit after the first week of the semester, but students may change from credit to audit, or withdraw from the course, through the 11th week of the semester.

After the third week of class, a grade of W will be entered for each dropped course. From the 12th week, a grade of F will be recorded for any dropped course unless the student appeals to the Academic Appeals Committee (AAC) citing exceptional circumstances. Failure to submit a written petition form will result in an automatic F.

In San Diego, in accordance with California law, application, registration, and tuition fees are fully refundable up to three full days following the date of payment of those fees, provided the student has not attended classes, participated in educational activities, or utilized any educational materials or services of the seminary, and provided that the student files a written cancellation form with the Office of the Registrar.

Change of registration fee (per time): \$30

Late registration fee: \$75

Remediation and Dismissal Policies

Due to the seriousness of graduate level education, all incoming students (including transfer students) are accepted on a provisional basis. Students are evaluated in a variety of formal and informal ways. These include developmental assessments and interpersonal communications both inside and outside the classroom. Students are also given an opportunity to report on their thinking and experience in relation to seminary academic work, participation in community life, supervised ministry, growth in life as servants of God, and progress toward their ultimate ministry and/or career goals. At Bethel Seminary, we take seriously our goal to prepare whole and holy Christian leaders. Consequently, we are concerned not only with academic preparation, but also with spiritual and personal formation.

At Bethel Seminary, the Office of the Registrar acts upon recommendations from faculty and staff. Students who are failing to make adequate progress in areas of development or formation may be placed on probation and required to follow a developmental plan designed by their faculty advisor in order to continue in their degree program. The Office of the Registrar will notify students if they are being placed on probation or if their continuance in a degree program is in question.

Retention and Annual Student Evaluation

The MFT Program Director, Associate Faculty, and the Clinical Training Coordinator conduct annual reviews on each student who is currently enrolled in the M.A. MFT program. The reviews will detail academic and clinical progress of the previous academic year. By conducting annual student reviews, faculty is able to track a student's progress in the program, as well as allow for comments and intervention if needed from the appropriate Faculty Advisor.

Faculty advisors will formally meet with students whose academic and clinical performances fall below the minimum standards. A corrective action plan will be proposed by the faculty advisor and negotiated with the involved student to rectify academic & clinical deficiencies and/or unprofessional behaviors that are interfering with students' capacity to sufficiently complete the requirements for the MFT program. Each student's annual review and corrective action plan must be filed in the student's folder to record academic progress.

See "Appendix" to view the Marital & Family Therapy Program Annual Student Evaluation Document.

Time Limit for Degree

All requirements for the Master of Arts degree are to be met within eight years of the time of the student's initial enrollment. Students are encouraged to consider all other commitments; including family, ministry, and work when planning course schedules. Approvals for extensions in the master's programs require special action and application to the Academic Appeals Committee.

Textbooks

Students may look up required textbooks for courses online through Blink. After logging in to Blink, students should select the "Student Academics" tab, then scroll to the "Textbooks" menu. Links within this menu will allow students to look up required textbooks or purchase required textbooks through MBS Direct.

Transcripts

Unofficial Transcripts. Students may view unofficial transcripts online through Blink under the “Student Academics” tab. In the “Academic Profile” menu, click “Transcript.” Select the appropriate term and type in the Banner Self-Service menu to view an unofficial transcript.

Official Transcripts. Official transcripts (both electronic and paper versions) can be requested online on the Registrar’s website (<https://www.bethel.edu/registrar/>). Students should follow directions on the website to process their transcript order. Official transcripts require a small monetary charge of \$8.00 per transcript for both electronic and paper copies. Electronic transcripts will be processed instantly, and paper transcripts printed and mailed the next business day. All financial obligations must be met prior to sending transcripts.

Transferring Coursework

Complete or nearly complete transfer credit is normally granted for coursework taken at regionally accredited, graduate-level institutions. Upon receipt of an official transcript from another graduate institution, the transcript will be evaluated in terms of required courses and standards of Bethel Seminary’s MFT Program. Credits for courses graded below C (2.0) will not be accepted. All credits applied toward degree requirements at Bethel must be earned within 10 years of the awarding of the Bethel degree.

Credit from non-accredited institutions will not normally be accepted. Current students who desire to complete coursework at non-accredited institutions must request approval in advance. The Office of the Registrar will provide direction. The request must be accompanied by evidence that demonstrates the academic rigor of the program (syllabi, course descriptions, textbooks, qualifications of instructors, etc.). Approval is not automatically granted.

Students are expected to complete their courses at Bethel to the greatest extent possible. Two-thirds of the credits required in a Bethel degree may be granted on the basis of transfer credit. Transfer students will normally be required to complete at least one course in each core discipline at Bethel. See the Office of the Registrar for complete details.

Waiver of Course Requirements

Advanced standing allows students to fulfill a course requirement based on prior learning and is granted on the basis of a qualifying examination. For example,

students whose undergraduate degree is in a field related to their studies may seek advanced standing. Please note that similarity of course titles does not necessarily mean overlap of content and methodology. If advanced standing is granted, the student will take one advanced course in place of each course for which advanced standing was granted. Advanced courses must be taken in the subject area in which advanced standing was granted and must be taken at Bethel Seminary; transferred courses cannot be used. Advanced standing waives a course requirement, not credits. The student must earn the credits associated with the requirement by taking a substitute course. Thus, advanced standing is not a means to reduce the credits or time required to complete a degree at Bethel Seminary. The purpose of granting advanced standing is to provide the student with a better educational experience. Both student and advisor should seriously consider any substitutions. Forms for advanced standing may be obtained from the Seminary Registrar's Office or website.

Students who have completed an approved Bethel bachelor-to-master's undergraduate degree can apply for advanced standing with credit waiver. If approved, this will reduce the number of overall credits needed to obtain a master's degree. Advanced standing with credit waiver is only available for designated courses in bachelor programs with which Bethel Seminary has a partnership approval by the Academic Programs Committee. The process for receiving the credit waiver through the approved bachelor-to-master's program is initiated during the admission process.

Graduation

Requirements

Students are responsible for meeting the graduation requirements set forth in the catalog at the time of their matriculation. Students who take extended leaves of absence of four or more consecutive terms are subject to the graduation requirements set forth in the catalog at the time of their reinstatement, unless written permission was obtained from the Office of the Registrar prior to extended leave. If prior permission was obtained, the student may follow the catalog requirements under which the student was initially admitted. Candidates must meet residency requirements for their degree.

Commencement is held in the spring of each year. Students must make written application to graduate during the fall semester of the academic year in which they anticipate graduation. Any student who fails to do so by February 1 will not be listed for graduation that year. All degrees are voted on by the Board of Trustees upon the recommendation of the faculty.

The Office of the Registrar will complete a degree evaluation at the end of the fall semester of the academic year in which the student has applied for graduation. In addition to academic requirements for graduation, students must fulfill the following requirements:

1. Participate in the required assessment and evaluation program;
2. Participate in formation experiences and assessments as indicated in the degree requirements;
3. Achieve an overall GPA of 2.0 or above and a cumulative GPA of 3.0 in their MFT program courses.
4. Present a clearance on financial accounts.

Participation in graduation ceremonies is expected. Students must request permission to graduate in absentia in writing to the seminary registrar's office by April 1. Students whose attendance status changes after April 1 must contact the registrar's office to notify it of the change and will be charged an administrative fee. Students must complete all degree requirements in the academic year in which they plan to graduate.

Application for Graduation

Students must submit an application to graduate during the fall semester of the academic year in which they anticipate graduation. Any student who fails to submit an application by February 1, will not be listed for graduation that year. Online students complete an online application that can be found at <https://www.bethel.edu/registrar/graduation/>.

Ceremony & Celebration

Bethel Seminary holds a commencement ceremony once a year following the end of the Spring semester. Graduation weekend is announced early in the academic year. The commencement ceremony and reception generally take place on

a Saturday. Students are invited to participate in a Graduation Banquet the evening before graduation.

Details regarding the current year's festivities can be found at <https://www.bethel.edu/events/commencement/seminary/san-diego/>.

Supervised Clinical Experience

Practicum Qualifying Exam (PQE)

Once the Clinical Training Coordinator has received and approved a student's Practicum Self-Assessment, the student will be notified that they are now eligible to register for the Practicum Qualifying Exam (PQE). The PQE is electronically offered three times per academic year; once in January, once in February, and once in March (actual testing dates will vary). Each student is allowed three attempts to pass both the objective and essay portion of the exam. A passing grade is considered a 70% or higher.

After successful completion of the PQE, the Clinical Training Coordinator will notify the student that they have been accepted to join practicum, starting the following summer or fall semester.

Practicum Placement

Practicum is completed during the student's final year of the M.A. MFT degree program. MF715-MF717 practicum courses constitute a three-course consecutive semester sequence over 12- months. The practicum fulfills the requirements of the BBS for face-to-face experience counseling individuals, couples, families or groups.

While enrolled in Practicum, students work in a community agency for one year seeing clients with supervision from the agency. Supervision must include the use of raw supervision data from videotape, live observation, or co-therapy with the supervisor. All of the supervisors must be current with a valid license which is not under suspension. During the practicum class, students present videotapes of their clinical work.

Hours Requirement

While enrolled in practicum, students are required to complete:

- A minimum of 500 total hours of clinical contact
- 200 relational hours (couples and/or families present in the therapy room)
- 100 hours of supervision minimum*

Supervisor Requirements

- Must be licensed in the state of practice and meet all state-delegated credentials prior to supervision.
- Must hold a license as a Marriage and Family Therapist, Clinical Psychologist, Licensed Clinical Social Worker, or Board-Certified Psychiatrist.
- Practicum instructor must be an AAMFT approved supervisor.

Requirements Prior to Beginning Practicum Work

- Completion of 7-MFT classes by the end of MF715.
- Required courses prior to MF715: MF504/MF625, MF505/MF626, MF560/MF675, and MF564/MF646
- Because of the nature of the Senior MFT Integrative Seminar, the following courses are highly recommended prior to beginning practicum: TS755/TS520.
- Complete Practicum Readiness Self-Assessment form.
- Before being deemed eligible for Practicum, students must have a Program GPA of 3.0 or higher.
- Complete Practicum Qualifying Exam with a passing grade (at least 70%) in both sections.
- Receive approval letter of MFT Clinical Training Coordinator to begin Practicum (to be placed in student's file).
- Attend Orientation to Practicum meetings.
- Register for Supervised Clinical Experience (MF715, 716, 717).
- Ability to have sufficient transportation to a practicum site and/or a supervisor's site.
- Year-long commitment at practicum site
 - Example: June 2016 - June 2017 OR September 2016 -- August 2017: at least 15-25 hours per week commitment at an agency.

- Depending on the start date of your practicum site, you may begin MF715 in either Summer 2016 or Fall 2016 with completion of MF717 in either Spring 2017 or Summer 2017.
- Practicum site must be a counseling agency that is nonprofit, charitable, hospital, educational, or church setting. The agency must supply AAMFT approved supervisor.
- 500 hours of direct client contact (200 of those hours must be AAMFT defined relational).
 - Note: Students may not begin gaining clinical hours until their first semester of practicum class begins as per BBS standards.
- MFT students must participate in a total of 100 hours of clinical supervision and maintain a supervision-to-client contact ratio of 1 to 5. At least 50 hours of supervision must be individual supervision, defined as supervision with either 1 or 2 supervisees and at least half of the time specifically devoted to the student's cases and supervision needs (e.g. self of the therapist, etc.). The remaining hours may be individual or group supervision. Group supervision is defined as supervision involving 3-6 supervisees. Supervision with more than 8 supervisees may not be counted toward the 100 required hours.
- At least 50 hours of supervision must include direct observation of client sessions, including live supervision with the supervisor observing the session as it occurs or review of video recorded sessions. The remaining hours may include live/video supervision or they may be focused on the student's verbal report of cases using case notes, etc.
- A Site Agreement between you, the counseling agency and Bethel must be signed.

Requirements While Enrolled in Practicum

- Videotaping of counseling sessions must be done for supervision. You must also be able to bring your video recordings off-site for use in practicum class presentations.
- Students need to work with a wide variety of presenting problems and with clients who are diverse in terms of age, culture, ethnicity, gender, race, religion, and socioeconomic status.
- A Supervisor's Agreement Form from the BBS must be signed if the supervisor is off site.

- Students are required to buy their own liability insurance policy due before 1st day of class. Students will not be admitted to class without professional insurance.
- In addition to course assignments and submission of hours, students are required to submit a Supervisor's End of Term Evaluation of Trainee (filled out by their supervisor) and a Trainee Evaluation of Site (filled out by you) by the end of every semester.
- Students who have entered under the 2007/2008 - 2015/2016 catalogues are required to complete 15 hours of personal therapy before they graduate. Students who have entered under the 2016/2017 (and later) catalogues are strongly encouraged to complete 15 hours of personal therapy; however, it is not a degree requirement. We encourage you to participate in as much individual or group therapy as possible (if you haven't done so thus far), to benefit from the advantages of therapy both personally and clinically. All hours obtained (up to 100) will be multiplied by 3 for the BBS licensure (equal to 300 hours toward licensure). Please note that as of January 1, 2016, the BBS has streamlined its requirements for the categories of supervised experience. This change has affected the ability to triple count personal psychotherapy hours. For more information, please visit the BBS.ca.gov website.

Paperwork

- Site Agreement (see Appendix to view). Students are responsible for submitting a completed Site Agreement form to the MFT Clinical Training Coordinator upon acceptance to their practicum site.
- Supervisor's Responsibility Statement (see Appendix to view). Students are responsible for submitting a completed Supervisor's Responsibility Statement form to the MFT Clinical Training Coordinator on or before the first day of MF715 and/or every time they gain a new supervisor.
- Supervisors' Qualification Statement (see Appendix to view). Students are responsible for submitting a completed Supervisors' Qualification Statement form to the MFT Clinical Training Coordinator on or before the first day of MF715 and/or every time they gain a new supervisor.
- Monthly Client Reporting Hours Form (see Appendix to view). Students are responsible for submitting their Monthly Client Contact Hours Reporting form to the MFT Clinical Training Coordinator by the first week of each month during the semester.
- Trainee Evaluation of Practicum Site Evaluation

- Off-site Supervisor's Evaluation of Practicum Trainee Evaluation

Note: because there are multiple sections/groups for each course, the MFT Clinical Training Coordinator assigns groups and facilitates enrollment in practicum courses. You will not register for these courses online; it will be done for you. *Please note that if you register yourself, you could be charged up to \$30 in “section switch” fees.*

Continuations

The California Board of Behavioral Sciences Business and Professions Code (BPC) Section 4980.42 states that: “Trainees must be enrolled in a practicum course to counsel clients...” Practicum continuation has been set up to allow students to remain enrolled in a practicum course beyond the three required courses if necessary.

Any student who has not completed 500 total hours of direct client contact and 200 with couples and/or families by the end of MF717 will be required to apply for practicum continuation. A Practicum Continuation Contract must be completed and submitted before the last day of class of the semester prior to the continuation term, and a new contract must be submitted for every semester of continuation. Students are required to continue in practicum until they have completed all required hours and as long as he/she is actively seeing clients before all other graduation requirements have been met. No continuation will be granted without the approval of the MFT Clinical Training Coordinator.

Upon submission of the Practicum Continuation Contract, the student will be charged a \$357 continuation fee and his/her grade for MF717 (or last practicum course taken) will become an “In Progress” until the contract has been completed. Each contract signed adds all course requirements for a semester in practicum to the requirements necessary to receive a “Pass” in MF717 (or last course taken.)

Failure to complete the course requirements for each semester continued or failure to submit a new contract by the end of the semester if further continuation is necessary will result in a “Fail” in MF717. If the requirements are not met, and a “Fail” is given, the practicum continuation contract will be voided, and the student will need to re-take MF717 for full credit for a passing grade.

Evaluation

Student Progress. While enrolled in practicum at Bethel Seminary, students are evaluated for their academic and clinical progress in the following ways:

- Students are evaluated in each course they take by their professors who assess their assignments and assign grades.
- Students are evaluated by the MFT faculty prior to being accepted into the practicum program through the use of the Practicum Qualifying Exam, the Readiness Assessment Form and Practicum Interview.
- Each month, the MFT faculty meets to review the progress of students in the program. If areas of concern are identified with respect to a particular student, the advisor will contact the student to arrange a meeting. Within the context of the meeting, the advisor will articulate the concerns that have been identified and will work with the student to develop a plan for addressing these concerns. The advisor will keep the MFT faculty updated on the progress of the student.
- During practicum, students are evaluated by their site supervisor at the end of every semester.
- Students submit these evaluations to the MFT Clinical Training Coordinator by the last day of class for each semester.

Trainee Evaluation of Practicum Site.

- At the end of each practicum course, students are required to submit an evaluation of their practicum site. See Appendix to view the Trainee Evaluation of Practicum Site evaluation.

Site Supervisor's Evaluation of Practicum Trainee.

- At the end of each practicum course, site supervisors are required to submit an evaluation of their student trainee. See Appendix to view the Site Supervisor's Evaluation of Trainee evaluation.

Licensing

All individuals pursuing licensure as LMFTs in the state of California follow the same general process in pursuit of licensure:

1. Get your qualifying Master's degree and earn supervised experience as a trainee
2. [Register with the BBS as an MFT Intern](#) and begin earning post degree experience
3. Apply to take the [California Law & Ethics Examination](#);
4. When you have earned the total 3,000 hours and passed the CA Law & Ethics, apply for the [Clinical Examination](#);
5. Pass the Clinical Examination;
6. [Apply for initial licensure](#);
7. Get your official LMFT license

Bethel coursework meets all BBS requirements for a qualifying Master's degree.

Students are encouraged to familiarize themselves with requirements for licensure. Up-to-date requirements can be found on the California Board of Behavioral Science's website at http://www.bbs.ca.gov/app-reg/mft_requirement.shtml. Students may also find it helpful to review more detailed requirements on the BBS website at http://www.bbs.ca.gov/app-reg/mft_presentation.shtml.

Personal Therapy

It is ***strongly recommended that students and trainees complete at least 15 hours of personal psychotherapy*** throughout the duration of the M.A. MFT program. It is believed that having a personal therapeutic experience will provide students with both a vehicle of self care while in the program as well as personal experiences to speak to as a therapist.

Therapists in training are expected to engage in a process of self-reflection and development. As part of the M.A. MFT program outcomes and student learning outcomes, course requirements will often offer opportunities for students to reflect inward during assignments, discussion, and/or role play.

Self-Disclosure in Coursework

Students in the M.A. MFT program are often encouraged to engage in self-reflection and self-disclosure as a portion of class assignments. Students are encouraged to speak with their professors regarding any discomfort or personal life disruptions that may occur as a result of this self-examination

M.A. MFT Faculty

BSSD faculty and staff members are selected among local professionals who demonstrate a high quality of practice and expertise in the various core competencies of the M.A. MFT program.

In order to continue developing and improving our M.A. MFT program, Bethel Seminary San Diego regularly evaluates all academic personnel, staff, and supervisors.

Program Director



Karen Quek, Ph.D., LMFT, LPCC, AAMFT approved supervisor

Email: karen-quek@bethel.edu

Karen Quek, PhD. is a dual licensed marriage & family therapist (LMFT) and professional clinical counselor (LPCC). Karen has been providing therapy for individuals, couples and families from diverse background and experiences for more than 20 years and

has been a core faculty in couple and family therapy programs for more than 10 years. Karen holds a PhD in marital and family therapy from Loma Linda University, CA and has a Masters degree in Christian Education from Talbot School of Theology, Biola University, CA. She has achieved national “Approved Supervisor” status of the American Association for Marriage and Family Therapy, and is a commissioner for the Commission on Accreditation for Marriage and Family Therapy Education. Karen has published articles using qualitative and quantitative

international data and has made numerous presentations at international, national and local conferences.

Specializations: gender construction in couples' therapy, international couples relational dynamics, cultural competency in clinical supervision, development of the therapist, family and couples processes.

Program Faculty



Paula Bunn, M.A., LMFT, AAMFT supervisor candidate

Email: pkb47756@bethel.edu

Paula Bunn is the Counseling Supervisor at the Center for Compassionate Care of The Elizabeth Hospice. She provides leadership and counseling services for hospice and community bereavement support. Paula began teaching at Bethel in 2011.



Minoa Chang, M.D., Ph.D., LCP

Email: m-chang@bethel.edu

Minoa serves as a Licensed Clinical Psychologist in California where she works mainly with adults in life transitions, cultural and spiritual issues, and chronic mental illness. Minoa offers her services in English, Spanish, and Portuguese.

Specialties: life transitions, grief, divorce, acculturation, bicultural marriage and relationships, spiritual issues, chronic mental issues



Kellie Thoelecke, M.A., LMFT

Email: ktd25365@bethel.edu

Kellie Thoelecke is a Quality Improvement Specialist with Community Research Foundation (CRF) focused on improving client care by reviewing critical incidents for all of CRF service lines. Kellie was previously the Assistant Director at a CRF Short Term Adult Residential Facility which provides care to clients in crisis. She has been teaching the Crisis Intervention and Trauma Response course since 2018.



Terri Hightower, LMFT, AAMFT approved supervisor, Registered Play Therapist
Email: tmh53926@bethel.edu

Terri serves as the Senior Mental Health Clinician at St. Vincent de Paul where she works with the homeless population of San Diego County. Terri offers therapy to the adults, children, and families within the shelter. Additionally, Terri is an associate at Reinicke Counseling Associates and an adjunct professor at BSSD.

Specializations: play therapy, child therapy



Heather Hoshiko, Psy.D
Email: hah38446@bethel.edu

Dr. Heather Hoshiko is an associate of Phillips Medstone, a behavioral pain management clinic and serves as a consultant for Taylor Study Method, an EPPP licensing study aid company. Heather has extensive clinical experience in private and community practice settings emphasizing in biofeedback, neuropsychology, pain management, child and adolescent therapy, and disordered eating. She joined BSSD in 2015 as associate faculty.

Specializations: community psychology, biofeedback, neuropsychology, pain management, child and adolescent therapy, disordered eating treatment, couples therapy, intimacy in relationships, curriculum development



Nikki Watkins, Psy.D
Email: nwatkins@cersandiego.org

Dr. Watkins has over 12 years of experience providing individual, couples, and family therapy in a variety of settings. Currently she serves as the Assistant Director/Lead Clinician at the Steven A. Cohen Military Family Clinic at VVSD where she leads a staff of four clinicians and a case manager in providing mental health care to Post 9/11 vets, their family members, and the family members of active duty service members. She has extensive experience providing counseling services to homeless individuals through her work with the San Diego Rescue Mission. She also has a background in community mental health. with a

**Daniel Kim, M.A., LMFT****Email:** kimdan@bethel.edu

Dan serves as a Licensed Marriage and Family Therapist at Potentia Therapy in San Diego, where he works with individuals, couples, and families. His clinical focus areas are men's issues, trauma, self-worth, addictions/compulsions, marital disconnection, and grief. Dan also serves at Chinese Evangelical Church of San Diego, where he focuses on spiritual formation, discipleship, and small group leadership.

**Jennifer Konzen, M.A., Psy.D., LMFT, CST, CCDC****Email:** jlk24326@bethel.edu

Jennifer owns a private practice where she provides services in parent education, child and adolescent therapy, couples therapy, and individual therapy. Jennifer is a Certified Sex Therapist as well as a Certified Chemical Dependency Counselor.

Specializations: parent education, attention and impulse control in children, adolescent therapy, depression, self-harm, eating disorder, addictions, trauma, anxiety, grief, sexual abuse, child abuse.

**Donna Scott, M.A., LMFT****Email:** dss52235@bethel.edu

Donna has over 25 years of experience providing individual, couples, family, and play therapy in a variety of settings. She is a member of the teaching faculty at Bethel, often interacting with first year students in some of their first courses. She is a member of CAMFT and Black African American Christian Counselors.

**Katherine Turner, Ph.D.****Email:** kct56368@bethel.edu

Katherine is an Adjunct Professor at Bethel Seminary as well as the Associate Director of Psychology Undergraduate Advising Program at SDSU where she coordinates the Honors Thesis Program. She is currently researching the roles of attention and forensics in developmental research.

Specializations: functional connectivity and visual processing in Autism, research quality control

**Andee Woolf, M.A., LMFT, AAMFT approved supervisor****Email:** anw72979@bethel.edu

Andee is an experienced therapist at Mental Health Systems where she focuses primarily on school aged youth and immigrant families. She is the Clinical Supervisor at MHS School-Based Program, qualifying her to teach practicum courses as an adjunct faculty member at BSSD.

Specializations: SFBT, CBT, children therapy, family therapy, training MFT students, marginalized populations, practicum process and requirements

**Richard Kohler, Psy.D****Email:** rek98784@bethel.edu

Dr. Richard Kohler grew up in Miami, Florida and moved to San Diego, California to pursue his graduate studies. He obtained his Master of Arts degree in Marriage and Family Therapy and his doctorate degree in Psychology. Richard has over 30 years of experience in the mental health field. He has worked with the military population, the elderly, children and adolescents in both intensive day treatment and residential group home facilities, and those with chemical dependency issues. He serves as Executive Director for a residential treatment facility and is CEO/President of an Intensive Outpatient Program for Substance Use. Dr. Kohler enjoys fishing, hiking, and running. He has completed several half and full marathons.

MFT/MHC Leadership Team

The Marital & Family Therapy and Mental Health Counseling departments have their own leadership team that meets once a semester to discuss necessary administrative, supervisory, and evaluative functions within the M.A. MFT and M.A. MHC Programs. Members of this committee include the Program Director, full time M.A. MFT and M.A. MHC Faculty, the Clinical Training Coordinator, a Bethel M.A. MFT or M.A. MHC alumni representative, and a M.A. MFT or M.A. MHC member of the student body.

M.A. MFT/M.A. MHC programs hold an annual meeting with the stakeholders (e.g., supervisors, alumni, student representative, faculty, administration, professional organizations) to improve the quality and delivery of the M.A. MFT and M.A. MHC programs. Subsequent program meetings are also set up to discuss information provided from stakeholders

MFT/MHC Student Leadership Team

The MFT/MHC Student Leadership Team exists to create community within and between the MFT and MHC programs. The Student Leadership Team hosts events to facilitate bonding and build relationships between students and faculty and gives students an outlet for their unique gifts. The Student Leadership Team also encourages students to practice healthy self-care from a bio-psycho-social-spiritual point of view and to come alongside one another in the journey to becoming clinicians. Students who are interested in joining the Student Leadership Team should contact the MFT/MHC administrative coordinator for more information about the team's next meeting or event

Student Grievance & Complaint Policies

The following “MFT & MHC Program Appeal/Complaint Process” should be used when students and other program personnel have an academic or other complaint or concern.

1. Concerns of students, staff and faculty about other program or program-related (e.g. practicum site supervisor) personnel should first be addressed to the individual to whom the complaint is directed. Exceptions might include allegations of sexual abuse, workplace violence, other extreme violations of Bethel Seminary’s behavioral code and when the complainant feels extremely unsafe approaching the individual with whom they have concerns. When feeling only somewhat unsafe, complainants, with the permission of the other principal, can bring a peer for emotional support.
2. Within the program, when a mutually satisfactory resolution is not reached between the individuals involved, a mediated meeting can be requested by either principal, to include a program advisor, supervisor (e.g. program director, practicum coordinator), or when complaint is toward the program director, the Bethel University Dean.
3. Within the program, when the issue is a policy or procedure complaint, students may have their concerns brought to the Marital & Family Therapy and Mental Health Counseling Leadership Team (always protecting the confidentiality of the student).
4. When steps 1 through 3 have failed to produce satisfactory results, and when complaints are about University/Seminary (not program) academic policy and procedures, students may bring their concerns to the Academic Programs Assessment and Accreditation Committee (APAAC; 2015-2016 Catalog, p. 42)

Privacy Policy

Family Educational Rights and Privacy Act of 1974 (FERPA)

Bethel Seminary complies with the requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). The purpose of the act is to give students access to their educational records maintained by the school and to protect students' rights to privacy by limiting the transfer of their records without their consent.

As provided by the act, the seminary has the right to release at its discretion the following information with respect to each student presently or previously enrolled: the student's name, address, telephone number, email address, date and place of birth, program of study, dates of attendance, enrollment status, degree earned, previous educational agencies or institutions attended by the student, and awards and honors. Students may withhold directory information by filling out a non-disclosure form, which is available at <https://www.bethel.edu/registrar/ferpa>. These forms should be returned to the registrar. The non-disclosure form is honored until it is revoked in writing by the student.

The law further provides students with the right to review information contained in their educational records, with the exception of reference forms or other material for which the student has waived his or her right to access for recommendations received prior to January 1, 1975. This information includes but is not limited to: an application for admission, copies of correspondence to the student, and transcripts of college and/or seminary work. In order to review the material belonging to his or her educational record, the student must make written request of the appropriate Administrative office, which will set up a time for the student to do so within 45 days.

Visit <https://www.bethel.edu/registrar/ferpa> for more information about FERPA and Bethel's full policy.

Bethel Administrative Staff

Peter Vogt, Dean

Email: p-vogt@bethel.edu

Bethel Phone: 651.638.6559

Sherry Stockton, Director of Academic Operations & Associate Registrar

Email: s-stockton@bethel.edu

Bethel Phone: 619.325.5217

Shirley Bunch, Business Office/Facilities Coordinator

Email: s-bunch@bethel.edu

Bethel Phone: 619.325.5214

Natalie Hendrickson, Director of Supervised Ministry and Student Assessment

Email: natalie-hendrickson@bethel.edu

Bethel Phone: 619.325.5229

Jessica Antoine, Administrative Coordinator, MFT & MHC

Email: mft-mhc@bethel.edu

Bethel Phone: 619.325.5226

Student Services

Bethel Community Account (blink.bethel.edu)

All Bethel information is accessible through Blink, Bethel's internal web hub with features and information customized for each individual, depending upon their role at the university. Once a Bethel community account is created, students, faculty, and staff have access to a variety of online services, including registration, course schedules, grades, degree evaluations, the Moodle learning platform, student accounts, and payroll information.

Students will receive information about setting up their Blink account following acceptance to their program.

Change of Information

Students who require a change in their demographic information (such as address or name) should fill out a "Change of Data" form. This form can be found online at <https://www.bethel.edu/registrar/pdfs/ureg-change-of-data-form.pdf>. Students must fill out and return this form to the Office of the Registrar.

Email

Once they have created their Bethel community account and have enrolled, all students are assigned a Bethel email address. Bethel Seminary uses the Bethel community email account for all official correspondence. Therefore, it is essential for students to check their Bethel email for pertinent communication from faculty and administration on a regular basis, and to use their Bethel email for official correspondence. Bethel email may be redirected to a home or business email address, if necessary.

Bethel community email addresses are associated with the Google Suite and give students access to Google applications such as Google Drive, Documents, Slides, etc. These tools will be useful for students in collaborative projects.

Library

The Price Memorial Library in San Diego consists of more than 82,000 books, about 1,200 periodical titles, more than 22,000 unique electronic journal titles, and 1,500 non-print materials. Library hours may vary each semester as well as during holidays and breaks. Check Bethel's website for most up-to-date information.

Library Cards. Student IDs function as student's library cards.

Library Staff:

Sandra Oslund

Library Director

Bethel Phone: 651.638.6127

Email: s-oslund@bethel.edu

Tim Senapatiratne

Reference Librarian

Bethel Phone: 651.638.2337

Email: t-senapatiratne@bethel.edu

Parking & Security

Bethel Seminary students may park in the small lot behind the seminary main building or in the College Avenue Baptist Church parking lot directly across the street from the main building entrance. Parking permits are not required.

Bethel Seminary San Diego staff take student safety seriously. Areas outside campus are monitored by security cameras and staff, and all campus visitors are required to check in with Bethel's front desk receptionist. In an effort to maintain campus

safety, main entrance doors are locked in the evening when the front desk receptionist goes off duty. Students needing to enter campus after this time should use the back door located near the library.

Student Mailboxes

Students, full-time faculty, current-term adjuncts, and some staff members are assigned mailboxes for intercampus mail, such as returned papers and departmental correspondence. Students who have been assigned on-campus mail boxes need to check their boxes on a regular basis. Mailboxes are located on the Lower Level near the Student Lounge.

Student IDs

All seminary students are issued a Student ID Card. Pictures for ID cards are taken during student orientation. Students will receive an email informing them when their completed cards can be found in their mailboxes. ID cards function as the student's library card.

Moodle (moodle.bethel.edu)

Moodle is Bethel Seminary's online learning platform. After logging in with their community access username and password, students will have access to information pertaining to each of their classes including syllabi, assignments, forums, grades, and announcements. Many class assignments are turned in digitally through Moodle.

Tuition and Fees

Students should refer to the current Seminary Catalogue for up-to-date information on tuition, fees, deadlines, and refunds. Information may also be found on Bethel's website at <https://www.bethel.edu/seminary/financial-aid/tuition>.

Financial Aid

The Financial Aid Program at Bethel Seminary is designed to assist students who have limited resources for their education. It is anticipated that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable indebtedness. Each student is responsible for both educational and living expenses. However, the seminary seeks to assist the student in meeting expenses through a combination of scholarships, and loans. The Financial Aid Program is based on the following principles, which have been approved by the Association of Theological Schools:

Guiding Principles

1. The student has the major responsibility for his or her educational and living expenses. The school's aid will augment the student's efforts.
2. Students are encouraged to seek scholarships from third-party sources. (This includes church scholarships, employer reimbursement, etc.) When private scholarships are reported to the financial aid office, loan eligibility may be reduced, if needed, to keep the student's total aid package within federal need limits. Institutionally controlled gift aid is reduced if total gift aid from all sources exceeds the financial aid budget for tuition, fees, living expenses, books, and supplies.
3. Recipients of military-related educational benefits (e.g. army tuition assistance, Post-9/11 GI Bill, etc.) will have their institutionally controlled gift aid reduced if total military benefits, grants, and scholarships exceed the financial aid budget for tuition, fees, room, board, books and supplies.
4. All financial aid, excluding job earnings, is first credited to a student's Bethel account. Only after all current term charges are satisfied will a credit balance be disbursed to students for use in meeting other expenses.

Types of Aid

New/incoming MFT students are eligible for Bethel's Merit Scholarship. Current Bethel students enrolled in at least six (6) credits per semester are eligible to apply for returning student scholarships for the fall semester. To apply, visit <https://www.bethel.edu/seminary/financial-aid/types/scholarships/returning-student-scholarship-app>

Master's and doctoral students enrolled for at least three (3) credits per semester may be eligible for federal direct student loans. Visit <https://www.bethel.edu/seminary/financial-aid/types/loans> for details.

Students should visit <https://seminary.bethel.edu/financial-aid/types> for more details regarding types of financial aid available.

Applying for Financial Aid

To apply for financial aid at Bethel Seminary, a student must submit the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at www.fafsa.gov. Students applying for endowed and restricted scholarships must complete an additional online application. Students applying for military benefits should visit www.bethel.edu/seminary/financial-aid/types/military-benefits for information and application procedures.

Academic Progress Requirements

Bethel Seminary has two methods of monitoring student achievement. There is an Academic Progress, Probation, and Dismissal process administered by faculty committees. Please see policies on Academic Probation in the Scholastic Regulations section of the catalog for standards governing this process. There is also a Financial Aid Satisfactory Academic Progress (FA-SAP) policy administered by the Office of Financial Aid.

The FA-SAP policy is mandated by federal and state laws and regulations, and involves the monitoring of cumulative grade point average, pace of completion (ratio of completed to attempted courses), and the total number of courses students attempt. Students who do not meet the minimum FA-SAP standards may lose eligibility for federal, state, and institutional financial aid. Appeals are submitted to

the Financial Aid Office and reviewed by a cross-departmental Financial Aid Satisfactory Academic Progress Committee.

The following definitions apply to terms used in the Financial Aid Satisfactory Academic Progress Policy:

1. **Financial aid probation.** Financial aid probation means a status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated. The probationary period is one semester.
2. **Financial aid warning.** Financial aid warning means a status assigned to a student who fails to make financial aid satisfactory academic progress at an institution that evaluates academic progress at the end of each semester.
3. **Maximum time frame.** Students are expected to complete their program within the normal time for completion (87 semester credits for a Master of Divinity). However, there may be special circumstances like a program change or an illness that would prevent the students from completing their program of study within the normal time frame.
4. To accommodate these special circumstances, students may continue receiving aid until they either (a) complete graduation requirements for their program of study, or (b) attempt 150% of the number of credits (including transfer credits, advanced placement, or CLEP credits) required for their program of study, or (c) reach the point where they cannot earn the number of credits necessary to complete their program of study within 150% of required credits for the degree, whichever comes first.
5. **Appeal.** Appeal means a process by which a student who is not meeting the institution's Financial Aid Satisfactory Academic Progress (FA-SAP) standards petitions the institution for reconsideration of the student's eligibility for financial aid.
6. **Frequency of review.** Student academic progress is reviewed after fall, spring, and summer semesters.

Visit <https://www.bethel.edu/seminary/financial-aid/eligibility/academic-progress> to view the complete FA-SAP.

Appendix (Forms)

Forms in this Appendix are for reference only and will not be accepted by the Clinical Training Coordinator. Official forms can be located outside the Clinical Training Coordinator's office.



BETHEL SEMINARY SAN DIEGO MFT PROGRAM Supervised Clinical Experience (Practicum) Site Agreement

The Bethel Seminary San Diego Marital and Family Therapy program places student trainees in community sites that satisfy the criteria set forth below. In consideration of receiving Bethel MFT trainees and to satisfy the requirements set forth by the Board of Behavioral Sciences, the undersigned Supervised Clinical Experience or Practicum site agrees to satisfy the requirements for all Bethel trainees with whom it contracts.

REQUIREMENTS:

1. **Licensing.** All sites must be chartered or licensed by the appropriate state authority. These include governmental entities; schools, colleges, universities; licensed pediatric day health and respite care facilities; licensed alcoholism or drug abuse recovery or treatment facilities; and/or non-profit and charitable corporations (exempt from taxation according to IRS codes). Each site shall provide documentation of the foregoing to Bethel.
2. **Client Contact Hours.** All sites shall provide caseloads to its trainees that are sufficient for its trainees to accrue within a 12 month period a minimum of 500 direct (face to face) client contact hours, of which at least 200 must be with couples and/or families. The site acknowledges that its trainees must accrue an average of ten hours per week of direct client contact, including five hours of relational client contact per week to satisfy this requirement.
3. **Supervision Requirements.** All sites shall satisfy the following supervision requirements*:
 - a. **Minimum Hours.** A minimum of 100 hours of supervision must be provided to each trainee at the site. The ratio of supervision hours to direct client contact hours must not be less than one individual supervision hour for every five client contact hours OR two group supervision hours for every five client contact hours in a group of 8 or less. For the first five hours of client contact, individual supervision is strongly preferred.
 - b. **Appropriate Supervisor License.** A current, valid license which is not under suspension must be held by the supervisor. The supervisor has been California licensed for two years prior to commencing supervision. Supervisors must hold Marriage and Family Therapist, Clinical Psychologist, Licensed Clinical Social Worker or Board Certified Psychiatrist licenses.
 - c. **Videotape/Live Supervision.** Supervision must include the use of raw supervision data from videotape, live observation, or co-therapy with the supervisor. Students will need at least 50 hours of raw data supervision.
4. **Facilities.** All sites shall provide and maintain facilities and equipment which are adequate for the trainees to carry out their designated responsibilities.
5. **Evaluations.** All sites will provide a written evaluation of the trainee at the end of each quarter that the trainee is working at the site. Evaluation forms will be provided by Bethel. All sites will cooperate with Bethel in order to obtain trainee evaluations of the site and quality of the supervision. Anytime the site has a concern about a student, the site is encouraged to contact Bethel.

6. **Liability Insurance.** All sites shall provide documentation of liability insurance for the site Supervisor. Bethel students will be required to buy their own liability insurance policy.
7. **Records.** The site acknowledges that the trainees are required to maintain accurate records of all client contact and supervision hours accrued during their supervised clinical experience. All sites agree to cooperate with the trainees as necessary to assist the trainees in maintaining the appropriate records, including the signing of such records by supervisors.
8. **Policies and Procedures.** All sites shall establish and maintain procedures for providing trainees with an appropriate orientation to the policies and procedures of the site. Procedures for handling grievances and prohibiting discrimination on the basis of race, ethnicity, religion and gender need to be in writing. Upon request by Bethel, each site shall provide a copy of its policies and procedures to Bethel. We encourage trainees, if they have concerns, to address them with their site supervisor or site administrator first, before discussing their concerns with Bethel faculty. The Bethel faculty will work to create a solid relationship between the site and Bethel.

The undersigned site certifies that it satisfies the foregoing requirements and that it will continue to satisfy such requirements so long as it involves a Bethel trainee. In the event that the undersigned site no longer satisfies any one or more of the foregoing requirements, or that any of the information which it provided changes, the site agrees to notify Bethel immediately of such failure or change in writing.

*If the site is unable to provide a supervisor that fulfills the abovementioned requirements, the trainee may receive supervision from an approved supervisor who is not regularly employed by the site. In this case, a Contract for Off-Site Supervisor form must be signed by the site, supervisor, and trainee.



Board of Behavioral Sciences
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834
 Telephone: (916) 574-7830 TDD: (916) 322-1700
www.bbs.ca.gov



RESPONSIBILITY STATEMENT FOR SUPERVISORS OF A MARRIAGE AND FAMILY THERAPIST TRAINEE OR INTERN

Title 16, California Code of Regulations (16 CCR) Section 1833.1 requires any qualified licensed mental health professional who assumes responsibility for providing supervision to those working toward a Marriage and Family Therapist license to complete and sign, under penalty of perjury, the following statement prior to the commencement of any counseling or supervision.

Name of MFT Trainee/Intern:	Last	First	Middle
Name of Qualified Supervisor:		Qualified Supervisor's Daytime Telephone Number:	

As the supervisor:

- 1) I am licensed in California and have been so licensed for at least two years prior to commencing this supervision.
 (16 CCR § 1833.1(a)(1) and Business and Professions Code (BPC) § 4980.03(g)(1))

A. The license I hold is:

Marriage and Family Therapist

License # _____ Issue Date _____

Licensed Clinical Social Worker

License # _____ Issue Date _____

*Psychologist

License # _____ Issue Date _____

Physician certified in psychiatry by the American Board of Psychiatry and Neurology

License # _____ Issue Date _____

**B. I have had sufficient experience, training, and education in marriage and family therapy to competently practice marriage and family therapy in California. (16 CCR § 1833.1(a)(2))

C. I will keep myself informed about developments in marriage and family therapy and in California law governing the practice of marriage and family therapy. (16 CCR § 1833.1(a)(3))

- 2) I have and maintain a current and valid license in good standing and will immediately notify any trainee or intern under my supervision of any disciplinary action taken against my license, including revocation or suspension, even if stayed, probation terms, inactive license status, or any lapse in licensure, that affects my ability or right to supervise. (16 CCR § 1833.1(a)(1), (a)(4))
- 3) I have practiced psychotherapy or provided direct supervision of trainees, interns, or associate clinical social workers who perform psychotherapy for at least two (2) years within the five (5) year period immediately preceding this supervision. (16 CCR § 1833.1(a)(5))
- 4) I have had sufficient experience, training, and education in the area of clinical supervision to competently supervise trainees or interns. (16 CCR § 1833.1(a)(6))
- 5) I have completed six (6) hours of supervision training or coursework within the renewal period immediately preceding this supervision, and must complete such coursework in each renewal period while supervising. If I have not completed such training or coursework, I will complete a minimum of six (6) hours of supervision training or coursework within sixty (60) days of the commencement of this supervision, and in each renewal period while providing supervision. (16 CCR § 1833.1(a)(6)(A)&(B))
- 6) I know and understand the laws and regulations pertaining to both the supervision of trainees and interns and the experience required for licensure as a marriage and family therapist. (16 CCR § 1833.1(a)(7))
- 7) I shall ensure that the extent, kind, and quality of counseling performed is consistent with the education, training, and experience of the trainee or intern. (16 CCR § 1833.1(a)(8))

- 8) I shall monitor and evaluate the extent, kind, and quality of counseling performed by the trainee or intern by direct observation, review of audio or video tapes of therapy, review of progress and process notes and other treatment records, or by any other means deemed appropriate. (16 CCR § 1833.1(a)(9))
- 9) I shall address with the trainee or intern the manner in which emergencies will be handled. (16 CCR § 1833.1(a)(10))
- 10) I agree not to provide supervision to a TRAINEE unless the trainee is a volunteer or employed in a setting that meets all of the following: (A) lawfully and regularly provides mental health counseling or psychotherapy; (B) provides oversight to ensure that the trainee's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession as defined in BPC Section 4980.02; (C) is not a private practice owned by a licensed marriage and family therapist, a licensed psychologist, a licensed clinical social worker, a licensed physician and surgeon, or a professional corporation of any of those licensed professions. (BPC § 4980.43(d)(1))
- 11) I agree not to provide supervision to an INTERN unless the intern is a volunteer or employed in a setting that meets both of the following: (A) lawfully and regularly provides mental health counseling or psychotherapy; (B) provides oversight to ensure that the intern's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession as defined in BPC Section 4980.02. (BPC § 4980.43(a)(1))
- 12) If I am to provide supervision on a voluntary basis in a setting which is not a private practice, a written agreement will be executed between myself and the organization in which the employer acknowledges that they are aware of the licensing requirements that must be met by the intern or trainee, they agree not to interfere with my legal and ethical obligations to ensure compliance with these requirements, and they agree to provide me with access to clinical records of the clients counseled by the intern or trainee. (16 CCR § 1833.1(b)(4))
- 13) I shall give at least (1) one week's prior written notice to a trainee or intern of my intent not to sign for any further hours of experience for such person. If I have not provided such notice, I shall sign for hours of experience obtained in good faith where I actually provided the required supervision. (16 CCR § 1833.1(c))
- 14) I shall obtain from each trainee or intern for whom supervision will be provided, the name, address, and telephone number of the trainee's or intern's most recent supervisor and employer. (16 CCR § 1833.1(d))
- 15) In any setting that is not a private practice, I shall evaluate the site(s) where a trainee or intern will be gaining hours of experience toward licensure and shall determine that: (1) the site(s) provides experience which is within the scope of practice of a marriage and family therapist; and (2) the experience is in compliance with the requirements set forth in 16 CCR Section 1833 and Section 4980.43 of the Code. (16 CCR § 1833.1(e))
- 16) Upon written request of the Board, I shall provide to the board any documentation which verifies my compliance with the requirements set forth in 16 CCR Section 1833.1. (16 CCR § 1833.1(f))
- 17) I shall provide the intern or trainee with the original of this signed statement prior to the commencement of any counseling or supervision. (16 CCR § 1833.1(b))

I declare under penalty of perjury under the laws of the State of California that I have read and understand the foregoing and that I meet all criteria stated herein and that the information submitted on this form is true and correct.

Printed Name of Qualified Supervisor _____

Signature of Qualified Supervisor _____

Date _____

Mailing Address: Number and Street _____

City _____

State _____

Zip Code _____

The supervisor shall provide the intern or trainee being supervised with the original of this signed statement prior to the commencement of any counseling or supervision.

The trainee or intern shall submit this form to the board upon application for examination eligibility.

* Psychologists and Physicians certified in psychiatry are not required to comply with #5.

** Applies only to supervisors NOT licensed as a Marriage and Family Therapist.

SUPERVISOR QUALIFICATION STATEMENT

As stipulated by our COAMFTE Accreditation, Bethel Seminary must keep records on all practicum supervisors, and supervisors must fulfill specific requirements as listed below.

This is to state that I, _____, meet each of the following criteria to be a supervisor:

(Please check all that applies to you and **attach copy of certificates and current licenses**. Thank you.)

- | | Yes | No | |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | I am an AAMFT Approved Supervisor as of _____. Exp date: _____. |
| | <input type="checkbox"/> | <input type="checkbox"/> | I am an AAMFT Supervisor Candidate as of _____. Exp date: _____. |
| | <input type="checkbox"/> | <input type="checkbox"/> | I am a CAMFT Certified Supervisor as of _____. Exp date: _____. |
| | <input type="checkbox"/> | <input type="checkbox"/> | I am a CAMFT Supervisor Candidate as of _____. Exp date: _____. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | I have been licensed for at least two years in one of the following professions: |
| | <input type="checkbox"/> | <input type="checkbox"/> | MFT |
| | <input type="checkbox"/> | <input type="checkbox"/> | LCSW |
| | <input type="checkbox"/> | <input type="checkbox"/> | Psychologist |
| | <input type="checkbox"/> | <input type="checkbox"/> | Psychiatrist |
| | | | License Number: _____ Date of initial license: _____ |
| | | | Years of experience as an MFT: _____ |
| | | | Are you currently engaged in clinical practice? _____ |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | I have completed six hours of continuing education in Supervision within the last two years. |
| | | | Date of completion: _____ |
| | | | Years of experience as an MFT supervisor: _____ |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | I am a state approved Supervisor; http://www.bbs.ca.gov/licensees/imf_supervision.shtml |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | I am willing to meet at least one hour a week with the trainee for individual supervision; |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | I am knowledgeable and supportive of the Marital and Family Therapy profession; |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | I am committed to staying up to date with the MFT profession. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | I have received a document in which Bethel Seminary San Diego's MFT Program Student Learning & Program Outcomes are clearly stated. |

Name of Supervisor: _____

Work Address: _____

Telephone Number: _____

MFT Trainee: _____

Gender: ☐ M ☐ F

Ethnicity: (please select one)

☐ Non-resident (international)

☐ African-American/non-Hispanic

☐ American Indian or Alaska Native

☐ Asian or Pacific Islander

☐ White/non-Hispanic

☐ Hispanic

☐ Other _____

Signature of Supervisor

MFT PRACTICUM TRAINEE END OF SEMESTER SITE EVALUATION*To be completed by the MFT practicum trainee at the end of each semester*

Student Name: _____ Site: _____

Name of Site Supervisor: _____ Semester: _____

Date: _____

Please answer the following questions as honestly as possible. The responses will be utilized in assisting the BSSD practicum coordinator to evaluate the students' practicum site experience. In answering the questions, please use the following scale and check the appropriate response. Space for written clarification of answer is provided at the end of each section. Please sign and date evaluation prior to returning to administrative assistant.

- NA = Not applicable
 1 = Does not meet expectations
 2 = Meets few expectations
 3 = Meets some expectations
 4 = Meets expectations
 5 = Exceeds expectations

Site		NA	1	2	3	4	5
1.	Site is safe to counsel at night as well as in the daytime						
2.	Site offers the amount of counseling hours it promised the trainee						
3.	Site provides adequate training before student begins practicum						
4.	Site offers at least one hour of individual/two hours of group supervision per week						
5.	Site offers ongoing treatment for clients whereby trainee may see clients for multiple sessions						
6.	Site only offers student to see clients one time						
7.	Site offers additional MFT training to the student						
8.	Site duties work within the MFT scope of practice guidelines If not please explain:						
9.	Site encourages good note taking and proper care of note keeping						
10.	Site is ethical and legally sound If not please explain:						
11.	Site offers legal and ethical training						
12.	Site offers full amount of relational hours If not please explain:						
13.	Site provides an atmosphere of collegiality among the staff and trainees						

Supervisor		NA	1	2	3	4	5
1.	Supervisor effectively builds a positive relationship with the supervisee						
2.	Supervisor functions as a professional role model to the student						
3.	Supervisor provides structure in training and supervision (e.g. directed readings, phone-in's, etc.)						
4.	Supervisor expresses ideas and concerns clearly and directly to the student						
5.	Supervisor shows willingness to accept and use feedback in regards to supervision and site concerns						
6.	Supervisor provides ongoing feedback about student's progress and development as a therapist						
7.	Supervisor effectively discusses legal and professional standards						
8.	Supervisor encourages the development of ethical decision-making skills						
9.	Supervisor encourages collaboration with other professionals						
10.	Supervisor helps the student apply systemic concepts to client conceptualization						
11.	Supervisor provides feedback regarding social context and diversity of the client						
12.	Supervisor supports the student's development of their theory of change						
13.	Supervisor supports a practice framework that includes self-awareness and the role of diversity						
14.	Supervisor encourages dialogue about the role of social context (including clients, self and student)						
15.	Supervisor provides feedback with assessments, interventions and practice evaluation in relation to social context and diversity						

Student		NA	1	2	3	4	5
1.	Student would recommend this site to other Bethel practicum students. If not please explain:						
2.	Student would consider applying to this site for an intern position after graduation. If not please explain:						

Comments and/or recommendations for site improvement:

Signature of student: _____ Date: _____

PRACTICUM PROFESSOR & SITE SUPERVISOR END OF SEMESTER EVALUATION*To be completed by the practicum professor & site supervisor at the end of each semester*

Student Name: _____ Site: _____

Name of Site Supervisor: _____ Name of Practicum Professor: _____

Student's Theory: _____ Date: _____ Semester: _____

AREA OF EVALUATION	1 (Low)	2	3 (Adequate)	4	5 (Excellent)	N/A
COURSE ASSIGNMENTS (this section to be filled out by the practicum professor & the site supervisor)						
Attendance and Participation						
Case Presentation Quality (i.e., relevant information presented, presentation completed within parameters, etc.)						
File Management and Paperwork (including Monthly Client Hours Reporting log)						
Goal Setting and Self Evaluation						
Quality of student's videotape case presentations (grades to be documented at the end of this evaluation)						
Quality of student's "Self of the Therapist" presentation						
FEEDBACK PROCESS (this section to be filled out by the practicum professor & the site supervisor)						
Demonstrates knowledge of agency policy and procedure						
Develops a good working relationship with staff members, site director, on-site supervisor, practicum professor and Clinical Training Coordinator						
Professionalism including performance with clients, colleagues and supervisors						
Develops a cooperative relationship with supervision groups on-site and in Bethel's program						
Demonstrates an openness to direct observation and taping of counseling sessions						
Demonstrates a willingness to accept and use feedback related to professional conduct and counseling skills						
ISSUES IN CLINICAL PRACTICE (this section to be filled out by the practicum professor & the site supervisor)						
Demonstrates the ability to develop a therapeutic relationship with clients						
Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment						
(continued on next page)						

(continued)	1 (Low)	2	3 (Adequate)	4	5 (Excellent)	N/A						
Demonstrates the ability to develop effective and appropriate treatment plans that lead to a therapeutic contract												
Demonstrates the ability to select and utilize appropriate interventions that support the treatment plan												
Demonstrates the ability to effectively evaluate client progress												
Demonstrates competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.)												
Demonstrates the ability to evaluate client impact on the therapist involving issues related to transference and counter-transference												
SOCIAL CONTEXT AND DIVERSITY (this section to be filled out by the practicum professor & the site supervisor)												
Accepts a practice framework that includes self-awareness and the role of diversity												
Participates in dialogue about the role of social context (including clients, self, and supervisor)												
Accepts feedback with assessments, interventions and practice evaluation in relation to social context and diversity												
GRADING (this section to be filled out by the practicum professor)												
First case presentation Date: _____	Type: (individual or relational)		Numerical grade: _____									
Second case presentation Date: _____	Type: (individual or relational)		Numerical grade: _____									
Third case presentation Date: _____	Type: (individual or relational)		Numerical grade: _____									
Course grade: (indicate the grade, "P" or "F" that you would assign this student, assuming that all other work is turned in): _____												
<i>Do not submit your grade online or to the Registrar. Please sign below and submit this form to the Clinical Training Coordinator, who will do the final submission of practicum grades to the Registrar.</i>												

Signature of Site Supervisor: _____ Date: _____

Signature of Practicum Professor: _____ Date: _____

Signature of student: _____ Date: _____

BETHEL SEMINARY SAN DIEGO
MARITAL AND FAMILY THERAPY PROGRAM
MONTHLY CLIENT CONTACT HOURS REPORTING FORM

PART 1 INSTRUCTIONS: Trainees, please only fill in the green shaded boxes.

FOR THE MONTH OF (include year): 	SITE SUPERVISOR:
STUDENT NAME: 	PRACTICUM PROFESSOR:
PRACTICUM SITE: 	SEMESTER:

PART 2 INSTRUCTIONS : Trainees, please only fill in the green shaded boxes. All other boxes will auto sum when entered in electronically by the CTC.

TYPE OF HOURS:	INDIVIDUAL	COUPLE	FAMILY	GROUP	ALTERNATIVE (100 HOURS MAX)	TOTAL RELATIONAL HOURS (200 NEEDED) DO NOT DOCUMENT ANY HOURS HERE	TOTAL HOURS (500 NEEDED) DO NOT DOCUMENT ANY HOURS HERE	TOTAL SUPERVISION HOURS (100 HOURS NEEDED)	LIVE RAW DATA	VIDEO RAW DATA	AUDIO RAW DATA	TOTAL RAW DATA HOURS (50 HOURS NEEDED) DO NOT DOCUMENT ANY HOURS HERE
WEEK 1												
WEEK 2												
WEEK 3												
WEEK 4												
WEEK 5 (if necessary)												
CURRENT MONTH TOTALS:	0	0	0	0	0	0	0	0	0	0	0	0
FOR PROGRAM USE ONLY:												
CUMMULATIVE PRACTICUM TOTALS (CTC to enter in manually):												

Signature/date of Site Supervisor:
Signature/date of Practicum Professor:
Signature/date of CTC: