

University of Guelph
Department of Family Relations & Applied Nutrition
Couple & Family Therapy Program

FRAN 6095 - Externship in Couple & Family Therapy

COURSE OUTLINE Spring 2013

Course Faculty	Katherine Tomkinson, M.Sc. Externship Coordinator	Rm. CFT 250 Ext. 53423
-----------------------	--	---------------------------

Course Description

This is an advanced clinical practicum in Couple & Family Therapy. Students are placed in a community agency where they spend the equivalent of 3 days per week for 15 to 18 weeks and accumulate 8 - 15 hours per week of direct client contact time. All clinical work is supervised by an on-site clinical supervisor who is an AAMFT Approved Supervisor or Supervisor Candidate.

Course Learning Objectives

This is a capstone course in clinical training for the Couple and Family Therapy Program. The course objectives and related Educational Goals (EGs) with Expected Student Learning Outcomes (ESLOs) are as follows:

1. To provide an expanded, community-based, professional development opportunity. Graduate students (therapist-externs) will provide therapy services to a diverse group of clients; address issues regarding ethical decision-making, accountability, and general professional conduct; and build collegial relationships across professional disciplines
EG-4 Social Context and Power Relations, especially ESLOs 4c and 4d
EG-5 Clinical Application, including ESLOs 5a-5f
2. To continue to develop therapist-extern's clinical skills and clinical knowledge acquired from the previous four practica (FRAN 6090 I-IV)
EG-5 Clinical Application, including ESLOs 5a-5e
3. To develop the therapist-extern's ability to articulate the theoretical basis and practice implications of their preferred approach to couple and family therapy, including their ability to examine the congruency of the underlying values and assumptions of their approach with their preferred professional positioning.
EG-1 Theoretical Foundations, especially ESLO 1c
4. To extend the student's perspectives for critical analysis of therapeutic intervention strategies.
EG-3 Professionalism, Ethical Conduct and Accountability, especially 3d.
5. To refine the therapist-extern's understanding of how oppression and marginalization, related to the intersecting dimensions of gender, race, age, ability, class, ethnicity, religion/spirituality, sexual identity, etc., may constrain individuals, couples, and families, as well as therapists.

EG-4 Social Context and Power Relations, including ESLOs 4a-4d

6. To broaden the therapist-extern’s experience of clinical supervision through being supervised by a professional outside the CFT Program faculty/supervisors.

EG-5 Clinical Application, especially ESLO 5f

To complete client contact hours required for a COAMFTE accredited Master’s degree program. (COAMFTE stipulates a minimum of 500 total direct contact hours, with at least 50% working with couples and/or families, over the course of the student’s time in the CFT Program).

EG-5 Clinical Application, especially ESLO 5e

EXPECTED STUDENT LEARNING OUTCOMES	Method of assessment
THEORETICAL FOUNDATIONS	
<p>Educational Goal 1: Students will gain a broad understanding of the range of epistemological assumptions and core theoretical frameworks within the field of couple & family therapy, including an historical and critical analysis of significant theoretical issues and developments.</p>	
<p>ESLO 1c. Students will articulate the theoretical basis and practice implications of their preferred approach to couple and family therapy, including an examination of the congruency between the underlying values and assumptions of the approach and their preferred professional positioning.</p>	<p>Course project</p>
PROFESSIONALISM, ETHICAL CONDUCT AND ACCOUNTABILITY	
<p>Educational Goal 3: Students will develop a professional identity as a couple & family therapist who consistently applies the principal of ethical practice in their work with clients, maintains high standards of conduct - including following “best practices” regarding the delivery of therapy services, and engages in critical, reflexive self-evaluation.</p>	
<p>ESLO 3d. Students will demonstrate an ability to maintain professional accountability practices, including consistently working in the “best interests of clients”, engaging clients in on-going informal review of the progress and fit of the therapeutic work, regular review of personal/professional learning goals, and self-evaluation of professional development.</p>	<p>Supervisor and self-assessment (ESLO & AAMFT CC checklists)</p>
SOCIAL CONTEXT AND POWER RELATIONS LEARNING OUTCOMES	
<p>Educational Goal 4: Students will integrate a sophisticated sensitivity to diversity into their professional identity as a couple and family therapist, privileging attention to social location/socio-cultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people’s everyday lives.</p>	
<p>ESLO 4a. Students will critically analyze how their social location, values and beliefs shape their professional identity.</p>	<p>Supervisor and self-assessment (ESLO & AAMFT CC checklists); course project</p>
<p>ESLO 4b. Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to their own participation in these processes.</p>	<p>Supervisor and self-assessment (ESLO & AAMFT CC checklists);</p>

ESLO 4c. Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy.	Supervisor and self-assessment (ESLO & AAMFT CC checklists) Course project
ESLO 4d. Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
CLINICAL APPLICATION	
Educational Goal 5: Students will integrate theory, research, practice skills in on-going clinical work with clients seeking therapy.	
ESLO 5a. Students will develop beginning to intermediate level practice skills associated with featured post-modern couple and therapy approaches, including engaging clients, “assessing” presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
ESLO 5b. Students will integrate analysis of social context and power relations into clinical conceptualizations and will respond sensitively to the differential needs and circumstances of each client in the client system.	Supervisor and self-assessment (ESLO & AAMFT CC checklists); course project
ESLO 5c. Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model.	Supervisor and self-assessment (ESLO & AAMFT CC checklists); course project
ESLO 5d. Students will be introduced to AAMFT Core Competencies and will be able to connect their clinical practice to the Core Competencies featured in the CFT program for specific training and practice skill evaluation.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
ESLO 5e. Student has accumulated 500 direct contact hours, with at least 250 direct contact hours with couples and families (relational hours), and has engaged in regular weekly supervision to accumulate at least 100 hours of clinical supervision.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
ESLO 5f. Students will set individual “learning goals” for advancing their clinical practice	Supervisor and self-assessment (ESLO & AAMFT CC checklists)

AAMFT CORE COMPETENCIES		
AAMFT CC #	Sub-domain	Competency
THERAPEUTIC INTERVENTIONS		
4.3.1	Executive	Match treatment modalities and techniques to clients’ needs, goals, and values
4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.

4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
LEGAL ISSUES, ETHICS, AND STANDARDS		
5.1.3	Conceptual	Know policies and procedures of the practice setting.
5.3.1	Executive	Monitor issues related to ethics, laws, regulations and professional standards.
5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.
5.3.7	Executive	Practice within defined scope of practice and competence.
5.3.10	Executive	Implement a personal program to maintain professional competence.
5.4.1	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards.
5.4.2	Evaluative	Monitor attitudes, personal well being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
5.5.1	Professional	Maintain Clients records with timely and accurate notes.
5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
5.5.4	Professional	Bill clients and third party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for covered services.
RESEARCH AND PROGRAM EVALUATION		
6.4.1	Executive	Evaluate knowledge of current clinical literature and its application.

Course Organization, Process, and Requirements

Each student is placed with an external community agency and will work with assigned agency clients under the direct supervision of an on-site supervisor who is an AAMFT Approved Supervisor or Supervisor Candidate. The therapist-extern will be trained in agency documentation practices and will maintain appropriate clinical records. The therapist-extern will work at the agency an equivalent of at least three days per week for a minimum of 15 weeks (even if the extern has completed the required number of contact hours prior to this time).

Each student will engage in whatever “independent study” is necessary to acquire additional knowledge

about the specific population(s) served by the community agency (e.g., adolescent addictions, children's mental health, family violence, adult mental health, etc.).

Each therapist-extern and Extern Agency Supervisor will identify additional agency activities appropriate for the extern's involvement (e.g., clinical team meetings, agency professional development workshops/seminars, general staff meetings, "in-service training", etc.).

Externship Contract and Schedule of Agency Work

Each student will work closely with the clinical supervisor at the Extern Agency to coordinate and monitor client work at the agency. Each therapist-extern will sign the Externship Contract (will be sent to External Supervisor) which stipulates the various roles, responsibilities, and required clinical hours to complete the CFT Program. The Externship Contract is co-signed by the Extern Agency Supervisor, the CFT Externship Coordinator, and the CFT Program Director. The Extern Agency Supervisor and the extern will coordinate in deciding the specific weekly hours of work. The student will take full responsibility for returning a copy of the signed Contract and the schedule of weekly work to the CFT Externship Coordinator by the dates indicated on these documents.

Tracking Client Contact and Supervision Hours

Externs are required to record their client contact and supervision hours on a CFT Program form. This is an Excel document that will be e-mailed to each extern. Externs will keep the form updated, print it, sign it, and have the Extern Agency Supervisor sign it for verification purposes at the end of each month. Externs must submit the signed form to the CFT Client Services Coordinator at the CFT Centre by the 5th of the next month (e.g., hours for June are submitted by 5th of July)

Student's Learning Goals

Each student will develop, in consultation with the Extern Agency Supervisor, a set of at least three specific learning goals related to the consolidation of a preferred clinical model in CFT. The student will submit a written copy of these goals to the CFT Externship Coordinator and to the Extern Agency Supervisor by **May 10, 2013**.

Externship Cohort/Group Meetings

All the students participating in the Externship will meet monthly, as a group, with the Externship Coordinator at the CFT Centre at the University of Guelph. These meetings will be in Room F from 1:00 PM to 4:00 PM on May 21, June 25, and July 23, 2013. Participation in these meetings is required in order to obtain a "satisfactory" grade.

Final Project

Each student will complete a final project that facilitates an integration and consolidation of theory and practice. As part of this project each student will either submit a written document or make an oral presentation to the Extern Cohort/Group and the CFT Externship Coordinator (see Final Project description).

Evaluations

Evaluation by Supervisor/Coordinator of Student's Performance

The CFT Externship Coordinator liaises with the Extern Agency Supervisor and the student, ensuring both the student and Agency supervisor are meeting the course objectives and evaluation criteria.

The final grade is non-numeric (Satisfactory/Unsatisfactory). The Extern Agency Supervisor evaluates the therapist-extern's clinical skill development on the basis of weekly discussion/observation of the therapist-intern's clinical work. The Extern Agency Supervisor submits a written evaluation to the CFT Externship Coordinator at the end of the term using a form provided by the CFT Program ("Externship Agency Supervisor's Evaluation of CFT Extern"). Prior to submitting the written evaluation the Extern Agency Supervisor meets with the extern to provide verbal feedback. A copy of the Extern Agency Supervisor's evaluation is provided to the student. This form is to be submitted by the extern to the Externship Coordinator by **August 9th, 2013**

The student's Final Project, evaluated by the CFT Program Externship Coordinator, must also be complete and deemed to be "satisfactory" (equivalent to at least a B-) in order for the student to pass this course. Students will receive written feedback on the Final Project from the Externship Coordinator at the end of the semester.

The CFT Externship Coordinator submits a grade at the end of the semester based on: (a) the evaluation feedback from the Extern Agency Supervisor, (b) the successful completion of the required client contact and supervision hours as evidenced by submission of required documents for tracking these requirements, and (c) the Externship Coordinator's evaluation of the Final Project.

If the student (therapist-extern) has not completed all the hours necessary to meet the minimum 500 hours direct client contact, with at least 250 hours direct contact with families and/or couples, the student will receive an "Incomplete" at the end of the semester. The CFT Externship Coordinator will negotiate with the Extern Agency Supervisor and the student to arrange possibilities to complete at the externship site the required hours for graduation. If the Final Project is not complete by the due date the student will receive an "incomplete" in the Externship.

Evaluations by Students

- Students will have the opportunity to provide evaluative feedback on the externship experience using forms provided by the CFT Program ("Student's Evaluation of Externship Supervisor", "Student's Evaluation of Externship Agency"). These forms are to be submitted to the CFT Externship Coordinator by **August 9th**.
- During the July 23th on-campus group meeting students will be asked to fill out a "Course/Instructor Evaluation" form provided by the Department of Family Relations and Applied Nutrition regarding all the activities related to their FRAN 6095 experience and the Coordinator's work.
- In the July 23th meeting students will also fill out a form ("Student's Evaluation of Externship: Expected Student Learning Outcomes") that reflects their assessment of how well the Externship course has facilitated their learning with regard the designated Program Expected Student Learning Outcomes (ESLOs) identified in the Course Learning Objectives (see pp 1-2 of this Outline).