

Department of Family Relations & Applied Nutrition  
University of Guelph

**FRAN 6160 – Introduction to Systemic Practice in Couple & Family Therapy**  
**(exclusive to CFT Program students)**

**Fall 2016 – updated Sept 26/2016**

**Course Outline**

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<b>e-mail:</b>	<u><a href="mailto:Kevin.Stafford@uoguelph.ca">Kevin.Stafford@uoguelph.ca</a></u>	<b>Office Hours:</b>	by appointment /drop by
It is highly unlikely I will respond to emails on weekends or after I leave the Centre for the day.			
Email is a functional tool. My preference is to have face to face conversations about substantive matters whenever possible.			
<b>Classes:</b>	<b>Wednesday</b> 1:00 p.m. – 4:00 p.m. (12:30-4:20) may require some flexing of time from time to time to be discussed and negotiated		

Please arrive to class on time, prepared and ready to engage and participate in the class discussions and activities. Please do not book appointments directly before or directly after class that impede your ability to be here on time or to stay the full time.

My strong preference is that meals are not consumed during class time. Breaks will be provided, please take a bio break as required.

Please do not engage in social media during class time, my expectation is that any electronic devices used during class are used to assist in the activities of class.

**Course Description**

This course features:

- an introductory survey of family therapy concepts to establish a foundation for exploring diversity in family structures and functioning [EG-4].
- best practice standards of professionalism will be introduced [EG-3].
- an applied focus featuring basic facilitation, communication, and observational skills. The applied focus will enable students to connect theory to practice; it will include weekly practice and evaluation of beginning interviewing, observational, and analytic skills in simulated, training video observation and/or actual therapeutic settings [\*\*EG-5 Clinical Application preliminary].
- an introduction to current knowledge in the area of interpersonal neurobiology, which will also provide a framework for self-reflection. This focus on self-awareness will allow students to develop skills in building therapeutic relationships that attend to client need with awareness of therapist response [\*\*EG-1 Theoretical Foundations preliminary].

**Course Objectives**

1. To examine and critique selected concepts in the field of couple and family therapy including an introduction to concepts related to systems theory, clinical process and integrative frameworks; post-modern conceptualizations and current understanding in the field of interpersonal neurobiology and attachment. \*\*[EG-1]
2. To practice basic interviewing methods related to facilitating therapeutic change. \*\*[EG-5]
3. To develop effective engagement, observation, assessment, and conceptual skills for beginning therapeutic practice. \*\*[EG-5]
4. To foster conceptual flexibility as it pertains to therapeutic practice. \*\*[EG-5]
5. To examine issues of power and privilege relative to family diversity, especially diversity pertaining to family structures and multi-cultural frames. [EG-4]
6. To increase self-reflective abilities, self-evaluation skills, and awareness of own responses and sensitivity to diverse experiences of others. [EG-3; EG-4; \*\*EG-5]
7. To provide orientation to the policies and procedures for working with clients and working
8. To work with “best practices” standards of professionalism as set out in *The CFT Centre Policies and Procedures Manual and CRPO Professional Practice Standards*; and orientation to the Centre and its operations[EG-3].
9. Orientation to becoming a member of the *College of Registered Psychotherapists of Ontario* [EG -3].

*See learning outcomes list for this course at the end of this outline. For a complete list of learning outcomes please see the Student handbook.*

**Organization:**

This course has three main areas of exploration that begin to develop and hone “knowledge, skill and judgement”:

- **Standards of the Profession (CFT/CRPO/AAMFT):** outlining CFTC Centre policies and procedures, orientation to best practices of the profession as defined in regulation and written and unwritten practice standards.
- **Systems Theory and general therapeutic stances:** introduction to systems theory and fundamental ideas that inform clinical practice (interviewing, intervention and conceptualization).
- **Save and Effective use of Self (SEUS):** also called “self-of-therapist” this is opportunity to enhance and develop self-awareness and skills for managing internal responses.

These areas will be explored in the following ways:

**CFT Centre/CRPO/AAMFT Standards of Practice**

- Readings from CFT Centre Manual, CRPO Professional Practice Standards, AAMFT Code of Ethics and relevant legislation (RHPA; PHIPA; HCCA, etc.) have or maybe been assigned across a number of weeks in order to allow you time to read and understand these important procedures. Sometimes these readings will be brought into class discussion immediately, and sometimes a couple of weeks will elapse to allow you time to read all of the required sections and develop questions to bring to class discussion (this distinction is noted in course outline).

- o Class discussions will allow for these procedures to be clarified by the instructor and for you to ask questions that arise. Role-plays in class will allow for practice of some aspects of these procedures.[EG-3]
- o Practice of CFT standards for file preparation will be associated with an assignment [#1 File Documentation] and this will be evaluated in the context of meeting the standards discussed.[ESLO-3a,c]

### ***Systemic and Therapeutic Orientation***

- Weekly class readings provide introduction to these ideas.
- Reading in advance to reflect on the ideas and areas of challenge, develop questions or points of discussion, and make links to other learning/courses/life for discussion in class are keys to learning. Discussion will contribute to making direct links to how clinical work is conceptualized.[prep for EG-5]
- Role-plays in class will allow for practice of beginning interviewing skills. This will require your willingness to take some risks and to respect the risks others take to enhance group and individual learning. [prep for EG-5]
- *Watching live or digital recordings of clinical work and other videos will help enhance observational skills.*

### ***SEUS***

- o Counselink journaling in response to reading about utilizing supervision within a CFT context. Utilize the end of chapter questions, or create your own questions for reflection and respond to them. [prep for EG-1,5; EG-4]
- o Skill-building in-class activities focusing in particular on mindfulness and grounding practices.
- o An assignment [#2 Reflection on Journaling Experience] that allows you to reflect on what you have learned through the process of journaling, reading and practicing skill-building in the area of attending to yourself as a therapist [EG-4]. Evaluation will be based on your demonstration of your ability to reflect on what you have learned and to take this to a level of application to self-care/self-awareness while engaging in work as a therapist, as well as an articulation of skills you will require or that you will be developing over time in order to position yourself as a self-aware therapist who can attend primarily to the needs of the people with whom you are working.[ESLO-4a]

**Course requirements include the following**

1. **Assigned Reading:** Each student will be expected to read **all** assigned readings prior to each class. You are expected to come to each class with prepared questions and ideas about how the ideas presented in the readings can be applied to clinical work. Use of a Reading Log will structure your reading- and writing-to-learn skill-development. You are expected to be ready, at the beginning of each class, to participate in discussions and practice activities.
2. **CFT Centre Operations Standards:** Each student is expected to read **all** sections of the ***CFT Centre Operations and Procedures Manual*** and develop a basic ability to apply these policies, procedures, and practices to case-specific material. You will be expected to engage in discussion of the clinical implications of these policies and practices as they apply in your own developing professionalism within the field of couple of family therapy.
3. **Professionalism:** Each student will read the *AAMFT Code of Ethics; CRPO Code of Ethics, Chapter 3 of the Centre Policy Manual*. After discussion in the first class meeting, each student will sign the CFT Program "Ethical Practice Agreement".
4. **Skill Development (Role-Play):** Each student will participate in frequent role-play exercises in class in order to practice a variety of therapeutic interviewing skills. There will be a variety of approaches to setting up these role-plays in which students will have opportunities to be the interviewer and person being interviewed. The intent of these exercises is to ensure that you begin to feel comfortable in listening, asking questions, and conceptualizing presenting concerns and interventions with clients.
5. **Skill Development (digital recording):** Each student will consent to digital recording during selected class activities for the purpose of enhancing self-reflection and clinical skill development. 1
6. **Skill Development (Observation):** Each student will observe clinical practice through training videos of professional therapists working with clients, or simulated sessions. There may also be opportunities to watch live sessions at the CFTC behind the mirror, with prior supervisor, intern, and client consent.
- 7.
7. **Skill Development (SEUS):** Each student will engage in a structured self-reflective practice. You will be expected to increase your awareness of your own responses to client presentation and various circumstances that arise during the course of practicing therapy, and encouraged to use this knowledge of yourself to develop practices that enable you to be both self-aware and attentive to client needs. Such self-awareness is also key to maintaining professionalism in your interactions with other interns and professionals, supervisors, and clinic staff. Evidence of this personal reflection will be shared in the form of a Meta-Reflection Assignment that will demonstrate your learning in terms of developing therapist practice. This is **not** a requirement to disclose personal information to other students or the instructor (see Disclosure of Personal Information below, and description of assignment evaluation).

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1 Electronic recording of classes by students is expressly forbidden without prior consent of the instructor [or, where appropriate, student or guest presenter] and notice to all class participants. Material recorded with permission is restricted to use for this course and may not be reproduced, or transmitted to others, without further express written consent.

8. **Teamwork:** Each student is expected to provide feedback to their student colleagues throughout the semester. It is expected each class participant will provide feedback in a respectful and constructive manner at all times.
  
9. **Written Assignments:** Each student will submit the following written assignments [*see separate documents for description of assignments*] -
  1. Lines of Influence
  2. File Documentation Exercises
  3. Reflection Papers (Parts I & II)
  4. Observation and Conceptualization of Clinical Practice

**Disclosure of Personal Information:**

Self-awareness is an important component of this course. As a developing professional it is important to be able to identify what is happening for you now, in the moment, as well as how past experiences and social location influence your perspective on yourself and others. While you will be encouraged to explore your own responses and what they mean for you, you will not be expected to disclose personal information with the class, in large or small groups, or with the instructor that you do not feel comfortable sharing. Evaluation of your participation in this class and of your class assignments is not dependent on your disclosure of personal information. You will be asked to reflect, both in class and in written assignments, on what the process of self-examination is teaching you about how best to approach being in a therapist position. This attention to 'process' is different from a focus on content. If at any time you are unclear about this distinction, please talk to the instructor for clarification.

## Evaluation

#	ASSIGNMENT	DUE DATE	VALUE
1	Lines of Influence	Sept 21 @ start of class	10%
2	File Documentation	November 9 <sup>th</sup> (start of class)	35%
3	Reflection Papers Part I: Reflection Part II: Reflection and Application	October 19 (start of class) November 16 (start of class)	20%
4	Observation and Conceptualization of Clinical Practice	December 5, 4:00PM.	35%

### Assignment Submission Guidelines

Assignments are to be submitted on CourseLink and in hard copy to the instructor by the due date and time noted for each assignment. Extensions will only be given for medical or compassionate reasons. Be sure to maintain a copy of submitted assignments. Please note all word document submission must be in a "sans serif" font (eg: Calibri or 12pt).

### Late Penalties

A late penalty of 10% per day will be applied to assignments submitted after the due date/time or previously arranged extension. Assignments submitted to the wrong part of CourseLink or in Serif font may not be graded.

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with the course instructor or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

[http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1692.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1692.shtml)

The investigation of cases of academic misconduct cases and the cases that are heard at the Admissions and Progress Committee indicate that many graduate students, especially those new to Canada, are not aware of University regulations reflected in the attached statements. In particular, issues related to academic consideration, dropping courses, and lack of awareness of behaviour that constitutes academic misconduct

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may all lead to disruption or delay of a student's academic studies and require considerable time and effort from faculty and administrative staff to resolve resulting problems.

In the case of the graduate academic misconduct policy, the Graduate Calendar states:

"It should not be possible for a student to claim that he/she was not warned about the University's academic misconduct regulations, what constitutes academic misconduct and the potential consequences of transgressing."

### **Class Participation/Absences/Illness**

Success in this course depends heavily on active engagement and participation in class discussions, activities and with assignments. The course is designed with a natural flow and evolution and missing a class may interrupt the flow. Having said this there is a critical balance between attending class in person with managing contagion from cold/flu or other illness. If you are sick to the point of risking spread to others, please stay home. If you are well enough you may be able to Skype into class and participate from a distance. Absence for non-medical or compassionate grounds will not be granted. In the event that you are unable to attend class, or know in advance that you will be late, please contact the instructor by e-mail ([kevin.stafford@uoguelph.ca](mailto:kevin.stafford@uoguelph.ca)) or text 519.767.6581 prior to class or as soon as is reasonably possible. If you must leave class early, please advise the instructor in advance.

### **Course and Instructor Evaluation**

You will have an opportunity for formal evaluation of the course and instructor at the end of the course. You are welcome to provide feedback and suggestion to the instructor throughout the semester. In addition, I will check in regularly with the class about how course content and process.

### **Required Textbook**

Miller, S., Duncan, B., Hubble, M. (1997). Escape from Babel. Norton

Available in the bookstore or on Amazon.

### **Required Readings**

Journal articles and non-text book readings and videos, are available through Courselink.

Logon to Courselink using your UofG Central ID user name and password.

CFTC Policy and Procedures Manual and other relevant nonacademic documents (eg: CRPO Professional Practice Standards, AAMFT Code of Ethics, Health Care Consent Act, etc.) are all linked on Courselink as well.

You will be able to access all articles and documents for on line reading or save them to your computer. Please note that you may not use the CFTC copier or printers to copy/print course readings. Copy cards can be purchased from the FRAN department or the Library.

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible: <http://www.uoguelph.ca/csd/>

Week, date, and topic of class	Come prepared by having read	Assignment due
Week 1 – Sept. 14  Introductions, Orientation to being here, Lines of influence Interview Kevin.  resources	AAMFT Code of Ethics  Chapter 3 in Centre Manual	Sign CFT Program “Ethical Practice Agreement” in class.
Week 2 – Sept. 21  Intro to systems theory and thinking Sculpting Get photographed for Website	Becvar and Becvar	<b>Assignment 1 Due</b>
Week 3 – September 21  Operating V-Cap (Emily) Review assignments Reading discussion Role play taking histories, getting comfortable with a room, asking questions	Flaskas, Carmel (2010). Frameworks for practice in the systemic field: Part I – continuities and transitions in family therapy knowledge. <i>The Australian and New Zealand Journal of Family Therapy</i> , 31, 232-247.  Madsen, William (2011). Collaborative helping maps: A tool to guide thinking and action in family-centered services. <i>Family Process</i> , 50, 529-543.	<b>After this class:</b>  <b>Start booking role plays and rooms</b>  <b>Start booking observations</b>
Week 4 – October 5 Common Factors  Orienting to client work and the Centre.  Asking questions/role plays	Miller, S. Hubble, M. Duncan, B. (1992). <i>Escape from Babel</i> . Norton.	Submit fictionalized client Intake Form for Assignment #1 role-plays (on paper at start of class).  Continue booking observations

Week, date, and topic of class	Come prepared by having read	Assignment due
Week 5 – October 12  CFT Centre Documentation	CFT Centre Manual  Anderson, H. (2007). Dialogue: People creating meaning with each other and finding ways to go on. In H. Anderson & D. Gehart (Eds.), <i>Collaborative therapy: Relationships and conversations that make a difference</i> (pp.33-41). New York: Routledge.	
Week 6 – October 19	CFT Centre Manual  Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i> . 27:1-15.  Fleuridas, C., Nelson, T.S., & Rosenthal, D.M. (1986). The evolution of circular questions: Training family therapists. <i>Journal of Marital and Family Therapy</i> , 12(2),113-127.	<b>Journal 1 Due</b>
Week 7 - October 26	CFT Centre Manual  Iversen, R.R., Gergen, K.J., & Fairbanks II, R.P. (2005) Assessment and social construction: Conflict or co-creation? <i>British Journal of Social Work</i> , 35, 689-708	
Week 8 - November 2  TBA	Floater  TBA	

Week, date, and topic of class	Come prepared by having read	Assignment due
Week 9 – November 9  Considering cultural complexities	<p>Falicov, Celia (1995). Training to think culturally: A multidimensional comparative framework. <i>Family Process</i>, 34(2), 373-388.</p> <p>Hays, Pamela (2008). Addressing cultural complexities in practice: A framework for clinicians and counsellors (Chapter 1: Seeing the forest and the trees, pp. 3-20; Chapter 2: Becoming a culturally responsive therapist, pp. 21-39). Washington, DC: American Psychological Association.</p>	<b>File Documentation Assignment Due</b>
Week 10 – November 16  Risk Assessment (1-3)  Assessment role-plays  Use of FROSS/FROCS CDR	CFT Manual Chapters	<b>Journal 2 due</b>
Week 11- November 23  Neuroscience and Attachment in Therapy  Preparing for supervision	<p>Fishbane, M. (2007). Wired to connect: Neuroscience, relationships, and therapy. <i>Family Process</i>, 46, 395-412.</p> <p>Codrington, R. (2010). A family therapist's look into interpersonal neurobiology and the adolescent brain: An interview with Dr. Daniel Siegel. <i>The Australian and New Zealand Journal of Family Therapy</i>, 31, 285-299.</p>	

Week, date, and topic of class	Come prepared by having read	Assignment due
Week 12 – November 30  ORS SRS Video  Review last chance for questions  Celebration!	Lock, Andy & Strong, Tom (2012). Discursive therapy: Why language, and how we use it in therapeutic dialogues, matters. In A. Lock & T. Strong (Eds.), <i>Discursive perspectives in therapeutic practice</i> (pp.1-22). Oxford: Oxford University Press.	
December 5	CFT Centre Operation & Procedures Manual Sections 15 and 18.	<b>Assignment #4, Observation and Conceptualization of Clinical Practice due.</b>

Educational Goals and Expected Student Learning Outcomes	Incorporation and Assessment
<b>EG-3 PROFESSIONALISM, ETHICAL CONDUCT and ACCOUNTABILITY</b>	
<p><b>Educational Goal:</b> Students will develop a professional identity as a couple &amp; family therapist who consistently applies the principles 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><b>ESLO 3 a.</b> Student will gain an understanding of the principles of ethical behaviours and practice within the frame of the AAMFT Code of Ethics.</p>	<p>Incorporated through assigned reading of CFT Policies and Procedures Manual; CRPO Professional Practice Standards and AAMFT Code of Ethics; class discussions. Assessment: Assignment 1.</p>
<p><b>ESLO 3 c.</b> Students will consistently demonstrate “best practices” professional skills as outlined in the CFT Centre Operations &amp; Procedures Manual.</p>	<p>Incorporated through assigned reading of CFT Procedures Manual and CRPO Professional Practice Standards class discussions and role-plays. Assessment: Assignment 1.</p>
<b>EG-4 SOCIAL CONTEXT AND POWER RELATIONS</b>	
<p><b>Educational Goal:</b> 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><b>ESLO 4 a.</b> Students will critically analyze how their social location, values and beliefs shape their professional identity.</p>	<p>Incorporated through assigned reading; class discussions. Assessment: Assignments 2.1, 2.2, and 3.</p>
<p><b>ESLO 4 d.</b> Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.</p>	<p>Incorporated through assigned readings; class discussions; role plays in class. Assessment: Assignment 2.2</p>

**Note that various Core Competencies are demonstrated across a variety of courses in the CFT program. The following are integrated into this course and demonstrated through your preparation and participation in class, as well as in your graded assignments.**

AAMFT Competency	Sub-Domain	Competency	Demonstration of Knowledge
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.	Participation in class discussions and role-plays; graded assignments 1 & 3
1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	Participation in class discussions and role-plays; graded assignments 1 & 3
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g. family, relational, and system dynamics)	Participation in class discussions; graded assignments 1 & 3
2.1.6	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.	Participation in class discussions; graded assignment 1
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.	Course readings and preparation for class discussions
6.3.1	Executive	Read current MFT and other professional literature.	Course readings and preparation for class discussions
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation literature.	Course readings and preparation/participation in class discussions
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.	Participation in class discussions; graded assignments 2 & 3

