



**Model –based Expected Learning Outcomes (MELO)** [related ESLO or AAMFT core competencies (CCs) are noted in brackets]**Skill Development:**

1. Collaborative engagement with clients
  - a. Develop beginning engagement skills at first and subsequent sessions. [ESLO 5a]
  - b. Transfer listening and questioning skills from 6160 to practice utilizing a postmodern collaborative approach – move beyond beginning skill level. Utilize a variety of types of questions [circular, explanation/definition, reflexive] oriented to a range of subjects and perspectives. Demonstrate attentive listening and respectful interruption or redirection when required. [ESLO 5a]
  - c. Refine understandings of how oppressive structures and ideologies related to the intersecting dimensions of age, ability, religion/spirituality, ethnicity, sexual orientation, socioeconomic status, indigenous and national identity and gender constrain persons seeking therapy as well as those working as therapists. Explore ways of working collaboratively with clients and others to resist and/or be resilient in the face of these constraints. [ESLO 4b,c,d; 5b]
2. Therapeutic relationship
  - a. Transfer attunement to therapeutic awareness – move beyond beginning skill level re: conceptualization and awareness of this relationship. [ESLO 5a]
3. System mapping
  - a. Map on paper and describe to group and supervisor the context, resources and challenges associated with clients' lives and presenting concerns. [ESLO 5b,c]
  - b. Liaise appropriately with other professionals who are resources for clients. [ESLO 3d]
4. Assessment
  - a. Utilizing a postmodern collaborative approach to assessment – move beyond beginning skill level especially with respect to mapping (see above), identification of potential risk situations and appropriate interventions. [ESLO 5a]
  - b. Assess for intimate partner violence, child witnesses to domestic violence. [ESLO 5a,b,c]
5. CFT Procedures
  - a. Use of appropriate forms and procedures – move to advanced level of competence re: managing file contents, appropriate consents signed, case management skills, documentation. [ESLO 3c]
  - b. Address on an ongoing basis issues regarding ethical decision-making, accountability, and professional conduct. [ESLO 3d]
6. Use of supervision
  - a. Identify when and how to utilize supervision to benefit clinical work and professional development. Move from beginning level to more advanced level of competence in preparation for supervision, and presentation of client situations during supervision/group consultation. [AAMFT core competencies 2.5.1; 5.5.2; CRPO entry-to-practice competency 3.4]
  - b. Extend practice in providing constructive feedback on the work of other therapists in addition to engaging in self-critique and receiving critique from supervisors and colleagues. [ESLO 3d]
  - c. Utilize file review meetings with Client Services Coordinator to develop attention to administrative detail and client file management. [ESLO 3c]
7. Reflecting teams [This practicum will use reflecting teams based on Tom Andersen's original model]
  - a. Gain practice in use of a reflecting team as a therapist together with client – beginning level of competence. [ESLO 5a]
  - b. Gain practice in participating as a reflecting team member – moving from beginning to more advanced level of competence. [ESLO 5a]
8. AAMFT core competencies (CCs) & CRPO entry-to-practice competencies (PCs)
  - a. See Appendix A. Assessment of intern's development of competencies will be assessed at the end of the semester. This assessment will take place in the context of a dialogic conversation between intern and course instructor/supervisor, and will be recorded on a checklist.

**Safe and Effective Use of Self:**

1. Demonstrate beginning awareness of therapist's own subjective context and patterns of interaction as this informs interaction with client. [PC 4.3]
2. Demonstrate beginning self-reflective use of therapist's own personality, insights, perceptions, and judgements to optimize interaction with clients in the therapeutic process. [PC 4.3]

3. Demonstrate self-awareness in supervision – beginning level of competence regarding therapist's own influence on client system and therapeutic process. [EG-3]
4. Manage anxiety and critical inner voice. [EG-3]
5. Enlarge self-awareness with respect to the ways in which one's personal history, values, and context influence professional practice. [ESLO 4a, 4b; PC 4.3 SEUS]
6. Move from beginning to more advanced level of personal accountability for meeting administrative, supervisory and client-generated demands of clinical training and practice. [ESLO 3d]
7. Demonstrate flexibility, creativity, and personal accountability in developing individualized strategies for managing and addressing the personal impact of engaging in clinical training and practice (self-care) while maintaining ethical and professional standards. [EG-3]

#### **Social Justice and Diversity:**

1. Increase awareness of one's own history re: privilege, power and social location as therapist; identifying influence in therapeutic system. [ESLO 4a, b]
2. Analysis of relevant power and privilege dimensions relative to each (or selected) aspects of therapeutic system. [ESLO 4c,d]

#### **Organization and Practicum Course Requirements**

See class schedule (Appendix B). We will meet on Wednesday evenings from 4:30 to 8:20 pm with a half-hour dinner break. Many classes will involve discussion of the assigned readings (see below) and practice-oriented exercises. Most classes during the second half of the semester will be predominately taken up with Reflecting Team work. Two reflecting teams will meet with clients between 6:15 and 8:20 pm with Kevin VanDerZwet Stafford or Lynda M. Ashbourne participating in each team. Each intern will bring a client to work together with a reflecting team, and each intern will, in turn, participate as a member of the reflecting team on two or three occasions. See the Program Training Contract (signed in first practicum meeting) for a specific outline of practicum expectations and process.

#### **Learning Environment**

This practicum is based on the assumption of shared responsibility for developing a non-competitive, cooperative learning environment where therapist-interns can responsibly and constructively voice their ideas, address challenges, take appropriate risks to enhance clinical effectiveness, and further develop clinical strengths. Differences in perspectives and experiences can enrich learning opportunities. Each person is asked to be responsible for listening with respect and curiosity to the differing views of others. The instructor's goals are: (1) to ensure clarity with respect to power relations; (2) to encourage goodwill between class members, and to participate in goodwill between the instructor and class members; (3) to demonstrate and encourage mutual respect of differences in personality, values, and learning styles; and, (4) to support commitment to the intensive mutual learning process.

Such a learning environment requires the commitment of all class participants to:

- Being accountable for our own actions and their effects (intended or unintended) on others.
- Recognizing that learning, at whatever stage of our development as interns and supervisors, is not always comfortable.
- Ensuring the feedback we give to others is respectful and constructive, appreciating how difficult it can be to receive feedback.
- Engaging in thoughtful reflection about the feedback we receive from others in preparing a response.
- Enhancing the learning opportunities of each therapist-intern, while ensuring the "best interest of the client" is served.

#### **Weekly Supervision**

See Program Training Contract for specific expectations regarding clinical supervision. **Preparation prior to supervision is required** (see Supervision Checklist on courselink site). **For each scheduled supervision meeting interns are expected to prepare sections of a video-recorded therapy session for review and articulate a particular focus for the clinical discussion in writing** (see Supervision Form – Practicum I available in lower filing cabinet drawer and on courselink site). See Appendix C for the Supervision Schedule.

### Goal setting and Critique of Clinical Work

Initially the goals set for each intern will be the same. **By Feb. 10, 2016 each intern will submit three goals for their clinical work during the balance of the practicum to Lynda Ashbourne and Kevin VanDerZwet Stafford via e-mail.**

These goals will be shared with other interns. They will be considered dynamic in the sense that they can be altered or revised over the course of the semester in consultation with supervisors. On-going self-reflection on clinical work will be strongly emphasized (see Weekly Journaling Guidelines available on courselink).

### 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 influence your perspective on yourself and others. While you will be encouraged to explore your own responses and what they mean for you as well as how they might influence your work with clients, you will not be expected to disclose personal information with the class, in large or small groups, or with the instructor or supervisor, 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:

This course is assessed by Lynda M. Ashbourne on a satisfactory/unsatisfactory basis. A detailed description of practicum requirements is provided in the Program Training Contract. There are two assignments that must be completed in order to satisfactorily complete the course. These assignments, one written and one involving presenting class readings, are further described below and in Appendix D. **A passing grade in this course also requires a satisfactory evaluation of your clinical work from Lynda M. Ashbourne and Kevin VanDerZwet Stafford, as well as satisfactory completion of administrative case management requirements as set out by Kara McFarlane.**

Assignment Descriptions -

1. **Dialogist Assignment:** For one of the group supervision meeting times [*one of Classes 3, 4, 5, or 6*], each intern will act as a **dialogist** with a partner. This will involve:
  - a. Reading class readings and discussing together with your partner prior to class.
  - b. During class, the dialogist partners will talk with each other in front of their colleagues:
    - First, about what they identify as the main points of each reading for that week,
    - and then moving into a discussion of how they plan to apply these ideas in their clinical work.
    - This discussion will serve as a starting point for class discussion of the readings.
  - c. While ideas contained in the class readings will, of course, come from various perspectives and highlight different aspects of clinical practice, dialogists are encouraged to engage in critical (in the sense of attending to various aspects of power and privilege influences on therapy practice) and reflexive conversation.
2. **Analysis of Therapeutic Dialogue Assignment:** See the description of this assignment in Appendix D. This assignment provides you with an opportunity to enhance your own understanding of collaborative practices in dialogue with clients, as well as the potential influences of your relational and social location and experience and those of a client with whom you are working. You will critically and reflexively examine the intersection of these "maps" and transcribed therapeutic dialogue in a written paper. Due Date: March 30, 2016.

Evaluation of Developing Clinical Skills –

Therapist-interns will participate in the on-going discussion and evaluation of their progress toward general clinical competencies, and on specific learning goals for the semester. There will be informal, verbal evaluation comments shared at the mid-term. Lynda M. Ashbourne will provide some written comments and complete a skills development feedback form in collaboration with Kevin VanDerZwet Stafford at the end of the semester. Kevin VanDerZwet Stafford will provide oral feedback at the end of the semester. Each supervisor may focus on some different aspects of the therapist-intern's work over the semester.

1. Interns are encouraged to engage in an ongoing process of self-reflection and self-evaluation with respect to the practice of therapy and the self-of-the-therapist. Journaling practices initiated in first semester may be one helpful way to continue to engage in this reflective practice. Goal-setting early in the semester and attention to revising these over time can also be an important aspect of self-evaluation. In addition to participating in dialogues at the middle and end of term, each intern will prepare a brief **Self-evaluation** Report to be placed in their CFT Program. **This report is due in draft form April 13<sup>th</sup> and in final form no later than April 20<sup>th</sup>.** Both self-evaluation and feedback to your colleagues over the course of the semester should incorporate attention to areas of strength as well as areas for expanding competency.
2. Each therapist-intern will meet with **Prof. Lynda M. Ashbourne (Course Instructor)** and **Kevin VanDerZwet Stafford (Clinical Supervisor)** for final supervision discussions. Prof. Ashbourne will prepare a written final evaluation document and you will have an opportunity to read this prior to the end of the semester. After this discussion and your review of this document, relevant and agreed upon revisions may be made; **the document will be co-signed.**

### **IMPORTANT TO READ THE FINE PRINT...**

#### **Assignment Submission Guidelines:**

Note that assignments are **due in class on the due date** (hardcopies handed in during class time, no electronic submissions will be accepted for the Analysis of Therapeutic Dialogue assignment as this contains confidential client material). Extensions will be given for medical or extenuating compassionate reasons (heavy workload related to end-of-term due dates set at the beginning of the semester does not constitute an extenuating circumstance – if you note a conflict with requirements for another course in the first two weeks of classes in January, please bring this to the attention of both instructors). **You are expected to inform the instructor immediately and in writing should an extension be required.** Keep a copy of each assignment you hand in.

#### **Absences/Class, Team, Client and Supervision Attendance:**

This course depends heavily on collaborative and active engagement of class members in learning activities and team work, sometimes with clients. **In the unlikely event that you are unable to attend any course activities, or know in advance that you will be late, please contact the instructor or relevant supervisor by e-mail or voicemail in advance of scheduled activity.** If you must leave class early, you are expected to advise the instructor in advance. You will be responsible for informing your clients of any change in your scheduled appointments.

#### **Required Readings:**

Readings are available on Courselink through the library course reserve system. Note that **you are not allowed to use the CFT Centre printer to print course readings – this is a very important reminder that this printer is provided for client-related printing only.** Printing readings for your own use does not violate copyright laws, and printers are available at a cost at various on-campus locations.

### **Important Statements required for inclusion in Graduate Course Outlines at University of Guelph:**

#### **E-mail Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing. See the graduate calendar for information on regulations and procedures for Academic Consideration:

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2092.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2092.shtml)

#### **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. The Academic Misconduct Policy is detailed in the Graduate Calendar:

[https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec\\_d0e2391.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec_d0e2391.shtml)

#### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

#### **Resources**

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>