

**FRAN 6160 – Introduction to Systemic Practice in Couple & Family Therapy  
(exclusive to CFT Program students)****Fall 2020 - Course Outline**

**Instructor:** Kevin VanDerZwet Stafford, MSc. RP. RMFT-S  
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Email is a functional tool for me and I prefer to have “in person” conversations (telephone or video call) about substantive and learning matters whenever possible.

**Classes:** Classes are usually scheduled for **Wednesday’s** between and are designated as 11:30p.m. – 3:20p.m. Given adaption to an on-line learning environment and the on-going personal impacts related to COVID19, actual class length will both vary and be reduced. Actual class length will be discussed and negotiated during the first-class meeting and re-evaluated over subsequent classes.

**Conversational Feedback Meetings:** you will need to book three of these with me over the course of the term (see assignments for details).

**CFT Training Orientations:** This course is linked with a series of CFT Orientation Days intended to train and prepare students for seeing clients. The following are dates set aside to orient students to both the Program and current Centre operations. These orientation meetings are mandatory and held as follows:

**Orientation 1 - September 11:** (Ruthie and Kevin) Programme overview, CFT Student Handbook and CFT Training Contract.

**Orientation 2 - September 25:** (Ruthie and Kevin) Handbook and Training Contract continued. (Lane and Janice – CSHAS IT) Introduction to MS Teams Electronic Practice Training Guide.

**Orientation 3 - October 9:** Kevin – Electronic Practice 1

**Orientation 4 - October 16:** (Kevin and Julia) Centre policies and procedures, including consent and confidentiality.

**Orientation 5 - October 23:** (Kevin & Julia) Introduction to Caseworks, Q drive and documentation practices.

**Orientation #6: October 30:** TBA – Extended time!

Orientations will occur Friday mornings with a 930AM start time. Actual start times will be TBD in advance. Some dates may require change for reasons beyond the instructor’s control. Orientation topics are subject to change and re-organization. Additional dates will be added as/if needed.

Attendance (virtual) and participation is expected for every class, notwithstanding emergencies or illness. Arrive to class on time, prepared and ready to engage and participate in the class discussions and activities.

Do not book appointments directly before or directly after class that may impede your ability to be here on time or to stay the full time.

Please do not eat meals during class time, water or beverages are an exception. Breaks will be provided, please take a bio break as required.

Please do not engage in social media, texting, e-mailing, surfing, or another classes course work during class time. My expectation is that electronic devices used are being used *solely* to assist with the activities of class. **Class may not be audio or digitally recorded with out the express and prior consent of class participants and the instructor.**

## Course Description

This course features:

- Standards for best practice and professionalism will be introduced [EG-3].
- an introductory survey of family therapy concepts to establish a foundation for exploring diversity in family structures and functioning [EG-4].
- 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 role-play, training video observation, live observation of 2<sup>nd</sup> years clinical work and clinical work in our onsite walk-in clinic. [\*\*EG-5 Clinical Application preliminary].
- focus on the interface between the personal and the professional will be considered as a means of enhancing self-awareness and self-reflective skills and used to facilitate the safe and effective use of self (SEUS) to build better therapeutic relationships that attend to client need with awareness of therapist response(s). [\*\*EG-1 Theoretical Foundations preliminary].
- an introduction to the area of neurobiology and developing ideas about how to it can integrate with psychotherapy.
- Introduction to *Electronic Practice* and preparation for seeing clients in an electronic format.
- Development of electronic practice plan (EPP). [EG 3].

## Course Objectives

1. To examine and critique selected concepts in the field of couple and family therapy including an introduction to concepts and ideas related to systems theory, what works in therapy, clinical process and integrative frameworks; post-modern conceptualizations and evolving theoretical understanding in the area of neurobiology. \*\*[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 utilize role play activities to practice basic interviewing and engagement skills and attend a mirrored supervision. [EG-3].

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6. To examine issues of power and privilege relative to family diversity, especially diversity pertaining to family structures and multi-cultural frames. [EG-4]
7. To increase self-reflective abilities, foster self-awareness and self-evaluation skills, and increase awareness of our own responses and sensitivities to the different and diverse experiences of others [EG-3; EG-4; \*\*EG-5].
8. To work within the best practice standards and professionalism as set out in *The CFT Centre Policies and Procedures Manual* (the manual) and the *College of Registered Psychotherapists of Ontario (CRPO) Professional Practice Standards and AAMFT Code of Ethics*. [EG-3].
9. Orientation to working both virtually and face to face within the CFT Centre
10. Introduction to the CRPO and the track to become a Registered Psychotherapist. [EG -3].
11. Conceptualize clinical practice from both an in person and a virtual perspective.

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 (and orientation sessions) have four main areas of exploration that begin to develop and set the stage to hone clinical competence and “knowledge, skill and judgement”:

1. **Systems Theory and other Orientations to Clinical Practice:**
2. **Professional Practice Standards (CRPO/CFTC/AAMFT)**
3. **Safe and Effective use of Self (SEUS)**
4. **Preparation for Electronic Practice**

#### ***Systems Theory and other orientations to Clinical Practice.***

- An introduction to systems theory and fundamental ideas that inform clinical practice (interviewing, intervention and conceptualization).
- Class readings provide introduction to systems theory (program foundation) and other theories, ideas and orientations that support systemic, collaborative and strengths-based practice
- 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]
- Class activities (structured exercises, impromptu exercises and or 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]
- Application of basic skills interviewing and engagement skills during virtual role play.

***Professional Practice Standards (CFT/CRPO/AAMFT):*** outlining CFTC Centre policies and procedures, orientation to best practice of the profession as defined in regulation and written and unwritten practice standards. Students are expected to read, and review assigned readings in this section. These readings will be referred to throughout the course.

- Reading and understanding the CFT Centre Manual, CRPO Professional Practice Standards and relevant guidelines, AAMFT Code of Ethics. [EG 3].
- Review of relevant acts (RHPA; PHIPA; HCCA, etc.).

- 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] .

### **SEUS (Safe and Effective Use of Self)**

- *SEUS also called “self-of-therapist”* this is opportunity to enhance and develop self-reflection and self-awareness skills for better managing internal responses and interpersonal interactions, particularly with clients. [ESLO-4a]
- Structured and encouraged reflective practice through in class activities, discussions and assignments. [EG-4].
- A consideration of self-care activities.
- The importance of developing good healthy and clear boundaries, particularly with clients and an exploration of who is responsible for clients and client change [ESLO 4.a].

### **Preparation for Electronic Practice**

- Electronic practice is one of the terms used by the CRPO to encompass any service delivery provided through “communication technologies” or electronic means including and not limited to email, telephone, videoconferencing, text etc. [See CRPO Professional Practice Standards (2016); and Electronic Practice Guidelines (2019)] [EG 3 ESLO 3a].
- Students will learn about and explore the delivery of clinical services through a variety of electronic technologies with emphasis on video conferencing and e-mail communication. Students will explore various ethical, privacy, jurisdictional and boundary implications of working while using this format and particularly given the training context of the program. Students will also have opportunity to practice using MS Teams videoconferencing platform. Additionally, students will develop an individualized electronic practice plan (EPP) with expectation for full or partial implementation in Winter 2021 [EG 3 ESLO 3a; 3c; ESLO 4a, 4d].

### **Course requirements include the following:**

1. **Assigned Readings:** Each student will be expected to read all assigned readings prior to each class and come to class prepared with questions and comments to contribute to the discussion and about how the ideas presented in the readings could be applied to clinical work. You are expected to be ready, at the beginning of each class, to participate in discussions and practice activities.
2. **CFT Centre Operations:** Each student is expected to read all sections of the **CFT Centre Policies 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 psychotherapy and couple of family therapy.
3. **Confidentiality and Ethical Practice Agreements:** Each student will read the *AAMFT Code of Ethics; CRPO Code of Ethics, Chapter 3 of the manual*. After discussion in the first-class meeting, each student will sign the CFT Confidentiality Agreement and AAMFT “Ethical Practice Agreement”.
4. **Skill Development:**
  - a. **Practice Interviews and Role Plays:** Each student will have opportunity for practice interviewing and role play activities and structured activities in order to practice a variety of therapeutic interviewing skills. The intent of these exercise is to help you begin to find your comfort with listening, asking questions, and conceptualizing presenting concerns and interventions with clients.

- b. **Electronic Practice:** Students will review the manual's **Chapter 20 Electronic Practice** and undertake all required elements outlined in **Chapter 21 Electronic Practice Training Guide**, culminating in the signing of an attestation of completion.
  - c. **Safe and Effective Use of Self:** Self-awareness is an important component of this course and is linked to the development of SEUS – safe and effective use of self as defined by the CRPO. Each student will engage in self-reflective practice. You will be expected to attend to and increase your awareness of your own responses to course material; application in role play settings; and conceptualization to clinical work. Such self-awareness is also key to maintaining professionalism in interactions with other therapist interns, supervisors, and clinic staff. Evidence of this personal reflection will be shared in the form of a meta-reflection that will demonstrate your learning in terms of developing clinical practice. While students are encouraged to stretch themselves, there is **not** a requirement to disclose personal information to other students or the instructor beyond your comfort level or what is appropriate. (see Disclosure of Personal Information below).
5. **Teamwork:** Each student is expected to provide feedback to their student colleagues throughout the semester. It is expected each class participant will always provide feedback in a respectful and constructive manner.

### Evaluation.

Course Instructor Evaluation of the Student – Grading in FRAN 6160 is on a “satisfactory / unsatisfactory” basis. At mid-term the course instructor will provide feedback to each student regarding their progress toward preparing for work with clients and subsequent clinical training. If the instructor deems the intern’s progress to date to be “unsatisfactory” in any way, action steps will be developed and documented with a copy to the intern. If the intern does not demonstrate adequate application of the principles and practices of Systemic practice and CFTC operations related to clinical work, by the end of the semester, they will receive an “unsatisfactory” grade in the course and not be advanced to Practicum I.

Review of the relevant Expected Student Learning Outcomes (ESLOs), Model-specific Expected Learning Outcomes (MELOs) and designated AAMFT Core Competencies (see Appendix A) will be part of the mid-term feedback and final evaluation process. Students will demonstrate their progress toward these competencies and outcomes through designated assignments, class participation, walk-in work with clients, and other course activities. All other course requirements, including projects and activities, must be completed and achieve an acceptable standard of work in order to obtain a “satisfactory” grade in the course

### Assignments: Due Dates Snap Shot!

1. **Lines of Influence – genogram, map and reflection – due September 16.**
2. **Development of Electronic Practice Plan – initial plan due October 28.**
3. **Role Play activity, reflection paper and mirrored supervision – due November 18.**
4. **In class article presentation and discussion generation. (October 7-November 25).**

**Assignments:**

Each student will submit/conduct the following assignments

**Lines of Influence** – See attached Handout

**Development of Electronic Practice Plan**

Each student will develop a written plan for providing therapy services using electronic technologies. This plan will be based on Chapter 20 Electronic Practice of the CFT Policy and Procedures Manual and following Chapter 21 The Electronic Practice Training Guide. See also attached student Questionnaire and Questions to write the EPP.

**Role Play Activity with Mirrored Supervision**

While role play activities will be used and encouraged through-out this course, each student will team up with another student (pairs will be assigned by the instructor) will create and “record” using MS Teams a role play activity to demonstrate and practice skills learned in class and/or in Orientation sessions Each student will develop a *partially* fictional character and fictional “life problem” which they will be asked to role play for another student who plays themselves as Therapist Intern. However, in creating the fictional character students are asked to retain the fundamental aspects of their social location. For example, if you identify as gay sis- gendered white person; or a sis gendered BIPOC please retain those aspects within you character. This role play will take place virtually and using MS Teams as the delivery platform and utilizing the “record” function. Each student will write a two-page reflection on their experience of this role play. A meeting with the instructor and your role play partner, will then be arranged to review the role play tape (mirroring supervision) to explore the experience and engage in a generative conversation.

**In Class Article Presentation and Discussion Generation**

Each student will select one identified and assigned class reading which they will present in class and about which they generate and facilitate class discussion.

Students will share an overview of the article and comment on *some* of the following:

- How well does the articles ideas fit with your understanding of postmodernism and systems theory?
- In what ways does the article support or help to adjust your personal theory of change?
- How well does the article address social location, issues related to diversity, social justice? What is something that might help begin to address the gap(s) you see?
- What stands out for you as beneficial, intriguing, different?
- Was there anything you did not like or agree with in the article or something you really super liked – what is it about you that bumped up against or really wanted to embrace that idea? (think SEUS).
- Come up with some open-ended questions (circular, reflexive, strategic – not so much lineal – questions to ask your colleagues to generate discussion.

NB: In order to support each student presenter, it is critical that everyone has read the article and likely considered all of these questions as preparation.

**Class schedule and reading list.****Required books**

Smith-Acuna, S. (2011). Systems Theory in Action. Wiley

*Available on Amazon.ca and Cavershambooksellers.com (Toronto).*

**Required Readings**

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

Log on to CourseLink using your UofG Central ID username 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 or shared through the OneDrive. Relevant clinical forms will be stored on your Q drive folder.

You will be able to access all articles and documents for on-line reading or save them to your computer.

Week, date, and topic of class	Come prepared by having read	Assignment due
<b>Course organization and order of readings are subject to change.</b>		
<b>WEEK ONE</b> <b>Class 1 – September 16</b>  <i>Orientation to class</i> <i>Setting the context</i> <i>Review Course outline</i> <i>Interview Kevin.</i>	AAMFT Code of Ethics CRPO Code of Ethics  Smith-Acuna - Systems Theory in Action Chapter 1 and 2.	
<b>Orientation #1 – September 11th</b>		
<b>WEEK TWO</b> <b>Class 2 – September 23</b>  <i>System theory and other ideas</i>	Smith Acuna - Systems Theory in Action Chapter 3, 4  Hardy, K. V. (2016) Antiracist approaches for shaping theoretical and practical paradigms. In M. Pender-Greene & A. Siskin (Eds.). <i>Anti-racist strategies for the health and human sciences</i> . Oxford University Press.	<b>Assignment 1 Due</b>  <b>Select reading for presentation</b>
<b>Orientation #2 - September 25th</b>		
<b>WEEK THREE</b> <b>Class 3 – September 30</b>  <i>Systems theory and other ideas</i>	Smith-Acuna - Systems Theory in Action Chapters 5, 6  Davis, S., & Nichols, M.P., (2017). The Fundamental Concepts of Family Therapy. In S. Davis & M.P. Nichols <i>Family Therapy Concepts and Methods</i> . Allyn & Bacon.	<b>Conversation #1</b>
<b>Orientation #3 – October 9</b>		

Week, date, and topic of class	Come prepared by having read	Assignment due
<b>Course organization and order of readings are subject to change.</b>		
<b>WEEK FOUR</b> <b>Class 4 – October 7</b>  <i>The Four Factors of Change</i>	Miller, S., Hubble, M., Duncan, B. (1992). Building a Unifying Language for Psychotherapy Practice. In S. Miller, M. Hubble & B. Duncan. <u>Escape from Babel</u> . Norton.  Freedman and Coombs: <i>Shifting paradigms: from Systems to stories</i> .	
<b>WEEK FIVE</b> <b>Class 5 – October 14</b>  <i>Systems thinking, Utilization, Ericksonian Hypnosis and some cool connections.</i>	*Duncan, B.L, Miller, S. D., & Coleman, S.T. (2001). Utilization: A seminal contribution, a family of ideas, and a new generation of applications. In B. Geary & Jeffery Zeig (Eds.). <i>The Handbook of Ericksonian Psychotherapy</i> . Milton H. Erickson Foundation Press.  *Matthews, J. W (2001). Social Influence, Expectancy Theory and Ericksonian Hypnosis. In B. Geary & Jeffery Zeig (Eds.). <i>The Handbook of Ericksonian Psychotherapy</i> . Milton H. Erickson Foundation Press.	
<b>Orientation #4 – October 16</b>		
<b>WEEK SIX</b> <b>Class 6 – October 21</b> <i>Ideas about questions</i>	Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i> . 27:1-15.	
<b>Orientation #5 – October 23</b>		
<b>WEEK SEVEN</b> <b>Class 7 – October 28</b>  <i>An appetizer of Collaboration, Change and Neurobiology.</i>	*Young, K., Hibel, J., Tartar, J., and Fernandez, M. “Single Session Therapy and Neuroscience” in Beaudoin, N-M., and Duval, J. (Ed’s). (2017). <u>Collaborative Therapy and Neurobiology</u> . Routledge  *Duval, J. & MacLennan, R. “Pivotal Moments, Therapeutic Conversations & Neurobiology” in Beaudoin, N-M., and Duval, J. (Ed’s). (2017). <u>Collaborative Therapy and Neurobiology</u> . Routledge.	<b>Conversation #2</b>
<b>Orientation #6 – October 30</b>		



Week, date, and topic of class	Come prepared by having read	Assignment due
<b>Course organization and order of readings are subject to change.</b>		
<b>WEEK EIGHT</b> <b>Class 8 – November 4</b>	<p>*Tomm, K (2014). Introducing the IPSCOPE: A systemic Assessment Tool for distinguishing Interpersonal Patterns. In K. Tomm, S. St. George, D. Wulff &amp; T. Strong (Eds.). <i>Patterns in Interpersonal Interactions</i>. Routledge.</p> <p>*T. Strong (2014). Conceptualizing Interactional Patterns. Theoretical Threads to Facilitate Recognizing and responding to IP's. In K. Tomm, S. St. George, D. Wulff &amp; T. Strong (Eds.). <i>Patterns in Interpersonal Interactions</i>. Routledge.</p>	<b>Assignment 2 due</b>
<b>Orientation #5 – October 30</b>		
<b>WEEK NINE</b> <b>Class 9 – November 11</b>  <i>Genograms and maps</i>	*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>Orientation #6 November 6</b>	Trub, L. & Magaldi, D. <i>Digital Dialectics</i> in H. Weinberg & A. Rolnick, Eds., (2020). <u>Theory and Practice of Online Therapy</u> . Routledge. pp. 137-157.	
<b>WEEK TEN</b> <b>Class 10 – November 18</b>	Floater class: content TBD, no assigned readings.	
<b>WEEK ELEVEN</b> <b>Class 11- November 25</b>	<p>*Hardy, K. V. "Toward the development of a multicultural relational perspective in training and supervision". In Hardy K and Bobes T. (2016). <u>Culturally Sensitive Supervision and Training</u>.</p> <p>*Penington, M. Patton, R. &amp; Katafiasz, H. Cybersupervision in Psychotherapy in H. Weinberg &amp; A. Rolnick, Eds., (2020). <u>Theory and Practice of Online Therapy</u>. Routledge. pp. 79-95.</p>	<b>Assignment 3 due mirrored supervision</b>
<b>WEEK 12</b> <b>Class 12 December 2</b>	<p>*Anderson, H. Dialogue: People Creating Meaning with Each Other and Finding Ways to Go On. In H. Anderson and D. Gerhart. Eds. (2007). <u>Collaborative Therapy</u>.</p> <p>Wrap up and Celebration of some sort.</p>	<b>Conversation #3</b>

**(\*) Denotes article available for presentation.****Disclosure of Personal Information.**

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 influences 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, in class, through written assignments and in conversations with the instructor 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 and this will be explored more in course.

**Assignment Submission Guidelines**

Assignments are to be submitted on CourseLink 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: Calabri or Ariel in 12pt).

**Class Attendance/Participation/Absence/Illness**

Success in this course depends heavily on active engagement and virtual-in-person participation in class discussions, activities and with assignments. Attendance will be taken. The course is designed with a natural flow and evolution that allows one class to build upon another, or for a future class to relate to a previous class. Significant, foundational information is provided in this course, missing classes may be an impediment to learning and or advancing through the program. A decision to be late or miss a class should not be made lightly - absence for non-medical or non-compassionate grounds will likely not be granted. In the event of an absence you are expected to notify the instructor in advance by e-mail (kevin.stafford@uoguelph.ca) or text 519.767.6581. If you must leave class early, please advise the instructor in advance. Should you leave the class because you have been impacted by the content of the class my expectation is that you will either speak with me or your advisor or another supervisor in the program to discuss the impact.

**The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate**

**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.

**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/>

**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:

[https://www.uoguelph.ca/registrar/calendars/graduate/2014-2015/genreg/sec\\_d0e2097.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2014-2015/genreg/sec_d0e2097.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. Specifically, issues related to academic consideration, dropping courses, and lack of awareness of behaviour that constitutes academic misconduct 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 (sic) was not warned about the University's academic misconduct regulations, what constitutes academic misconduct and the potential consequences of transgressing."

**COVID19 Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

## Appendix A

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

**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.**

<b>AAMFT Competency</b>	<b>Sub-Domain</b>	<b>Competency</b>	<b>Demonstration of Knowledge</b>
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