



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6090 Practicum IV - Integrative Practices COURSE OUTLINE – WINTER 2023

1. GRADUATE CALENDAR DESCRIPTION

This course features supervised clinical practice in couple and family therapy. It involves regular clinical work with couples, families, and individuals. Students meet with a clinical supervisor each week for up to six hours of supervision. Supervision over the semester will involve both group and individual/dyadic meetings.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRAN 6090-1, FRAN 6090-II, FRAN 6090-III
Co-Requisites(s):	
Restriction(s):	CFT Students Only

2. COURSE DESCRIPTION

This course is the fifth practicum in a series of six clinical training practica in the Relational & Family Therapy (RFT) program. This course is designed to 1) support and facilitate students in further defining who they are as clinicians and their own personal clinical style and approach to the practice of CFT 2) help students more clearly conceptualize and practically integrate the systems theory and collaborative therapeutic models learned in program to date 3) consider other models (eg: CBT; DBT; mindfulness, IFS, etc.) and how these models can be advanced and integrated while maintaining a systemic and collaborative focus. Students will continue accumulate direct client contact hours; supervision hours through weekly paired or individual supervision and live clinical team work.

3. TIMETABLE

Lecture:	Wednesdays 1:30-4:30pm
Location:	132, Maplewoods Centre

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Rana Khan MSc, RP, RMFT-SQ
Email:	rkhan06@uoguelph.ca
Telephone:	647-293-7642

Office: Room 139
Office Hours: By Appointment Only

Co-Supervisor: Emma Turner, MSc, RP, RMFT-SM
Email: eturne02@uoguelph.ca
Telephone: 519-824-4120 ext. 52335 or 519-362-1074 (cell)
Office: Maplewoods Centre, Room 149
Office Hours: By Appointment

Client Service Coordinator: Amanda Buda
Email: cft@maplewoods.uoguelph.ca
Telephone: 519-824-4120 Ext. 56335
Office: Maplewoods Centre, Room 147
Office Hours: By Appointment

5. LEARNING RESOURCES

Recommended Resources: Duhl, Bunny (1983) From the Inside Out And Other Metaphors: Creative and Integrative Approaches to Training in Systems Thinking. New York: Brunner/Mazel Inc.

6. LEARNING OUTCOMES

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Conceptual. To develop an understanding of the conceptual aspects of your own personal style and approach to the integration of therapeutic ideas learned in program to date. Including a consideration of what might come next, what needs to be sharpened or honed, and the overall strength or areas for further development.	1.1, 1.2, 1.3, 2.1, 4.1, 4.2, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.2, 1.3, 2.1, 4.1
Therapeutic Interviewing and Team Skills. To intentionally integrate what has been learnt, identifying the therapeutic skills and practices used and how the work together with a wide variety of clients across the life-span with widely diverse presenting concerns and lived experiences. To strengthen the use of clinical team, reflecting and Outsider Witness teams, by	4.1, 7.1, 7.2, 7.3, 7.6	1.2, 4.2, 4.5	1.2, 4.1, 4.3, 3, 4.4

both facilitating as a therapist, and facilitating as a team member.			
Assessment, Hypothesizing and Documentation Skills. To engage in integrative practices of: (a) collaboration with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing clinical documents in a way that is reflective of your developing personal style, (d) on-going co-evaluation with clients of their progress and the helpfulness of the therapy process, (e) engage in systemic hypothesizing and apply this in on-going clinical work, (f) conduct appropriate safety and risk assessment measures when needed	4.2, 5.1, 5.2, 7.1, 7.2, 7.3, 7.5	2.2, 2.3, 3.7, 3.9, 4.1, 4.2, 4.4, 4.5	1.1, 1.2, 1.3, 2.1, 2.2, 3, 4.4
Ethics, Accountability and Professional Identity Development. To consistently apply ethical principles, codes of ethical conduct, and “best practices” in clinical work. To review personal ethics, extend development of preferred professional identity, and strengthen clinical practices for maintaining a therapeutic positioning that embraces complexity, engenders hope, and reflects personal and professional accountability.	6.1, 6.2, 6.3, 7.2, 7.4	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3, 4.6,	1.4, 1.5, 2.1, 2.2, 4.1, 4.3
Diversity. To increase awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation.	3.1, 3.2, 5.1, 5.2	1.5, 2.1, 2.2, 2.3	2.1, 3, 4.2, 4.3, 4.4
Power Relations and Reflexivity. To extend personal and professional understanding related to the intersections of social locations and how these influence people’s lives. To extend skills in critical analysis of the power dimensions inherent in all relationships, including especially the therapeutic relationship. To practice reflexivity with respect to analyzing one’s own participation in complex power relations and the construction of	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 6.2	1.4, 3.4, 3.5, 4.3,	2.1, 2.2, 3, 4.2, 4.3, 4.4

"knowledge" that may be oppressive or liberating for self and others.			
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7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings	Activity/Assignment
1 Jan 11	Welcome Review Course Outline Emerging Therapist Identity Intro to Integrative Therapy	Satir, Virginia (1972) Peoplemaking. Palo Alto: Science and Behavior Books. Pg 1-9 Duhl (1983) – pg 54-70 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.	Learning goals due Jan 19
2 Jan 18	Philosophy, Assumptions, and Principles of Integrative Practice Integrating Dialogic Therapy	Anderson, H. & Goolishian, H. (1992). The Client is the Expert: a not knowing approach to therapy. In <i>Therapy as Social Construction</i> . London: Sage Publications Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i> . 27:1-15. Duhl (1983) – pg 89-122	Signup for Presentations
3 Jan 25	Integrating Solution-Focused Therapy	Lipchik, E. (1993) "Both/And" Solutions. In <i>The New Language of Change</i> (pp 25-50) New York: The Guilford Press Kim Berg, I. & De Jong, P. (1996). Solution-Building Conversations: Co-Constructing a Sense of Competence with Clients. <i>Families in Societies</i> . 77 (6), 323-391	Influential Article – Discussion and Reflection

Week	Topics	Assigned Readings	Activity/Assignment
4 Feb 8	Integrating Narrative Therapy	<p>Freedman J, & Combs, G. (2016). Narrative Therapy's Relational Understanding of Identity. <i>Family Process</i>, 55:211-224</p> <p>Freedman, J. (2012). Explorations of the absent but implicit. <i>The International Journal of Narrative Therapy and Community Work</i>, 4:1-10</p> <p>Minuchin, S (1998). Where is the family in narrative family therapy. <i>Journal of Marital and Family Therapy</i>, 24 (4) 397-403</p>	Influential Article – Discussion & Reflection
5 Feb 15	<p>Special Topic: Intercultural Relationship Therapy – an integrative approach</p> <p>Integrating Culture & Class</p>	<p>Douclevff, Michaelleen (2021). <i>Hunt, Gather, Parent</i>. New York: Avid Reader Press</p> <p>Berry, J. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Relations</i>. 29: 697-712.</p> <p>Markus, H. R. & Kitayama, S. (2010). Culture and Selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i> 5 (4), 420-430.</p>	Influential Article – Discussion and Reflection
6 Mar 1	<p>Integrating Culture & Class</p> <p>Integrating Media and other influences</p>	<p>Markus, H. R. & Kitayama, S. (1991). Culture & Self: Implications for Cognition, Emotion, and Motivation. <i>Psychological Review</i>, 98 (2), 224-253.</p>	Reflective Teams/OW
7 Mar 8	Integrative Family Therapy		Reflective Teams/OW

Week	Topics	Assigned Readings	Activity/Assignment
8 Mar 15	Navigating how to know what approach to use and when		Reflective Teams/OW
9 Mar 22	Presentation 1 & 2	TBD by student	
10 Mar 29	Presentation 3 & 4	TBD by student	
11 Apr 5	Presentation 5 & 6	TBD by student	
12 Apr 12	Presentation 7 & 8	TBD by student	

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Learning Goals	1.1; 6.3; 8.2	January 19	PASS/FAIL
Active Class Participation	5.1; 5.2	Throughout	PASS/FAIL
Influential Article: Discussion & Reflection	1.2, 2.1, 3.2, 4.2, 5.1, 7.1, 8.1, 8.2, 8.3	Class 3 or 4	PASS/FAIL
Presentation: Advancing and/or Integrating an Approach	1.2, 1.3, 2.1, 3.2, 3.3, 4.2, 5.1, 7.1, 8.1, 8.2, 8.3	Class 9-11	PASS/FAIL
Clinical Experience	1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1-6.3, 7.1-7.6	Throughout	PASS/FAIL
Total: PASS/FAIL			

Setting/Revising Individual Learning Goals for Practicum IV. You will create individual learning goals (in point form, 1 page) that identify three things you would like to work on or continue to develop over the course of this practicum (competencies; integrative practice; interface between the personal and the professional etc.). You will provide Rana and Emma copies of these goals via email. These goals will be reviewed in the mid-term review and at the end of the term. The intention of this project is: (a) to practice developing goals and action initiatives from an Integrative perspective, and (b) to track your own progress in increasing competence over the course of the practicum. **Learning Goals due to Rana and Emma via email by January 19 at 11:59 pm.**

Active Class & Supervision Participation. Each student/intern is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of the assigned readings. Active class participation is based upon the ability to discuss, question, summarize, criticize, and incorporate the assigned readings and videos in class and to apply that knowledge in session. Participation in individual and dyadic supervision must be professional, well prepared for, pro-active, ethical, and must demonstrate incorporation of class content.

Influential Article: Discussion & Reflection

Students will identify an article, reading or resource learned in the program to date that has been influential to them in their current development as a clinician. The resource will be provided to all students in advance of the class such that students will have opportunity to read/review. Each student will have 20 minutes to share what the resource was influential to them, reflect on how it is or has contributed to their evolving personal style.

Presentation: Advancing or Integrating an Approach

Each student will present to the class an emerging or new idea or clinical interest they would like to integrate into their personal style. The idea or interest may be one not covered in the Program (eg CBT; EMDR, IFS etc.) or it could be how you plan to advance a theory already covered in program (Systems Theory, Narrative, SFT etc). Each student will provide one resource for students to review in preparation for their presentation. Students will provide reflection on how they see these integrating with their emerging personal style and what they hope or imagine it will help them to advance clinically.

Clinical Experience

- **DCC:** Continue Direct Client contact hours to semester goal 90-120 unless otherwise negotiated with the Director of Clinical Training
- **Supervision:** Engage in weekly individual and or group supervision Preparation prior to supervision is required. For each scheduled supervision meeting interns are expected to prepare sections of a video-recorded therapy session for review and complete the Supervision Form. Access consultation, ad-hoc, emergency on-call as needed
- **Files Meetings:** Students will continue to regularly meet with, engage, and take direction from Amanda Buda as CSC to ensure files are maintained according to best practices. Students will Ensure completion of all aspects of in-direct service including clinical documentation. Ensuring that session notes are drafted for supervisor review with 49 hours of the session ending. Ensure closure of all direct and indirect service related to clients you are no longer seeing at Maplewoods Centre
- **Live Clinical Team Work:** Participate in Live Clinical Teamwork. You will invite clients with whom you are working to at least one session with a Live clinical Team (Reflecting, OW; SFT something new). The Clinical Team comprised of two or three colleagues and either Rana or Emma. You will also participate as a team member for at least two of your colleagues. In preparation for the Live Clinical Team, please refer to previous practical models for direction (ie: reflecting; OW). In the event you would like to do something new, please consult well in advance with the course instructor. This teamwork will usually take

place during the Wednesday class time. Teams will meet in advance of the client's arrival to pre-brief team members and the time after the clients have left will include a de-briefing and feedback process. In order for student to accumulate direct client contact hours for this assignment each student must have direct interaction with the client.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that

show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.]

10.UNIVERSITY STATEMENTS

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 (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

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 a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

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