



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6095 Externship in Couple and Family Therapy

COURSE OUTLINE – SPRING 2022

1. GRADUATE CALENDAR DESCRIPTION

This is an advanced clinical practicum in Couple and Family Therapy. Students are placed in a community agency where they accumulate 10-15 hours per week (over 3 days) of direct clinical contact time. All clinical work is supervised by a clinical supervisor on site. Travel to the community agency is usually required.

Credit Weight:	0.5 credits
Course Hours:	3 - 0 (36) lecture; 0 lab/seminar
Pre-Requisite(s):	FRAN*6090
Co-Requisites(s):	
Restriction(s):	CFT Field of study only

2. COURSE DESCRIPTION

This is an advanced clinical practicum in Couple & Family Therapy, where students continue with clinical work at the Maplewoods Centre outside of a designated practicum to advance clinical skills and competency development. Students will also meet regularly to discuss their experiences; work toward CRPO Registration; prepare for transition to graduation explore to better understand some key aspects of regulatory authority; develop a capstone project to their clinical development; particular attention will be placed on exploration of the TRC and preparation of a Reconciliation Paper.

3. TIMETABLE

Lecture:	Monday's 930-1130
Location:	Room 129 Maplewoods Centre – in person attendance preferred

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kevin VanDerZwet Stafford, MSc. RP, RMFT-SM
Email:	kevin.stafford@uoguelph.ca
Telephone:	519-824-4120 ext. 53423 or cell/text 519.767.6581
Office:	Room 133 Maplewoods Centre
Office Hours:	by appointment

Clinical Supervisor: Emma Turner, MSc, RP, RMFT-SM

Email: eturne02@uoguelph.ca

Office: Room 149 Maplewoods Centre

Office Hours: by appointment

5. LEARNING RESOURCES

Required Resource(s):

Honouring the Truth, Reconciling for the Future (2015). The Truth and Reconciliation Commission of Canada.

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Readings as self assigned for Independent Study

Recommended Resource(s):

<https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories>

[Calls to Action - https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)

[CAMFT Resource list:](#)

<https://camft.ca/resources/Documents/RESOURCE%20LIST%20FOR%20CAMFT%20TRC%20REQUIREMENTS.pdf>

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Reflect upon and communicate (verbally) their preferred personal style and approach to Couple and Family Therapy, within four domains: a changing world; current personal style of therapy; theory of therapeutic change; assessment of professional competency; and application of SEUS (safe and effective use of self).

EG: 1c; 3d; 4a; 5a; 5c.

2. Communicate (verbally and in writing) their reflections and understanding of the meaning and value of the Truth and Reconciliation Commission report including identifying practical and personal calls to action. This written paper will serve as a draft version required for registration with the CAMFT.

EG 1; 4a; 4b;4c; 4d5c.

3. Be prepared for the transition to a regulated health professional, and better understand some of the requisite obligations.

EG: 3d.

4. More strongly integrate the clinical knowledge, skill and judgement acquired from the previous four practica (FRAN 6090- I-IV) and during the summer clinical internship at Maplewoods. Including refining in class and in supervision the therapist-intern’s understanding of how oppression and marginalization, related to the intersecting dimensions of gender, race, age, ability, class, ethnicity, religion/spirituality, sexual identity, etc., may constrain individuals, couples, and families, as well as therapists.

EG: 1c; 4a; 4b; 4c; 4d; 5a; 5b; 5c; 5f.

5. Complete up to the accumulated 450 direct client contact hours and 100 individual supervision hours of toward CRPO RP registration status.

EG: 5e; 5f.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
(1) May 17	Outline & intro to reconciliation	
(2) May 24	CAMFT Membership, Supervision and post program transition	Kathryn Guthrie – CAMFT Membership Chair – Victoria BC (1 hour)
(3) May 31	Psychotherapy Collective –	Melissa Letourneau and Justin Lalonde (via Teams)
(4) June 7	Private Practice	TBA
(5) June 14	CV writing and Interview preparation	Jana McDonald – UG Experiential Learning Centre – in person (90 min)
(6) June 21	TRC Discussion	
(7) June 28	Jason and Carling	CFT grads Jason Carrasco and Carling Mashinter - Medium TBA
(8) July 5	CRPO Complaints Process and Mandatory Reporting Obligations	
(9) July 12	Reflection Conversation 1 & 2	None
(10) July 19	Reflection Conversation 3 & 4	None
(11) July 26	Reflection Conversation 4 & 5	None
(12) August 2	Final class celebration	None

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class.

Additional Activities:

Clinical Internship and Supervision:

Students will continue clinical work at the Maplewoods Centre and continue to work toward accumulating 450 hours of direct client contact and over 100 hours for the life of the program. Students will be primarily supervised by Emma Turner and will meet with Emma on a weekly basis to discuss clinical work and expand on their competency development. Students will also retain some clients whose work is supervised by the course instructor on an adhoc basis. Students will arrange additional ad hoc supervision with other supervisors as required. **All clinical work with clients will conclude no later than end workday Thursday August 4th 2022.**

Student’s Learning Goals: Each student will develop, in consultation with the Summer Supervisor, a set of at least three specific learning goals related to their desired focus for the summer practicum and continued consolidation of CFT taught therapy models. The student will submit a written copy of these goals to the Course instructor and to the Summer Supervisor by **May 24, 2022.**

Independent Study: In co-ordination with Emma students will engage in whatever “independent study” is necessary to acquire additional knowledge about the specific population(s) they are serving and to broaden current clinical knowledge, skill and judgment.

Tracking Client Contact and Supervision Hours: Internship students will continue to track hours as they have in the Centre. The Summer Supervisor will be responsible for tracking and recording supervision hours.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date
Clinical Hours Accumulation and Supervision	See Appendix A & B	August 18 th , 2022
<p>Capstone Interview Project: Each student will participate in a reflecting team style, interview and will sit as reflecting team member for other students’ reflections. Each student will be interviewed by Kevin for about 30-40 minutes (<i>using questions you supply</i>) on the following four areas:</p> <ul style="list-style-type: none"> • a changing world • current personal style of therapy • theory of therapeutic change • assessment of professional competence • application of SEUS. 	Reflexivity and Social Cultural attunment	Questions submitted by email July 5 th , 2022

After 30-40 minutes the team will be brought in for 10-15 minutes with opportunity to reflect on what they heard during the interview. Once the team has reflected the student and Kevin will again have opportunity to highlight aspects from the team's reflection (5-10 minutes).

Students will determine the entry point of the conversation and in which order the four topic areas will follow for the interview. Students will provide a menu of 5-7 questions per area from which Kevin may choose questions to ask related to each area. Students will have conducted **advance planning, reflecting and preparation** on the subject areas and on what they would like to say about themselves and these ideas.

- **A changing world:** The impact of COVID19 was unprecedented and a generational event which will likely continue to be felt for some time. There have been other significant events in the world over the past few years, including such things as the fight against racial injustice; war in Ukraine, rise of conservatism in Canada and the US; rise of social media etc. Consider how some of these events have changed how you think about therapy or shaped you as a clinician. **[EG 4]**
 - **Current personal style:** What is your current personal style and approach to the practice of therapy? What makes you the therapist you are, what theories, models, ideas, experiences inform the way you work; the why you work the way you do? What have you taken from each of the four models taught in this program and in what ways have you integrated these with your evolving personal style? **[EG 1; 3; 5]**
 - **Theory of change** – consider what helps facilitate, create, foster and maintain change for clients in therapy and what are your ideas on how change works, what is important for change to happen? **[EG 1; 5]**
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- Reflect on your current ability to assess **professional competence¹ and scope of practice**. Consider how you determine or assess that you have (or do not have) the competence to practice with a certain situation, person, problem or model. Consider your areas of competency strength and where you want to grow. **[EG 3; 5]**
 - Reflect on the **Safe and Effective Use of Self²** (SEUS) and how you currently understand your current subjective context and patterns of interaction and how these facilitate or constrain the therapeutic relationship and the interface between the personal and the professional. Consider how your ideas (thoughts, academic knowledge, personal experiences³) about power; privilege and social locations impact or influence your personal style, theory of change, and professional competence. **[EG 3; 4; 5]**

Reflections on Truth, Reconciliation and Calls to Action - Paper

As a requirement for CAMFT membership and to access the RMFT title applicants:

“...are expected to have completed at least one paper or project during their studies which explores themes related to Residential School issues in Canada, the recommendations of the Truth and Reconciliation Commission, and the dynamics of socio-cultural trauma in family systems. If this is not the case, applicants are required to submit a 5 - 10 page , double spaced paper, recognizing the gravity of First Nations/Indigenous history and current issues for Canadian culture and identity, all candidates who have graduated after 2015

Reflexivity
and Social
Cultural
Attunment

¹ As outlined by the CRPO Entry to Practice Competencies.

² As described by the CRPO – go to CRPO.ca

³ Please note that you are not expected or being asked to share personal information that is beyond your comfort or willingness to share.

(completion of TRC) will be expected to have awareness of this history and these current issues, how they can be understood through a systemic perspective, and how they would be addressed in treatment". CAMFT Website <https://camft.ca/Membership-explained>

Read and review Honouring Truth, Reconciling for the Future (2015) including aspects of each section (history, legacy, challenge of reconciliation and the calls to action). **[EG 4a; 4b; 4c]**

Prior to June 21, 2022 class

Engage in conversation in class on your reflections, understanding and reading of Honouring Truth, Reconciling for the Future, including thoughts on why this is important for MFT's in Canada. **[EG 4a-d; EG 5]**

Tentatively set as June 21, 2022 class

Draft a 5-10 page paper where you will: Reflect on the impact of reading about Indigenous history, how you systemically understand its impact on Indigenous peoples and cultures, why/how this is relevant to Canada/Canadians; why it is relevant to MFT's and how they might be addressed in therapy. Finally, developing one or two personal "calls to action" that will help guide your process of truth and reconciliation. **[EG 1, 3, 4, 5].**

July 26, 2022

Total:

In addition to the above, in order to achieve a "Satisfactory" final grade in this course students must receive a satisfactory evaluation on all learning outcomes (appendix A) and competencies (appendix B) of clinical work. Emma and Kevin will evaluate clinical work based upon the designated learning outcomes. Additionally, students must ensure that all clinical documentation (session notes reports, CDR's etc.) are completed no later than end of workday Thursday August 11th 2022.

9. COURSE STATEMENTS

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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in

writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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 a faculty member or faculty advisor.

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

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 Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

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).

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

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.

Appendix A:

ESLO
Assessed in course assignments and clinical work

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

ESLO 4b. Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to their own participation in these processes.	Supervisor and self-assessment (ESLO & CC checklists)
ESLO 4c. Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy.	Supervisor and self-assessment (ESLO & CC checklists)
ESLO 4d. Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	Supervisor and self-assessment (ESLO & CC checklists)
CLINICAL APPLICATION	
Educational Goal 5: Students will integrate theory, research, practice skills in on-going clinical work with clients seeking therapy.	Capstone project TRC Paper
ESLO 5a. Students will develop beginning to intermediate level practice skills associated with featured post-modern couple and therapy approaches, including engaging clients, “assessing” presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes.	Supervisor and self-assessment (ESLO & CC checklists)
ESLO 5b. Students will integrate analysis of social context and power relations into clinical conceptualizations and will respond sensitively to the differential needs and circumstances of each client in the client system.	Supervisor and self-assessment (ESLO & CC checklists);
ESLO 5c. Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model.	Supervisor and self-assessment (ESLO & CC checklists);
ESLO 5d. Students will be introduced to Core Competencies and will be able to connect their clinical practice to the Core Competencies featured in the CFT program for specific training and practice skill evaluation.	Supervisor and self-assessment (ESLO & CC checklists)
ESLO 5e. Student has accumulated 450 direct contact hours, with at least 180 direct contact hours with couples and families (relational hours), and has engaged in regular weekly supervision to accumulate at least 100 hours of clinical supervision.	Supervisor and self-assessment (ESLO & CC checklists)
ESLO 5f. Students will develop, in consultation with the supervisor, specific individualized learning goals for their ongoing development in clinical practice; review and evaluate their goals.	Supervisor and self-assessment (ESLO & CC checklists)

Competencies
Assessed in clinical work only

RATING 1.....3	CORE COMPETENCIES		
	AAMFT CC #	Sub- domain	Competency
THERAPEUTIC INTERVENTIONS			
	1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
	4.3.1	Executive	Match treatment modalities and techniques to clients' needs, goals, and values
	4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
	4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
	4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
LEGAL ISSUES, ETHICS, AND STANDARDS			
	5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
	5.1.3	Conceptual	Know policies and procedures of the practice setting.
	5.1.4	Conceptual	Understand the process of making an ethical decision.
	5.2.1	Perceptual	Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
	5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
	5.2.3	Perceptual	Recognize when a legal consultation is necessary.
	5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
	5.3.1	Executive	Monitor issues related to ethics, laws, regulations and professional standards.
	5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.

	5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
	5.3.4	Executive	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
	5.3.5	Executive	Take appropriate action when ethical and legal dilemmas emerge.
	5.3.6	Executive	Report information to appropriate authorities as required by law.
	5.3.7	Executive	Practice within defined scope of practice and competence.
	5.3.8	Executive	Obtain knowledge of advances and theory regarding effective clinical practice.
	5.3.10	Executive	Implement a personal program to maintain professional competence.
	5.4.1	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards.
	5.4.2	Evaluative	Monitor attitudes, personal well being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
	5.5.1	Professional	Maintain Clients records with timely and accurate notes.
	5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
	5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
	5.5.4	Professional	Bill clients and third party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for covered services.
RESEARCH AND PROGRAM EVALUATION			
	6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
	6.2.1	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research.
	6.3.1	Executive	Read current MFT and other professional literature.
	6.3.2	Executive	Use current MFT and other research to inform clinical practice.
	6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature.
	6.3.4	Executive	Determine the effectiveness of clinical practice and techniques.

	6.4.1	Executive	Evaluate knowledge of current clinical literature and its application.
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