



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### **FRAN\*6800 Orientation to Clinical Practice** **COURSE OUTLINE – [SPRING [2025] AND FALL [2025]]**

#### **1. GRADUATE CALENDAR DESCRIPTION**

[This course in the Relational and Psychotherapy Training Program is designed to prepare students in the MRFT and MP programs to engage with clients through the Maplewoods Centre and as part of their respective practicum series of courses.]

**Credit Weight:** [0.0] credits  
**Course Hours:** [3-0] ([36] lecture; [0] lab/seminar)  
**Pre-Requisite(s):** [None]  
**Co-Requisites(s):** [None]  
**Restriction(s):** [MRFT and MP Students only]

#### **2. COURSE DESCRIPTION**

[This non-credit course is a requirement for MRFT and MP students prior to engaging in clinical practice with Maplewoods Centre clients. Students will be presented with a series of learning modules intended to provide them with an understanding of and grounding in various program, regulatory and best professional practice standards, policies and procedures, including consent and confidentiality, use of Data and Video Capture management systems, professionalism, risk assessment, use of supervision and self-care.]

#### **3. TIMETABLE**

**Lecture:** [Wednesdays 10 am to 1 pm ]  
**Location:** [This course is offered in person only. The class will take place in room 129 of the Maplewoods Centre. ]

#### **4. INSTRUCTIONAL SUPPORT**

**Course Instructor(s):** [ Kevin VanDerZwet Stafford, Emma Turner, Rana Khan, Carlie Pagens, Melisse Dedobbeleer, Catherine Taylor]

**Office Hours:** [ By appointment ]

## 5. LEARNING RESOURCES

### Required Resource(s):

Maplewoods Centre Policy and Procedures Manual

RPTP Student Handbook

CRPO Professional Practice Standards

CRPO guideline – disclosing Information to prevent harm

Selected readings and additional resources as identified

### Recommended Resource(s):

Sections of various regulatory Acts, including and not limited to the Psychotherapy Act (2007); Health Care Consent Act (1996); Child and Family Services Act (1990), Personal Health Information Protection Act (2004).

## 6. COURSE MATERIALS

There is no cost for course materials.

## 7. LEARNING OUTCOMES

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

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Identify and understand the expectations of the MRFT Program, its learning outcomes and the systems and processes used to conduct clinical work through course readings, class discussions, and quizzes.	6.1	3.1	1.5
Identify and begin to apply various, legal, ethical and regulatory aspects that guide clinical work through course readings, class discussions, and quizzes.	1.2, 6.1, 6.4	3.1, 3.2	1.4
Demonstrate an understanding of foundational concepts and skills for beginning clinical work, including documentation and service coordination, through course readings, class discussions, role play activities, and quizzes.	6.3, 7.1, 7.2	3.7, 4.1, 4.2, 4.6	1.2, 1.5
Develop and begin to apply clinical discernment and decision-making practices, including when to consult with a supervisor and safety planning practices, through course readings, class discussions, and quizzes.	6.1, 6.2, 7.6	3.1, 3.2, 3.5, 4.4	1.4
Reflect and identify self-care practices, and evaluate the effectiveness of these practices to	2.2, 4.3, 6.2	1.4, 3.3	2.1

ensure sustainability throughout the program and within the profession. This learning outcome will be achieved through class discussion and activities.			
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## 8. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

### SEMESTER 1

Week	Topics	Reading/Activity/Guests
<b>1</b> <b>May 14</b>  Kevin	<b>Admin:</b> Academic Requirements and Learning Outcomes and Roles and Responsibilities  <b>Theory:</b> Systemic Thinking, 4 Factors of Change (Hubbel) and Curiosity, Collaboration and Possibility  <b>Note:</b> Advanced Interview Skills (paraphrasing, using client words, direct question)	<b>Guests:</b> Shauna, Scott, and Tuuli  <b>Reading:</b> Student Handbook (sent out on May 5, to be read by first class on May 14)  <b>Activity:</b> Role Play, be curious with someone for 5 minutes
<b>2</b> <b>May 20</b> <b>12:30-3:30</b>  Emma/ Kevin (and others!)	<b>Admin:</b> Maplewoods Centre Operations and Partnerships  <b>Theory:</b> Interventive Interviewing (Tomm)  <b>Note:</b> Advanced Interview Skills (paraphrasing, using client words, direct question)	<b>Guest:</b> Tamara and Elissa from CCAP  <b>Reading:</b> Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i> . 27:1-15  <b>Activity:</b> Group Activity
<b>3</b> <b>May 28</b>  Emma/ Kevin	<b>Admin:</b> CRPO and CACFT, Program Learning Outcomes and Clinical Competency Review  <b>Theory:</b> Revisiting Interventive Interviewing	<b>Reading:</b> Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions. <i>Family Process</i> . 27:1-15  <b>Activity:</b> Role Play
<b>4</b> <b>June 4</b>  Kevin	<b>Admin:</b> Computer Encryption with IT  <b>Clinical:</b> Consent Forms and Confidentiality; Substitute Decision Maker	<b>Guest:</b> Heather Bogart  <b>Activity:</b> Role Play consent and confidentiality

<b>5</b> <b>June 11</b>  Emma/ Kevin	<b>Admin:</b> Therapy Rooms, Panic Button, Student Safety  <b>Theory:</b> Sources of Power, Collaboration, and Curiosity	<b>Guest:</b> Safety Officer  <b>Activity:</b> Harlene Anderson videos <a href="https://www.youtube.com/watch?v=tynNMntSEUY">https://www.youtube.com/watch?v=tynNMntSEUY</a> (9 mins) <a href="https://www.youtube.com/watch?v=iDoHP5NORB8">https://www.youtube.com/watch?v=iDoHP5NORB8</a> (20 mins)
<b>6</b> <b>June 18</b>  Emma/ Amanda	<b>Admin:</b> Systems Overview <ul style="list-style-type: none"> <li>- TREAT</li> <li>- Valt</li> <li>- MS Teams</li> <li>- Maplewoods Email</li> </ul>	<b>Guest:</b> Amanda Buda  <b>Activity:</b> Practice with staging system  <b>Mid-semester check-in!</b>
<b>7</b> <b>June 25</b>  Everyone	<b>Theory:</b> Process of Psychotherapy Framework  <b>Clinical:</b> Session Notes	<b>Activity:</b> Role Play in pairs, write session note and upload into Teams folder
<b>8</b> <b>July 2</b>  Everyone	<b>Theory:</b> Discernment Criteria and Risk Assessment  <b>Clinical:</b> Consultation and Supervision, preparation, and receiving feedback (supervisor role), File Meetings	<b>Activity:</b> Instructor Role Play
<b>9</b> <b>July 9</b>  Emma/ Kevin/ Others?	<b>Admin:</b> Electronic Practice Plan  <b>Theory:</b> Genograms  <b>Clinical:</b> Plan for Therapy Report and Revised Goals	<b>Reading:</b> TBD - Genograms  <b>Activity:</b> Role Play genograms  <b>Takeaway Activity:</b> Revise a Plan for Therapy (provide the students a bad one, and they edit it to make it good)
<b>10</b> <b>July 16</b>  Carlie	<b>Theory:</b> Approaches to Working with Children and Families  <b>Clinical:</b> Clinical Teams	<b>Reading:</b> Marsten, D., Epston, D., & Markham, L. (2016). In Pursuit of Children's Virtues: Wonderfulness Interview. In <u>Narrative therapy in wonderland: Connecting with children's imaginative know-how</u> (pp. 27-47). New York, W.W. Norton.  <b>Activity:</b> Clinical Team role play with family

<b>11</b> <b>July 23</b>  Rana	<b>Theory:</b> Approaches to Working with Couples/People in Relationships	<b>Reading:</b> TBD  <b>Activity:</b> Clinical team role play with couple  <b>Assignment:</b> Electronic Practice Plan Due!
<b>12</b> <b>July 30</b>  Emma/ Kevin	<b>Theory:</b> Boundaries and Self-Care Practices (SEUS)  <b>Clinical:</b> Supervision Partners and Supervisor Assignment	<b>Activity:</b> Quiz!

## SEMESTER 2

Week	Topics	Reading/Activity
0 – (2 days) Double-day Sept 2&3 Everyone	Orientation Days! <ul style="list-style-type: none"> <li>- Review</li> <li>- Consent and Confidentiality (substitute)</li> <li>- Pre and Post Session Activities</li> <li>- Supervision and On-Call Consultation – CDR</li> <li>- Safety Planning</li> <li>- TREAT review with Amanda</li> </ul>	This orientation will take place over the course of 2 days – September 2 and 3. “Double Day!”  We will review everything you learned in semester 1 and assign your first clients.  9 am to 3 pm on September 2 and 3
1  Sept 10  Emma/  Kevin	<b>Admin:</b> Plan for Therapy  <b>Review:</b> Curiosity, Revisiting Interventive Interviewing  <b>Clinical:</b> Structuring first and/or second sessions (revisiting Framework for Psychotherapy)	<b>Reading:</b> Tomm, Karl. 1988. Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i> . 27:1-15  <b>Activity:</b> Role Play
2  Sept 17	<b>Clinical:</b> Client Pathways and Specific Procedures (F&CS, UoG, OVC, IS)	

Emma		
3 Sept 24  Melisse/ Kevin	<b>Theory:</b> Trauma-Informed Practice  <b>Review:</b> Clinical Teams	<b>Reading:</b> ACEs Reading: <a href="https://tinyurl.com/jyj5pt5b">https://tinyurl.com/jyj5pt5b</a>  <b>Reading:</b> Mate, G. and Mate, D. (2022) Myth of Normal – chapter TBD  <b>Assignment:</b> Sign-up for Clinical Teams through weeks 9-12
4 Oct 1  Kevin/ Emma/ Others	<b>Theory:</b> Lifespan and Human Development  <b>Admin:</b> Special Documentation (when client leaves room, only stays for 10 mins); Release of Information; New Client Request Form	<b>Reading:</b> TBD  Role Play with Clinical Team
5 Oct 8  Emma/ Kevin	<b>Review:</b> Plan for Therapy and Revised Goals  <b>Theory:</b> Service Coordination, Resources and Referrals  <b>Admin:</b> Release of Information	<b>Reading:</b> Rober, P., Elliott, R., Buysse, A., Loots, G., & De Corte, K. (2008). Positioning in the Therapist's Inner Conversation: A Dialogical Model Based on a Grounded Theory Analysis of Therapist Reflections. <i>Journal of Marital and Family Therapy</i> , 34(3), 406–421.  <b>Activity:</b> Emma and Rana's Inner Dialogue/Choose Your Own Adventure
6 Oct 15 Amanda/ Emma	<b>Review:</b> File Meeting/TREAT/Admin	<b>Guest:</b> Amanda Buda
7 Oct 22	<b>Theory and Clinical:</b> IPV Assessment	<b>Reading:</b> Augusta-Scott, T. (2025). Men, Trauma and Gender: The Safety and Repair Approach to Address Gender-Based Violence. In <i>Reframing Trauma</i>

Emma/ Kevin		<i>Through Social Justice</i> (1st ed., Vol. 1, pp. 287–308). Routledge.
8  Oct 29  Kevin/ Emma	<b>Theory:</b> Child Protection  <b>Admin:</b> Closing Documentation	<b>Guest:</b> Eileen Clinton
9  Nov 5  Everyone	Clinical Teams	
10  Nov 12  Everyone	Clinical Teams	
11  Nov 19  Everyone	Clinical Teams	
12  Nov 26  Everyone	Clinical Teams	

**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. ]

## 9. ASSESSMENT DETAILS

Assessment – Semester 1	LOs Addressed	Due Date	% of Final
Electronic Practice Plan	6.1	Week 12	N/A
Quiz #1	6.1	Week 12	N/A
<b>Total:</b>			N/A



Assessment – Semester 2	LOs Addressed	Due Date	% of Final
Role Plays	6.1, 6.2, 7.1, 7.2, 7.6	Throughout both Semesters	N/A
Live Clinical Teams	1.2, 3.1, 3.2, 5.1, 5.2, 7.1-7.4, 7.7	Week 9-12	N/A
<b>Total:</b>			N/A

## Assessment Details

**Electronic Practice Plan:** The purpose of the Electronic Practice Plan is to ensure the confidentiality and ethical practice for students to provide online therapy sessions to clients and complete necessary documentation outside of the Maplewoods Centre. The Electronic Practice Plan will be introduced in week 4 and completed by week 11 in first semester. The Electronic Practice Plan will be reviewed in week 1 of second semester to ensure completion and proper application before starting to see clients.

**Semester 1 Quiz:** The purpose of the quizzes is to ensure comprehension of the application of key competencies and processes to do clinical work at the Maplewoods Centre in the MRFT and MP program. Each quiz will be administered at the end of the first and second semester and will examine concepts from the topics covered in each semester.

**Role Plays:** The purpose of the role plays is to provide students the opportunity to practice the concepts and processes they learn in class. Role plays will occur in partners outside of class time and will be recorded in order to be reviewed by the instructors. Feedback will be provided to the students prior to the next scheduled role play to give students the opportunity to implement the feedback.

**Live Clinical Teams:** As an extension of the course and supervision, Clinical Teams are a mandatory component of the practicum and are scheduled outside of class time and weekly supervision. The practicum instructor/supervisor and co-supervisor are required to participate to support the students' learning experience. The purpose of this is to provide sufficient class time for theoretical learning and practice and to meet the needs of clients by scheduling teams during times that fit best for them. In addition, by structuring Clinical Teams outside of class time, this provides opportunities for participation and collaboration across the first and second year MRFT and MP cohorts. Students are required to participate at least once in a semester as the therapist facilitating the session with a team, and/or to be a member of a live clinical team.

## 10.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.]

**11.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](http://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-campus/how-u-of-g-is-preparing-for-your-safe-return/>

- <https://news.uoguelph.ca/return-to-campus/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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