



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6810 Practicum I - Systemic Relational Practice

COURSE OUTLINE – SPRING YEAR

1. GRADUATE CALENDAR DESCRIPTION

This is the first in a series of six Practica in the MRFT Program and features the integration of theory into practice and supervised clinical practice. This practicum is designed to provide an advanced understanding of a variety of systemic-relational and collaborative-post-modern theories in family therapy. It involves conceptualizing clinical work with individuals and a wide diversity of relational systems. In addition to class time, students will start to meet with clinical supervisors each week for a minimum of 2 hours of supervision. Supervision over the semester will involve individual/dyadic; group and live clinical teams.

Credit Weight:	1.0 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	
Co-Requisites(s):	FRAN 6800 Orientation to Clinical Practice
Restriction(s):	MRFT Students only

2. COURSE DESCRIPTION

This is the first in a series of six Practica in the MRFT Program. This first Practicum is designed to provide focused and advanced understanding of a variety of systemic- relational and collaborative-post-modern theories from Family Therapy. This course will also focus on foundational and practical skills about systemic relational practice and advanced interviewing. **This course is linked with the Orientation to Clinical Practice 0.0 credit course.**

3. TIMETABLE

Lecture: ||
Location:

Supervision: [A form of “mirrored supervision will take place on three or possibly more occasions and held outside of class. These times will be announced in the first class.]

4. INSTRUCTIONAL SUPPORT

Course Instructor and Co-Supervisor:

Email:

Telephone:

Office:

Office Hours:

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| 3 |

| by appointment |

5. LEARNING RESOURCES

There are no fees associated with any course learning resources.

Required Resource(s)

CAFT Accreditation Standards

<https://camft.ca/resources/Documents/CACFT-ACTCF%20Accreditation%20Standards%20-%20FINAL%20.pdf>

Additional Readings as noted below available through ARES (see Courselink).

Additional content may be provided throughout and in a way that will not be onerous.

Recommended Resource(s):

| recommended or optional readings will be complied by students and the instructor on courselink and over the course of the semester.

6. LEARNING OUTCOMES

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

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies
Conceptual. Develop an understanding of the conceptual aspects of Relational Systemic and Collaborative Therapy Practice as central to the field of Relational and Family Therapy and psychotherapy. Including some underlying assumptions, the historical-contextual development of this perspective, major concepts, and its overall strengths and limitations.	1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 4.4, 4.5, 8.1, 8.2, 8.3	1.1, 1.2, 1.3, 5.1, 5.2	1.1, 1.2, 1.3, 3, 4.1, 4.3
Therapeutic Interviewing and Team Skills. Develop foundational therapeutic interviewing skills and apply in role play activities with consideration of a breadth of clients across the life-span with widely diverse presenting concerns and lived experiences. Develop an understanding of personal therapeutic style and clinical team work with possible opportunities for application with second year cohort.	1.2, 3.2, 4.3, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4, 7.5	1.2, 1.4, 1.5, 4.2, 4.3, 4.5	1.2, 2.2, 3, 4.1, 4.3, 4.4
Ethics, Accountability and Professional Identity Development. To begin to consider the application of ethical principles, codes of ethical conduct, standards of practice and “best practices” in clinical work. This learning outcome will be achieved through the integration of class discussion, supervision, and reflective writing assignment.	1.2, 2.1, 2.2, 4.3, 6.1-6.4, 7.2, 7.5	3.1-3.5, 3.8, 4.3, 4.6	1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.4
Diversity. Develop an awareness of differences and use this awareness to engage respectfully and compassionately in collegial interactions, supervision, and in conceptual therapeutic role plays. This learning outcome will be supported through class discussions, reflective writing assignments, role plays and supervision.	3.1, 3.2, 3.3, 5.1, 5.2, 7.1	1.5, 2.1, 2.2, 2.3, 4.3	2.1, 2.2, 3, 4.2, 4.4

Power Relations and Reflexivity. Develop a foundational 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 “knowledge” that may be oppressive or liberating for self and others. This learning outcome will be achieved through scholarly course readings, class discussion, reflective writing assignments, role plays and supervision.	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.5, 6.2, 7.5	1.4, 1.5, 3.4, 3.5, 4.3	2.1, 2.2, 3, 4.2, 4.3, 4.4
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7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers	Assignments
May 13 Longer class	Orientation to class, setting the context, review Course outline, interview Instructor.	Johari Window First assignment in class	Assignment 4 (part 1) completed in class Assignment 2 – partners assigned
May 20 Shorter class	Context; content/process/	AI assisted reading on Systemic Concepts	Assignment 1 Due before class
May 27	Three Pillars: Systemic Relational Praxis	CACFT Accreditation Document	Mirrored Supervision pairs 1, 2, 3
June 3	Three Pillars: Integrated Reflexivity	CACFT Accreditation Document	Mirrored Supervision pairs 4, 5, 6
June 10	Three Pillars: Attunement to Socio Cultural Contexts	CACFT Accreditation Document	Assignment 2 Genogram and Character development due

Week	Topics	Assigned Readings & Guest Speakers	Assignments
June 17	Three Pillars: Integration of Ideas and concepts	CACFT Accreditation Document Tomm, K (2014). Introducing the IPSCOPE: A systemic Assessment Tool for distinguishing Interpersonal Patterns. In K. Tomm, S. St. George, D. Wulff & T. Strong (Eds.). Patterns in Interpersonal Interactions. Routledge.	Assignment 2 book rooms after June 18 th Mirrored supervision class engagement 4-6
June 24	Three Pillars: Integration of ideas and concepts	CACFT Accreditation Document	Assignment 2 conduct role plays Monday June 26 Mirrored supervision class engagement 1-3
July 1		CANADA DAY – ELBOWS UP! No class	
July 8	Unique systems	Carlie and Kevin Interview	Assignment 2 raw transcription Due Working with blended families, religion, neuro diversity.
July 15	McKaylah Nurse	Practice and Lived experiences of Race, Culture, and Class.	
July 22	Utilization	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.	Change Paper Due
July 29	Floater	TBD in consultation with students	Assignment 2 Transcript analysis Due

Week	Topics	Assigned Readings & Guest Speakers	Assignments
August 5	Wrap-up	Review and Reflections Change Papers Review	
August 12 & 13			Final Mirrored Supervision August 12 pairs 4-6 August 13 pairs 1-3

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 Course Link site or via email.

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 cohorts.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Lines of Influence	2.1, 2.2, 2.3, 3.2, 7.4	Week 2	PASS/FAIL
Class Participation	4.2, 5.1, 5.2, 7.1, 8.1, 8.2, 8.3	Weekly	PASS/FAIL
Role Play & Mirrored Supervision Activities	1.2, 2.1, 3.2, 4.2, 4.3, 4.4, 4.5, 5.1, 7.1, 7.2, 7.3, 7.5	Week 1 and Week 12	PASS/FAIL
Theory of Change Reflection	1.2, 2.1, 3.2, 4.2, 4.3, 4.4, 4.5, 5.1	Week 1, 2, 10	PASS/FAIL
Potential participation direct client contacts via Live Clinical Teamwork Work with second years or first assigned client	1.2, 6.1, 6.3, 7.1, 7.2, 7.3, 7.6	Week 7-12	PASS/FAIL
Total: PASS/FAIL			

Assessment Details: |

Assignment 1: Lines of Influence Assignment

Purpose:

To consider the people places things and events in your life that have collectively helped to shape you and the ideas, beliefs, values, moral and ethical compasses you currently hold about becoming a therapist and your personal theory of change (what is change and how does change occur)?

The Task:

In this exercise you are invited to consider, who and/or what, over the course of your life, has contributed in a meaningful way to your current personal theory of change and ideas about what it means to become a therapist. What **PEOPLE, PLACES, THINGS OR EVENTS** do you identify as contributing to where you currently see yourself now as you enter this program. What lines or connections do you draw between some of those people, places, things or events to where you see yourself now as you begin the program and to the idea you hold about change?

People: family, friends, colleagues, supervisors, teachers, clergy, celebrities, clients, unknowns, etcetera.

Places: a geographic place like a home, a classroom, place of worship, outdoor space, fantasy place etcetera.

Things: Social location, race, gender, culture, diversity, power; an article, artifact, book, video or movie, song, story, keepsake, video game, ritual, or religious spiritual practice, etcetera.

Events: a high or low or in between point in life, a conversation, a eureka moment, coming out, a birthday, transition, meeting someone, lecture, concert, birth, death, illness, etcetera.

What to produce:

In some fashion draw (out), collage, genogram, map, Venn diagram, timeline or such thing that sorts or organizes the influences you have identified. Once completed select two influences and write one page for each on what it is about that (person, place, thing or event) that was influential. In what ways has it influenced your ideas about change and how change occurs and on what it means to become a therapist. Finally write 2 pages max reflecting on this process. What did you learn about yourself that you did not know or fully realize? What connection may you have made that was less clear. What did you have reinforced for yourself? In doing this exercise what, if any patterns did you notice about how you are influenced, or commonalities or differences between the things that seem to have most influenced you? This assignment will be submitted and reviewed by the instructor. Each student will dialogue with the instructor in a mirrored and *partnered* supervision to receive conversational feedback. The questions above are example, feel free to use, some or all of them or come up with your own questions. The instructor will also do a version of this assignment and present in the first class.

A note on disclosure: While there is a hope that students will reflect openly within and only to themselves about all the aspects (good, challenging, indifferent) that may have had influence on them to reach this point in life, there is NO REQUIREMENT OR EXPECTATION you disclose any information (personal or professional) that is beyond your comfort level or desire to do disclose.

Assignment 2: Systemic/relational research, class engagement, curiosity, and generativity of ideas.

Students will be expected to attend class and **actively** participate in class discussion, generate questions and curiosities about class content, systems therapy concepts, integration of readings in this class, other classes, or personally to raise in class. Students are asked to “go out” and do some self research (academic articles; books, lay articles, application from other disciplines – music, sport, philosophy) or culture Indigeneity, collectivist ideas etc). Then bring any of these systemic/relational ideas, concepts, principles etc that resonate or make sense or are of interest to you. There are a lot of ideas and concepts out there and I am not interested in engaging in conversation together about ideas that do not fit for you, or you do not like or agree with (unless you can make a *very compelling* argument about how that would be helpful).

Students will be expected to share resources on Courelink.

Mirrored Supervision:

Each student will be paired with another student in the first class. This pairing will be your “mirrored supervision” partner. Students will engage in paired 1 hour mirrored supervision with the instructor several times over the course of the semester. The mirrored supervision will be the place where students will engage in dialogue with and receive feedback from the instructor on all assignments. Where appropriate, mirrored supervision partners are encouraged to exchange assignments prior to the mirrored supervision session. This will also be opportunity to better understand the purpose, use and role of supervision and develop readiness for discussing work with a supervisor and supervision partner that is isomorphic to actual clinical supervision. Students are encouraged to reach out to the instructor for additional times to meet to discuss course assignments or questions not covered in or appropriate for class.

Assignment 3: Role Play Activity and Systems Theory Integration

Each student will conduct one role play therapy session as client and participate in two other role play assignments as a role play fictional client. The coordination of these pairings, scheduling role plays will take place in the first or second scheduled class.

- Each student will be responsible for video recording (using VALT) their session as a therapist.
- Each role play session should run no less than 35 minutes and no longer than 1 hour.
- Each student will transcribe a portion of their role play for analysis. The amount to be transcribed should be sufficient to complete the assignment. A consultation with the instructor may be helpful when the time comes. Each transcript will be analyzed based on:
 - Identifying the presence and relevance of each of the “Three Pillars”.
 - Identifying/naming systemic patterns of interaction.
 - Identifying the use of, influence of, or presence of, other systemic ideas or concepts discussed in class or found through your own research.
 - Reflections on your self as “therapist”:
 - What did you notice about yourself in the role of therapist that you would like to do more of or less of?
 - What you may have been thinking about, at various points in the transcript portion of the session, and in what ways those thoughts facilitated or

constrained what you did, asked, or thought about the “clients” before you or their “presenting problem”.

The transcript assignment is best formatted in “landscape” and will be presented as follows:

Speaker	TRANSCRIPT	Three Pillars	Systemic patterns of interaction	Influence use of systemic concepts	Self of the therapist reflections
Therapist	“Jim, help me understand what it was like for you when Pria expressed that sadness”	My - Systemic relational praxis			I was worried Jim would dismiss Pria’s expression , as I would feel stuck where to go next. I realize now I was really invested in Jim answering the way I wanted him to.
Jim	I dunno, I guess it was good...I mean I finally got that the sadness is not about me ya know [relief]...its, its, really about, you know about ...her last relationship. So, ya relief.	Clients - integrated reflexivity	Empathy, Differentiation?	Potentially second order change. Differentiation?	Relief. Thinking about an argument I had with my own partner last week, where this (did/did not happen). Is it OK I was thinking this?

The assignment is to be completed in a graduated way with due dates for different sections. Culminating the final analysis submission and a dialogue with the instructor and “supervision” partner in mirrored supervision. This dialogue will be opportunity to better understand the transcript analysis and “therapists” experience, receive feedback from the instructor and reflect on the whole process.

When role playing the therapist, each student is to be themselves.

The assignment will be treated like its is PHI (personal health information) and as such uploaded to your channel in MS Teams.

Development of role play clients

Each student will be responsible for being a role play partner to two different “therapists”. each role play partnership will then role play a “relational” dyad (two siblings, two friends, parent and adult child; couple etc.). Each dyad will develop *partially* fictional characters and fictional “life problem” which they will be asked to role play with the “therapist”. However, in creating the fictional character students are asked to use a pseudonym and retain the fundamental and known aspects of their social location. For example, if you identify as gay cisgendered white man; or a gender fluid person or straight cis gendered BIPOC woman please retain those aspects within your character. Be creative with developing the presenting life problem, it should not be one that you are currently dealing with or risk activating you in any way. Once you have created your characters (consult with the instructor) you will both map out a genogram of your family system that is relevant to the problem. This will be provided to the therapist intern at least 3 days in advance of the role play session along with a brief paragraph on the presenting problem.

Both the genogram and the paragraph are submitted to the instructor.

Assignment 4: Theory of Change

Over the course of the semester students will think about, research and reflect on their own theories of change. Considering questions such as: how does change occur for people; what facilitates or constrains change? What role do various life systems play in change? How is change sustained? What do you know helps to support change? How do you reconcile the differences between first and second order change is one really more valuable than the other?

This assignment will begin with an immediate in class assignment. Over the course of the semester students will think about reflect upon and research (academically and personally) various ideas about change to develop a 3-5 page personal theory of change. The paper will include references where appropriate and will either begin with or end with a succinct definition of “my [working] personal theory of change”. In the final class each student’s “succinct” definition will be posted in the room and you will be expected to share in class a thought or reflection on the development of your theory of change. As a class we will engage in reflective, curious and generative dialogue about the theories of change. And, maybe how hope and possibility is linked to change?

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.

9. 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-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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Appendix A – Learning Outcomes attached separately in Course Link