



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRAN\*6880 Sociocultural Attunement and Humility (non-clinical section) COURSE OUTLINE – W25

## 1. GRADUATE CALENDAR DESCRIPTION

This course provides a foundational review of current perspectives within and outside of the relational and family therapy and psychotherapy literature that relate to the intersection of culture (race, ethnicity, class, gender, sexuality, ability, etc.) and oppression. Attention is given to the translation of knowledge about power relations and about diversity discourses into practice when working in a variety of professional settings. This course is offered in a clinical section for MRFT and MP students and a non-clinical section for MA.MH students.

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	None
<b>Co-Requisites(s):</b>	None
<b>Restriction(s):</b>	Clinical section 01: MRFT and MP students only; Non-clinical section 02: MA.MH students only.

## 2. COURSE DESCRIPTION

This course provides a foundational review of current perspectives within the relational and family therapy (RFT) and psychotherapy literature that relate to the intersection of culture and oppression. Culture is defined broadly to include socially constructed dimensions of human diversity (race, social class, ethnicity, gender, disability, etc.). Cultural humility encourages personal growth and reflection to best meet people and their lived experiences where they are at. Sociocultural attunement refers to the awareness of societal systems, culture, and power as well as a willingness to pay attention and be responsive to the experience of others. The complexities and contradictions of various discourses in the literature are addressed. Throughout the course participants will engage in critical reflection on their personal experience, values and positioning with respect to culture and oppression. Attention is given to the translation of knowledge about power relations and about diversity discourses into practice when working in a variety of professional settings.

This foundational course, which highlights issues of power, diversity, oppression, and sociocultural attunement and humility more generally, is designed to complement the program courses that also provide details about socially constructed dimensions of diversity (e.g., race, social class, gender, sexual orientation, disability) relate to structural inequalities, family dynamics and the therapy process.

This section of this course is designed for MA.MA students only and who are not currently preparing to or actively providing clinical services as part of their program of study. Class discussions, assignments, and class activities will be geared to a theoretical understanding of course ideas and a consideration of ways that may be applied in a variety of clinical and nonclinical settings as appropriate. Students will also be encouraged to consider how to apply course learning to their everyday lives.

### 3. TIMETABLE

**Lecture:**

**Location:** This course is offered through remote synchronous delivery. Links to the Microsoft Teams or Zoom classes will be provided in CourseLink.

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Orion Neustifter (they/them), PhD, RP, RMFT

**Email:**

**Telephone:**

**Office:**

**Office Hours:** By appointment or text as needed

### 5. LEARNING RESOURCES

**Required Resource(s):**

McDowell, Knudson-Martin, C., & Bermudez, J. M. (2022). *Socioculturally attuned family therapy: guidelines for equitable theory and practice*. Routledge, Taylor & Francis Group.

Ebook available for \$59.99 (USD) from [routledge.com](https://www.routledge.com) as of the writing of this course outline. Other formats also available. While the 2022 version is preferred, the 2018 version is also acceptable.

**Recommended Resource(s):**

All additional resources will be available on CourseLink (no additional cost)

### 6. LEARNING OUTCOMES

Course Learning Outcomes	Program Learning Outcomes	CRPO Competencies	CAMFT Competencies

<p><b>Conceptual.</b> To expand knowledge of foundational perspectives on sociocultural attunement and humility, power relations and diversity in therapy. These will include liberal-humanist, ecological, critical post-modern, and collaborative perspectives through relevant scholarly course readings and class discussion. To understand the construction of multiple and fluid identities and its impact on therapeutic work.</p>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 8.1, 8.2, 8.3</p>	<p>1.1, 1.4, 1.5, 2.1, 5.1</p>	<p>1.1, 1.3, 1.4, 1.5, 3, 4.3, 4.4</p>
<p><b>Simulated Clinical Application.</b> To practice translating this knowledge and theory into action that is relevant to therapy through activities in class, such as role play or demonstration videos.</p>	<p>2.1, 2.2, 2.3, 3.2, 3.3, 4.4. 5.1, 5.2, 7.1, 7.5</p>	<p>1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 4.3, 4.5, 5.2</p>	<p>1.2, 2.1, 3, 4.2, 4.3, 4.4</p>
<p><b>Reflectivity and Humility.</b> To understand as far as possible the experience of subjugation and the impact of marginalization and oppression on family process and the process of therapy. To develop ability to reflexively and critically analyze power relations in interactions at the micro-level, including those interactions in which one is a participant, through reflective assignments and class discussions.</p>	<p>2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.4, 5.1, 7.3</p>	<p>1.4, 1.5, 3.4, 4.3</p>	<p>1.5, 2.1, 3, 4.2, 4.3</p>
<p><b>Critical Thinking and Engagement.</b> To practice engaging in generative dialogues with others regarding power relations and diversity, including exploring and addressing these topics with those seeking therapy and those providing therapy</p>	<p>3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.3, 8.2</p>	<p>1. 2, 1. 3, 1. 5, 2.</p>	<p>1. 1, 3, 4. 2, 4. 3</p>

<p>services, through presentations and/or class discussion.</p>		<p>1, 2. 3</p>	
<p><b>Safe Effective Use of Self.</b> To critically review one's preferred professional identity (values, intentions, personal ethics) with respect to how this identity reflects one's understandings about power relations and diversity, including those understandings that relate to the legacy of one's personal history and those that are related to more recent experiences through written reflective assignment.</p>	<p>2.1, 2.2, 3.2, 4.4, 6.2, 7.3</p>	<p>1.4, 1.5, 3.3, 4.3</p>	<p>1.5, 2.1, 4.2, 4.3</p>

## 7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1	<ul style="list-style-type: none"> <li>• Visioning a learning community</li> <li>• Review of course outline</li> <li>• Why Sociocultural Attunement and Humility Matter</li> </ul>	<p>Chapter 1: Why Sociocultural Attunement and Equity Matter</p> <p>Decolonizing Mental Health, UBC (2023) (video, 1 hour) Accessible at: <a href="https://magazine.alumni.ubc.ca/2023/webcasts/decolonizing-mental-health">https://magazine.alumni.ubc.ca/2023/webcasts/decolonizing-mental-health</a> AND accompanying article accessible at: <a href="https://blogs.ubc.ca/ahenakewcrc/decolonizing-mental-health/">https://blogs.ubc.ca/ahenakewcrc/decolonizing-mental-health/</a></p>
2	<ul style="list-style-type: none"> <li>• Guiding principles</li> <li>• Being the "other", Being "othered" (Bridging Cultures Activity)</li> </ul>	<p>Chapter 2: Guiding Principles of Socioculturally Attuned Family Therapy</p> <p>Funer, F. (2023). Admitting the heterogeneity of social inequalities: intersectionality as a (self-) critical framework and tool within mental health care. <i>Philosophy, Ethics, and Humanities in Medicine</i>, 18(1), 21.</p> <p><i>Cultural Formulation Interview</i> in The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5): <a href="https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM5_Cultural-Formulation-Interview.pdf">https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM5_Cultural-Formulation-Interview.pdf</a></p>

Week	Topics	Assigned Readings & Guest Speakers
3	<ul style="list-style-type: none"> <li>• Self of the Therapist</li> <li>• Cultural genogram</li> </ul>	<p>Chapter 3: Self-of-the-Therapist and Ethical Considerations in Socioculturally Attuned Family Therapy</p> <p>Zapata, K. (2020). Decolonizing mental health: The Importance of an oppression-focused mental health system. <i>Calgary Journal</i></p> <p>Available at:  <a href="https://calgaryjournal.ca/2020/02/27/decolonizing-mental-health-the-importance-of-an-oppression-focused-mental-health-system/">https://calgaryjournal.ca/2020/02/27/decolonizing-mental-health-the-importance-of-an-oppression-focused-mental-health-system/</a></p>
4	<ul style="list-style-type: none"> <li>• Structural Family Therapy (application to therapy)</li> </ul>	<p>Chapter 4: Socioculturally Attuned Structural Family Therapy</p> <p>Four human rights pamphlets (disability, discrimination, LGTTTIQQ, racialization).          Accessible at: <a href="http://www.uoguelph.ca/hre/hr/docs">www.uoguelph.ca/hre/hr/docs</a></p>
5	<ul style="list-style-type: none"> <li>• Collaborative Family Therapy (application to therapy)</li> </ul>	<p>Chapter 12: Socioculturally Attuned Collaborative Family Therapy</p> <p>-Rocio Chaveste &amp; M.L. Papusa Molina          Chapter 8: Ancestral Knowledge and Collaborative-Dialogic Practices: A Generative Encounter. Available at:  <a href="https://www.youtube.com/watch?v=CHCOM5FtxeE">https://www.youtube.com/watch?v=CHCOM5FtxeE</a> (starting at about 1:31:00)</p> <p>- Centering the voice of the client: On becoming a collaborative practitioner with low income individuals and families. available at:  <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC9520610/">https://pmc.ncbi.nlm.nih.gov/articles/PMC9520610/</a></p>

Week	Topics	Assigned Readings & Guest Speakers
6	<ul style="list-style-type: none"> <li>• Solution-Focused Therapy (application to therapy)</li> <li>• Course Review</li> </ul>	<p>Chapter 11: Socioculturally Attuned Solution Focused Family Therapy</p> <p>Smedley, D., &amp; Croffie, A. L. (2023). The power of vulnerability: Connecting families using spider-man: Into the spider-verse. <i>Journal of Creativity in Mental Health, 18</i>(2), 277-287.</p>
7	<ul style="list-style-type: none"> <li>• Visioning a learning community</li> <li>• Review of course outline</li> <li>• Introducing or Re-visiting Social Location and Preferred Professional Identity</li> <li>• “Intersectionality” Role Play activity</li> </ul>	<p>A call for diversity in the mental health field (2023) available at:  <a href="https://www.psychiatrictimes.com/view/a-call-for-diversity-in-the-mental-health-field">https://www.psychiatrictimes.com/view/a-call-for-diversity-in-the-mental-health-field</a></p> <p>Brown, J. E., Young, J. L., &amp; Martinez-Martin, N. (2022). Psychiatric genomics, mental health equity, and intersectionality: A framework for research and practice. <i>Frontiers in Psychiatry, 13</i>, 1061705.</p>
8	<ul style="list-style-type: none"> <li>• Social class and intersections of privilege</li> <li>• Economic cultures, Social capital</li> </ul>	<p>Morrow, M., Hunting, G., &amp; Hardie, S. L. (2024). Unpacking Mental Health: Intersectionality-informed Approaches to Upholding Human Rights and Realizing Social Justice (Guest Editors' Introduction). <i>Studies in Social Justice, 18</i>(3), 376-398.</p>

Week	Topics	Assigned Readings & Guest Speakers
9	<ul style="list-style-type: none"> <li>• Stereotypes, identities, and intersectionality</li> <li>• Interviewing about family identities</li> </ul>	<p>Ream, G. L. (2024). Minority Stress and Intersectionality in LGBTQIA+ Youth Mental Health Disparities. <i>American Journal of Public Health</i>, (0), e1-e3.</p> <p>Kessler, E. M., Grunevald, L., &amp; Schäfer, T. (2021). Depressed older patients with death wishes: Experimental evidence for psychotherapists' age and health bias. <i>Clinical gerontologist</i>, 44(2), 154-159.</p> <p>Biang, A., Merlin-Knoblich, C., &amp; Kim, S. Y. (2023). An Examination of Client Bias Toward Overweight, Underweight, and Average-Weight Counselors. <i>The Professional Counselor</i>, 13(2), 77-97.</p>
10	<ul style="list-style-type: none"> <li>• Attachment Based Family Therapies (application to therapy)</li> </ul>	<p>Chapter 7: Socioculturally Attuned Attachment Based Family Therapies</p> <p>Eddy, H. E. (2022). "There Is No Such Thing as Neutrality": An Interview with Dr. Carmen Knudson-Martin, Ph. D. on Feminism in Academia/Clinical Practice. <i>Journal of Feminist Family Therapy</i>, 34(3-4), 280-295.</p>
11	<ul style="list-style-type: none"> <li>• Narrative Family Therapy (application to therapy)</li> </ul>	<p>Chapter 13: Socioculturally Attuned Narrative Family Therapy</p> <p>Trnka, R., Krtek, A., &amp; Lorencova, R. (2024). Bridging realms: Western client perspectives on psychotherapy inspired by Indigenous healing. <i>EXPLORE</i>, 20(6), 103059.</p>



Week	Topics	Assigned Readings & Guest Speakers
12	<ul style="list-style-type: none"> <li>Integrated Equity Based Approaches to Family Therapy (application to therapy)</li> <li>Course Review</li> </ul>	Chapter 14: Integrated Equity Based Approaches to Family Therapy  Johnson, T., Deaver, S. P., & Doby-Copeland, C. (2021). Art therapy students of color: The experience of seven graduate students. <i>Art Therapy</i> , 38(1), 50-56.

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**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
Class Participation	1.2, 2.1, 3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.3, 8.1, 8.2, 8.3	Throughout Course	20
C/R/F Illustration	1.2, 2.1, 3.1, 3.2, 3.3, 5.1, 5.2, 7.1, 7.3, 8.1, 8.2, 8.3	Week 4	10
Resource/Guide	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.4, 5.1, 7.3, 8.2	Week 6	20
Statement of Resistance	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.4, 5.1, 7.3, 8.1, 8.2, 8.3	Week 8	15
Letter to Self	2.1, 3.2, 3.3, 4.4, 5.1, 5.2, 7.1, 7.3	Week 10	15
Resource/Guide 2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2, 7.3, 8.2	Week 12	20
<b>Total:</b>			100%

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## Assessment Details

1. Class Participation. Participants are expected to actively engage with the texts that have been selected for this course. Active engagement involves reading and viewing from the perspective of both head and heart; i.e., a “heartfelt thinking” point of view. Participants are also expected to take a “critical” perspective when reading and viewing texts. Participants are expected to bring forward their active engagement with the written and audio-visual texts in the seminar dialogue. Class participation includes all elements of the course, including lecture interactions with peers and instructor, small group work (when assigned/chosen) online and between class meetings, and courselink components.

The intentions of Class Participation are: (a) to expand knowledge of foundational discourses in RFT that address power relations/diversity; (b) to be fully prepared for class-time dialogues and activities related to these texts; and (c) to have conceptual frameworks that can be transformed into practice, and then reflected upon.

Class Participation will use the instructor’s structured format for student self grading. Guidelines for the self grading structure and for Class Participation will be provided.

2. Community/Resource/Family Illustration. Individual student or self chosen groups of two or more course participants will engage in activity of using metaphor and symbolism to explore individual & community history, resources, and strengths in a visual format. Reading, video-viewing, or engaging in an experiential activity may be required prior to beginning the illustration. Guidelines for the self grading structure (for both individuals and groups) and for the CRF Illustration will be provided.

The intentions of this activity are: (a) to expand understanding of class material and the readings by critically examining these in written communication with others; (b) to practice generative collegial interaction; and (c) to learn how to effectively participate in this interaction using the internet which is the place where many of these kinds of dialogues between colleagues currently take place.

3. Resource or Resource Guide: Students will write either a well resourced guide, professional interview guide, or a brief client/community resource on a topic relevant to the first half of the course. *Guidelines for the Resource/Guide Activity and student self grading structure* will be provided.

4. Professional and Personal Statement of Resistance: Students will develop a written document that outlines a Statement of Resistance for incorporating analysis of power relations and diversity into their professional identity and practice with clients and colleagues. Students will draw upon their life experiences and their professional interactions with their colleagues and supervisors, and reflect upon the challenges they have faced in addressing power differences and diversity. Based on their experience, students will develop a statement of their intentions of how they intend to position themselves in their professions, communities, etc. Guidelines will be shared for Statement of Resistance as well as for structured self grading.

5. Letter to Self. This project will be done by individuals or in witnessing groups of 2-4 people. It involves three steps: (1) Share chosen elements of the Statement of Resistance with witnessing group, real or imagined (2) Each student will create their own digital document of a letter or

other format to themselves with reflections on their goals for the rest of their time in this program (3) Students will provide the instructor with an email or mailing address to which their projects will be sent by instructor at their projected month of program completion. Guidelines will be shared for Letter to Self as well as for structured self grading.

The intentions of this project are to: (1) to gain experience in transforming intention into action or practice; (2) to reflect on the consequences and ethics of action; and (3) to practice writing a Narrative Witnessing account.

6. Resource or Resource Guide 2: Students will write either a well resourced guide, professional interview guide, or a brief client/community resource on a topic relevant to the second half of the course. *Guidelines for the Resource/Guide Activity and student self grading structure* will be provided.

## **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 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 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 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:**

CFT Program Educational Goals (EG) and Expected Student Learning Outcomes (ESLO).

## **Appendix B:**

### **CRPO Entry to Practice Competency Profile**

The 5 main competency areas are provided along with subcategories within each area.

## **Appendix C**

### **CAMFT Relational Systemic Competency Profile**