



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6970 Practicum III – Psychotherapy Externship and Transition

COURSE OUTLINE – 2025

1. GRADUATE CALENDAR DESCRIPTION

This is the third in a series of three clinical practica in the Master of Psychotherapy Program. This capstone course features a three-semester externship placement with a community-based psychotherapy service provider. It also includes regular class meetings to advance clinical skills training and development, monitor progress and experience within the externship placement and prepare students to transition from being a student to becoming a regulated health professional.

Credit Weight:	1.5 credits
Course Hours:	30 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	FRAN 6960
Co-Requisites(s):	None
Restriction(s):	MP Students only

2. COURSE DESCRIPTION

In this Master of Psychotherapy Practicum students are placed with a community-based psychotherapy service provider for semesters 4, 5 & 6 of the program. The student will spend the equivalent of 3 days per week for 15-18 weeks. Over that time, students will accumulate up to 270 direct client contact hours and 55 hours of individual or didactic supervision in the externship site. In this practicum students will continue to discuss ways to advance their understanding and consolidate the application of the therapy models to clinical work, building on therapy models learned to date. This practicum is also designed to facilitate students transition to becoming a regulated health professional within the field of psychotherapy and prepare themselves for work post-graduation, including and not limited to obtaining CRPO Registration; understanding key aspects of regulatory authority; prepare for employment after graduation; and develop a capstone project reflective of their clinical development. Additional and particular attention will be placed exploration of indigeneity and the Truth and Reconciliation Commission Report.

3. TIMETABLE

Classes will be distributed at regular intervals – approximately 8 classes each semester and over the course of three semesters.

4. INSTRUCTIONAL SUPPORT

Students will be placed with an external community-based service provider (ECSP) for 12 months and assigned to a dedicated clinical supervisor within the externship site. All ECSP's must be approved by the program and hold appropriate contract or affiliation agreements with the university of Guelph. The course Instructor and Manager of Clinical Supervision serve as externship coordinators and liaison with the externship supervisor. All externship supervisors must meet the CRPO requirements for Clinical Supervision https://www.crpo.ca/supervision/#requirements_for_clinical_supervisors.

Students, the ECSP and the Maplewoods Centre will sign a contract that outlines the roles and responsibilities of each signatory, the days and hours a student is expected to be working for the ECSP; the projected number of direct client contact hours and supervision hours a student will receive and the process for managing conflicts or should a student not satisfactorily progress toward program learning outcomes. ECSP supervisors will be responsible for providing all forms of clinical supervision and reports on student progress each semester including a final progress evaluation at the end of the externship placement.

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

CRPO Professional Practice Standards

<https://www.crpo.ca/all-resources/>]

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)]

6. COURSE MATERIALS

There is no cost for the learning 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
Conceptual. Strengthen and continue to integrate and develop an understanding of the conceptual aspects of post-modern collaborative and systemic therapy models, including the underlying assumptions, the historical-contextual development of these perspectives, major concepts, distinctions from other approaches, and their overall strengths and limitations through scholarly readings, class discussions, and written or oral assignments and external placement and supervision.	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
Collegiality and Professional Identity Strengthen ability to work in multi-disciplinary settings, adapt and demonstrate openness and flexibility differences those settings may offer. Strengthen ability to develop collegial relationships and begin to build a network of collegial contacts with whom to relate and consult. Clarify a personal and professional style of therapy, in on-going clinical work in an assigned externship placement site (community-based psychotherapy service provider). Engage in effective closure practices, including referrals and completing necessary documentation. These learning outcomes will be achieved through class readings, discussion, capstone project and externship placement and supervision.	1.2, 4.2, 4.3, 4.4, 4.5, 6.4, 7.1, 7.2, 7.3, 7.4, 7.7	1.2, 1.4, 1.5, 3.5, 3.9, 4.2, 4.5, 4.6, 4.7	1.2, 2.2, 3, 4.1, 4.3, 4.4
Therapeutic Process, Assessment and Documentation Skills. To continue to advance therapeutic engagement of: (a) collaboration with clients regarding the resources and constraints they are experiencing, (b) co-development with clients of initial goals for the therapy work, (c) writing clinical documents that is reflective of your professional identity and style, (d) on-going co-evaluation with	1.2, 4.4, 4.5, 5.1, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7	1.2, 2.1, 2.3, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5, 4.7	1.2, 2.1, 2.2, 3, 4.4

clients of their progress and the helpfulness of the therapy process, (e) engage in systemic hypothesizing and apply this in on-going clinical work, (f) conduct appropriate safety and risk assessment measures when needed, and (g) tracking and completing all necessary clinical documentation. This learning outcome will be achieved through the integration of scholarly course readings, class discussions, and externship placement clinical practice, and supervision.			
Ethics, and Accountability Development. Strengthen understanding and application of and compliance with the standards of practice, and “best practices” in clinical work while developing and applying an ethical decision-making process. Review personal ethics, extend development of preferred professional identity, and strengthen clinical practices for maintaining a therapeutic positioning that embraces complexity, engenders hope, and reflects personal and professional accountability. This learning outcome will be achieved through the integration of class discussion, clinical practice, supervision, and reflective writing assignment and externship placement clinical practice, and supervision.	1.2, 2.1, 2.2, 3.3, 4.3, 6.1, 6.2, 6.3, 6.4, 7.2, 7.5	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10, 4.3, 4.6	1.4, 1.5, 2.1, 2.2, 4.1, 4.2, 4.4
Diversity. Strengthen and advance an awareness of differences and use this awareness to engage respectfully and compassionately in therapeutic conversations, collegial interactions, and supervision/consultation. This learning outcome will be supported through class discussions, reflective writing assignments, and externship placement clinical practice, 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. Strengthen and advance a personal and professional understanding related to the intersections of social locations and how these influence people’s lives, particularly those related to indigenous people and experiences. To extend skills in critical analysis of the power dimensions inherent in all relationships, including especially the therapeutic relationship. To practice	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

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, clinical work and externship placement clinical practice, and supervision.			
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8. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
Week 1 May 12 John	Carl Rogers, Internal Family Systems, and Somatic Practices How to use Carl Rogers, IFS, and Somatic Practices with Individuals and Couples? (3 student made up case studies)	Mark LeRoy https://www.ourwastedhighs.com/home Case study #1 Case study #2 Case study #3 Optional Reading For Year: <i>My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies.</i> By Resmaa Menakem. Review: IFS article facilitation on Courselink
Week 2 May 26	Externship Experience and Reflections	Emma

Week	Topics	Assigned Readings & Guest Speakers
Week 3 June 2 John	<p>Queer Couples and Polyam Relationships</p> <p>Key therapeutic strategies and techniques to use with Queer Couples and Polyam Relationships. (3 student made up case studies)</p>	<p>Adam Davies and Orion Neustifter</p> <p>https://family.uoguelph.ca/people/adam-davies</p> <p>https://family.uoguelph.ca/people/ruth-neustifter</p> <p>Case study #1</p> <p>Case study #2</p> <p>Case study #3</p> <p>Optional Reading:</p> <p>https://www.itsjiyounkim.com/blog/anti-mononormativity</p>
Week 4 June 16	<p>CRPO Regulatory Obligations</p>	<p>Kevin</p>
Week 5 June 23 John	<p>The Gottman Method</p> <p>How to use the Gottman method with a diversity of couples and polyam relationships (3 student case studies)</p>	<p>Case study #1</p> <p>Case study #2</p> <p>Case study #3</p> <p>Optional Reading for Year: John Gottman, 7 Principles Making Marriage work</p> <p>Review: Gottman presentation on Courselink</p>
Week 6 July 7	<p>CRPO Regulatory Obligations (cont.)</p>	<p>Kevin</p>

Week	Topics	Assigned Readings & Guest Speakers
Week 7 July 14 John	Emotionally Focused Therapy How to use EFT with a diversity of couples and polyam relationships? (3 student case studies)	Jason Carrasco https://www.relationshipmatterstherapy.com/about-jason-carrasco Case study #1 Case study #2 Case study #3 Optional Reading for Year: Susan Johnson, Hold Me Tight Review: EFT presentation on Courselink
Week 8 July 21	Student Well-Being	Carlie

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.]

Emma and John will meet with students again at end of July for another brainstorming session to put together the Fall 2025 schedule, and then meet again with students end of November to put together the Winter 2026 schedule.

9. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Class Discussions including readings and case study participation (see course link for case study instructions)	1.1-1.3, 2.1, 3.1-3.3, 4.1, 4.4, 5.1, 5.2	Throughout course	PASS/FAIL
Reflections on Truth, Reconciliation and Calls to Action Paper	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 7.1, 7.5, 8.1, 8.2, 8.3	Fall Semester	PASS/FAIL
Capstone Project	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 7.1, 7.2, 7.5, 8.2	Winter Semester	PASS/FAIL

Assessment	LOs Addressed	Due Date	% of Final
Externship Clinical Experience – including Clinical Teams, Supervision, and Clinical Work.	1.2, 2.1-2.3, 3.1, 3.2, 5.1, 5.2, 6.1-6.4, 7.1-7.7	Throughout course	PASS/FAIL
			Total: PASS/FAIL

NOTE: A STUDENT MUST PASS THE EXTERNSHIP TO PASS THE EXTERNSHIP COURSE. EMMA WILL BE THE LEADER ABOUT EVALUATING THE EXTERNSHIP WITH THE ON SITE CLINICAL SUPERVISORS, AND LET JOHN KNOW THE GRADE FOR EXTERNSHIP CLINICAL EXPERIENCE COMPONENT, TO RECORD AS COURSE INSTRUCTOR.

ASSESSMENT DETAILS

Class Participation

Each student is expected to come to class ready to engage in thoughtful, constructive, applied conversation and analysis of their experiences in externship placement. Active class participation is based upon the ability to respectfully discussion, question, summarize, and incorporate their experiences into the development of their professional identity and therapy style.

Reflection Paper (7-10 pages): Due Fall 2025, due date to follow)

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). Reflect on the following questions in your paper:

- What stood out to you when reading about Indigenous history? What impact has this had on you?
- How do you systemically understand its impact on Indigenous peoples and cultures?
- Why/how this is relevant to Canada/Canadians?
- Why it is relevant to the field of mental health and psychotherapy?
- Develop one or two personal “calls to action” that will help guide your process of truth and reconciliation.

Capstone Project: Each student will write a Capstone Project of 7-10 pages paper or presentation or creative project as a way to consolidate the learning from the MP program about the following areas: **(Due Winter 2026, due date to follow)**

- **Contextual Factors:** Research the current contextual factors that impact people’s mental health and well-being (e.g., COVID-19, climate crisis, fight for racial justice, war in Ukraine, rise of social media) and provide examples based on your research. Consider how some of these events have changed how you think about mental health and the use of psychotherapy to support people with their mental health needs.
- **Preferred Self and Approach:** Based on what you learned in the program, what are you conceptualizing as your personal style and approach to working in the mental health field and practicing therapy? What informs you of the therapist you want to be (i.e., values, theories, models, ideas and experiences)? What have you taken from

the therapy models you learned in this program and how are these informing your preferred approach to psychotherapy?

- **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? Reflect on your **professional competence^[1]** and **scope of practice**. Consider how you will 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 interest, and where you want to grow.
- **Safe and Effective Use of Self^[2]** (SEUS): Reflect on 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 experiences^[3]) about power; privilege and social locations impact or influence your personal style, theory of change, and professional competence.

^[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.

Clinical Experience Evaluation (Emma to evaluate with Onsite Clinical Supervisors)

This course is linked to the students ongoing clinical experience which includes the delivery of ongoing face-to-face and virtual clinical services through an assigned clinical externship placement with a community-based service provider (ECSP). Students will be placed with an ECSP for up to 12 months and assigned to a dedicated clinical supervisor within the externship site. All ECSP's must be approved by the program and hold appropriate contract or affiliation agreements with the university of Guelph. The course Instructor and Manager of Clinical Supervision serve as externship coordinators and liaison with the externship supervisor. All externship supervisors must meet the CRPO requirements for Clinical Supervision

https://www.crpo.ca/supervision/#requirements_for_clinical_supervisors.

Students, the ECSP and the Maplewoods Centre will sign a contract that outlines the roles and responsibilities of each signatory, the days and hours a student is expected to be working for the ECSP; the projected number of direct client contact hours and supervision hours a student will receive and the process for managing conflicts or should a student not satisfactorily progress toward program learning outcomes. ECSP supervisors will be responsible for providing all forms of clinical supervision and reports on student progress each semester including a final progress evaluation at the end of the externship placement. See Courselink for Copy of Externship Clinical Competency Review form to be completed August 2025, December 2025, April 2026 (on site supervisor with complete form and then discuss with student, then copy of review form sent to Externship Coordinator for student file)

All clinical work, and oversight of clinical work will be the responsibility of the externship supervisor. The externship supervisor will be responsible for providing two updates (week 12 of semester 1 and week 12 of semester 2) on the student's progression toward course-based

learning outcomes and competency to deliver clinical services. Additionally, the externship supervisor will provide a written valuation of the student's progression to course-based learning outcomes and competency to practice the profession by week 10 of semester 3. Students must receive a satisfactory evaluation of externship site clinical work in order to be eligible to receive a PASS in this course. Through the externship students will:

- Continue Direct Client contact hours to reach up to 270 hours over the course of the externship
- Engage in weekly individual and or group supervision
- Prepare and engage in file meetings in consultations
- Access consultation, ad-hoc, emergency on-call as needed
- Participate in relevant meetings or activities offered by the service provider
- Ensure completion of all aspects of in-direct service including clinical documentation before the externship placement ends.
- Ensure closure of all direct and indirect service related to clients you are no longer seeing at Maplewoods Centre

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

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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