

## **FRAN 6095 – Externship/Internship in Couple & Family Therapy**

### **COURSE OUTLINE Spring 2021-revised**

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#### **Course Description**

This is an advanced clinical practicum in Couple & Family Therapy, where students are placed in either a community agency OR continue with at the CFTC to advance clinical skills. Students will also meet regularly to discuss their experiences; work toward CRPO Registration, and develop a capstone to their clinical development.

#### **Course Learning Objectives**

This is a capstone course in clinical training for the Couple and Family Therapy Program. The course objectives and related Educational Goals (EGs) with Expected Student Learning Outcomes (ESLOs) and AAMFT Core Competencies (CCs) are as follows:

1. To provide an expanded, community-based, professional development opportunity. Graduate students (therapist-externs) will provide therapy services to a diverse group of clients; address issues regarding ethical decision-making, accountability, and general professional conduct; and build collegial relationships across professional disciplines  
***EG-4 Social Context and Power Relations, especially ESLOs 4c and 4d***  
***EG-5 Clinical Application, including ESLOs 5a-5f***
2. To continue to develop therapist-extern's clinical skills and clinical knowledge acquired from the previous four practica (FRAN 6090 I-IV)  
***EG-5 Clinical Application, including ESLOs 5a-5e***
3. To develop the therapist-extern's ability to articulate the theoretical basis and practice implications of their preferred approach to couple and family therapy, including their ability to examine the congruency of the underlying values and assumptions of their approach with their preferred professional positioning.  
***EG-1 Theoretical Foundations, especially ESLO 1c***
4. To extend the student's perspectives for critical analysis of therapeutic intervention strategies.  
***EG-3 Professionalism, Ethical Conduct and Accountability, especially 3d.***

5. To refine the therapist-extern's understanding of how oppression and marginalization, related to the intersecting dimensions of gender, race, age, ability, class, ethnicity, religion/spirituality, sexual identity, etc., may constrain individuals, couples, and families, as well as therapists. **EG-4 Social Context and Power Relations, including ESLOs 4a-4d**
6. To broaden the therapist-extern's experience of clinical supervision through being supervised by a professional outside the CFT Program faculty/supervisors. **EG-5 Clinical Application, especially ESLO 5f**

To complete client contact hours required for a COAMFTE accredited Master's degree program. (COAMFTE stipulates a minimum of 500 total direct contact hours, with at least 50% working with couples and/or families, over the course of the student's time in the CFT Program). **EG-5 Clinical Application, especially ESLO 5e**

To complete the client contact hours required for entry to practice with the CRPO. The CRPO requires a minimum of 450 hours of direct client contact and 100 hours of supervision for the duration of the Program. There are no requirements with regard to relational hours. And to begin to prepare students for the transition to becoming a Regulated Health Professional in the province of Ontario.

**CRPO: 3.0 Professional Responsibilities.**

**See Appendix "C" for list of ESLO's, EG's, and AAMFT Core Competencies associated with this course.**

### **Externship Placement Organization, Process, and Requirements**

Students placed with an external community agency will work with assigned agency clients under the direct supervision of an on-site supervisor who is **both** a Registered Psychotherapist **and** either a CAMFT Supervisor or Supervisor in training or an AAMFT Approved Supervisor or Supervisor Candidate. The therapist-extern will be trained in agency documentation practices and will maintain appropriate clinical records. The therapist-extern will work at the agency an equivalent of at least three days per week for a minimum of 15 weeks to accumulate as many hours as possible toward 500 DCC. Each Therapist Extern and Extern Agency Supervisor will identify additional agency activities appropriate for the extern's involvement (e.g., clinical team meetings, agency professional development workshops/seminars, general staff meetings, "in-service training", etc.).

Externship Contracts: Each Externship student will work closely with the clinical supervisor at the Extern Agency to coordinate and monitor client work at the agency. Each therapist-extern will sign the Externship Contract (will be sent to External Supervisor) which stipulates the various roles, responsibilities, and required clinical hours to complete the CFT Program. The Externship Contract is co-signed by the Extern Agency Supervisor and the Director of Clinical Training and Academic Program Director. The Extern Agency Supervisor and the extern will coordinate in deciding the specific weekly hours of work. The student will take full responsibility for returning a copy of the signed Contract and the schedule of weekly work to the course instructor by the dates indicated on these documents.

### Tracking Client Contact and Supervision Hours

Externs are required to record their client contact and supervision hours on a CFT Program form. This is an Excel document that will be e-mailed to each extern. Externs will keep the form updated, print it, sign it, and have the Extern Agency Supervisor sign it for verification purposes at the end of each month. Externs must submit the signed form to the CFT Client Services Coordinator at the CFT Centre by the 5<sup>th</sup> of the next month (e.g., hours for June are submitted by 5<sup>th</sup> of July).

Student's Learning Goals: Each student will develop, in consultation with the Extern Agency Supervisor, a set of at least three specific learning goals related to the consolidation of a preferred clinical model in CFT. The student will submit a written copy of these goals to the Course instructor and to the Supervisor by **May 27, 2021**.

All students will engage in whatever "independent study" is necessary to acquire additional knowledge about the specific population(s) they are serving.

**CFTC Internship Placement Organization, Process, and Requirements:**

Students continuing clinical work at the CFTC will be primarily supervised by Sharon Ramsay and will have opportunity to broaden clinical skill by continuing with CFTC clients and working with clients coming in under the new F&CS contract.

Internship students will identify additional activities relevant to the clinical interest and work of the intern. A meeting with both the course instructor and internship supervisor will be set in the first week of the semester, to develop a plan for the summer internship, including what model(s) will be the focus of supervision and development. The therapist-Intern will work at the CFTC for an equivalent of at least three days per week for a minimum of 15 weeks to accumulate as many hours as possible toward 500 DCC.

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

Student's Learning Goals: Each student will develop, in consultation with the Summer Supervisor, a set of at least three specific learning goals related to their desired focus for the summer practicum and continued consolidation of CFTC taught therapy models. The student will submit a written copy of these goals to the Course instructor and to the Summer Supervisor by **May 26, 2021**

All students will engage in whatever "independent study" is necessary to acquire additional knowledge about the specific population(s) they are serving.

**Course Organization**

Externship Course Class Meetings: All students will meet with the course instructor from 9-11:50AM (times may vary) on a pre-determined set of dates (see attached schedule). Participation in class discussions is required in order to obtain a "satisfactory" grade. Classes will be focused on sharing experiences during extern/internship; selected class topics with primary focus on preparing for professional life and CRPO Registration. Students are expected to engage with the course readings and come to class with prepared questions or thoughts to discuss.

College Registration: Students are expected to have begun preparation for Registration with the College as discussed during Registration Webinar April 13<sup>th</sup>. Additional information about the College, its operation and relevance will be discussed. Students are reminded that once graduated, they may not practice the profession without first becoming a Registered Psychotherapist Qualifying (RP Qualifying).

Capstone Reflective Interviews: Each student will complete and participate in their colleague's completion of a final Capstone Reflective Interview. This project will facilitate an integration and

consolidation of theory and practice with the student's current personal approach or style; theory of change; and competence reflection (see guidelines attached). Preparation for this assignment is Due July 14<sup>th</sup> 2021.

### **Evaluations**

Evaluation by Supervisors of Student's Performance: The Course instructor co-ordinates with the Supervisor and the student, ensuring that both the student and placement supervisor are meeting the course objectives and evaluation criteria.

The final grade is non-numeric (Satisfactory/Unsatisfactory). The Supervisor evaluates the therapist-extern's clinical skill development on the basis of weekly discussion/observation of the therapist-intern's clinical work. The Supervisor submits an evaluation to the Course instructor at the end of the term using a form provided by the CFT Program ("Externship Agency Supervisor's Evaluation of CFT Extern"). Prior to submitting the evaluation, the Supervisor meets with the student to provide feedback. A copy of the Supervisor's evaluation is provided to the student. This form is to be submitted by the student to the Course Instructor by **August 11, 2021**.

The Course instructor will evaluate the student's participation in dialogues in the class meetings in terms of their contribution to the generative learning community of all participants based on the grade (Satisfactory/Unsatisfactory) merited by student's participation.

The student's Final Project, evaluated by the Course instructor, must also be complete and deemed to be "satisfactory" (equivalent to at least a B-) in order for the student to pass this course.

The Course instructor submits a grade at the end of the semester based on: (a) the evaluation feedback from the Supervisor, (b) the successful completion of client contact and supervision hours as evidenced by submission of required documents for tracking these requirements, (c) evaluation of the extern's contributions to the generative learning community of course meetings, and (d) the Course instructor's evaluation of the Capstone.

### Evaluations by Students

- Students will have the opportunity to provide evaluative feedback on the externship experience using forms provided by the CFT Program ("Student's Evaluation of Externship Supervisor", "Student's Evaluation of Externship Agency"). These forms are to be submitted to the Course instructor by **August 11, 2021**
- Students will be asked to fill out a "Course/Instructor Evaluation" form provided by the Department of Family Relations and Applied Nutrition regarding all the activities related to their FRAN 6095 experience and the Course instructor's work.
- During the July 16 meeting students will also fill out a form ("Student's Evaluation of Externship: Expected Student Learning Outcomes") that reflects their assessment of how well the Externship course has facilitated their learning with regard the designated Program Expected Student Learning Outcomes (ESLOs) identified in the Course Learning Objectives (see pp 1-3 of this Outline).

**Appendix A**  
**Tentative class schedule and content**

<b>Date</b>	<b>Topic</b>	<b>Check in</b>	<b>readings</b>
MAY 18	Course outline What is a college (brief) Self-assessment tool	placement check	<ul style="list-style-type: none"> <li>Controlled Act Task Group Consultation Documents</li> </ul>
May 25	Registration Questions Code of ethics Controlled Acts	placement check	<ul style="list-style-type: none"> <li>Code Ethics</li> <li>Professional Practice &amp; Jurisprudence for Registered Psychotherapists</li> <li>Psychotherapy Act, 2007</li> <li>Understanding When Psychotherapy is a Controlled Act</li> </ul>
June 1	No class		
JUNE 8	Complaints Process	placement check	<ul style="list-style-type: none"> <li>Professional Misconduct Regulation</li> <li><i>Professional Practice Standards For Registered Psychotherapists</i></li> </ul>
JUNE 15	Mandatory reporting and supporting documents	placement check	<ul style="list-style-type: none"> <li>Guideline: Disclosing Information to Prevent Harm</li> <li>Guideline: Sexual Contact with Former Clients beyond Five-Years Post Termination of Care</li> <li>July 2020 Communique</li> </ul>
JUNE 22	Private practice and job opportunities	placement check	<ul style="list-style-type: none"> <li>Advertising and Self-Representation Checklist</li> </ul>
JUNE 29	No class		
July 6	No class		
JULY 13	Reflections (1, 2, 3)		
JULY 20	Reflections (4, 5, 6)		
JULY 27	Reflections (7, 8) and closing interview of Kevin		

\*See CRPO.ca – Resources.

## **Appendix B Required and Suggested Reviewing's**

Required Reviewing's are in **Yellow Highlight**, the remainder are suggested reviewing's.

### **Legislation & Governance**

#### **Acts**

[\*Regulated Health Professions Act, 1991\*](#)

[\*Psychotherapy Act, 2007\*](#)

#### **Controlled Act of Psychotherapy**

[Understanding When Psychotherapy is a Controlled Act](#)

[Controlled Act Task Group Consultation Documents](#)

#### **Regulations under the *Psychotherapy Act, 2007***

[Professional Misconduct Regulation](#)

[Quality Assurance Program Regulation](#)

[Registration Regulation](#)

#### **By-laws**

[CRPO By-laws](#)

#### **Policies**

[CRPO Policies](#)

#### **Position Statements**

[Access to Care Position Statement](#)

#### **Fees**

[CRPO Fees Overview](#)

#### **For Applicants**

##### **General Registration Documents**

[Entry-to-Practice Competency Profile for Registered Psychotherapists](#)

[Professional Practice & Jurisprudence for Registered Psychotherapists](#)

##### **Education and Training Programs**

[Framework for Reviewing and Recognizing Psychotherapy Education & Training Programs](#)

[Entry-to-Practice Competency Profile for Registered Psychotherapists](#)

#### **For Members**

##### **Registration Examination**

[Steps for Writing the CRPO Registration Examination](#)

[Entry-to-Practice Registration Examination Resource Manual](#)

##### **Guidelines**

[Guideline: Disclosing Information to Prevent Harm](#)

[Guideline: Electronic Practice](#)

[Guideline: Sexual Contact with Former Clients beyond Five-Years Post Termination of Care](#)

## **Forms**

[Public Register Update form](#)

[Direct Client Contact Confirmation form](#)

[Clinical Supervision Attestation form](#)

[Transfer from RP to RP \(Inactive\) Form](#)

[Return to Active Practice Form: RP Inactive to RP](#)

[Resignation Form](#)

[Examination Appeal Form](#)

## **Professional Practice**

[Professional Practice Standards For Registered Psychotherapists](#)

[Code of Ethics](#)

[Advertising and Self-Representation Checklist](#)

[Clinical Records Checklist](#)

[Financial Records Checklist](#)

[Quality Assurance Program](#)

[Quality Assurance Program Regulation](#)

[Informed Consent Workbook](#)

[Informed Consent Checklist](#)

## **Town Halls**

[Town Hall Q&As](#)

[Town Hall Video – Toronto](#)

## **Complaints & Discipline**

### **Filing a Complaint**

[Complaint Form](#)

### **Therapy and Counselling Fund**

[Therapy and Counselling Fund Overview](#)

[Form A: Funding for Therapy and Counselling Application](#)

[Form B: Therapist/Counsellor Information](#)

## **Rules and Regulations**

[Professional Misconduct Regulation](#)

[Discipline Committee Rules of Procedure](#)

[Fitness to Practise Committee Rules of Procedure](#)

## **Communique's**

[July 2020](#)

**Appendix C**  
**ESLO / Competencies**

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



<b>ESLO 4d.</b> Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
<b>CLINICAL APPLICATION</b>	
<b>Educational Goal 5:</b> Students will integrate theory, research, practice skills in on-going clinical work with clients seeking therapy.	
<b>ESLO 5a.</b> Students will develop beginning to intermediate level practice skills associated with featured post-modern couple and therapy approaches, including engaging clients, “assessing” presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
<b>ESLO 5b.</b> Students will integrate analysis of social context and power relations into clinical conceptualizations and will respond sensitively to the differential needs and circumstances of each client in the client system.	Supervisor and self-assessment (ESLO & AAMFT CC checklists); Capstone Project
<b>ESLO 5c.</b> Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model.	Supervisor and self-assessment (ESLO & AAMFT CC checklists); Capstone Project
<b>ESLO 5d.</b> Students will be introduced to AAMFT Core Competencies and will be able to connect their clinical practice to the Core Competencies featured in the CFT program for specific training and practice skill evaluation.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
<b>ESLO 5e.</b> Student has accumulated 500 direct contact hours, with at least 250 direct contact hours with couples and families (relational hours), and has engaged in regular weekly supervision to accumulate at least 100 hours of clinical supervision.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)
<b>ESLO 5f.</b> Students will develop, in consultation with the supervisor, specific individualized learning goals for their ongoing development in clinical practice; review and evaluate their goals.	Supervisor and self-assessment (ESLO & AAMFT CC checklists)

RATING 1.....3	AAMFT CORE COMPETENCIES		
	AAMFT CC #	Sub-domain	Competency
<b>THERAPEUTIC INTERVENTIONS</b>			
	1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.

	4.3.1	Executive	Match treatment modalities and techniques to clients' needs, goals, and values
	4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
	4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
	4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
<b>LEGAL ISSUES, ETHICS, AND STANDARDS</b>			
	5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
	5.1.3	Conceptual	Know policies and procedures of the practice setting.
	5.1.4	Conceptual	Understand the process of making an ethical decision.
	5.2.1	Perceptual	Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
	5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
	5.2.3	Perceptual	Recognize when a legal consultation is necessary.
	5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
	5.3.1	Executive	Monitor issues related to ethics, laws, regulations and professional standards.
	5.3.2	Executive	Develop and assess policies, procedures, and forms for consistency with standards of practice to protect client confidentiality and to comply with relevant laws and regulations.

	5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
	5.3.4	Executive	Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
	5.3.5	Executive	Take appropriate action when ethical and legal dilemmas emerge.
	5.3.6	Executive	Report information to appropriate authorities as required by law.
	5.3.7	Executive	Practice within defined scope of practice and competence.
	5.3.8	Executive	Obtain knowledge of advances and theory regarding effective clinical practice.
	5.3.10	Executive	Implement a personal program to maintain professional competence.
	5.4.1	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards.
	5.4.2	Evaluative	Monitor attitudes, personal well being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
	5.5.1	Professional	Maintain Clients records with timely and accurate notes.
	5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
	5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.
	5.5.4	Professional	Bill clients and third party payers in accordance with professional ethics, relevant laws and policies, and seek reimbursement only for

			covered services.
<b>RESEARCH AND PROGRAM EVALUATION</b>			
	6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
	6.2.1	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research.
	6.3.1	Executive	Read current MFT and other professional literature.
	6.3.2	Executive	Use current MFT and other research to inform clinical practice.
	6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature.
	6.3.4	Executive	Determine the effectiveness of clinical practice and techniques.
	6.4.1	Executive	Evaluate knowledge of current clinical literature and its application.