

## FRAN\*6090-IV Practicum in Couple and Family Therapy

### Course Outline

### Winter 2019

#### Course Description:

This course features supervised clinical practice in couple and family therapy. It involves regular clinical work with couples, families, and individuals. Students meet with faculty each week for up to six hours of supervision. Supervision over the semester will involve both group and individual/dyadic meetings.

The course will introduce students to the theoretical bases and practice skills associated with emotion(ally)-focused therapy (EFT). Exploration of the EFT model will be set broadly in a social constructionist paradigm and augmented to incorporate collaborative practices. Systems ideas and concepts will be thoroughly explored and utilized as a way to think about people in the context of their myriad relationships. The course builds on conceptual, assessment, and intervention skills developed in previous Practica.

#### Class Schedule and Location:

Mondays 12:30-4:20pm; CFT Centre (classroom upstairs)  
Reflecting teams 4-7pm Mar 4, 11, & 18 (room upstairs)

#### Instructor/Clinical Supervisor

Olga Smoliak, Ph.D., C. Psych, RMFT  
 Phone                      Ext. 56336  
 E-mail                      [osmoliak@uoguelph.ca](mailto:osmoliak@uoguelph.ca)  
 Office                        CFT Centre, Room 252  
 Office hours:              By appointment

#### Clinical Supervisor:

Kevin J. VanDerZwet Stafford, MSc, RP, RMFT  
 Phone                      Ext. 53423  
 E-mail                      [kstaff01@uoguelph.ca](mailto:kstaff01@uoguelph.ca)  
 Office                        CFT Centre, Room 251

#### Relevant Dates:

Centre is open for clients on January 2  
 All clients transferred by April 8  
 Last day to see clients is April 18  
 Centre is closed February 18 and 19 & April 19  
 Midterm file day is February 17  
 Final file day is April 8

#### Regular Supervision:

Kevin is available for consultation during the day (see Olga if he is not available). You are welcome to drop in or reach us via the phone or email. On ad hoc supervision days, you are welcome to sign up or drop in.

#### On-Call or Emergency Supervision (Monday – Thursday 9am-9pm; Friday 9am-4:30pm):

On-Call is to be reserved for situations that require supervision and/or consultation ‘immediately’. If it is an emergency, please use the pager numbers (or drop in/dial office extension). The supervisor (noted below) will be available to respond to calls. If not, contact the back-up supervisor.

Olga	Kevin
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Pager: (519) 651-4734 (indicate your phone extension at the CFTC when paging) Cell Phone: (519) 277-0555 (text or call) Office Phone: (519) 824-4120 (ext. 56336)	Cell Phone: (519) 767-6581 (text or call) Office Phone: (519) 824-4120 (ext. 53423)
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<i>Month</i>	<i>On-Call Supervisor</i>	<i>Back-Up Supervisor</i>
January	Kevin	Olga
February	Olga	Kevin
March	Kevin	Olga
April	Olga	Kevin

Each student is asked to bring to their first individual supervision meeting (Jan 15) all client files where there is risk (suicide, homicide, child protection, intimate partner violence, etc.).

**Learning Outcomes:**

See Appendix A

**Supervision Schedule:**

See Appendix B

**Class Schedule:**

see Appendix C

**Evaluation:**

Evaluation will be based on full participation in all course activities and the supervisors' assessments of the students' general development in the context of this practicum and professional standards of clinical practice.

*Clinical work:* Grading in FRAN 6090-IV is on a 'satisfactory/unsatisfactory' basis. At mid-term the supervisor(s) will provide feedback to each intern regarding their progress in the clinical work. If the instructor/supervisor, in consultation with the other supervisor, assesses the intern's work to be unsatisfactory in any way, action steps will be developed and documented with a copy to the intern. If the intern does not achieve an acceptable standard of clinical work by the end of the semester, an 'unsatisfactory' grade will be assigned, and the student will not advance to the externship. Review of relevant Expected Student Learning Outcomes (ESLOs), Model-Based Expected Learning Outcomes (MELOs) and designated AAMFT Core Competencies Expected Learning Outcomes (CCs) will be part of the final evaluation process (see Appendix E). The clinical supervisors (Olga and Kevin) will provide written comments and complete students' evaluation checklists at the end of the semester. Students will be asked to fill out checklists to evaluate the effectiveness of the practicum in helping them learn. All evaluation documents, including students' self-evaluations, are placed in the intern's CFT Program file. These documents may be reviewed only by CFT supervisors and by COAMFTE site visitors.

*Course work:* In addition to the clinical work, all other course requirements including projects and activities must be completed in order to obtain the 'satisfactory' grade.

**Assignments:**

<i>Activity/Assignment</i>	<i>Due Date</i>	<i>Contribution to Final Mark (%)</i>	<i>Learning Outcomes Assessed</i>
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Reflective Journals 1 & 2	Jan 21 & 28	N/a (pass/fail course)	See below & Appendix A
Session Transcripts 1-4	Feb 11, Mar 4 & 18, Apr 1	N/a	See below & Appendix A
Final Project	Mar 29 & Apr 5	N/a	See below & Appendix A
Final Self-Reflection	Apr 8	N/a	See below & Appendix A
Clinical Documentation	Ongoing	N/a	See below & Appendix A
Supervision	See Appendix B for schedule	N/a	See below & Appendix A
Reflecting Teams	Mar 4, 11, & 18	N/a	See below & Appendix A
Readings	See Appendix C for schedule	N/a	See below & Appendix A
Seminars & Experiential Activities	See Appendix C for schedule	N/a	See below & Appendix A

### 1. *Reflective Journals.*

Each student will prepare two reflective journals (1-2 pages in length). Journal 1 will focus on the topic of attachment/identity and Journal 2 will address emotions (*CourseLink* contains detailed instructions for each journal). The purpose is for students to have an opportunity to reflect on their experiences with emotions and attachment and how such experiences may influence their clinical work. The completion is mandatory but the submission to the instructor is optional. The assignment will not be marked/evaluated. ESLOs 4a, b, d; MELOs 5 & 7; CC 4.4.2

### 2. *Session Transcripts.*

Each student will create 4 verbatim transcripts of couple therapy sessions they facilitated (approximately 5 minutes each). Each transcript has to represent a different session (can be with the same clients). The transcripts should be de-identified and uploaded (Q-drive). Students are asked to (a) label each intervention/response, (b) identify intention behind using this particular intervention/response, and (c) reflect on the client's response to an intervention and possible alternative interventions (use Track Changes in Word). Each transcript will address a different stage of EFT:

*Transcript 1 (Stage 1):* empathizing with and validating each partner's experience

*Transcript 2 (Stage 2):* exploring and identifying (jointly with the couple) the negative interaction cycle and each partner's position in that cycle

*Transcript 3 (Stage 3):* accessing unacknowledged feelings and influence/attachment related needs:

Blamer – fear, sadness, or loneliness

Distancer – anxiety or anger

Dominant – shame, fear, or anger

Submitter – anger or fear

*Transcript 4 (Stage 4):* restructuring the interaction, specifically facilitating new interactional positions and emotional engagement (one partner expressing vulnerable feelings and needs and the other comforting, validating, etc.).

For EFT stages, see Greenberg and Goldman, 2008, pp. 138-140 and Johnson 2004, pp. 17-18

For case formulation, see Greenberg and Goldman, 2008, Chs. 3 & 5; Tomm 2014.

For interventions: see Elliott, 2012, pp. 114-116; Johnson, 2004, Chs. 4-8; Herrmann & Auszra, 2019

ESLOs 5a, c; MELOs 1-8; CCs 2.2.3, 2.3.1,3.3.1, 3.3.5, 4.3.8, 4.4.2, 4.5.3, 6.3.1

Evaluation rubric:

<i>Learning Outcome</i>	<i>Quantitative Evaluation</i> (1-not yet evident, 2- met expectations, 3- exceeded expectations)
Students will develop beginning to intermediate level practice skills associated with the featured post-modern couple & family approaches, including engaging clients, “assessing” presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes (ELSO 5 a)	
Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model (ESLO 5 c)	
Demonstrate the ability to apply EFT theory of functioning/distress/change to specific clients (MELO 1)	
Identify patterns of interaction or how partners’ beliefs/actions/emotions become coupled or linked circularly and recurrently (MELO2)	
Recognize “helpful” and “unhelpful” patterns of interaction (MELO3)	
Recognize different types of emotions in working with clients (MELO 5)	
Demonstrate an ability to help clients deepen emotional processing (MELO 6)	
Demonstrate understanding of emotion and attachment & dominance and their relevance to relationships (MELO 7)	
Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern (MELO 8)	
Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems (CC 2.2.3)	
Diagnose and assess client behavioural and relational health problems systemically and contextually (CC 2.3.1)	
Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (CC 3.3.1)	
Manage progression of therapy toward treatment goals (CC 3.3.5)	
Empower clients and their relational systems to establish effective relationships with each other and larger systems (CC 4.3.8)	
Evaluate ability to deliver interventions effectively (CC 4.4.2)	
Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics (CC 4.5.3)	

Read current MFT and other professional literature (CC 6.3.1)	
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### 3. *Final Project:*

Each student will present a summary of this project to cohort colleagues at the end of the term. The project is designed to contribute to enhancing your knowledge in the EFT, including the philosophical and theoretical assumptions, associated implications for the therapist's stance, and therapeutic skills. The project requires you to take an intentional and analytical stance in your work with a couple over a minimum of three (ideally four to five) sessions. It is advised that you start early (at the very beginning of the semester) and continue this assignment through the ending with the client. This will prepare you to pull together a final 45-minute presentation to your cohort colleagues. Final presentation should address the application of the EFT to a specific client case (e.g., case conceptualization, interventions used) and your development as a therapist. The Course Project Form (Appendix D, CourseLink) can be used as a guideline for structuring the presentation. As a part of the presentation you will be asked to present two short segments of therapy (max 5 mins each) that show (a) you helping a client access unacknowledged primary emotions, and (b) your work with an interactional cycle – identifying or transforming it with clients. The last 10 minutes of the presentation should be dedicated to discussion (other students' reflections and comments). Students can count the last two classes as 7 hours of group supervision. ESLOs 1a-b, 4a-d, 5a, 5c; MELOs 1-10, CCs 2.2.3, 2.3.1, 3.3.1, 4.4.1, 4.5.3

Evaluation rubric:

<i>Learning Outcome</i>	<i>Quantitative Evaluation (1-not yet evident, 2-met expectations, 3-exceeded expectations)</i>
Students will critique and compare selected CFT approaches and their applications (i.e., application of EFT to diverse clients (ESLO 1a)	
Students will articulate the theoretical basis and practice implications of their preferred approach to CFT (ESLO 1c)	
Students will critically analyze how their social location, values and beliefs shape their professional identity. (ESLO 4a)	
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 one's own participation in these processes. (ESLO 4b)	
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. (ESLO 4c)	
Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients. (ESLO 4d)	
Students will develop beginning to intermediate level practice skills associated with the featured post-modern couple and family therapy approaches, including engaging clients, "assessing" presenting concerns, setting therapeutic goals, and collaborating with clients to create desired changes. (ESLO 5a)	

Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model. (ESLO 5c)	
Demonstrate the ability to apply EFT theory of functioning/distress/change to specific clients (MELO 1)	
Identify patterns of interaction or how partners’ beliefs/actions/emotions become coupled or linked circularly and recurrently (MELO2)	
Recognize “helpful” and “unhelpful” patterns of interaction (MELO3)	
Demonstrate the ability to facilitate shifts in families from unhelpful to more helpful ways of being and relating (MELO 4)	
Recognize different types of emotions in working with clients (MELO 5)	
Demonstrate an ability to help clients deepen emotional processing (MELO 6)	
Demonstrate understanding of emotion and attachment & dominance and their relevance to relationships (MELO 7)	
Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern (MELO 8)	
Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems. (CC 2.2.3)	
Diagnose and assess client behavioural and relational health problems systemically and contextually (CC 2.3.1)	
Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (CC 3.3.1)	
Students evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan (CC 4.4.1)	
Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics (CC 4.5.3)	
Qualitative comments:	

#### 4. *Final Self-Reflection:*

Each student is asked to submit a one-page written evaluation of their progress at the end of the term, reflecting on their achievement of learning goals developed in the beginning of the course. Students are asked to submit a signed hard copy to the instructor. ESLOs 1c, 3d, 5f

#### 5. *Clinical Documentation:*

Students are expected to follow all procedures articulated in the CFT Centre Operations & Procedures Manual. Since we will be closing all client files for this cohort by the end of the semester, it is important to gradually close files and prepare final reports to avoid a rush in the last weeks of the semester. Plan to end with clients over the course of the semester and complete file closings in a timely fashion. For some clients it will make sense to write the final report prior to the final session and share it with the clients at the last meeting. Students will not be able to take on new client files until their documentation is up-to-date, as determined by the CSC. ESLO 3c, CC 5.5.1

#### 6. *Supervision:*

Participation in supervision with both AAMFT approved supervisors is required (see Appendix B for supervision schedule). Therapist-interns are expected to bring a Family Map, prepare a section(s) of a video-taped therapy session for review, and articulate a particular focus for the clinical discussion. The

supervisor may at any time request to view, in part or whole, other sections of videotape for any client with which the therapist-intern is working. During the course of the semester each open client file is to be reviewed at least once, in supervision, with videotaped segments of a session. ESLOs 1a & c, 3 c & d, 4a-d, 5a, c, d, f; MELOs 1-10; CCs all.

### 7. *Reflecting Teams:*

Reflecting Teams will normally take place on Monday evenings (Mar 4, 11, & 18, 4-7pm). All therapist-interns are expected to attend all team sessions. The format of reflecting teams will be based on Tom Andersen's work (see Andersen 1987; Paré, 1999). Students can count reflecting team times as 1 hour of relational work and 1.5 hours of group supervision. ESLOs 4b-d, 5a & c; MELOs 1-10, CCs 2.2.3, 2.3.1

### 8. *Readings:*

See this course outline for the list of readings and Appendix C for due dates. ESLOs 1a, 4b-d, 5a & c; MELOs 1-10, CCs 2.2.3, 2.3.1

### 9. *Seminars & Experiential Activities:*

The course is seminar-based (see Appendix C), with each seminar focusing on a specific topic. Seminars will involve didactic presentation of the material, class discussions, and experiential activities designed to enhance students' practical skills in a specific area (further details on specific activities will be provided). ESLOs 1a, 4b-d, 5a & c; MELOs 1-10,

### ***Other Course Requirements:***

1. *Therapy with clients.* Each student is expected to work as a therapist-intern with couples, families, and individuals seeking therapy at the CFT Centre.
  - All therapy sessions will be digitally-recorded (video + audio) with client consent (audio-taping is acceptable in rare cases).
  - Each intern will need to manage their caseload to ensure they meet, but do not exceed, the program requirements (see CFT Centre Policies and Procedures Manual for the target number of hours for this semester).
  - Practicum IV includes 12 weeks of client work. During this time interns must meet the program requirement of completing between approximately 80 - 90 client contact hours (7-8 hrs/week). Interns are encouraged to utilize co-therapy and reflecting teamwork as appropriate ways to help meet the requirements for accumulation of therapy hours.
2. *Participation and Absences.* The learning and professional development of all course participants is dependent upon active and constructive engagement of everyone in weekly seminar/practice activities, scheduled supervision/consultation, and teamwork. This Practicum course is distinctive from academic courses given that the content relates specifically to providing 'best practice' services to clients. Therefore, in-person participation is important.
3. *Between-Supervisors Consultation.* Clinical supervisors for Practicum IV consult with other members of the CFT Program Clinical Training Team (includes all clinical supervisors, the Director of Clinical Training, and the Client Services Coordinator) regarding both clinical situations and supervision issues as these arise during the semester. Clinical supervisors meet regularly (twice a month) throughout the semester.
4. *Ad Hoc Supervision & Emergency/Crisis Supervision.* Extra supervision may be arranged with a clinical supervisor in order to provide for the best interests of client(s) and to facilitate the achievement of therapist-intern goals for the practicum. In crisis or emergency situations, supervision is available as necessary. In the event that neither Olga nor Kevin is available, please contact Ruth Neustifter, the CFT Academic Program Director.

5. *Disclosure of Personal Information.* Professional development in the CFT field is often enhanced by the exploration of the personal and professional interface. Students are encouraged to thoroughly explore this interface generally and in specific instances where their personal history/experience closely parallels the course subject matter and/or client situation. Generally, a student should only reveal as little or as much information as he/she/they is/are comfortable sharing with the supervisors. The evaluation of student performance in this course is not dependent on student disclosure of personal information. Aspects of assignments in this course require each student to consider how the professional material intersects with personal values, beliefs, and experiences. Every effort has been made to minimize the requirement for the student to disclose personal information in assignments. Nonetheless, each student has the option to discuss alternative assignments with the course instructor.

**Required Readings:**

*Primary reading* (University book store):

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection* (2nd ed.). New York: Bruner-Routledge.

*Other readings* (available on CourseLink):

Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428.

Denton, W. H. (2008) Conducting an initial session in emotion focused therapy for couples: Suggestions for beginning EFT therapists. *Journal of Couple & Relationship Therapy*, 7(2), 113-135.

Elliott, R. (2012). Emotion-focused therapy. In P. Sanders (Ed.), *The tribes of the person-centred nation* (pp. 103-130). PCCS Books, Ross-on-Wye.

Greenberg, L. S., & Goldman, R. N. (2008). Introduction. In *Emotion-focused couples therapy: The dynamics of emotion, love, and power* (Ch. 1, pp. 1-15). Washington, DC: American Psychological Association.

Greenberg, L. S., & Goldman, R. N. (2008). Affect regulation. In *Emotion-focused couples therapy: The dynamics of emotion, love, and power* (Ch. 3, pp. 1-15). Washington, DC: American Psychological Association.

Greenberg, L. S., & Goldman, R. N. (2008). Interaction. In *Emotion-focused couples therapy: The dynamics of emotion, love, and power* (Ch. 5, pp. 1-15). Washington, DC: American Psychological Association.

Greenberg, L. S., & Goldman, R. N. (2008). Intervention framework. In *Emotion-focused couples therapy: The dynamics of emotion, love, and power* (Ch. 7, pp. 1-15). Washington, DC: American Psychological Association.

Herrmann, I. R., & Auszra, L. (2019). Facilitating optimal emotional processing. In L. S. Greenberg & R. N. Goldman (Eds.), *Clinical handbook of emotion-focused therapy* (pp. 193-216). Washington, DC: American Psychological Association.

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* (pp. 13–35). New York: Routledge.

Sutherland, O., LaMarre, A., Rice, C., Hardt, L. & Jeffery, N. (2016). Gendered patterns of interaction: A Foucauldian discourse analysis of couple therapy. *Contemporary Family Therapy*, 38, 385–399.

### **University Policies:**

#### *Academic Consideration:*

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures [Grounds for Academic Consideration](#)

#### *Academic Misconduct:*

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. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

#### *Accessibility:*

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@uoguelph.ca) or the [Student Accessibility Services Website](#)

#### *Drop date:*

The last date to drop one-semester courses, without academic penalty, is Mar 10, 2017. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Appendix B  
Supervision Schedule

DATE	TIME	KEVIN	OLGA
January 10			
		<b>AD HOC</b>	
January 15			10-10:45 Dia 10:45-11:30 Justin 11:30-12:15 Kaleigh 12:15-1 Kevin 1-1:45 Catherine 1:45-2:30 Zohreh 2:30-3:15 Melissa 3:15-4 Kwaku
January 17			
	10:00-11:30	Catherine & Melissa	Dia & Justin
	11:30-1:00	Zohreh & Kevin	Kaleigh & Kwaku
January 24			
	10:00-11:30	Dia & Justin	Catherine & Melissa
	11:30-1:00	Kaleigh & Kwaku	Zohreh & Kevin
January 31			
<b>NOTE TIME</b>	<b>9:00-10:30</b>	<b>Catherine &amp; Melissa**</b>	10-11:30 Dia & Justin
<b>CHANGE</b>	<b>10:30-12:00</b>	<b>Zohreh &amp; Kevin**</b>	11:30-1:00 Kaleigh & Kwaku
February 7			
	10:00-11:30	Dia & Justin	Catherine & Melissa
	11:30-1:00	Kaleigh & Kwaku	Zohreh & Kevin
February 5-25			
			<b>LIVE SUPERVISION</b> (sign up in google doc)
February 14			
	<b>CFT Interviews</b> <b>AD HOC (sign up in google doc for supervision with Olga)</b>		
February 21			
	<b>AD HOC – Kevin Away on the Thursday</b>		
February 28			
	10:00-12:00	<b>AD HOC</b>	GROUP with Olga
March 7			
		<b>AD HOC</b>	<i>Midterm Dialogues</i> 10-10:45 Dia 10:45-11:30 Justin

			12:15-1 Kevin 1:45-2:30 Zohreh 2:30-3:15 Melissa 3:15-4 Kwaku 2:30 (Mar 4) Kaleigh 3:15 (Mar 4) Catherine
March 14			
	10:00-11:30	Catherine & Melissa	Dia & Justin
	11:30-1:00	Zohreh & Kevin	Kaleigh & Kwaku
March 21			
	10:00-11:30	Dia & Justin	Catherine & Melissa
	11:30-1:00	Kaleigh & Kwaku	Zohreh & Kevin
March 28			
	10:00-11:30	Catherine & Melissa	Dia & Justin
	11:30-1:00	Zohreh & Kevin	Kaleigh & Kwaku
April 4			
	10:00-11:30	Dia & Justin	Catherine & Melissa
	11:30-1:00	Kaleigh & Kwaku	Zohreh & Kevin
April 11			
		<b>AD HOC</b>	<i>Final Dialogues</i> 10-10:45 Dia 10:45-11:30 Justin 11:30-12:15 Kaleigh 12:15-1 Kevin 1-1:45 Catherine 1:45-2:30 Zohreh 2:30-3:15 Melissa 3:15-4 Kwaku
April 18			AD HOC

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## Appendix C

**Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Jan 14	<i>Course Overview Overview of EFT Empathy &amp; Alliance Formation</i>	Elliott 2012 Greenberg & Goldman 2008 (Ch. 1) Johnson 2004 (Chs. 1 & 2)	
21	<i>Theory of Functioning &amp; Practice: Emotion</i>	Greenberg & Goldman 2008 (Ch. 3) Denton 2008	Reflective Journal 1 (Affiliation/Identity)
28	<i>Theory of Functioning &amp; Practice: Interaction</i>	Tomm 2014 Sutherland et al. 2016 Greenberg & Goldman 2008 (Ch. 5)	Reflective Journal 2 (Emotion)
Feb 4	<i>Stages, Tasks, &amp; Interventions</i>	Johnson 2004 (Ch. 4) Greenberg & Goldman (Ch. 7)	
11	<i>Negative Cycle De- Escalation</i>	Johnson 2004 (Chs. 5 & 6)	Transcript 1 (Stage 1)
18	<b>No Class (Winter Break)</b>		
25	<i>Restructuring the Negative Interaction and the Self</i>	Johnson 2004 (Chs. 7 & 8)	
Mar 4	Class (2-4pm) – moved from Jan 7 <i>Consolidation and Integration Emotion-Focused Family Therapy</i> Reflecting Team (4-7pm)	Johnson 2004 (Chs. 9 & 11)	Transcript 2 (Stage 2)
11	Reflecting Team (4-7pm)	Andersen 1987 Pare 1999	
18	Reflecting Team (4-7pm)		Transcript 3 (Stage 3)
25	Final Projects		
Apr 1	Final Projects (last class)		Transcript 4 (Stage 4)
Apr 8			Final Self-Reflection

See *CourseLink* for other Appendices:

Appendix A – Student Learning Outcomes

Appendix D – Final Project Form

Appendix E – Evaluation of Practicum & Student Learning (Checklists)