



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6090-IV Practicum in Couple and Family Therapy Course Outline Winter 2020

TERRITORIAL 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 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:

Tuesdays 12:30-3:50pm; CFT Centre (classroom upstairs)

Instructor/Clinical Supervisor

Olga Smoliak, Ph.D., C. Psych, RMFT

Phone	Ext. 56336
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Office	CFT Centre, Room 252
Office hours:	By appointment

Clinical Supervisors:

Emma Turner, MSc, RP, RMFT

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Kevin J. VanDerZwet Stafford, MSc, RP, RMFT
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E-mail kstaff01@uoguelph.ca
Office CFT Centre, Room 251

Relevant Dates:

Centre is open for clients on January 6
Centre is closed February 17 and 21 & April 10
Centre is closed for semester break April 16
Midterm file day is February 27
Final file day is April 14
All files CLOSED and submitted to CSC by April 6

Regular Supervision:

Kevin is available for consultation during the day (see Emma and 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. On-Call schedule will be sent by Kevin via email.

Learning Outcomes:

See Appendix A

Supervision Schedule:

Will be sent by Emma/Kevin

Class Schedule:

see Appendix B

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 supervisors (Kevin and Emma) will provide feedback to each intern regarding their progress in the clinical work. If the supervisors assess 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. The clinical supervisors (Emma 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>
Reflective Journals 1 & 2	Jan 21 & Feb 11	N/a (pass/fail course)	See below & Appendix A
Final Project	Mar 17, 24, & 31	N/a	See below & Appendix A
Reflecting Teams	Mar 3 & 10	N/a	See below & Appendix A
Final Self-Reflection	Mar 31	N/a	See below & Appendix A
Clinical Documentation	Ongoing	N/a	See below & Appendix A
Readings	See below	N/a	See below & Appendix A
Seminars & Experiential Activities	See Appendix B 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 address emotions and Journal 2 will focus on the topic of attachment/identity (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. 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 60-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 Final Project Questions (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 15 minutes of the presentation should be dedicated to discussion (other students'

reflections and comments). Students can count the last three classes as 8 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:	

3. *Final Self-Reflection:*

Each student is asked to submit (via email) 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. ESLOs 1c, 3d, 5f

4. *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. *Students will not be able to start the externship unless all documentation is completed, as determined by the CSC.* ESLO 3c, CC 5.5.1

5. *Supervision:*

Participation in supervision with both AAMFT approved supervisors is required. 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.

6. *Reflecting Teams:*

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

7. Readings:

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

8. Seminars & Experiential Activities:

The course is seminar-based (see Appendix B), 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 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 clinical supervisors 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.
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 bookstore):

Johnson, S. M. (2019). *The practice of emotionally focused couple therapy: Creating connection* (3rd 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.

COURSE POLICIES

E-mail Communication:

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and students. Discussion boards have also been set up within CourseLink to communicate with classmates and ask questions of Professor Neufeld that may be more commonly shared by the class.

When You Cannot Meet a Course Requirement:

All assignments are to be submitted via Courselink Dropbox. Late assignments are accepted up to 5 days past the due date with a 10% penalty of the total marks per day late. After 5 days assignments will not be accepted unless compassionate or extenuating circumstances are brought to my attention. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please let me know as soon as possible by email. See the graduate calendar for information on regulations and procedures for Academic Consideration:

<https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/>

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 Student Accessibility Services as soon as possible. Any students who need course adaptations or accommodations should also come and speak with me as early as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website:

<https://www.uoguelph.ca/csd/>

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.

Plagiarism is a combination of stealing and lying about it afterwards. It means using others' work and misrepresenting that work as your own without giving the author credit. An extreme example would be copying or purchasing an entire paper and submitting it as your own. Less extreme would be submitting a paper you have written for credit in another course without prior permission from your instructor. Another, more common example, would be copying another author's phrases, sentences, ideas, or arguments without citing the source.

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. Academic Misconduct Policy is detailed in the Graduate Calendar (https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/genreg/sec_d0e2645.shtml).

Non-academic Misconduct:

Students have a responsibility to act in a fair and reasonable manner in their interactions with their peers, instructor and in their use of campus property. The intent of this policy (<https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/c14-strightsrespon.shtml>) is to encourage appropriate student conduct and to identify and regulate student non-academic misconduct that jeopardizes the essential values of any academic community: mutual respect, dignity and civility. Particularly, the use of non-learning equipment in the classroom, i.e., cell phones, texting equipment, is not allowed.

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.

Drop date:

The last date to drop one-semester courses, without academic penalty, is Apr 3, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Resources:

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations that apply to graduate programs:

<https://www.uoguelph.ca/registrar/calendars/graduate/current>

Appendix A
Student Learning Outcomes

Educational Goals & Expected Student Learning Outcomes (ESLO)

Learning Outcome	Method of Achievement	Method of Assessment
ESLO 1 a. Students will critique and compare selected CFT approaches and their applications.	<ul style="list-style-type: none"> • Seminars (acquiring knowledge in theoretical foundations of systemic practice) • Labs 1 & 2 • Final Project • Supervision discussions • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • Final Project • ELSOs checklist
ESLO 1 c. Students will articulate the theoretical basis and practice implications of their preferred approach to couple & family therapy, including an examination of the congruency with the underlying values and assumptions of the approach and their personal professional positioning.	<ul style="list-style-type: none"> • Final Project • Supervision discussions • Ongoing client work • Reflective journals • Self-reflection 	<ul style="list-style-type: none"> • Supervision discussions & feedback • Final Project • ELSOs checklist
ESLO 3 c. Students will consistently demonstrate “best practices” professional skills as outlined in the CFT Centre Operations & Procedures Manual.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Meetings with the CSC to discuss record-keeping 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist
ESLO 3 d. 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	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Self-evaluation 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist

personal/professional learning goals, and self-evaluation of professional development.		
ESLO 4 a. Students will critically analyze how their social location, values and beliefs shape their professional identity.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final Project • Reflective journals 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist • Final Project
ESLO 4 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 one's own participation in these processes.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final Project • Reflecting teams • Readings 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist • Final Project
ESLO 4 c. 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.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final Project • Reflecting teams • Readings 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist • Final Project
ESLO 4 d. Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final Project • Reflecting teams • Readings 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist • Final Project
ESLO 5 a. 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.	<ul style="list-style-type: none"> • All Seminars & Labs • Supervision discussions • Ongoing client work • Final Project • Readings • Reflecting teams 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist • Final Project

ESLO 5 c. Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model.	<ul style="list-style-type: none"> • Supervision discussions • Reflecting teams • Final Project • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ESLOs checklist • Final Project
ESLO 5 d. Students will be introduced to the 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.	<ul style="list-style-type: none"> • Week 1 • Supervision discussions 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist
ESLO 5e. Students will complete 500 hours of direct clinical practice with clients, with at least 250 hours with family and/or couple clients. Students will complete at least 150 hours of clinical supervision over five practica (four on-campus practica plus the Externship).	<ul style="list-style-type: none"> • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist
ESLO 5f. Students will set individual “learning goals” for advancing their clinical practice in each of the five training semesters (four on-campus practica plus the Externship).	<ul style="list-style-type: none"> • Supervision discussions • Self-reflection 	<ul style="list-style-type: none"> • Supervision discussions & feedback • ELSOs checklist

Model-Specific (EFT-Related) Expected Learning Outcomes (MELOs)

Systemic	Method of Achievement	Method of Assessment
Demonstrate the ability to apply EFT theory of functioning/distress/change to specific clients (MELO 1)	<ul style="list-style-type: none"> • All Seminars & Labs • Lab 1 • Supervision discussions • Reflecting teams • Final Project • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final Project

Identify patterns of interaction or how partners' beliefs/actions/emotions become coupled or linked circularly and recurrently (MELO2)	<ul style="list-style-type: none"> • All seminars & Labs • Supervision discussions • Reflecting teams • Final Project • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final Project
Recognize “helpful” and “unhelpful” patterns of interaction (MELO3)	<ul style="list-style-type: none"> • All seminars & Labs • Lab 1 • Supervision discussions • Reflecting teams • Final Project • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final project
Demonstrate the ability to facilitate shifts in families from unhelpful to more helpful ways of being and relating (MELO 4)	<ul style="list-style-type: none"> • Seminars & Labs cycles and restructuring interaction • Supervision discussions • Reflecting teams • Readings • Ongoing client work • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final Project
Recognize different types of emotions in working with clients (MELO 5)	<ul style="list-style-type: none"> • Seminars & Labs on emotion • Supervision discussions • Readings • Ongoing client work • Reflecting teams • Final Project • Reflective journal 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final Project
Demonstrate an ability to help clients deepen emotional processing (MELO 6)	<ul style="list-style-type: none"> • Seminars & Labs on emotions • Supervision discussions • Readings • Ongoing client work • Reflecting teams • Reflective journal • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklist • Final Project

Demonstrate understanding of emotion and attachment/identity and their relevance to relationships (MELO 7)	<ul style="list-style-type: none"> • Seminars & Labs on attachment • Supervision discussions • Readings • Ongoing client work • Reflecting teams • Reflective journal • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklists • Final Project
Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern (MELO 8)	<ul style="list-style-type: none"> • Seminars & Labs on attachment • Supervision discussions • Readings • Ongoing client work • Reflecting teams • Reflective journal • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • MELOs checklists • Final Project

AAMFT Core Competencies (CCs)

AAMFT Competency Number	Sub-domain	Competency	Method of Achievement	Method of Assessment
Admission to Treatment				
1.3.8	Executive	Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care and payers.	<ul style="list-style-type: none"> • Ongoing client work • Supervision discussions 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
Clinical Assessment & Diagnosis				
2.2.3	Perceptual	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.	<ul style="list-style-type: none"> • Seminars & Labs on cycles • Supervision discussions • Reflecting teams • Final Project • Readings 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist • Final Project

			<ul style="list-style-type: none"> • Ongoing client work 	
2.2.4	Perceptual	Consider the influence of treatment on extra-therapeutic relationships.	<ul style="list-style-type: none"> • Ongoing client work • Supervision discussions 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
2.2.5	Perceptual	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.	<ul style="list-style-type: none"> • Ongoing client work • Supervision discussions 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
2.3.1	Executive	Diagnose and assess client behavioural and relational health problems systemically and contextually.	<ul style="list-style-type: none"> • Seminars & Labs on cycles • Supervision discussions • Reflecting teams • Final Project • Readings • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist • Final Project
2.5.1 *	Professional	Utilize consultation and supervision effectively.	<ul style="list-style-type: none"> • Supervision discussions 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
Treatment Planning and Case Management				
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist • Final Project
3.4.3 *	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
3.3.5	Executive	Manage progression of therapy toward treatment goals.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
3.3.6	Executive	Manage risks, crises, and emergencies.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
3.3.9	Executive	Develop termination and aftercare plans.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback

				<ul style="list-style-type: none"> • CCs checklist
Therapeutic Interventions				
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.3.1	Executive	Match treatment modalities and techniques to clients' needs, goals, and values.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.3.12 *	Executive	Integrate supervision communication into treatment.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
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.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Final project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist • Infographic • Final Project
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist

4.5.3	Professional	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.	<ul style="list-style-type: none"> • Supervision discussions • Final Project 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist • Final Project
Legal Issues, Ethics, and Standards				
5.3.5 *	Executive	Take appropriate action when ethical and legal dilemmas emerge.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
5.3.6 *	Executive	Report information to appropriate authorities as required by law.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
5.3.7	Executive	Practice within defined scope of practice and competence.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
5.5.1 *	Professional	Maintain client records with timely and accurate notes.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work • Meetings with the CSC 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
5.5.2 *	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist
Research and Program Evaluation				
6.3.4	Executive	Determine the effectiveness of clinical practice and techniques.	<ul style="list-style-type: none"> • Supervision discussions • Ongoing client work 	<ul style="list-style-type: none"> • Supervision discussions & feedback • CCs checklist

Appendix B

Class Schedule

Date	Topic	Readings	Assignments
Jan 7	<i>Course Overview</i>		
14	<i>Overview of EFT</i>	Johnson 2019 (Chs. 1-2)	
21	<i>Theory of Functioning & Practice: Emotion</i>	Greenberg & Goldman 2008 (Chs. 1 & 3) Denton 2008 Elliott 2012	Reflective Journal 1 (Emotion)
28	<i>Theory of Functioning & Practice: Interaction</i>	Johnson 2019 (Ch. 3) Tomm 2014 Sutherland et al., 2016 Greenberg & Goldman 2008 (Ch. 5)	
Feb 4	<i>Stages, Tasks, & Interventions</i>	Johnson 2019 (Ch. 4-6) Greenberg & Goldman 2008 (Ch. 7)	
11	<i>Negative Cycle De-Escalation</i>	Johnson 2019 (Ch. 7)	Reflective Journal 2 (Identity)
18	No Class (Winter Break)		
25	<i>Restructuring the Negative Interaction and the Self Consolidation and Integration</i>	Johnson 2019 (Chs. 8-12)	
Mar 3	Reflecting Team	Andersen 1987 Pare 1999	
10	Reflecting Team	Johnson 2019 (Ch. 13)	
17	Final Projects		Final Projects (<i>Victoria, Heather, Tim</i>)
24	Final Projects		Final Projects (<i>Tehreem, Nicholas, Julia</i>)
31	Final Projects		Final Projects (<i>Teresa</i>) Final Self-Reflection