



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 – W21

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.

1. GRADUATE CALENDAR DESCRIPTION

The 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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture)
Pre-Requisite(s):	Practicum III completion
Co-Requisites(s):	None
Restriction(s):	Available only to students in the Couple and Family Therapy program

2. COURSE DESCRIPTION

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.

3. TIMETABLE

Lecture: Mondays, 12:30-3:30pm
Location: Virtual classroom (Zoom)

Relevant Dates:

Centre is open for clients on January 5

Centre is closed Feb 15 and 16

Centre is closed for semester break April 22 (reopens May 10th)

Midterm file day is February 22

Final file day is April 20

To begin externship all files need to be closed and all centre work completed no later than April 20th

4. INSTRUCTIONAL SUPPORT

Course Instructor: Olga Smoliak, Ph.D., C. Psych, RMFT

Email: smoliak@uoguelph.ca

Office Hours: by appointment

Clinical Supervisor: Emma Turner, MSc, RP, RMFT

Email: eturne02@uoguelph.ca

Office Hours: by appointment

Clinical Supervisor: Kevin J. VanDerZwet Stafford, MSc, RP, RMFT

Email: staff01@uoguelph.ca

Office Hours: by appointment

5. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Articulate EFT theory of functioning/distress/change and demonstrate the ability to apply it to specific clients.
2. Recognize different types of emotions and emotional processes in working with clients.
3. Demonstrate an ability to help clients expand and deepen emotional awareness and processing.
4. Identify patterns of interaction or how partners' beliefs/actions/emotions become coupled or linked circularly and recurrently.
5. Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern.

6. Demonstrate the ability to facilitate shifts in couples from less helpful to more helpful ways of being and relating.
7. Apply EFT in ways sensitive to issues of power and socio-cultural diversity.

6. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Date	Topics	Assigned Readings (to be read in Jan-Feb)
Jan 11	Course Overview History and Overview of EFT	Required: Johnson 2020 (Chs. 1-10) Optional: See Section 7
18	Emotion	
25	Interaction	
Feb 1	Lab: Applying EFT	
Feb 8	Restructuring Interaction	
15	No Class (Winter Break)	
22	Transforming Emotion (<i>each student gives the instructor access to one session of their couple work to be reviewed in Labs 2 and 3</i>)	
Mar 1	Lab: Applying EFT	
Mar 8	Postmodernism and EFT	
15	Lab: Applying EFT	
22	Final Projects	Monika, Rachel, Magdalena
29	Final Projects	Cara, Leslie, Michelle
Apr 5	Final Projects	Ariana, Caitlin

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

7. LEARNING RESOURCES

Required Resource (University bookstore):

Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). New York: Bruner-Routledge.

Optional Resources (University library; recommended EFT books are bolded; yellow highlighting indicates readings accessible through Courselink/Readings):

- Allan, R., & Johnson, S. M. (2017). Conceptual and application issues: Emotionally focused therapy with gay male couples. *Journal of Couple & Relationship Therapy, 16*(4), 286-305.
- 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., Watson, J., Goldman, R., & Greenberg, L. (2004). ***Learning emotion-focused therapy: The process-experiential approach to change***. Washington, DC: American Psychological Association.
- Goldman, R., & Greenberg, L. (2015). ***Case formulation in emotion-focused therapy: Co-creating clinical maps for change (especially Chs. 4-6)***. Washington, DC: American Psychological Association.
- Greenberg, L. (2015). ***Emotion-focused therapy: Coaching clients to work through their feelings (2nd ed.) (especially Chs. 6-9)***. Washington, DC: American Psychological Association.
- Greenberg, L. S., & Goldman, R. N. (2008). ***Emotion-focused couples therapy: The dynamics of emotion, love, and power (especially Chs. 5 & 7)***. Washington, DC: American Psychological Association.
- Greenman, P. S., Young, M. Y., & Johnson, S. M. (2009). *Emotionally focused couple therapy with intercultural couples*. In M. Rastogi & V. Thomas (Eds.), *Multicultural couple therapy* (p. 143–165). London: Sage.
- Hardtke, K. K., Armstrong, M. S., & Johnson, S. (2010). Emotionally focused couple therapy: A full-treatment model well-suited to the specific needs of lesbian couples. *Journal of Couple & Relationship Therapy, 9*(4), 312-326.
- Kramer, U., & Elliott, R. (2019). Ethical considerations in emotion-focused therapy. In M. Trachsel et al. (Eds.), *The Oxford Handbook of Psychotherapy Ethics* (pp. 1-15). Oxford: Oxford University Press.
- Levitt, H. M., Whelton, W. J., & Iwakabe, S. (2019). Integrating feminist-multicultural perspectives into emotion-focused therapy. In L. S. Greenberg & R. N. Goldman (Eds.), ***Clinical handbook of emotion-focused therapy*** (p. 425–444). Washington, DC: American Psychological Association.
- Liu, T., & Wittenborn, A. (2011) Emotionally focused therapy with culturally diverse couples. In J. L. Furrow, S. M. Johnson, & B. A. Bradley (Eds.), ***The emotionally focused casebook: New directions in treating couples*** (pp. 295-315). New York: Routledge.
- Nightingale, M., Awosan, C. I., & Stavrianopoulos, K. (2019). Emotionally focused therapy: A culturally sensitive approach for African American heterosexual couples. *Journal of Family Psychotherapy, 30*(3), 221-244.

- Seponski, D. M. (2016). A feminist-informed integration of emotionally focused and solution-focused therapies. *Journal of Family Psychotherapy*, 27(4), 221-242.
- 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.
- 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.
- Zuccarini, D., & Karos, L. E. I. G. H. (2011). Emotionally focused therapy for gay and lesbian couples: Strong identities, strong bonds. In J. L. Furrow, S. M. Johnson, & B. A. Bradley (Eds.), *The emotionally focused casebook: New directions in treating couples* (pp. 317-342). New York: Routledge.
- Vatcher, C. A., & Bogo, M. (2001). The feminist/emotionally focused therapy practice model: An integrated approach for couple therapy. *Journal of Marital and Family Therapy*, 27(1), 69-83.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Session analysis 1	1, 2, 4, 7	Jan 25	N/a*
Session analysis 2	1-7	Feb 8	N/a
Session analysis 3	1, 2, 4, 7	Mar 1	N/a
Session analysis 4	1-7	Mar 15	N/a
Final project	1-7	Mar 22, 29 or Apr 5	N/a
Readings	1-7	See section 6	N/a
Lectures and Labs	1-7	See section 6	N/a
Final self-evaluation	N/a	Apr 5	N/a
Clinical documentation	N/a	N/a	N/a
Clinical supervision	1-7	N/a	N/a
Clinical work	1-7	N/a	N/a

*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 (see Courselink/Assignments/Supervisors' Evaluation of Student Learning) at the end of the term. All evaluation documents, including students' final 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. In addition to the clinical work, all other course requirements must be completed in order to obtain the 'satisfactory' grade.

Session Analyses:

The purpose of this assignment is to help students develop perceptual, conceptual, and practical skills using EFT, with the focus on practical skills. Each student will review 4 recorded sessions of couple therapy. The student will complete the Session Analysis Form for each reviewed session (found under Courselink/Assignments) and submit it to the instructor using the Q-Drive (Practicum IV folder) by the due date. Qualitative feedback will be provided to students (no grading rubric will be used). ESLOs 1c, 4a-d, 5a-c; MELOs 1-8, CCs 2.2.3, 2.2.4., 2.2.5., 2.3.1, 3.3.1, 3.3.5., 3.3.6, 4.2.1., 4.3.1., 4.3.8., 4.3.10, 4.4.1, 4.4.2, 4.5.3.

Session Analysis #	Therapist	Location of Recording
1	Greenberg (2011)	https://psyctherapy-apa-org.subzero.lib.uoguelph.ca/Title/777700151-001
2	Student	Microsoft Teams
3	Johnson (2013)	https://psyctherapy-apa-org.subzero.lib.uoguelph.ca/Title/777700447-001
4	Student	Microsoft Teams

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 students' knowledge of EFT, including the philosophical and theoretical assumptions, associated implications for the therapist's stance, and therapeutic skills. The project requires students to take an intentional and analytical stance in their work with a couple over a minimum of three (ideally four to five) sessions. It is advised that students start early (at the very beginning of the term) and continue this assignment through the ending with the client. This will prepare students to develop a final 45-minute presentation at the end of the term. Final presentation should address the application of the EFT to a specific client case (e.g., case

conceptualization, interventions used) and the student's development as a therapist. Students can (but are not required) to use The Final Project Questions form (CourseLink/Assignments) in developing the presentation. Students are asked to present two short segments of therapy (max 5 mins each) that show (a) helping a client access unacknowledged primary emotions, and (b) 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 three classes as 9 hours of group supervision. Qualitative feedback will be provided to students (no grading rubric will be used). ESLOs 1a, 1c, 4a-d, 5a-c; MELOs 1-8, CCs 2.2.3, 2.2.4., 2.2.5., 2.3.1, 3.3.1, 3.3.5., 3.3.6, 4.2.1., 4.3.1., 4.3.8., 4.3.10, 4.4.1, 4.4.2.

Readings:

See Section 7 for the list of readings. ESLOs 1a, 4b-d, 5a & c; MELOs 1-8, CCs 2.2.3, 2.3.1, 6. 1.1, 6.3.1, 6.3.3.

Lectures and Labs:

The course is seminar-based, with each seminar/lecture focusing on a specific topic. Seminars will involve didactic presentation of the material, class discussions, and experiential activities designed to enhance students' skills in a specific area. Labs will provide students with further opportunities to enhance their clinical skills.

By Mar 22, each student is asked to provide the instructor with a session of couple work they (co)facilitated to be reviewed in class during Labs 2 and 3. The purpose is to learn how to apply EFT and not to critique the student's work.

ESLOs 1a, 1c, 4a-d, 5a, 5b, 5c; MELOs 1-8, CCs 2.2.3, 2.3.1., 4.2.1., 4.3.8., 4.5.3, 6.1.1., 6.3.3.

Final Self-Evaluation:

Each student is asked to submit (Q-Drive) a one-page written evaluation of their progress at the end of the term (Apr 5), reflecting on their achievement of learning goals developed in the beginning of the course. ESLOs 1c, 3d, 5f, MELOs 1-8, CCs 4.4.2, 6.4.1.

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

Clinical Supervision:

Participation in supervision with both AAMFT approved supervisors is required. 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 1-8; CCs all.

Clinical work:

Nature of Clinical Work. Each student is expected to work with couples, families, and individuals seeking therapy at the CFT Centre. All therapy sessions will be videorecorded with client consent. 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.

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 (virtual) participation is important.

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 throughout the semester.

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 student goals for the practicum.

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 explore this interface. Students should reveal as little or as much information as they feel comfortable sharing with their peers and instructor/supervisors. The evaluation of student performance in this course is not dependent on student disclosure of personal information.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, lectures. And assignments. Your assignments will be submitted through the Q-Drive, given their confidential nature. Marks and feedback will also be released on the Q-Drive. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. See the graduate calendar for information on regulations and procedures for Academic Consideration (<https://www.uoguelph.ca/registrar/calendars/graduate/current>).

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for dropping courses are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep back-up copies of assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.