



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 – W22

I 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. I recognize the significance of the Dish with One Spoon Covenant to this land and offer my respect to my Anishinaabe, Haudenosaunee and Métis neighbours as I strive to strengthen my relationships with them.

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:	Wednesdays, 4:30-7:30pm
Location:	Maplewoods Centre for Family Therapy & Child Psychology

In the first two weeks (and possibly subsequently) classes and supervision will be virtual (invitations to virtual meetings will be sent)

Relevant Dates:

Centre will open to client work Tuesday January 4, 2022

Midterm file day February 16th

All files should be closed, and clinical work completed by April 7th

4. INSTRUCTIONAL SUPPORT**Course Instructor & Clinical Supervisor:**

Olga Smoliak, Ph.D., C. Psych, RP, RMFT
Email: osmoliak@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 RESOURCES**Required Resources:**Books (University bookstore):

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

Articles/Chapters (CourseLink):

- Castellano, R. Velotti, P., Zavattini, G. (2014). Attachment perspectives on couple Relationships. In *What makes us stay together?: Attachment and the outcomes of couple relationships* (pp. 1-19). New York: Routledge.
- Elliott, R., Watson, J., Goldman, R., & Greenberg, L. (2004a). Two-chair work for conflict splits. In *Learning emotion-focused therapy: The process-experiential approach to change* (pp. 219-241). Washington, DC: American Psychological Association.
- Elliott, R., Watson, J., Goldman, R., & Greenberg, L. (2004b). Empty chair work for unfinished interpersonal issues. In *Learning emotion-focused therapy: The process-experiential approach to change* (pp. 243-265). Washington, DC: American Psychological Association.
- Elliott, R., Bohart, A., Watson, J., & Greenberg, L. (2011). Empathy. In J. Norcross (Ed.), *Psychotherapy relationships that work: Evidence-based responsiveness* (pp. 132-152). Oxford: Oxford University Press.
- Muntigl, P., Knight, N., K., & Angus, L. (2014). Targeting emotional impact in storytelling: Working with client affect in emotion focused psychotherapy. *Discourse Studies*, 16(6), 753-775.
- 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 (Smoliak), 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.

Recommended Resources (University library):

Key EFT Books:

Greenberg, L. (2015). *Emotion-focused therapy: Coaching clients to work through their feelings* (2nd ed.). Washington, DC: American Psychological Association.

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

Greenberg, L. S., & Goldman, R. N. (2019). *Clinical handbook of emotion-focused therapy*. Washington, DC: American Psychological Association.

Goldman, R., & Greenberg, L. (2015). *Case formulation in emotion-focused therapy: Co-creating clinical maps for change*. Washington, DC: American Psychological Association.

Issues of Diversity and Power in EFT:

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.

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.

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.

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.

6. 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.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Class	Date	Topics	Required Readings	Assignment Due
1	Jan 12	Course Overview Overview of EFT		
2	19	Attachment and Couple Relationships	Johnson (2020) Chs 1-3 Castellano et al. (2014)	
3	26	Emotion and Empathy	Johnson (2020) Chs 4-5 Elliott et al. (2011) Muntigl et al. (2014)	
4	Feb 2	Interaction	Johnson (2020) Chs 6-7 Tomm (2014) Sutherland (Smoliak) et al. (2016)	
5	9	Restructuring Interaction	Johnson (2020) Chs 8-9	
6	16	Transforming Emotion	Johnson (2020) Chs 10-11	EFT Session Analysis
	23	No Class (Winter Break)		There will be no compulsory academic activities from 5:30 pm on Friday, February 18, to 8:30 am on Monday, February 28, 2022.
7	Mar 2	EFT Chairwork	Elliott et al. (2004a, 2004b)	
8	9	EFFT	Johnson (2020) Ch 12	

Class	Date	Topics	Required Readings	Assignment Due
9	16			Final Project
10	23			Final Project
11	30			Final Project
12	Apr 6	Last Class: Reflection on Learning		Final Self-Evaluation

Note: This is a tentative schedule. 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.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
EFT Session Analysis	1, 2, 4, 7	Feb 16	N/a
Final project	1-7	Mar 16, 23, & 30	N/a
Readings	1-7	See section 5	N/a
Lectures	1-7	See section 7	N/a
Final self-evaluation	N/a	Apr 6	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 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 learning outcomes will be part of the final evaluation process. The clinical supervisors (Olga and Kevin) will provide written comments and complete students' evaluation (see Courselink/Content/Evaluation) at the end of the term. All evaluation documents, including students' final self-evaluations, are placed in the intern's CFT file. These documents may be reviewed only by CFT supervisors. In addition to the clinical work, all other course requirements must be completed to obtain the satisfactory grade.

EFT Session Analysis:

The purpose of this assignment is to help students develop perceptual, conceptual, and practical skills using EFT. Each student will review Sue Johnson's (2013) session of couple therapy. The session can be accessed:

<https://psyctherapy-apa-org.subzero.lib.uoguelph.ca/Title/777700447-001>

Students will complete the Session Analysis Form (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.

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 class discussion. Students can count the last three classes as 9 hours of group supervision. Qualitative feedback will be provided to students.

Readings:

See Learning Resources

Lectures:

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.

Final Self-Evaluation:

Each student is asked to submit (via Q-Drive) a one-page written evaluation of their progress at the end of the term (Apr 6), reflecting on their achievement of learning goals developed in the beginning of the course.

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.

Clinical Supervision:

Participation in supervision with both 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. Each open client file is to be reviewed at least once in supervision, with videotaped segments of a session.

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 (or virtual, if classes/supervision are moved online) 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 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. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the

site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

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

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

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

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The 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 outlined in the Graduate Calendar.

Recording of materials:

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

Resources:

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

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Incorporation/Assessment of Learning Outcomes

College of Registered Psychotherapists of Ontario Entry-to-Practice Competencies	Incorporation & Assessment
1.1 Integrate a theory of human psychological functioning and development	Lectures (1-4, 8) & in-class learning activities Session Analysis Final Project Clinical Work/Supervision Readings
1.2 Work within a framework based upon an established psychotherapeutic theory	Final Project Clinical Work/Supervision/Documentation Readings
1.3 Integrate knowledge of comparative psychotherapy relevant to practice	Lectures (1-12) & in-class learning activities Session Analysis Final Project Clinical Work/Supervision Readings
1.4 Integrate awareness of self in relation to professional role	Clinical Work/Supervision & in-class experiential activities and discussions Final Self-Evaluation
1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice	Lectures (1-12) Session Analysis Final Project Clinical Work/Supervision Readings
2.1 Use effective professional communication	Clinical Work/Supervision/Documentation
2.2 Build and maintain effective relationships	Clinical Work/Supervision/Documentation

3.1 Comply with legal and professional obligations	Clinical Work/Supervision/Documentation
3.2 Apply ethical decision making	Clinical Work/Supervision/Documentation
3.4 Obtain clinical supervision & consultation when necessary	Clinical Work/Supervision/Documentation
3.5 Provide reports to third parties	Clinical Work/Supervision/Documentation
4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy	Clinical Work/Supervision/Documentation
4.2 Establish and maintain an effective therapeutic relationship	Clinical Work/Supervision Readings Lectures 1-12 (particularly 3)
4.3 Apply safe and effective use of self in the therapeutic relationship	Clinical Work/Supervision Lectures (1-12)
4.4 Conduct an appropriate risk assessment	Clinical Work/Supervision/Documentation
4.5 Structure and facilitate the therapeutic process	Lectures (1-12) Clinical Work/Supervision/Documentation
4.6 Identify when and how to refer clients appropriately	Clinical Work/Supervision/Documentation
4.7 Conduct an effective closure process to end a course of therapy appropriately	Clinical Work/Supervision/Documentation
5.1 Access and apply a range of relevant professional literature	Clinical Work/Supervision/Documentation Readings Lectures 1-12
5.2 Use research findings to inform clinical practice	Clinical Work/Supervision/Documentation Readings Lectures 1-12
CFT Program's Educational Student Learning Outcomes	Incorporation & Assessment
ESLO 1 a. Students will critique and compare selected CFT approaches and their applications	Lectures (1-12) & in-class learning activities Readings
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.	Lectures (1-12) & in-class learning activities Final Project Clinical Work/Supervision/Documentation Final Self-Reflection
ESLO 3 c. Students will consistently demonstrate "best practices" professional skills as outlined in the CFTC Operations & Procedures Manual	Clinical Work/Supervision/Documentation
ESLO 3 d. Students will demonstrate an ability to maintain professional accountability	Clinical Work/Supervision/Documentation

practices, including consistently working in the “best interests of clients”, engaging clients in on-going informal review of the progress and fit of the therapeutic work, regular review of personal/professional learning goals, and self-evaluation of professional development.	
ESLO 4 a. Students will critically analyze how their social location, values and beliefs shape their professional identity	Lectures (1-12) & in-class learning activities Final Project Clinical Work/Supervision/Documentation Final Self-Reflection
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 the processes.	Lectures (1-12) & in-class learning activities Final Project Session Analysis Clinical Work/Supervision/Documentation
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.	Lectures (1-12) & in-class learning activities Final Project Session Analysis Clinical Work/Supervision/Documentation
ESLO 4 d. Students will learn strategies to explore and address issues of diversity, marginalization, discrimination and abuse in therapy with clients.	Lectures (1-12) & in-class learning activities Final Project Session Analysis Clinical Work/Supervision/Documentation
ESLO 5 a. 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.	Lectures (1-12) & in-class learning activities Final Project Clinical Work/Supervision/Documentation
ESLO 5 b. Students will integrate analysis of social context and power relations into clinical conceptualizations and will respond sensitively to the different needs and circumstances of each client system.	Lectures (1-12) & in-class learning activities Final Project Clinical Work/Supervision/Documentation
ESLO 5 c. Students will demonstrate ability to articulate “systemic” hypotheses and to translate their conceptualization into	Lectures (1-12, particularly 4) & in-class learning activities Final Project

therapeutic conversations that are consistent with the selected practice model	Clinical Work/Supervision/Documentation
ESLO 5 e. Students will complete 500 hours of direct clinical practice with clients, with as least 250 hours with family and/or couple clients. Students will complete at least 100 hours of clinical supervision over five practica (four on-campus and one Externship)	Clinical Work/Supervision
ESLO 5 f. Students will set individual “learning goals” for advancing their clinical practice in each of the five training semesters (four on-campus practica plus one Externship)	Supervision & Final Self-Reflection
CFT Program’s Model-Based Expected Learning Outcomes	Incorporation & Assessment
Demonstrate the ability to apply EFT theory of functioning/distress/change to specific clients (MELO 1)	Lectures (1-12) & in-class learning activities Session Analysis Final Project Clinical Work/Supervision
Identify patterns of interaction or how partners’ beliefs/actions/emotions become coupled or linked circularly and recurrently (MELO2)	Clinical Work/Supervision/Documentation Readings Lectures 1-12
Recognize “helpful” and “unhelpful” patterns of interaction (MELO3)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 4)
Demonstrate the ability to facilitate shifts in families from unhelpful to more helpful ways of being and relating (MELO 4)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 4)
Recognize different types of emotions in working with clients (MELO 5)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 3 & 6)
Demonstrate an ability to help clients deepen emotional processing (MELO 6)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 3 & 5)
Demonstrate understanding of emotion and attachment & dominance and their relevance to relationships (MELO 7)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 2 & 3)
Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern (MELO 8)	Clinical Work/Supervision/Documentation Readings Lectures 1-12 (particularly 3, 5, 6)