

**MSc.CFT
Student Handbook**

Department of Family Relations & Applied Nutrition
University of Guelph

Fall 2017

Information contained herein is subject to change.

TABLE OF CONTENTS

Use Ctrl + click to link directly to a listed section

Introduction	5
Section I: Context	7
Our Department	8
Our College	8
Faculty and Staff Associated with the MSc in Couple and Family Therapy	9
Faculty Members Ext. Office #	9
CFT Centre Staff	9
Department Contacts	9
College	9
Couple & Family Therapy Professors Emerita	9
MSc. Couple and Family Therapy Current Graduate Students	9
Section II: Roles and Responsibilities	10
Who Can Help With What?	10
Section III: MSc.CFT Mission, Program and Educational Goals, and Expected Student Learning Outcomes	15
MSc. CFT Program Mission Statement:	15
MSc. CFT Program Goals	15
PG-I Identity	15
PG-II Research-practice Integration	15
PG-III Progressive Agenda	16
PG-IV Embracing Multi-dimensional Diversity	16
PG-V Accessibility	16
Educational Goals (EG) and Expected Student Learning Outcomes (ESLO)	16
CFT Centre Mission Statement	20
AAMFT Marriage and Family Therapy Core Competencies (CC) and CRPO Entry-to-Practice Competencies (PC)	20
Tracking Student Learning Outcomes	20
Section IV: MSc.CFT Curriculum	22
MSc.CFT Course of Study	22
Typical Course of Study for Student completing a MAJOR RESEARCH PAPER (MRP)	22
Typical Course of Study for Student completing a QUALITATIVE THESIS	24
Typical Course of Study for Student completing a QUANTITATIVE THESIS	25
MSc.CFT Course Requirements and Special Considerations	27
Course Electives	27
Research	27
Clinical Contact and Practicum Courses	28
Assessment of Readiness to Begin Clinical Work with Clients	30
CFT Supervision/Training Contract	31

Disclosure of Personal Information _____	31
Unique Scheduling for Selected Courses _____	32
Major Research Review Paper Option – Guidelines _____	32
Section V: Professional Training _____	37
Professional Accreditation and Program Recognition _____	37
Clinical Training & Professional Membership _____	38
AAMFT Stages of Membership _____	38
Student Membership in AAMFT _____	38
Pre-Clinical Fellow in AAMFT _____	39
Clinical Fellow in AAMFT _____	40
Canadian Association for Marriage and Family Therapy _____	40
Becoming a Registered Psychotherapist in Ontario (RP) _____	40
Section VI: Professional Training Requirements: Some Unique Considerations _____	42
Being Part of a System: Thinking Systemically _____	42
A Professional Context _____	42
CFT Centre Team Meetings and Social Gatherings _____	43
Change and Flexibility _____	44
Consultation, Co-construction, and Hierarchy _____	44
Extending Your Experienced Competence _____	45
“Occupational Hazards” and Therapist Well-Being _____	46
Getting Support _____	46
Finding a Therapist for Yourself _____	47
Accommodations for Students with Disabilities _____	47
Student Representation _____	47
Vacations and Time Away _____	47
Unanticipated Time Away From the Program _____	48
Absence to attend Conferences or Workshops _____	48
Observance of Religious Holidays _____	48
Student Grievances _____	49
Section VII: Evaluation of Student Learning _____	50
Evaluation of Students’ Progress _____	50
On-campus Practica Evaluations _____	51
Individual Goals _____	51
Mid-semester Evaluation _____	51
End of Practicum Evaluation _____	51
Practicum Self Evaluation _____	51
Implications of Unsatisfactory Performance in the Clinical Practice Area _____	52
Section VIII: Giving Feedback about the MSc.CFT Program _____	53

Student Feedback and Evaluation of Courses, Instructors, Supervisors, and the MSc.CFT Program	53
Keeping in Contact with Alumni	55
Section IX: The CFT Centre: Space and Equipment	56
Facilities and Space	56
Student Lounge Space	56
Computer Room	56
Storage Closet	56
Reception Area	56
Hallways Adjacent to Therapy Rooms	57
General Building	57
Allergies to Scented Products (e.g., Perfume and Cologne)	57
Equipment	57
Photocopying and Printing	57
Equipment and Computer Problems	57
Communications	58
Telephones	58
Mail and Messages	58
Email	58
CFT Resources	58
Video Tapes/DVDs	58
Section X: Security and Safety	59
General Security	59
Campus Police 519 824 5000	59
Diversity and Human Rights	59
The Diversity and Human Rights Office	59
Definitions	60

Introduction

Welcome to FRAN's MSc in Couple and Family Therapy program. This MSc.CFT Student Handbook¹ is designed to provide specific information that will be helpful to you throughout your graduate education and starting your professional training. We have written it to try to answer questions that have been asked frequently by your predecessors. In the MSc.CFT Student Handbook you will find answers to the following kinds of questions (and more!):

- What kind of learning environment can I expect?
- What is the sequence of courses and clinical work over the two years of my graduate education?
- Who are the people involved in Couple and Family Therapy training and what will be their roles in my learning?
- To whom should I turn for information and support regarding which kinds of concerns?
- What kind of special resources are available to me as an MSc.CFT student?
- What are the stages I need to go through to become a registered professional (Registered Psychotherapist in Ontario and Clinical Fellow of AAMFT)?

In addition to the information contained in this MSc.CFT Student Handbook, all MSc.CFT students are expected to be familiar and comply with information contained in the University of Guelph Graduate Calendar <http://www.uoguelph.ca/registrar/calendars/graduate/current/> and the Department of Family Relations & Applied Nutrition Graduate Handbook, provided to you by the FRAN Graduate Program Assistant early in your first semester.

Information related to how the CFT Centre functions in providing therapy services for clients and how students are involved in this service provision is contained in a separate companion document called The CFT Centre Operations and Procedures Manual. You will have access to this manual when you begin your studies.

¹ The MSc.CFT Student Handbook 2016 replaces the CFT Student Orientation Guide of years prior to 2016, and is a partner document to the CFT Centre Operations and Procedures Manual. Both documents are reviewed annually and revised as necessary. Please ensure that you are using the Handbook dated with the year of your admission to the MSc.CFT program, and the CFT Centre Operations and Procedures Manual that is current to your years of internship practice.

The following checklist contains various early steps to be taken alongside Important Dates listed in FRAN Graduate Handbook:

Prior to September 1st

- ✓ Obtain required Police Check (send to CFT Client Service Coordinator)
- ✓ Contact your designated 2nd year CFT colleague and get together if possible
- ✓ Review the MSc.CFT Student Handbook

Before End of First Week of Classes

- ✓ Get keys to buildings and offices as required, available at Department Orientation and through FRAN Department administrative staff.
- ✓ Arrange to purchase photocopying account number from FRAN Department administrative staff (may be required for GTA, will be required for eventual client-related documentation)
- ✓ Set up an appointment with your academic advisor

Before October 6, 2016

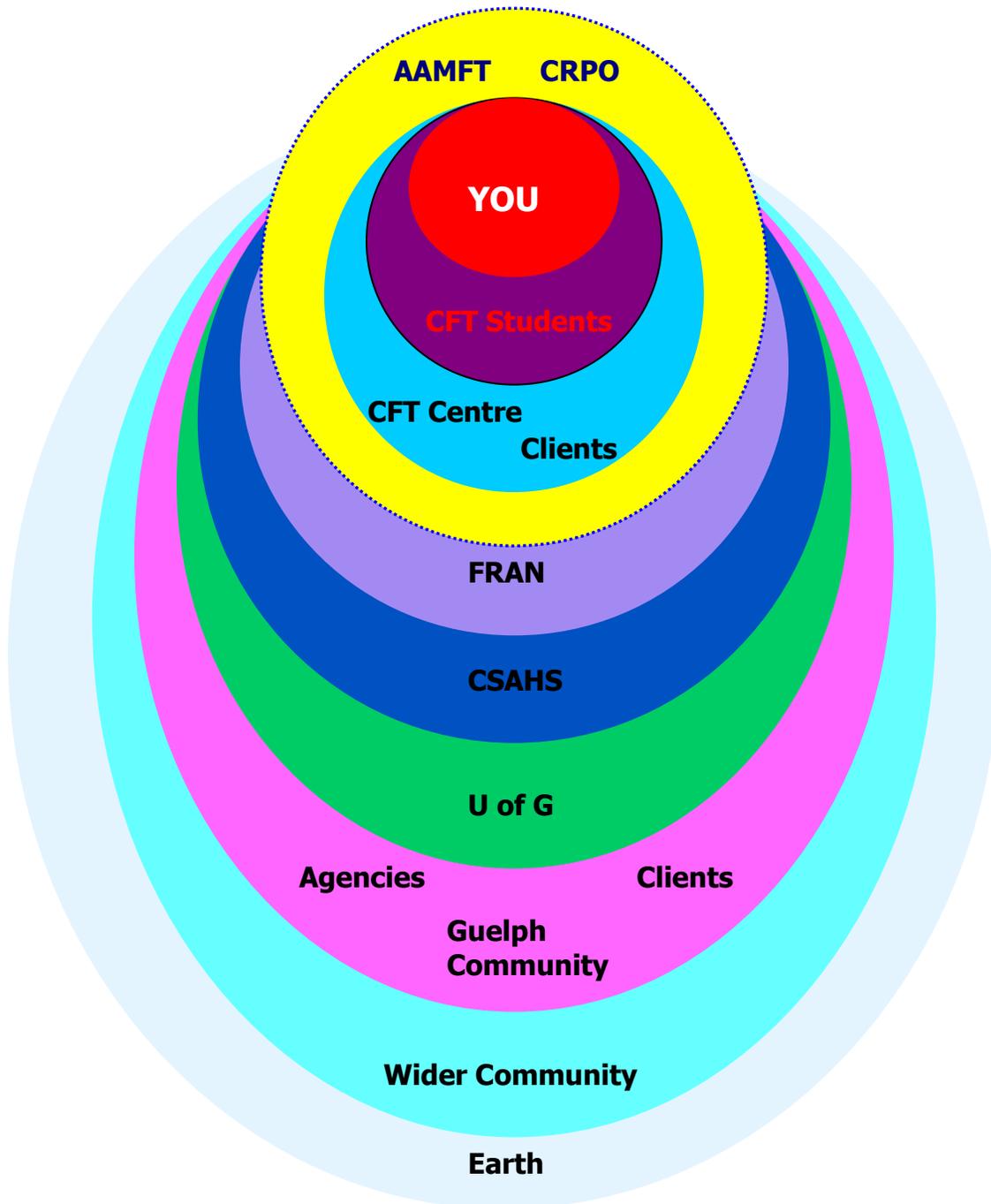
- Apply for AAMFT Student Membership (see Section V of this Handbook for more info). There is a discount available for new student members – use this link:
<http://aamft.informz.net/z/cjUucD9taT01NzUzMzE1JnA9MSZ1PTEwNzE3NjUyODMmbGk9MzY1NTEzMMDA/index.html>

Spring 2017

- Spring 2017 begin CRPO application process (detail provided in FRAN*6160 and additional info provided as part of externship planning). See Section V of this Handbook.

Section I: Context

The Couple and Family Therapy program area in the Department of Family Relations and Applied Nutrition is part of a complex, multi-layered larger system. The following diagram illustrates the many system layers related to the MSc.CFT and now to you as a part of it.



Our Department

The MSc in Couple & Family Therapy is one option for graduate study in the Department of Family Relations & Applied Nutrition (FRAN). Our department is committed to multi-disciplinary and applied study at both the undergraduate and graduate levels. What does this mean?

- ✓ Rich texture of perspectives on research and research methodology
- ✓ Commitment to academic endeavors that can be applied to enrich society
- ✓ Diverse knowledge held by various faculty
- ✓ Generative environment for exploration of complex issues
- ✓ Focus on people in the pertinent contexts of their lives

As a student in the specialized MSc.CFT program area, you will be exposed to many different ideas and ways of understanding issues pertinent to your education and training in couple and family therapy. This will come both from interactions with various faculty and, importantly, from studying with other graduate students who are focusing their studies in the other various concentrations offered in the Department.

As a graduate student in the Department you have the opportunity to select course electives and faculty as academic advisors and committee members from diverse backgrounds to enrich your experience during your two years with us.

We are most fortunate to have such a wealth of resources in our department and encourage all MSc.CFT students to explore this wealth fully and participate in contributing to re-generating the richness.

Our College

The College of Social and Applied Human Sciences (CSAHS) includes the Departments of Family Relations and Applied Nutrition, Geography, Political Science, Psychology, and Sociology & Anthropology.

Faculty and Staff Associated with the MSc in Couple and Family Therapy

Faculty Members

	Ext.	Office #	
Lynda Ashbourne, Ph.D., RP, RMFT	54237	248	Associate Professor,
John Beaton, Ph.D.	56256	250	Associate Professor Academic Program Director
Ruth Neustifter, Ph.D., RP RMFT	53975	247	Assistant Professor
Olga Sutherland, Ph.D., C. Psych.	56336	252	Associate Professor

CFT Centre Staff

Kevin VanDerZwet Stafford, M.Sc., RP, RMFT	53423	251	Director of Clinical Training
Amanda Buda	56335	151	Client Services Coordinator
Part-time CFTC reception staff	56426	150	

Department Contacts

Cathy Walsh	56321	MINS 245	Administrative Assistant
Jennifer Cosentino	53968	MINS 249	Graduate Program Assistant
Marita Liebrecht	53519	MINS 251	Financial Clerk
Ruth Lessins	53582	MINS 247	Academic Administrative Assistant
Scott Maitland, Ph.D.	54397	MINS 217	Graduate Coordinator
Paula Brauer, Ph.D.	56326	MINS 245	Interim Department Chair
Robin Milhausen, Ph.D.	54397	MINS 217	Associate Chair

College

Gwen Chapman, Ph.D.	56754	MINS 109	Dean, CSAHS
---------------------	-------	----------	-------------

Couple & Family Therapy Professors Emerita

Claude Guldner, Th.D.			Professor Emeritus
Judith Myers Avis, Ph.D.			Professor Emerita
Jean Turner, Ph.D., C. Psych.			Associate Professor Emerita
Anna Dienhart, Ph.D.			Associate Professor Emerita

MSc. Couple and Family Therapy Current Graduate Students

Computer Room 56517
Names not listed on public document.

Section II: Roles and Responsibilities

Most of the people involved in this system have multiple roles and associated responsibilities. As a student you too will likely find you have multiple roles and a variety of associated responsibilities. At times it can be somewhat confusing to figure out who is in what role and carrying what responsibilities. If you find you are confused, it may be important for you to initiate a conversation (with your advisor, course instructor, staff members) where the roles and responsibilities of the various people involved are explored and clarified.

Some of the roles you may experience include:

- ✓ Graduate student in academic courses
- ✓ Therapist Intern
- ✓ Graduate Research Assistant
- ✓ Graduate Teaching Assistant

Who Can Help With What?

Your CFT Second Year Mentor

- Information about student life
- Support when you are feeling stressed
- Telling it from a student's perspective

Your Academic Advisor

- Courses you need to be registering for
- Forms you need to fill out
- Developing your major paper or thesis project
- Consultation on choosing an advisory committee member
- Consultation on what is expected generally as a grad student
- General support of your overall graduate experience

Part-time Reception staff

- Phone messages

Client Services Coordinator

- All questions related to clinical documentation
- Review of clinical documentation
- All questions on Centre procedures and safety
- All questions concerning the client Data Management system
- Problems with equipment, including computers

Graduate Program Assistant, Courtney McCarthy

- Forms to be filled out
- Departmental requirements
- Graduate Scholarship applications
- Arranging thesis defenses

Graduate Student Rep (chosen in early fall from each cohort)

- Issues you would like brought to Graduate Faculty meetings related to graduate studies more generally, and to CFT Curriculum meetings related to MSc.CFT courses more generally

Director of Clinical Training, Kevin VanDerZwet Stafford

- Questions about clinical training and supervision, over all operation of the CFT Centre and facility
- Problems or concerns about building maintenance

Academic Program Director, Dr. John Beaton

- Questions about the overall MSc.CFT curriculum and program

Graduate Coordinator, Dr. Scott Maitland

- General concerns regarding a specific graduate course (after talking with the instructor)
- Concerns and questions regarding the overall graduate program

FRAN Graduate Handbook

- See the Department Graduate Handbook for a list of who to see for various needs such as office keys and GTA questions
- See also FRAN Dept website <http://www.uoguelph.ca/family/> under Graduate Tab > Resources

FRAN Administrative Staff

Most keys can be obtained from FRAN Department Financial Clerk, Marita Liebrecht in the MINS building. You will be required to leave a \$40.00 deposit which will be refunded to you when the keys are returned. You will need the following keys:

- | | |
|--------|---|
| #22 | Entrance to the building |
| #25 | Observation rooms |
| #21 | Hallway door to the reception area, 2 nd floor, and the basement |
| #GD67 | Storage closet for client and supervision items |
| #LL265 | Small key for mail cabinet in reception area |

Progress - Supporting Students to Program Completion:

The faculty and staff in the CFT area are committed to supporting each and every student to get the most out of their graduate experience. Please refer to University Policies that outline various formal practices and procedures governing the graduate student experience. These policies will guide you in navigating the institutional structures that are meant to support you in successfully completing your degree. See University **Graduate Calendar** - particularly **Sections II (General Regulations) and Section III (General Information)**.
<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

University policy also requires all graduate students to complete an on-line course on “**Academic Integrity**” (**UNIV*7100**) in the first semester of graduate school. This course helps students identify early on what some of the trouble spots are for students regarding academic integrity. The course provides valuable guidelines on avoiding the complexities and nuances of academic misconduct. All graduate students are required to pass the quiz at the end of the on-line training module to achieve the required “Satisfactory” mark for this course.

The University, the FRAN Department, and the CFT program all offer Graduate Student **Orientation Sessions** before the beginning of the first semester of your graduate studies. Students are encouraged to attend all orientation sessions, as presenters provide key information on maximizing your success in your graduate program and tips on how and where to get support as you engage in graduate study.

Once in the program, University policy requires the student’s academic advisor to meet with the student each semester. (see University policy on Academic Standing – Student Progress

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-as-deptrev.shtml> and

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2413.shtml

If a student’s Semester Progress Report records “some concerns” or “unsatisfactory” the advisor and committee member work with the student to create recommendations and a formal “**action plan**” to support the student towards completion of the program. Each action plan is tailored to the student’s unique circumstances and is designed in consultation with the student, the advisory committee, and at times may involve the FRAN Department Graduate Program Coordinator, consultations with Student Accessibility Services, and/or the University AVP – Graduate Studies.

Some Unique Considerations - Given the program of study combines academic course work with intensive clinical training, CFT students could encounter challenges that are different from the typical master degree experience in other programs in the Department and the University. As such, over the years the faculty in CFT have developed a number of practices that can meet the unique experiences and needs of CFT students. The goal is to maintain a learning environment where an individual’s unique needs can be recognized and supported. There are a number of services available to students and practices in the CFT area that are meant to address some of the unique characteristics of the expectations in the CFT area.

Some University wide services that students might find useful and may contribute to professional and personal “self-care” are:

- Student Accessibility Services <https://www.uoguelph.ca/csd/>
- Student Counseling Services <https://wellness.uoguelph.ca/counselling/>
- Library Learning Commons <http://www.lib.uoguelph.ca/get-assistance>
- Athletics, Health & Well-being
 - Athletics / Fitness: <https://fitandrec.gryphons.ca>
 - Student Health Services: <https://wellness.uoguelph.ca/health/>
 - Mental Well-being: <https://www.uoguelph.ca/mentalwellbeing/>
 - Wellness: <https://wellness.uoguelph.ca/sws/>
 - Multi-faith Resource Team: <https://studentlife.uoguelph.ca/oia/multi-faith/about-mfirt>
 - Sexual Violence Support and Information: <https://www.uoguelph.ca/sexualviolence/>
 - Student Support Network: <https://wellness.uoguelph.ca/education/services/ssn>
 - Aboriginal Resource Centre: <https://studentlife.uoguelph.ca/arc>

CFT Program Academic and Clinical Training Supports include (but are not necessarily limited to):

- CFT faculty serve as “academic advisors” or “committee members” on CFT students’ advisory committees. (See Graduate Calendar Section III – General Information, Policy on Responsibilities of Advisors, Committees and Graduate Students, and Graduate Student Mediation Procedures - <https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por.shtml>)
- Contextual recognition of unique demands on CFT Students (See Student Handbook, Section VI: Professional Training Requirements – Some Unique Considerations, pages 42 – 49).
- Course Instructors make course resources readily available on the University electronic course support system (CourseLink).
- Accessibility of course instructors and clinical supervisors: Course Instructors hold regular “office hours” for each course. CFT area faculty members have their offices in the CFT Centre and are generally readily available for students to drop-in or make appointments to discuss course content and/or individual concerns about the learning environment or their specific challenges.
- Financial Support – the FRAN Department usually provides a base level of funding to M.Sc. students and has a number of graduate scholarships available to graduate students (See <http://www.uoguelph.ca/family/tuition-fees-and-student-funding>)

Also see Graduate Studies web-pages on financial support/scholarships <https://www.uoguelph.ca/graduatestudies/current/funding/>

and the Graduate Calendar section for the College of Social and Applied Human Sciences awards (scholarships)

<https://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-csahs.shtml>

- Course Instructors may be open to a student (or group of students) proposing “alternate” learning activities that meet all the required criteria for the course.

CFT Program and CFT Centre informal practices that students may find helpful and supportive include:

- CFT graduate students volunteer for the student-to-student / peer-to-peer support (buddy) program – 2nd year students volunteer to contact a new first year student prior to the beginning of the first semester to offer an insider’s perspective, information, and support in the initial transition, and throughout the first year of study.
- CFT Centre Team Meetings and Social Gatherings (See Student Handbook, page 43)
- CFT Student Representation (See Student Handbook, page 47)
- Accessible Technology - students have shared access to numerous computers in designated room in the CFT Centre.

Section III: MSc.CFT Mission, Program and Educational Goals, and Expected Student Learning Outcomes

Current Mission Statements and Goals - 2016

MSc. CFT Program Mission Statement:

To promote excellence in educating and training students in the specialty mental health profession of couple and family therapy by embracing multi-dimensional diversity; by integrating theoretical and research knowledge with systemic clinical practice; by featuring systemic and relational understanding of human experience, by fostering high standards of professionalism and ethical conduct; and by addressing issues of marginalization and discrimination throughout.

MSc. CFT Program Goals

The CFT Emphasis has adopted the following intertwined goals for featuring an integrated professional context in which the program is embedded (PG), educational goals (EG) with associated expected student learning outcomes (ESLO).

PG-I Identity

- Feature curriculum and training that emphasizes relational and systemic understanding of human experience, is multiculturally informed and relevant, and is based on the standards of professionalism (ethical conduct and accountability to a variety of stakeholders).
- Maintain COAMFTE Accreditation (Curriculum specifically developed to meet COAMFTE Educational guidelines and AAMFT Core Competencies)
- Foster professional linkages to Canadian context of C/MFT profession (Canadian Registry, OAMFT, College of Registered Psychotherapists of Ontario)
 - Stay abreast of developments
 - Contribute to new directions
 - Selected involvement and/or participation in national and provincial organizations (Board memberships, supervisor training, retreats, etc.)
- Professionalism
 - Enact civic responsibilities – service to and in community.
 - Practice high standards of accountability – to clients, trainees, FRAN Dept., CSAHS College, University of Guelph and other stakeholders.
 - Institute “Best Practice” training standards: Local, provincial, national (Family Service Ontario, Ontario Ministry of Health (Mental Health Services), Legal context, etc.)

PG-II Research-practice Integration

- Include evidence-based models in curriculum, privileging models that have relational-systemic foundations.

- Build an on-site research data-base – accessible to university and community researchers to support relevant scholarship and social impact
- Faculty to be involved in both research and clinical practice
- Collaborate with community partners
- Be ethically accountable to clients and to trainees

PG-III Progressive Agenda

- Curriculum to feature leading-edge clinical training and research, privileging literature in the C/MFT field
- Maintain reflexive loop between program evaluation and curriculum development
- Training to be contextually sensitive, informed and accountable
- Committed to consultative and accountable planning and administrative processes
- Celebration of diversity

PG-IV Embracing Multi-dimensional Diversity

- Embrace plurality of models and perspectives
- Feature inter-disciplinary perspectives – foundational in CFT field and FRAN Dept.
- Foster a critical stance
- Nurture awareness of Canadian cultural mosaic especially as it reflects the multicultural diversity of the population nationally and locally
- Value reflexivity
- Feature attention to issues of power, privilege, and marginalization

PG-V Accessibility

- Strive for diverse student enrollment (age, class, gender, race, sexual identity, etc.)
- Contribute to growth of profession in Canada
- Foster outreach to potential students nationally and internationally
- Spread the reach of the CFT profession to under-serviced communities and geographic areas
- Maintain commitment to inclusive clinical services at CFT Centre: affordable, accessible, culturally appropriate

Educational Goals (EG) and Expected Student Learning Outcomes (ESLO)

We have made a commitment to our accrediting body (COAMFTE) to track student outcomes related to our **Educational Goals (EG)**. Therefore, we have identified **Expected Student Learning Outcomes (ESLO)** related to these EG and located assessment of these learning outcomes within the CFT curriculum. The following chart indicates the EG and ESLO, as well as which courses will include learning and instructor assessment related to each of these.

Educational Goals (EG) and Expected Student Learning Outcomes (ESLO)	Where Assessed
EG-1 THEORETICAL FOUNDATIONS Students will gain a broad understanding of the range of epistemological assumptions, core theoretical frameworks, and application implications within the field of couple & family	

therapy, including an historical and critical analysis of significant theoretical issues and developments.	
ESLO 1 a. Students will critique and compare selected CFT approaches and their applications	FRAN 6100 I – IV FRAN 6120 FRAN 6130 FRAN 6090 I-IV FRAN 6070
ESLO 1 b. Students will demonstrate verbal and written ability to critique and to apply theoretical conceptualizations of selected post-modern/social constructionist couple & family therapy approaches to case-study and client situations.	FRAN 6100 I – IV FRAN 6120 FRAN 6130 FRAN 6070
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.	FRAN 6090-IV FRAN 6095 FRAN 6100 I- IV FRAN 6070
EG-2 SCIENTIFIC INQUIRY AND CRITICAL EVALUATION Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.	
ESLO 2 a. Students will develop an appreciation for the core principles of qualitative and quantitative research methodologies and demonstrate an ability to critically evaluate the merits of social science research.	FRAN 6180 Dept elective ** FRAN 6350
ESLO 2 b. Students will demonstrate an ability to write coherently about integrating theory, research, and practice skills related to their professional work.	FRAN 6070 FRAN 6100 I-IV FRAN 6180 FRAN 6350
ESLO 2 c. Students will have knowledge of current research developments in the couple & family therapy field, including empirically validated and evidence-based therapy approaches	FRAN 6070 FRAN 6100 I-IV FRAN 6120 FRAN 6130 FRAN 6180 FRAN 6350
EG 3 PROFESSIONALISM, ETHICAL CONDUCT AND USE OF SELF Students will develop a professional identity as a couple & family therapist who consistently applies the principles of ethical practice in their work with clients, maintains high standards of conduct – including following “best practices” regarding the delivery of therapy services, and engages in critical, reflexive self-evaluation relevant to the safe and effective use of self.	
ESLO 3 a. Students will gain an understanding of the principles of ethical behaviours and consistently practice within the frame of	FRAN 6140 FRAN 6160

the <i>AAMFT Code of Ethics</i> and the <i>CRPO Professional Practice Standards</i> .	
ESLO 3 b. Students will demonstrate ability to identify ethical dilemmas, raise appropriate questions, and engage in discussion of the implications of various responses/actions.	FRAN 6140
ESLO 3 c. Students will consistently demonstrate “best practices” professional skills as outlined in the <i>CFT Centre Policies & Procedures Manual</i> .	FRAN 6090 I-IV FRAN 6160
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 personal/professional learning goals, and self-evaluation of professional development. Self-evaluation of professional development will involve actively engaging in practices to increase self-awareness and critical reflexive self-monitoring-including monitoring one’s own subjective frame (perceptions, insights, judgment, etc.) and preferred interaction patterns as they inform one’s intentional contribution to and maintenance of a safe and effective therapeutic alliance	FRAN 6090 I-IV FRAN 6095
ESLO 3 e. Students will develop an initial plan for maintaining professional competence, including on-going professional development with respect to new developments in the field and engaging in career-long learning.	FRAN 6140
EG-4 SOCIAL CONTEXT AND MULTICULTURALISM Students will integrate a sophisticated sensitivity to multicultural diversity into their professional identity as a couple and family therapist, privileging attention to social location/socio-cultural context and including an awareness of how direct and systemic marginalization, discrimination, and abuse may impact people’s everyday lives.	
ESLO 4 a. Students will critically analyze how their social location, values and beliefs shape their professional identity.	FRAN 6070 FRAN 6080 FRAN 6090 I-IV FRAN 6095 FRAN 6100 I-IV FRAN 6140 FRAN 6160 FRAN 6350
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.	FRAN 6070 FRAN 6080 FRAN 6090 I-IV FRAN 6095 FRAN 6100 I-IV FRAN 6120 FRAN 6130

	FRAN 6140
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.	FRAN 6080 FRAN 6090 I-IV FRAN 6095 FRAN 6140 FRAN 6100 I-IV FRAN 6070
ESLO 4 d. Students will learn strategies to explore and address the potentially embedded multidimensional cultural influences in the client's life experiences and the presenting concerns in therapy.	FRAN 6080 FRAN 6090 I-IV FRAN 6095 FRAN 6100 I-IV FRAN 6160 FRAN 6070
EG-5 CLINICAL APPLICATION Students will integrate theory, research, and practice skills (model-based and ethical conduct) in on-going clinical work with clients seeking therapy.	
ESLO 5 a. Students will develop beginning to intermediate level practice skills (relational focus, change-oriented conversations, and ethical conduct) 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.	FRAN 6090 I-IV FRAN 6095
ESLO 5 b. Student will integrate analysis of social context and power relations into clinical conceptualizations and will respond sensitively to the differential needs and circumstances of each client system.	FRAN 6090 I-IV FRAN 6095
ESLO 5 c. Students will demonstrate ability to articulate "systemic" hypotheses (including research informed possibilities) and to translate their conceptualization into therapeutic conversations that are consistent with the selected practice model.	FRAN 6090 I-IV FRAN 6095
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.	FRAN 6090 I-IV FRAN 6095
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 100 hours of clinical supervision over five practica (four on-campus practica plus the Externship).	FRAN 6090 I-IV FRAN 6095
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).	FRAN 6090 I-IV FRAN 6095

** not tracked

AAMFT Marriage and Family Therapy Core Competencies (CC) and CRPO

CFT Centre Mission Statement²

Our mission as a graduate training center in CFT and as a community service to clients is to provide high quality relationship-focused therapy to people living in Guelph and the surrounding area by:

- Striving for excellence in service and training
- Fostering change collaboratively and respectfully
- Ensuring accessibility
- Valuing diversity
- Being accountable to clients, the university, the community and the profession of Couple & Family Therapy
- Maintaining high standards for ethical practice

AAMFT Marriage and Family Therapy Core Competencies (CC) and CRPO Entry-to-Practice Competencies (PC)

The American Association for Marriage and Family Therapy (AAMFT) developed **MFT Core Competencies (2004)** to represent the minimum competencies that Marriage and Family Therapists must possess in order to be able to practice independently. After two years of professional training, graduates will have acquired knowledge and requisite skills in each domain of the MFT Core Competencies.

Similarly, the College of Registered Psychotherapists of Ontario (CRPO) developed **Entry-to-Practice Competencies** to guide the recognition of training programs in Ontario.

These competencies (CC & PC) overlap as they refer to generally accepted professional competencies for the practice of psychotherapy. (A complete list of the AAMFT and CRPO professional competencies, and the links between CC and PC, are included in the Appendix of the Centre Operations and Procedures Manual)

Tracking Student Learning Outcomes

The faculty and staff of the MSc.CFT program area track your demonstration of expected student learning outcomes (ESLO) for two reasons:

² This CFTC Mission Statement was developed by Drs. Anna Dienhart and Jean Turner, Program Co-Directors (n.d. – probably around 2000) – intended as a good institutional practice for CFTC as statement for public and department.

- One, to indicate to you and to us how your learning is progressing, and to ensure that you have achieved all of the expected learning outcomes prior to graduation.
- Secondly, we track ESLO achievement across students within individual courses and over the course of the MSc.CFT program. This aids us in continuous curriculum development that is based on student learning outcomes.

Your demonstration of learning outcomes, based on instructor assessment, will be tracked on a Satisfactory/Unsatisfactory basis and shared with you following each semester. The tracking of student assessment of ESLO will be maintained by the CFT Client Services Coordinator and stored in your confidential student file during the time you are a student here.

The CFT Academic Program Director will review this tracking of ESLOs and discuss these with CFT faculty and staff at the end of your first year and again following your fifth semester. This will ensure that upon graduation you have met and demonstrated each ESLO at a satisfactory level. You'll see from the chart above that there is usually more than one opportunity to demonstrate a particular ESLO. If we have concerns that you are not meeting a particular ESLO across courses, we will have discussions with you about alternatives for meeting and demonstrating it prior to graduation.

You can discuss any concerns you might have about unsatisfactory assessments with the course instructor (prior to the completion of the course and submission of final grades) or the CFT Academic Program Director (after final grades and instructor assessment have been submitted). You may also wish to include your academic advisor in your conversation with the CFT Academic Program Director to ensure clarity about how you will meet and demonstrate satisfactory outcomes outside of regular course requirements if that is necessary.

Section IV: MSc.CFT Curriculum

MSc.CFT Course of Study

The following typical courses of study for students completing MRP, Qualitative Thesis, and Quantitative Thesis are provided as guides. They are subject to change, and you should discuss your course selection with your Academic Advisor each semester.

See Graduate Calendar Schedule of Dates online to check the beginning and end of each semester and other important dates: <https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml>

Thesis students – check FRAN Graduate Handbook for important dates.

Semester II (Winter) ALL students must submit Plan of Study and Advisory Committee forms to Graduate Program Assistant. Talk with your advisor about these forms early in Semester II.

Typical Course of Study for Student completing a MAJOR RESEARCH PAPER (MRP)

MRP Semester I (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6160 Introduction to Systemic Practice in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
One of:
 - (even years) FRAN*6130 Theories & Methods of CFT II
 - OR (odd years) FRAN*6180 Research Issues in CFT
 - 1 elective*
 - *Optional attendance - FRAN*6330 Research Seminar (1 hr/wk) (Required for Thesis Students Only, others welcome to attend without registration)*

*Fall 2017 Possible Electives:

- FRAN 6340 Interdisciplinary Perspectives (Tricia van Rhijn)
- FRAN 6200 Special Topics (Michèle Preyde)

MRP Semester II (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-I Practicum in CFT
One of:
 - (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals
 - OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
 - *Optional attendance - FRAN*6330 Research Seminar (1 hr/wk) (Required for Thesis Students Only, others welcome to attend without registration)*

MRP Semester III (Spring)

- FRAN*6070 Sexual Issues & Clinical Interventions Across the Lifespan (week-long intensive course)
- FRAN*6090-II Practicum in CFT
One of:
- (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
- OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions
- FRAN*6350 Major Paper (register for this course beginning this semester and continuing to do so until completed)

MRP Semester IV (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-III Practicum in Family Therapy
One of:
- (even years) FRAN*6130 Theories & Methods of CFT II
- OR (odd years) FRAN*6180 Research Issues in CFT
- FRAN*6350 Major Paper (continue to register for this course until completed – typically completed in this semester)
- Possible Electives (if not completed in Semester I) – TBD
- *Optional attendance - FRAN*6330 Research Seminar (1 hr/wk) (Required for Thesis Students Only, others welcome to attend without registration)*

MRP Semester V (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; register this semester)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; register this semester)
- FRAN*6090-I Practicum in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
One of:
- (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals
- OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
- FRAN*6350 Major Paper (continue to register for this course until completed)
- *Optional attendance - FRAN*6330 Research Seminar (1 hr/wk) (Required for Thesis Students Only, others welcome to attend without registration)*

MRP Semester VI (Spring)

- FRAN*6095 Externship in CFT (in a community agency within 1 hour travel radius of Guelph; equivalent of 3 days/week)
One of:
- (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
- OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions
- FRAN*6350 Major Paper (continue to register for this course until completed)

NOTE: This Course of Study is not official and may be subject to change. The University of Guelph website posts the official course schedule.

Typical Course of Study for Student completing a QUALITATIVE THESIS

QUAL THESIS Semester I (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6160 Introduction to Systemic Practice in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
 - One of:
 - (even years) FRAN*6130 Theories & Methods of CFT II
 - OR (odd years) FRAN*6180 Research Issues in CFT
 - 1 elective*
- FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
- Optional: (not required for Qualitative Thesis – discuss with advisor)
 - FRAN*6000 Research Methods
 - FRAN*6010 Applied Statistical Analysis

*Fall 2017 Possible Electives:

- FRAN 6340 Interdisciplinary Perspectives (Tricia van Rhijn)
- FRAN 6200 Special Topics (Michèle Preyde)

QUAL THESIS Semester II (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-I Practicum in CFT
 - One of:
 - (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals
 - OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
- FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
- FRAN*6020 Qualitative Methods

QUAL THESIS Semester III (Spring)

- FRAN*6070 Sexual Issues & Clinical Interventions Across the Lifespan (week-long intensive course)
- FRAN*6090-II Practicum in CFT
 - One of:
 - (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
 - OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions
- Write/submit thesis proposal; approval from committee required by end of semester 3

QUAL THESIS Semester IV (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-III Practicum in Family Therapy
 - One of:
 - (even years) FRAN*6130 Theories & Methods of CFT II
 - OR (odd years) FRAN*6180 Research Issues in CFT
- FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
- Possible Electives (if not completed in Semester I) – TBD

QUAL THESIS Semester V (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; register this semester)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; register this semester)
- FRAN*6090-I Practicum in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
 - One of:
- (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals
- OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
- FRAN*6330 Research Seminar (1 hr/wk) (Thesis students register for this semester)

QUAL THESIS Semester VI (Spring)

- FRAN*6095 Externship in CFT (in a community agency within 1 hour travel radius of Guelph; equivalent of 3 days/week)
 - One of:
- (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
- OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions

NOTE: This Course of Study is not official and may be subject to change. The University of Guelph website posts the official course schedule.

Typical Course of Study for Student completing a QUANTITATIVE THESIS

QUANT THESIS Semester I (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6160 Introduction to Systemic Practice in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
 - One of:
- (even years) FRAN*6130 Theories & Methods of CFT II
- OR (odd years) FRAN*6180 Research Issues in CFT
- 1 elective*
- FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
- FRAN*6000 Research Methods
- FRAN*6010 Applied Statistical Analysis

*Fall 2017 Possible Electives:

- FRAN 6340 Interdisciplinary Perspectives (Tricia van Rhijn)
- FRAN 6200 Special Topics (Michèle Preyde)

QUANT THESIS Semester II (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-I Practicum in CFT
 - One of:
- (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals

- OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
- FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
- Optional: (not required for Quantitative Thesis – discuss with advisor)
 - FRAN*6020 Qualitative Methods

QUANT THESIS Semester III (Spring)

- FRAN*6070 Sexual Issues & Clinical Interventions Across the Lifespan (week-long intensive course)
- FRAN*6090-II Practicum in CFT
 - One of:
 - (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
 - OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions
- Write/submit thesis proposal; approval from committee required by end of semester 3

QUANT THESIS Semester IV (Fall)

- FRAN*6140 Professional Issues (3 classes/sem; attend only; register in semester 5)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; attend only; register in semester 5)
- FRAN*6090-III Practicum in Family Therapy
 - One of:
 - (even years) FRAN*6130 Theories & Methods of CFT II
 - OR (odd years) FRAN*6180 Research Issues in CFT
 - FRAN*6330 Research Seminar (1 hr/wk) (Attendance required; register only in semester 5)
 - *Possible Electives (if not completed in Semester I) – TBD*

QUANT THESIS Semester V (Winter)

- FRAN*6140 Professional Issues (3 classes/sem; register this semester)
- FRAN*6080 Power Relations and Diversity (3 classes/sem; register this semester)
- FRAN*6090-I Practicum in CFT
- (odd years only) FRAN*6120 Theories & Methods of CFT I
 - One of:
 - (even years) FRAN*6100-III Clinical Issues in CFT: Trauma and Resilience in Families and Individuals
 - OR (odd years) FRAN*6100-I Clinical Issues in CFT: Family Therapy with Children & Youth
- FRAN*6330 Research Seminar (1 hr/wk) (Thesis students register for this semester)

QUANT THESIS Semester VI (Spring)

- FRAN*6095 Externship in CFT (in a community agency within 1 hour travel radius of Guelph; equivalent of 3 days/week)
 - One of:
 - (even years) FRAN*6100-IV Clinical Issues in CFT: Family and Individual Health and Well-being
 - OR (odd years) FRAN*6100-II Clinical Issues in CFT: Family & Couple Relationships: Attachment Development & Disruptions

NOTE: This Course of Study is not official and may be subject to change. The University of Guelph website posts the official course schedule.

MSc.CFT Course Requirements and Special Considerations

IMPORTANT NOTICE: This Course of Study information is not official university policy. Official degree requirements are posted on the University of Guelph website.

Course Electives

Students **are required to take one elective** (typically in the Fall semester of the first or second year) that focuses on Human Development and the Family Life Cycle while completing the MSc.CFT. Students should consult with their academic advisor as to which elective to select. The student may consider an elective from the recommended list. These courses are often offered on an alternate-year basis, and list may change from time to time.

- FRAN 6310 Family Relationships Across the Life Span
- FRAN 6320 Human Sexuality Across the Life Span
- FRAN 6370 Social Development During Childhood and Adolescence
- FRAN 6410 Developmental Assessment & Intervention in Childhood/Adolescence
- FRAN 6200 Special Topics
- FRAN 6340 Interdisciplinary Perspectives in FRHD

Research

A Major Research Paper or a Thesis is required to be completed over the course of the six semesters.

Major Research Paper Option

MSc. CFT students who are not firmly committed to a research career are strongly encouraged to select the Major Paper option. This option involves writing a 25 page research review paper regarding a topic that has clinical implications. There is no oral defense of the paper. It is expected that the major research paper will be posted in the University of Guelph institutional repository (The Atrium) or revised for submission to a peer-reviewed journal for publication. You will discuss this with your advisor and committee member.

- See FRAN*6350 Guidelines for Major Research Review Paper at the end of this Section. Register for this course during Semester 3, and continue to do so each semester until final paper has received a passing grade from your Advisory Committee. It is expected that you will complete your MRP by the end of Semester 4 or early in Semester 5.

Thesis Option

Students who are firmly committed to a research career select the Thesis option and are required to declare either a “quantitative” or “qualitative” focus for their research by the beginning of the first term. Additional research courses are required (see below) – while students usually take only those methods and analysis courses that fit their thesis methodology

(Qualitative or Quantitative), you may wish to speak with your advisor about taking other research methods courses as well. An oral defense is also required for students selecting the Thesis option. It is expected that the thesis will be revised to become a publishable paper.

- Additional Courses for Thesis Students
 - FRAN 6330 Research Seminar (Fall & Winter, both years – 1 -1.5 hr/wk)
 - FRAN 6000 Research Methods – Quantitative option (Fall-Semester 1)
 - FRAN 6010 Applied Statistics – Quantitative option (Fall-Semester 1)
 - FRAN 6020 Qualitative Methods & Analysis – Qualitative option (Winter-Semester 2)

Research Participation

The CFT program area is committed to integrating theory, practice and research. One course is devoted entirely to research issues in CFT (FRAN 6180). Many of the other required courses include research articles that report on evidence-based practice as part of the required reading. In addition, selected therapy approaches taught in the MSc.CFT curriculum are evidence-based. Finally, there is research that is on-going at the CFT Centre conducted by current faculty.

Clinical Contact and Practicum Courses

Students are required to complete 500 direct client contact hours by the end of the sixth semester. These 500 clinical hours must include at least 40% of total hours conducting couple/family therapy. All of these hours are supervised by an AAMFT Approved Supervisor or Supervisor Candidate.

Direct client contact and supervision is acquired through four 300 hour (including direct and indirect service to clients, documentation, and supervision time) on-site practica, in the CFT Centre, and a 350-400 hour Externship practicum in the sixth semester, for a total of 1550-1600 total practicum hours.

We have a number of potential externship sites in the Guelph, Kitchener, London, Hamilton and GTA. **Students should be aware that they will quite likely be required to travel up to 150 kilometers to their externship site by car or by using public transportation.**

Supervision

CFT interns accumulate approximately 150 hours of individual and group supervision over the six semesters of studies.

Supervision involves analysis of digital video-recorded therapy sessions, live supervision, live observation, therapeutic team work, and clinical consultation. All on-site and externship site clinical supervisors are Clinical Members and Approved Supervisors (or Supervisor Candidates) with the American Association for Marriage and Family Therapy (AAMFT).

In each of the four on-site practica students are supervised by a team of two different supervisors (an Instructor/Supervisor and a Supervisor). Students provide therapy for one set of clients with the Instructor/Supervisor and provide therapy for a second set of clients with the

Director of Clinical Training. The Director of Clinical Training provides consistent on-going supervision across all four on-site practica while the Instructor/Supervisor is different for each of the four practica. This arrangement provides students with a unique opportunity for both stability and diversity in their clinical supervision experience. In each practicum, members of the two-person supervisory team consult regularly with respect to each student's progress, and both supervisors will provide students with feedback regarding their work.

On-campus Practica

The practicum course (FRAN 6090 I - IV) includes instruction, discussion, and live supervision, usually done with reflecting or consulting teams involving clients, members of the training cohort and one of the clinical supervisors. Each intern meets regularly (at least biweekly) with each supervisor, and receives at least one hour of supervision during each week that clients are being seen. With some variation, intern therapists see an average of 8 client systems per week during a typical semester. While schedules will vary across practica, each practicum will include approximately 25 hours of individual or partnered supervision and between 15-20 hours of group supervision.

Externship

Clinical training in the last semester takes place in a community agency external to the University of Guelph. The process of linking CFT interns with externship sites involves a consultative component. Interns identify sites that fit their training preferences and needs. If approved, the Intern then ideally participates in interviews at two sites. The externship supervisor meets with students at the end of the third semester to begin planning and co-ordinating externship placements for sixth semester.

You should consider several factors when selecting an externship site.

- a. **Concentration** – given your clinical experiences to date, do you want to concentrate your further training in a particular area of clinical work (e.g., working with adolescents and their families; addiction issues in families; children's mental health; adult mental health; community agency work; women abuse; etc.), or
- b. **Diversification** – do you want to pursue an externship that will be more different than similar to the training experiences you have had to date? What differences do you most want to expose yourself to (e.g., age of the population served; ethnicity of the likely population served; types of concerns brought to therapy by clients; general therapy services versus specific issues addressed; religious/spiritual orientation; a full service general agency versus specialty services; another centre dedicated to training; urban versus rural; small city versus large city; etc.)
- c. **Concentration and Diversification** – perhaps you want to pursue both diversification and concentration. Which aspects of concentration do you want to pursue? Which aspects of diversification do you want to pursue?

- d. **Relational Hours or Individual Hours** – given the requirements for at least 200 hours of work directly with couples and families, do you need to find an externship that will allow you to concentrate your remaining hours working with couples and/or families, or do you have the flexibility to continue to accumulate a balanced ratio of family/couple work and individual work?

You should explore the services of the agencies offering externships to determine which one will allow you to most closely meet your further training preferences along the concentration and diversification dimensions, as well as maximizing your chances to accumulate the required ratio of relational versus individual work.

You must be prepared to travel to an externship placement during your sixth semester. The community agencies do not offer externship stipends, nor do they (or the university) reimburse for travel.

Assessment of Readiness to Begin Clinical Work with Clients

Prior to beginning to meet with clients, student interns are evaluated to determine whether they are sufficiently prepared and competent to take the role of therapist. The evaluation is a process that has various components, including both coursework and practice oriented activities.

Preparatory Coursework. Evaluation begins with the assessment of each student's competence based on their performance in several courses during the first term of the MSc.CFT program, prior to beginning to meet with clients. These courses include:

Practice and Foundational Theory Oriented Coursework (FRAN*6160 Introduction to Systemic Practice in CFT; 6120 and 6130 Theories and Methods in CFT). These courses, at least one of which is taught in the first semester for each entering student, cover foundational theories of relational and systemic approaches to working with individuals, couples, and families in psychotherapy and CFT. Instructors provide feedback to the Director of Clinical Training and the Academic Program Director in the event that they have concerns about readiness to meet with clients if a student does not demonstrate adequate understanding during this introduction to foundational concepts and practices.

Ethics and Professional Issues Course (FRAN 6140). In their first semester students also have three seminars in this course, and similarly, instructors will share any concerns they might have about readiness to meet with clients.

Preparatory Activities. At the start of their second term in the MSc.CFT program (prior to beginning to meet with clients) students are involved in a series of activities as part of FRAN 6090-I: Practicum in CFT. These activities are designed to further prepare them to begin to meet with clients, and to provide the clinical supervisors with a view of their skills in order to assess readiness and address gaps in competence. The Director of Clinical Training carefully screens clients to be assigned to first-time therapist interns. After the therapist-intern has met with their first client the supervisor responsible for that client file may reviews that video in whole or in

part with or without the client present. If the supervisor evaluates the first session work as sufficiently competent, the intern is then assigned several more clients. If the therapist needs more support to continue, a co-therapist is assigned to work with the intern with that client, and the assignment of additional new client files is postponed until gaps in competence are addressed.

CFT Supervision/Training Contract

The *Supervision/Training Contract* must be understood, agreed to, and signed by all MSc.CFT students prior to beginning their work in the first of four on-site practica (FRAN 6090 1-IV). It provides the guidelines that each MSc.CFT student is required to follow with respect to their clinical work. In signing this *Contract* students commit themselves to following these guidelines during their on-site clinical training in CFT.

Each practicum Instructor/ Director of Clinical Training creates an *Outline* for the specific practicum they are teaching. While the *Training Contract* covers the general guidelines common to all practica, the outlines cover the unique requirements for each individual practicum.

Disclosure of Personal Information

During the course of their training, students are required to reflect on the interface between the personal and the professional. The form of this reflection may differ from one course to the next. FRAN*6160, 6080, the four Practica (FRAN 6090 I-IV), and associated clinical supervision requirements are the most likely place where the personal and professional interface will be closely examined. Each student is advised to consider carefully what specific information to reveal in any given written assignment and/or supervision conversation. The clinical supervisors abide by confidentiality guidelines in the CFT profession. You may refer to the AAMFT Code of Ethics for specific information on these standards (see www.aamft.org).

The CFT clinical supervisors work as a collaborative team, meeting at least every two weeks to review client situations and student clinical development. The purpose of these consultations is to provide the best service to clients and support each student to maximize their professional development potential. If a student has disclosed personal information to their clinical supervisor that is relevant to these consultation discussions, that clinical supervisor will develop, with the student, a plan for what information will be shared with the other faculty in the consultation meeting. When it is determined the complexities of a student's personal and professional interface may be impeding their clinical development and/or work with specific clients, the student may be advised to seek personal therapy, and/or to suspend all client work or work with specific clients until such time as service to the client(s) is no longer impeded. The CFT faculty abide by the AAMFT Code of Ethics and relevant profession-specific regulations in Ontario (e.g., CRPO, CPO, OSWSSW).

Instructors for each course (academic and clinical practicum) will include in their course outline their position on the type and extent of personal information appropriate to include in meeting the requirements for the course. Where the course includes an assignment where disclosure of personal information is involved, the instructor is required to offer any student the option of an alternative assignment upon request. A statement noting this type of alternative assignment option will be included in the course outline.

Unique Scheduling for Selected Courses

Some courses in the CFT curriculum are offered in a **non-traditional format**. That is, the typical 12 seminar meetings may be scheduled over more than one semester, or may be somewhat concentrated to fewer than 12 weeks. When a course is offered in this type of format, students know in advance. Each year a schedule is published at the beginning of the semester so students can plan around the required seminar times. Another way unique scheduling sometimes happens is similar to a “field trip”. At times we schedule special learning opportunities that take students and faculty off campus for a half-day or day-long event. Usually we encourage student initiated car-pooling arrangements so all students can attend. Again, we typically know in advance when one of these learning events is scheduled and students have plenty of time to schedule around them. All the practica courses require the student to continue to be engaged with clients (active sessions scheduled) beyond the last day of classes. The length of the practica semesters ranges from 14 – 16 weeks.

Major Research Review Paper Option – Guidelines

These guidelines were developed to help you plan your work. Depending on the topic, you may need to use a different outline for the paper. Your committee makes the final decision on the format and content so check with them. Paper length is not more than 25 double-spaced pages (excluding references) using a 12 pt font with 2.54 cm margins on all sides of the page. Papers longer than 25 pages will be assessed as “unsatisfactory”.

Registration for FRAN*6350 MRP

Students register for this course in semester 3 (spring) and each subsequent semester until MRP is granted a “satisfactory” grade by the advisory committee. Typically, students will register for this course in semesters 3 and 4 – see timeline below directed at completing MRRP by end of semester 4. At the end of each semester, your advisor will submit a grade of “in progress” INP until the paper is deemed to be “satisfactory” (a minimum ‘B’ grade). The advisor will submit a grade of SAT by the deadline for the semester in which the MRRP is completed.

Assessment of the Paper

To obtain “satisfactory” grade you need to write at least a “B” level paper. It is expected that the paper be well organized, coherent, well argued, include sufficient coverage of the literature, be written clearly with correct grammar using APA style for headings, referencing, etc., and reflect a critical analysis. If at any point you are not clear about the expectations, ask your committee.

Description of the Major Research Review Paper

The MRP reflects the focus in the MSc.CFT program on integration of research and practice. Its purpose is to strengthen your skills and knowledge related to this integration. Students are required to engage in library research and to write a paper of publishable length. They are to produce a paper that reflects the format and style of published research review articles in the CFT field. Students will participate in activities that support the writing of the MRP as part of FRAN*6180 Research in CFT. They will take this course either in their first term or during the term in which they are writing the paper (fall second year). In addition to this course, a student's Academic Advisor will serve as a mentor in the research and writing process. Regular meetings with the Advisor are required. Students must register for the FRAN*6350 MRP and do most of the research and writing during the spring term of their first year (semester three). They should complete their MRP by the end of fall term of their second year (semester four). Students continue to register for this course each term until the MRP is complete (advisory committee grants a "satisfactory" grade).

Schedule for Completion

Before May 1st (first year)

Well in advance of the Spring Term each student and her/his Advisor will have selected a clinical topic for the paper that relates very closely to the Advisor's research interests. At this time a Committee Member is also selected in consultation with the Advisor. The topic will usually be drawn from one of the following broad clinical areas:

- a particular "problem" that clients identify in therapy (e.g., adolescent-parent conflict; child who is bullied at school)
- therapeutic interventions for a particular client population (e.g., therapy for couples where one partner has experienced childhood sexual abuse)
- a particular aspect of therapy work or therapy training (e.g., therapist empathy; training for cultural competence).

Before May 30th (first year) - Proposal

The student submits to their Advisor and Committee Member the following written materials which comprise the Major Paper Proposal:

- a paragraph that identifies the clinical topic
- a one-paragraph rationale for this topic
- an initial list of 10 or more articles or chapters that they have read as a beginning of the research literature review
- a proposed schedule for completing the paper with dates specified

The student then arranges a meeting with his/her Advisory Committee (Academic Advisor and Committee Member) to discuss this material. If the overall proposal is acceptable the Advisor and Committee Member approve it. If the proposal is not approved, the Committee members request revisions and the student makes these within two weeks. The Committee members will often provide input regarding the articles/chapters to be reviewed as part of the project. Sometimes an Advisory Committee will also request a draft outline of the Paper. Before the end of this meeting the Advisor and student set dates for their next three meetings (September, October, and November).

By June 25th (first year)

Proposal Approved by Advisor and Committee Member

Once the proposal is acceptable to the Advisory Committee, the student takes responsibility to ensure that Thesis/Major Research Paper Proposal: Approval Form (find this on the FRAN Dept website under Graduate Resources – Forms or through Office of Graduate Studies on U of Guelph website) is filled out and signed. Students are expected to be engaged in on-going work on the review of relevant articles, chapters and books during May, June, July even if the form is not yet signed. Once the Proposal Approval Form is signed the student will begin

writing the Paper. [NOTE: The major effort involved in the search for materials and their review is expected to be carried out over the spring term when there are relatively fewer MSc.CFT courses.]

By August 1st (first year)

Student meets once with their Academic Advisor to review progress. Prior to the meeting the student submits a full draft outline of the paper which includes their written review of some of the texts that had been identified and an indication of where other materials will be included in the paper by noting the references. The Advisor provides verbal feedback on this work at the meeting or written feedback prior to the meeting. Additional articles/chapters/books to be reviewed may be added. Advisor and student review the schedule of work to complete the Paper. Advisor submits an “in progress” INP by grade deadline for Semester 3.

By September 15th (second year)

The Advisor and student meet again to review the student’s progress. Prior to this meeting the student re-submits the full draft outline of the paper with new review material included. Advisor may provide written feedback or verbal feedback at the meeting. Advisor and student review the schedule of work to complete the paper.

By October 15th (second year)

The student submits a fully written draft of the paper to Advisor. Advisor provides written feedback on the draft by October 30th.

By November 15th (second year)

The student submits the 2nd and full draft of the paper to their Advisor and Committee Member.

By November 30th (second year)

The Advisor and Committee Member provide feedback and requested revisions to the student.

By December 15th (second year)

The student submits the “final” paper to the Advisor and the Committee member. The Advisor submits the grade. A grade of “satisfactory” is assigned if the paper is at least “B” level. The advisor submits an “in progress” INP by grade deadline if the paper is judged to need revisions or it is more than 25 pages, excluding references. The Advisor, in collaboration with the Committee Member, will specify the required revisions. It is highly recommended that the student submit the revised MRP early in Semester 5, the Winter Term. Students will continue to register for FRAN*6350 until the paper is complete, and instructors will continue to submit INP by grade deadline at the end of each semester until the paper receives a grade of “satisfactory”. The student allows the Advisory Committee two weeks to review their revised paper, before grades are due.

Content of the Major Paper

A. Clinical Topic: Statement

The statement needs to outline the parameters of the clinical topic and the extent of the literature review (e.g., how recent the materials are, what fields of research were searched for materials, etc.)

B. Rationale for Topic

The research review will begin with a brief section that highlights reasons why this topic is of current importance for therapists in the CFT field, including arguments that situate the topic within the historical-political context of the CFT field. If a “problem” focus is chosen then references that state prevalence rates in Canada, if not then U.S., need to be included.

C. Review of Literature (not comprehensive)

- Only recent writing on the topic is reviewed (last 15 years) unless there are key foundational texts that are relevant.
- Minimum of 20-25 references
- Maximum of 25 pages of text, excluding references
- Must include review of some writing from outside the field of CFT (e.g., psychology, sociology, social work).
- The standpoint or position of the student must be identified.
- Conceptual/theoretical texts need to be distinguished from texts that include empirical research (case study, qualitative, quantitative data analysis).
- Critical appraisal of the quality of the research needs to be included.
- Review must identify the issues regarding the topic that have been given the most attention. Review must also identify gaps in the literature (substantive, methodological).

- Paper will include critical appraisal of how questions of diversity, intersectionality and marginality are addressed in the texts reviewed.
- The Paper needs to make an original contribution to the literature on the topic

D. Implications of the Review for Future Research in CFT

- At the end of the review the student identifies a gap in the literature where further research is required.
- A rationale for why the gap is worth addressing needs to be provided. Arguments regarding how suggested research (if carried out) would increase the ability of Couple and Family therapists to work more effectively need to be included.
- Issues of diversity, intersectionality and marginality need to be commented upon if relevant to the gap.

E. References

- Use APA style

Research and Other Skills to Be Acquired

- Choosing a topic for review that balances breadth and focus
- Strengthening library research skills
- Taking an interdisciplinary perspective (review includes other disciplines)
- Setting priorities in search for and selection of references
- Producing coherent and concise written synthesis of extant literature using a format that is expected for articles in CFT field
- Engaging in critical appraisal, including issues of intersectionality, diversity, and marginality
- Assessing the implications of the review, identifying a gap in current knowledge, and suggesting research to address it
- Organizing work and managing time with respect to research review project
- Presenting a summary of a research review to colleagues in a way that facilitates their learning

Relevant Program Educational Goals (EG), Expected Student Learning Outcomes (ESLO), Core Competencies (CC), and Entry to Practice Competencies (PC).

Educational Goal 2 Scientific Inquiry and Critical Evaluation

Goal: Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research –based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.), and supported by the principles of critical appraisal of knowledge.

Expected Student Learning Outcomes:

- Students will develop an appreciation for the core principles of qualitative and quantitative research methodologies and demonstrate an ability to critically evaluate the merits of social science research literature.
- Students will demonstrate an ability to write coherently about integrating theory, research and practice skills related to their professional work.
- Students will have knowledge of current research developments in the couple and family therapy field, including empirically validated and evidence based therapy approaches.

Educational Goal 4 SOCIAL CONTEXT AND MULTICULTURALISM

Students will integrate a sophisticated sensitivity to multicultural diversity into their professional identity as a couple and family therapist, privileging attention to social location/socio-cultural context and including an awareness of how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives.

Expected Student Learning Outcomes

- a. Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedding in the construction of knowledge, including attention to one's own participation in these processes.

Targeted AAMFT Core Competencies (CC)

- | | | |
|--------|------------|--|
| 6.1.1. | Conceptual | Know the extant MFT literature, research, and evidence-based practice. |
| 6.3.1. | Executive | Read current MFT and other professional literature. |

- 6.3.3. Executive Critique professional research and assess the quality of research studies and program evaluation literature.
 - 6.4.1. Evaluative Evaluate knowledge of current clinical literature and its application.
 - 6.5.1. Professional Contribute to the development of new knowledge.
- Targeted CRPO Entry to Practice Competencies (PC)**
- 5.1 Access and apply a range of relevant professional literature.
 - 5.2 Use research findings to inform clinical practice.

Section V: Professional Training

Professional Accreditation and Program Recognition

The MSc. CFT program at University of Guelph is currently (summer 2016) one of seven programs in Ontario to be identified as a Recognized Education and Training Program by the College for Registered Psychotherapists of Ontario (CRPO). The MSc. CFT program is the only program in Ontario that provides students with the didactic learning, direct clinical contact hours, and supervision hours required to be a member of the CRPO. Following graduation, you must be registered with CRPO in order to practice psychotherapy in the province.

A distinguishing feature of the MSc. CFT program is our accredited status with The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association of Marriage and Family Therapy (AAMFT). AAMFT is the primary professional organization for couple and family therapists in North America. AAMFT has a Canadian regional organization, with provincial divisions. The Ontario Association of Marriage and Family Therapy (OAMFT) is our local affiliate organization.

Our training site was the first in Canada to gain accredited status with COAMFTE. We were first accredited in 1989, and are accredited to the end of 2017. We are currently the only accredited academic graduate program in Canada. Being accredited means our curriculum and training requirements must meet COAMFTE's standards regarding specific content areas to be covered in academic courses and clinical training expectations regarding direct contact with clients and supervision. COAMFTE standards are revised every five years to reflect current professional training expectations. The CFT faculty review and revise curricula accordingly after consultation with the Graduate Faculty Committee in the Department, taking into account student evaluation data and feedback.

Graduating from a COAMFTE-accredited Master's Degree training program has certain advantages including the assurance you have been exposed to current knowledge in the field and have received training and supervision that has met the highest standards in the profession. As well, as a graduate you will have met all the academic requirements to become a Pre-clinical Fellow in AAMFT, plus have accumulated at least 500 hours of direct clinical hours with clients and hours of supervision that exceed the required 1 hour of supervision for every 5 direct clinical hours and the 1:4.5 ratio that is required by CRPO. This total amounts to at least half of the clinical experience required to qualify for the Clinical Fellow designation in AAMFT, a professional designation recognized throughout North America and internationally.

It is important to note that the AAMFT Clinical Fellow designation is separate and apart from obtaining status as a Registered Psychotherapist in Ontario. In order to practice psychotherapy in Ontario a person must be registered with one of the five regulated health colleges³ or the

³ College of Registered Psychotherapists, College of Physicians and Surgeons, College of Nurses, College of Psychologists and the College of Occupational Therapists.

College of Social Workers that have access to the Controlled Act of Psychotherapy and protected title of psychotherapist. As a graduate of this program you will meet the requirements to register as a qualifying member of the CRPO, and be able to use the protected title of “Registered Psychotherapist Qualifying” (RPQ) until such time as you have fulfilled all the requirements to use the protected title “Registered Psychotherapist” (RP).

Clinical Training & Professional Membership

As an MSc.CFT student, a core part of your experience will be as a Therapist Intern at the Couple and Family Therapy Centre (CFT Centre). The CFT Centre is operated by the CFT clinical training team; it is fully supported by the Department of Family Relations & Applied Nutrition at the University of Guelph. As a Therapist Intern you are expected to acquire full working knowledge of the CFT Centre Operation and Procedures Manual which you will have access to when classes begin in September. That manual will provide you with descriptions of the various expectations of your role in this clinic and the expected procedures and documentation practices required. You will be required to obtain a Police Check, sign an Oath of Confidentiality, an Ethical Practice Agreement, and the supervision/training contract before you come in contact with clients.

As a Therapist-intern you are also required to become a student member of the American Association for Marriage & Family Therapy (AAMFT) during the first semester of your studies. You will remain a student member until you have finished all course and clinical training requirements and have convocated from the University of Guelph.

AAMFT Stages of Membership

As a graduate student in an accredited COAMFTE program, there are three primary stages to become a Clinical Fellow in AAMFT.

Student Membership in AAMFT

During your first semester in the MSc.CFT program, you will make your application for student membership with AAMFT. To become a student member, go to http://www.aamft.org/iMIS15/AAMFT/Content/Membership/Join_Now/Student_Member.aspx Complete the application for student membership and forward a letter of confirmation of registration, printed off the AAMFT website, to the Client Services Coordinator (CSC). In your second year of studies you will be required to renew your student membership with AAMFT and provide a letter of confirmation of registration to the CSC.

Student membership in AAMFT is a program requirement. The annual fee also includes membership in the Ontario Association for Marriage & Family Therapy. The website is <http://rmft.oamft.com/> As a student member, you will receive the Journal of Marital and Family Therapy and the Family Therapy Magazine.

As a student member, you must complete all of the course requirements and at least 500 hours of direct contact with clients, of which at least 40% must be with either couples or families. You must also have completed at least 100 hours of supervision with an Approved Supervisor (or Supervisor Candidate). The MSc.CFT at the University of Guelph is specifically designed to meet these minimum requirements.

Pre-Clinical Fellow in AAMFT

Upon completion of your program at the University of Guelph, and upon the receipt of your degree, you will be eligible to become a Pre-Clinical Fellow on AAMFT. Pre-Clinical Fellow status is the middle stage between training as a student and recognition as a Clinical Fellow. As a Pre-Clinical Fellow you will be continuing your clinical training under the supervision of an AAMFT Approved Supervisor or an AAMFT Supervisor Candidate. Typically, MSc.CFT graduates find they need to contract with an AAMFT Approved Supervisor, or an AAMFT Supervisor Candidate, if their place of employment does not have such a person on staff.

During your time as a Pre-Clinical Fellow (following graduation), you must accumulate the additional 500 hours clinical hours needed to bring you up to the required 1000 hours to become a Clinical Fellow. Your overall supervision hours must be at a 5:1 ratio to your 1000 hours of clinical work; that is: one hour of supervision for every five hours of direct client contact. You can count all your supervision hours accumulated while in the MSc.CFT program towards the 200 hours of supervision required to become a Clinical Fellow. However, if you accumulate more than 500 hours of direct client contact before you graduate those additional hours cannot be counted towards becoming a Clinical Fellow. You can only start accumulating the next 500 hours after you actually graduate from the program (i.e., following your convocation date, usually in October for program completed in August).

- Once you have graduated, you can apply for Pre-Clinical Fellow status. You can do this by filling out an application which is found on the AAMFT website and sending them the required documentation - http://www.aamft.org/iMIS15/AAMFT/Content/Membership/Join_Now/Pre-Clinical_Fellow_Non-US.aspx

Documentation of your completion of the program notating your clinical and supervision hours and signed by the CFT director will be provided to you when you graduate.

- There is a fee associated with applying for Pre-Clinical Fellow status; as well, once you are a Pre-Clinical Fellow, your annual membership dues are at that rate.
- You will be a Pre-Clinical Fellow for a minimum period of 2 years from the date your degree from the University of Guelph is conferred.
- During the minimum two years that you are a Pre-Clinical Fellow, you must keep track of all of your direct client contact hours, as well your hours of supervision with your Approved Supervisor(s) or Supervisor Candidate(s). You will report these hours on the required AAMFT

form directly to AAMFT. The forms must be signed by each and every AAMFT supervisor you consult for the various direct client hours you accumulate.

Clinical Fellow in AAMFT

Full membership with AAMFT is at the Clinical Fellow level. As a Clinical Fellow you are considered a fully qualified professional in the organization. Again, once you have completed all the requirements, you can make an application to become a Clinical Fellow. The application is found on the AAMFT website -

http://www.aamft.org/iMIS15/AAMFT/Content/Membership/Join_Now/Clinical_Fellow_Non-US.aspx

- Prior to application to become a Clinical Fellow, at least two years must have elapsed since your degree from the University of Guelph was conferred.
- On the transfer of status application, note that you have graduated from an accredited program - cite the University of Guelph as the accredited program.
- By the time of application to become a Clinical Fellow, you must have accumulated at least 1000 hours of direct client contact and 200 hours of supervision with an AAMFT Approved Supervisor or Supervisor Candidate. 500 of the hours you accumulated during your training in the MSc.CFT count toward the 1000 hours direct client contact. As well, all your hours of supervision received at Guelph count towards the total 200 hours of supervision (although you do need to ensure that you have supervision hours concurrent with the time period during which you completed the 1000 hours of direct client contact).
- Submit Supervisory Reports from each and every AAMFT Approved (or Supervisor Candidate) from whom you have had supervision since your graduation from the CFT Program at the University of Guelph.
- Pay the required application fee. Again, your annual dues will be charged at the Clinical Fellow rate once you are granted Clinical Fellow status.

Note that it is important that you pay attention to the minimum and maximum time-lines published by AAMFT for the various membership categories.

Canadian Association for Marriage and Family Therapy

All Clinical Fellows of AAMFT residing in Canada are automatically members of the Canadian Association for Marriage and Family Therapy (CAMFT). Canadian Clinical Fellows are given the credential "Registered Marriage and Family Therapist" or "RMFT".

Becoming a Registered Psychotherapist in Ontario (RP)

Students will be provided an orientation to the purpose, importance and relevance of the College of Registered Psychotherapists of Ontario (CRPO) will be discussed in 6160 – Introduction

to Systemic Practice in Couple and Family Therapy. Students will also be provided an outline on the requirements and process for registering with the College.

Portability

The practice of psychotherapy is regulated in Ontario by the College of Registered Psychotherapists of Ontario (CRPO). Two other provinces (Quebec and Nova Scotia) also regulate the practice of psychotherapy and three more (BC, New Brunswick, and PEI) are in the process of developing regulations (see <https://www.ccpa-accp.ca/profession/regulation-across-canada/>). The Federal Governments Agreement on Internal Trade (1994) and Ontario's Labour Mobility Act (2009) allow those regulated as psychotherapists in one province to transfer their certificate of registration to another equally regulated province (see <https://www.ontario.ca/laws/statute/09o24>). The CRPO does not have a residence requirement to become a member, meaning anyone in the world who meets the registration requirements for the College may make application to become a member.

Section VI: Professional Training Requirements: Some Unique Considerations

Being Part of a System: Thinking Systemically

The MSc.CFT program and CFT Centre are fairly small in terms of the number of faculty, staff, and students. We therefore work together closely in the dual purpose of (a) providing professional training for future CFT professionals, and (b) providing good clinical services to clients. While some of your academic work will be done very independently, much of what happens with respect to clinical training and client services requires a high degree of cooperation and consultation. As a therapist-intern you are part of a system where people's roles and responsibilities are tightly inter-connected. The decisions you take are very likely to affect what others are able to do. For example, if you decide that you are too busy with academic papers to take on new clients for a few weeks then those clients who might have met with you need to be seen by another intern in order to prevent a too-long wait-list from developing.

In this interconnected system, we find we need to **communicate often and clearly**. At first this might seem new to you and something of a burden. However, it is very important to think systemically when you are making your own plans and decisions, and then to consult to be sure that others are willing to accommodate. After a while you will appreciate the care with which others take you into account in creating a **consultative and well-coordinated working environment**.

A Professional Context

The CFT Centre is a professional space. Clients come to the CFTC for appointments throughout the day and evening Monday to Thursday, and sometimes on Fridays. This means that your appearance, conduct, and communication must adhere to reasonable standards of professional practice at all times that you are in the CFTC. Even when you are not seeing clients, others are, and clients or members of the public who come into the CFTC will not be able to distinguish when you are in your 'student' role or your 'therapist' role. Unique considerations then include professional attire as well as professional communication practices.

Communication: In the reception area and in all hallways/stairways, conversation should be limited, quiet, and not include any reference to client work or client names. In addition, conversations about personal matters should not take place in these public spaces as they may be misconstrued by those who overhear them. Client names are used only in the context of supervision meetings. Your interactions with, and reference to colleagues, faculty, and staff of CFTC, including part-time receptionists should be respectful and considerate, and of a professional nature.

CFT Centre Team Meetings and Social Gatherings

We recognize, and have received feedback from students about the importance of having opportunities to connect as a team (students, faculty, staff) aside from scheduled class and practicum times. Each semester time is set aside to meet as a team, and the schedule and theme of meetings is available at the beginning of each semester. Centre Team Meetings serve as opportunity to:

- ✓ hold an in-service training where an invited speaker from the community will come to discuss a topic that is relevant to clinical work. Past speakers have included campus police, F&CS etc.
- ✓ hold a mini workshop on a topic of interest that fosters such things as self-care and the safe and effective use of self.
- ✓ discuss issues of general and mutual interest of concern related to program training.

Social gatherings are generally held once per semester and have included such things as a pot luck, pizza lunch and summer BBQ. We are always looking for additional ideas, so if you have one please let us know. The social gatherings re intended to provide a break from work (the Centre is closed for a two hour period) and encourage people to socialize in a less formal environment. Since these meetings provide the only time when we all get together your participation is expected unless there are extenuating circumstances. If you are unable to attend, you should advise the Director of Clinical Training in advance.

Complications and Distinctions of the Supervisor's Role

The process of supervision is complex, nuanced, and inherently focused on the professional-personal interface. As a student and therapist-intern you will work with a number of clinical supervisors over the course of the two year CFT curriculum. You will also have these same people as course instructors. There are a few distinctions and complications associated with the supervisors' roles which are different from the roles of a faculty/course instructor that are important to keep in mind. Here are some dimensions to keep in mind.

- As a clinical intern, your supervisor holds responsibility for insuring the well-being and best interests of the client are always kept in focus.
- The supervisor's commitment is to work with each intern to support and extend learning opportunities to maximize their clinical development, at times this means addressing dimensions of the professional-personal interface that could be difficult for the therapist-intern (see guidelines on personal disclosure, page 31).
- Even though some dimensions of personal experience of the therapist-intern may be discussed in the supervision context, the supervisor does not cross the boundary into having therapy conversations with the therapist-intern (see guidelines on personal disclosure, page 31).

- There are subjective elements of evaluating skill development and clinical knowledge acquisition, which at times can feel quite personal and more about the “art” of psychotherapy, than the “science” of psychotherapy.
- The therapist-intern’s “use of self” as in instrument of facilitating therapeutic change has many subjective elements, yet is a key focus of supervision conversations and ultimately a part of the evaluation of skill development.
- The training seminars in Practicum courses will often require participation in learning activities that involve taking personal risks. Given the, at times, unpredictable nature of experiential learning activities, the supervisor may be witness to moments when the therapist-intern feels more personally exposed than is comfortable. The supervisor is responsible discerning how to create a learning opportunity out of those moments.
- It is the supervisor’s role to put guidelines in place for therapist-interns to make full use of learning opportunities, yet also maintain a safe environment for learning (providing guidelines for “care-of-self”).

This is not an exhaustive list of complexities and distinctions. Please refer to the resource *Boyd, G.E. (2014). A student’s guide to supervision: You are not alone. Taos, NM. The Taos Institute Publications*, that is used as a course text in FRAN*6160 in the first semester of the program.

Change and Flexibility

We believe that being a Couple and Family Therapist is about change. Our work with people seeking therapy supports and provides a context for practicing change ourselves. Change is a constant in the MSc.CFT program area. A new cohort joins each year. The program area and the Department continue to grow and develop. Curriculum changes are made to incorporate the most recent research and practice developments in the field. We solicit input to improve training methods and, as instructors and supervisors on the CFT clinical training team, also seek personal and professional growth. For example, people take on new challenges; they may take sabbaticals, parental or other leaves; go on vacation; or leave here to go on to new opportunities. In the process new people join our team for short and for longer periods of time. We see the time you will spend here as an opportunity for you to experience change and practice flexibility in a context where this is expected and supported. Our hope is that this experience will enable you to grow both professionally and personally in your time here, as well providing an opportunity to develop an openness to new possibilities throughout your career.

Consultation, Co-construction, and Hierarchy

As clinical supervisors and instructors we strive to maximize the potentials to student and faculty to creatively co-construct the learning environment, while recognizing that the inherent hierarchy in the faculty-student and the supervisor/trainee system imposes certain limits to collaboration. Faculty members often engage in collaborative discussions and learning activities with students. At such times the hierarchy is likely minimal. Examples of times when the hierarchy is more likely to be present include faculty evaluation of student projects and

supervisors' evaluation of therapist-intern training progress. At the same time, the instructors/supervisors value student participation in the evaluation process. Each instructor/supervisor will outline the ways in which students will participate in the evaluation of their learning and work. Another example of times when the hierarchy will be more evident is when clients' wellbeing or safety may be at risk. Since clinical supervisors share with the therapist-intern the responsibility for the clients' wellbeing, supervisors may sometimes direct the actions of therapist-interns in order to enhance client safety. In these situations we expect therapist-interns to carry out the requested action, as well as discuss the rationale for it with the supervisor. Developing skills for engaging in professional, respectful communication in both hierarchical and collaborative contexts is valuable preparation for your post-graduate work.

Extending Your Experienced Competence

People who come to CFT bring a wealth of experience with them. The training is enriched immensely by the competence people bring to their course of study and training.

As with most new endeavors your experience in CFT may seem at times like you are in territory where your experienced competence does not offer up the sense of comfort you may be used to knowing. At the same time, we value a learner-centered approach and strive to maximize your opportunity to draw on all your experienced competence while also inviting you to extend yourself into new areas and ways of building competence. You may have many opportunities to experience what Karl Tomm has called a "cycle of learning" in which he identified the following stages:

Unconscious incompetence - where one does not yet recognize the possibilities of a new area of learning and skill development.

Conscious incompetence - where the new skill or area of learning is now very much in one's awareness.

Conscious competence - where one has acquired new skill and areas of knowledge and the awareness when the new skill/knowledge is being used is very much present (and perhaps accompanied by a certain sense of awkwardness).

Unconscious competence - where one easily and unconsciously draws on the skill/knowledge quite competently.

As you approach new learning in this kind of cycle, it may be important for you to recognize your unique learning-style and explore how you can maximize its potential within the parameters of the various academic assignments and clinical training activities.

“Occupational Hazards” and Therapist Well-Being

Special Demands

The MSc.CFT program is demanding and intense in several respects. It is demanding in that the standards for academic, research, and clinical work is high. As noted earlier the clinical practice standards are designed to meet the requirements for accreditation for the profession of Marriage and Family Therapy and the regulations set by the College of Registered Psychotherapists of Ontario. As well, we have reviewed current practices in similar agencies that serve families in Ontario, and have brought our documentation and other procedures in line with these practices. The MSc.CFT program is also demanding because it is part of a department that is committed to excellence in all aspects of academic work.

You will likely hear former students talk about the intensity. This comes in part with the necessity for students to take a number of different roles, often during the same day. You might find yourself making a presentation in a seminar on theory in the morning, meeting with your research advisor to discuss your thesis proposal after lunch, marking essays related to your teaching assistantship after that, and then working as a therapist with various clients in the late afternoon and evening. The MSc.CFT program is also intense due to the nature of clinical work which involves working with clients who are often highly distressed and emotional.

As well, the clinical work has an unpredictable quality in that if a client experiences a crisis of some kind, you, as the therapist, may end up spending many extra hours supporting the person and meeting with your supervisor to plan how to be most helpful. It is the kind of work where there are often no clear right or wrong answers. Working in the “grey” zone requires attention to the nuances of interaction and frequent consultation with supervisors. Finally, doing the work of a therapist involves continual challenges to one’s personal values, sense of self and the relationships in one’s own life.

Getting Support

It is common in this situation for even the most experienced and careful person to experience personal distress. It is important therefore, for you to know that the clinical training team supports you in acknowledging this challenge and will work with you to arrange accommodations for your unique situation. Students are strongly encouraged to let their clinical supervisor and faculty advisor know when they may need accommodations related to personal distress.

It is your responsibility to let a clinical supervisor know when your well-being is threatened. There are various ways that we have found to be helpful in this type of situation. It is a matter of finding the one that best fits for you.

Do not hesitate to talk with a clinical supervisor or Academic Advisor as soon as you feel that you might need some extra support or to modify your participation in some way. We consider it a sign of competence and good judgment to know when you need accommodation and to be able

to arrange it without delay. (Please refer to The Disclosure of Information paragraphs in Section 2).

Finding a Therapist for Yourself

Given the challenges of the MSc.CFT program, many students have found it helpful to participate in therapy themselves or in couple or family therapy with members of their own families. Therapy is available through the Student Resource Centre on campus for free.

Accommodations for Students with Disabilities

The University of Guelph is committed to ensuring its services and facilities are accessible to persons with disabilities, so that they have the same opportunities and benefits as others. The University observes the Customer Service Standard of the Accessibility for Ontarians with Disabilities Act. The University's [Student Accessibility Services](#) offer assessment and support. We coordinate with this Centre in order to accommodate students with special needs.

Student Representation

There are various ways that you have a voice in your own learning, the curriculum planning and the administration of the Centre. The Centre Team Meetings discussed above are one way. Another way is to complete program, course, and supervisor evaluation forms. Students also elect a representative to attend CFT Curriculum and FRAN Grad Faculty meetings.

Other possibilities for you to voice your ideas and/or concerns are to communicate directly with your course instructor regarding curriculum or other aspects of course delivery; your clinical supervisor regarding your clinical work, your academic advisor regarding your overall course of study, or your thesis or MRP; the Department Chair or Graduate Coordinator regarding department policy/procedures or more generally about your graduate student experience; the Director of Clinical Training regarding your clinical training and CRPO regulations, or the CFT Academic Program Director for COAMFTE-related questions. You can contact any of these people either in writing (email) or by phone to arrange a meeting.

Vacations and Time Away

The CFT Centre is closed for three two week periods at the end of each semester. These times are set well in advance by the Director of Clinical Training in consultation with faculty and staff. As a general rule the breaks are the two weeks before Labour Day; the last two weeks of December; and the first two weeks of May. Students are expected to plan vacations and away time during these periods only. You can find the beginning and end dates for each semester through the University website: :

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

The CFT Centre is open and clients are seen during Reading Week in February and you are expected to be seeing and available to your clients during that time.

Similarly, given the nature of the training, the responsibility to client work and the steady accumulation of direct client contact hours, Therapist Interns are expected to be available to see clients or attend to client needs during regular Centre hours every week the Centre is open. Whether or not you have client appointments scheduled, you are expected to be available on-site on the first day that the CFT Centre re-opens after a break since client circumstances may require unanticipated contact.

Students who take leaves during times the Centre is open and fall behind in their accumulation of clinical hours, may be required to extend their program for a seventh semester to catch up.

Any planned absence during the course of a semester requires discussion, well in advance, with the Director of Clinical Training, Practicum Instructor, and your course instructors to ensure that you have a plan for maintaining client care while you are away and for making up for missed learning activities and course requirements.

Unanticipated Time Away From the Program

Students who require time away from classes and/or clinical work for compassionate (e.g., death in the family, undue stress due to life transition, etc.) or medical reasons are asked to notify the Director of Clinical Training and your Practicum Instructor immediately to make arrangements for serving your clients and catching up with practicum work, if possible, when you return. In the event of emergency situations, you can ask the Director of Clinical Training to pass along information about your absence to your course instructors. As soon as you are able, you should contact your instructors to arrange for addressing missed course material and/or assignments.

Absence to attend Conferences or Workshops

You should discuss any plans for attending conferences or workshops with your Academic Advisor to ensure that these fit into your overall learning during the two-year MSc.CFT program. In the event that such additional learning opportunities are supported by your advisor, you will also need to discuss with your supervisors (including Director of Clinical Training) how to meet the needs of your clients in your absence, and discuss with your course instructors how to make up for missed class time.

Observance of Religious Holidays

Students are supported in observing specific religious holidays related to their faith. Students should inform course instructors and clinical supervisors regarding their absence and arrange for client support and catching up on whatever has been missed.

Student Grievances

If a student has an issue of concern with any academic aspect of the MSc.CFT program they are expected to contact the relevant course instructor with respect to resolving the matter. If the issue cannot be resolved the student should follow the policy and procedures outlined in the University of Guelph Graduate Calendar.

Technology Requirements

Students will benefit from having access to personal computers (or laptops) to facilitate ready access to electronic course materials, electronic library resources, and for completing required course projects. There are several computers available in the CFT Centre (student computer room) which are available on a first-come-first-serve basis. These shared computers are mainly used for completing required clinical documentation.

Technology Training

Students in the CFT area will be trained in a number of technologies that support the academic and training components of the program. The Director of Clinical Training and the Client Services Coordinator will set up small-group training sessions in the early weeks of the program for the use of the computers, copying equipment, and telephone system. Also in the first semester, students will be trained in the operation of the digital-video recording and play-back equipment. In the second semester prior to first meetings with clients, students will be trained in the client data-base and room booking systems. The Client Services Coordinator will support students to problem-solve technological challenges as they arise over the course of the program.

Section VII: Evaluation of Student Learning

Evaluation of Students' Progress

The MSc.CFT involves development of competence in three areas: theory and substantive knowledge of the field, ability to carry out research, and couple and family therapy practice.

1. **Theoretical and substantive knowledge** is obtained through participation in various academic courses offered in the department including those that have a clinical or applied component and those that are more research-based. For each of these courses you are evaluated by each course instructor upon completion of the course requirements.
2. **Research skills** are developed through involvement in conducting a research project for a thesis or writing a major research paper (MRP) which reviews the literature in a particular topic area. This process is supervised and evaluated by your academic advisor and committee.
3. **Clinical practice skills** are developed through participation in a sequence of five practica (FRAN 6090 I - IV and 6095) beginning in the second term. Four of these are on-site and the last one is an externship at a community agency. Each of the first four practica has a different instructor who provides group, paired, and individual supervision on a weekly basis during the period when the therapist-intern is meeting with clients. The Director of Clinical Training also provides supervision (typically every other week). Clinical practice during the fifth practicum is supervised by a community agency supervisor, and students meet together with the Externship coordinator once a month onsite at the CFT Centre.

Student Achievement of ESLOs Across the Curriculum

Every course in the CFT area curriculum covers a designated set of Expected Student Learning Outcomes (ESLOs) that are associated with program's set the Educational Goals (EGs). In each course the course instructor has translated the specified ESLOs into required activities, including course readings, in-class learning activities, course projects (written and presentations), etc. For every required course project, the course instructor will be assessing each student's demonstration of achieving the associated ESLOs.

The CFT area faculty have set a **benchmark** for student achievement as **"satisfactory"** for each ESLOs specified to be covered in each course. Demonstrating "B" grade level work is the program standard for the student's work being assessed as "satisfactory". If over the various required projects covering a specified ESLO a student does not demonstrate an overall achievement of the ESLO at the "satisfactory" level, the student will be given an "unsatisfactory" for that ESLO. The course instructor will complete an "unsatisfactory report" for the student, the report will include recommendations for the student to improve their mastery of the ESLO in next assignments and/or next courses. A copy of an "unsatisfactory report" is given to the Academic Program Director. Since each ESLO is covered in multiple courses, and in many case over multiple required

assignments in any given course, students have several opportunities to demonstrate their satisfactory achievement of each ESLO.

The Academic Program Director monitors student achievement of ESLOs across the whole curriculum annually. Each student is expected to demonstrate a combined achievement (i.e., demonstrating a “satisfactory” level of achievement over a majority of the courses in which the particular ESLO was assessed) of each ESLO by the completion of the two year curriculum.

On-campus Practica Evaluations

Individual Goals

Within the first few weeks of each practicum, you will develop, in consultation with the supervisors, an individual set of goals for your clinical practice. These goals guide the practicum work and you will be reviewing them periodically.

Mid-semester Evaluation

In each practicum the supervisors conduct a mid-semester evaluation of each student’s progress and level of competence. Mid-semester evaluations are generally verbal and will be a time for mutual reflection between you and your supervisors on the development of your clinical practice skills. At this time the initial goals are reviewed and may be revised. Your supervisors and you will also discuss any issues arising out of the clinical experience. If there are any serious concerns at any time during a practicum the supervisors will discuss these with you and will document the changes that need to be put in place for the rest of the practicum. You will receive a copy of this document.

End of Practicum Evaluation

Final evaluations are usually written in conjunction with an open dialogue between you and your supervisors regarding your progress. You will receive written feedback at the end of each practicum. In some practica you will be asked to take the initiative of drafting this report and the supervisor will respond to what you have written. A final draft of this written report is given to you at least two days prior to it being finalized. This provides you with time to respond to any of the comments and arrange a further meeting with the supervisor. Final copies of the written evaluations are given to you and copies are placed in your graduate file which is kept in a locked CFT filing cabinet. These evaluations may be reviewed by other CFT supervisors and, each six years, by the accreditation (COAMFTE) site visitors who need to ensure that students have been appropriately evaluated.

Practicum Self Evaluation

At the end of each practicum students submit a narrative self-evaluation which is also kept in their graduate file.

Implications of Unsatisfactory Performance in the Clinical Practice Area

A special feature of the MSc.CFT is that it includes the clinical practice component (five practica). The clinical training component is in addition to the other aspects of academic performance in the MSc.CFT program, all of which are governed by university standards. If a student is unable to perform at the expected standards in their clinical work they may be counselled out of the clinical component of the Master's degree in the Department.

Two special aspects of the MSc.CFT lead to the need for procedures to counsel a student out of the clinical component when their performance does not meet standards. The first of these is the commitment and ethical responsibility the clinical training team has to provide high quality services to clients who are seeking therapy or consultation at the Couple and Family Therapy Centre. The second is the fact that the five practica (FRAN*6090 I, II, III, IV, and 6095) are linked to each other in a sequential fashion over the period of five semesters. A student needs to accomplish the skills and have the knowledge base from one practicum before proceeding to the next. These two aspects of the MSc.CFT ensure that by the end of the two year period students have attained the required levels of professional clinical competence.

If a student is evaluated by the team of two practicum supervisors as not being able to perform up to standard in the clinical component he or she will be so informed verbally and in writing by the practicum instructor as soon as possible. Standards for clinical work include meeting the specific requirements deemed essential by the instructor for each practicum (FRAN*6090), as well as meeting the standards for professional conduct outlined in the Code of Ethics of the American Association for Marriage and Family Therapy (2015). In the written documentation it will be made clear what changes the student must make to stay in the MSc.CFT program. The date by which the changes must be made will also be in the document. If the student has not made the changes by the date indicated the situation will be reviewed at a clinical supervisors' meeting. The supervisors will make a recommendation to the Graduate Coordinator and the Department Chair regarding whether the student should remain in the MSc.CFT program or not and the process may be initiated to counsel the student out of the MSc.CFT program.

If other aspects of the student's graduate performance are satisfactory, she or he may continue in the FRAN MSc in Family Relations and Human Development. This means that she or he will have to complete a Thesis and may only be allowed to continue to take some CFT courses.

In the case of an appeal or grievance by the student, the University of Guelph "Policy on Responsibilities of Advisors, Advisory Committees and Graduate Student-Advisor Mediation Procedures" will be followed (see Graduate Calendar).

Section VIII: Giving Feedback about the MSc.CFT Program

Student Feedback and Evaluation of Courses, Instructors, Supervisors, and the MSc.CFT Program

The CFT faculty and supervisors are committed to maintaining a learner-centred environment, thus we highly value student input and evaluation. You will have various formal and informal opportunities to provide your feedback. Evaluation is key to maintaining accountability to students as important stakeholders. The CFT faculty/supervisors are committed to on-going review, assessment, and revision of the curricula and clinical training experiences. These accountability practices are also reviewed by the accrediting body (COAMFTE) in determining compliance with Accreditation Standards.

All evaluations and feedback mechanisms are voluntary; students are not required to participate. Where possible we have put in place procedures that protect student anonymity (online surveys to collect and collate data) to take into account the unequal power inherent in the relationships between students and faculty/supervisors. If students do wish to reveal their identity they may sign the forms. The content of all course and instructor evaluations is seriously considered by the individual instructor/supervisor. In the case of program evaluations the CFT Academic Program Director and supervisors engage in review and follow-up. We take into account student input in making revisions to the training. Unfortunately it is not always possible to implement student suggestions due to resource, pedagogical, and/or accreditation constraints.

The following chart provides, in summary form, a description of the various evaluations in which you will be invited to participate, what form they take and when they are done.

What or who is being evaluated by students	Purpose of Evaluation and Format	Schedule	Comments regarding Collating of Responses and Follow-up
<p><u>*Course or Practicum and the Course Instructor.</u></p>	<p>Evaluation of course and of instructor's performance.</p> <p>**Form created by Department that includes rating scales and room for comments.</p>	<p>In class during last two weeks of term</p> <p>(For Externship in last externship group meeting)</p>	<p>The Dept. staff collates and records the responses. Dept. Chair reviews the evaluations for all faculty including sessional instructors. The instructor receives these evaluations after the students' grades have been submitted. Comments on signed evaluation forms only are reviewed by the Department tenure and promotion committee as part of full-time faculty members' performance review.</p>

<p><u>Course, Practica & Externship</u></p>	<p>Evaluation of MSc.CFT program's effectiveness in meeting Educational Goals and associated Expected Student Learning Outcomes.</p> <p>Form with rating scales for learning outcomes and competencies.</p>	<p>In class during last two weeks of term</p>	<p>Client Services Coordinator collates responses and submits these to the CFT Academic Program Director. Instructors receive the forms back after student's grade has been submitted. The CFT Academic Program Director creates a summary chart for all courses and reviews this summary with the Director of Clinical Training and Faculty/Supervisors. This process is key for maintaining accreditation and ensuring curriculum development that is grounded in expected learning outcomes.</p>
<p><u>Practicum Supervisor</u></p>	<p>Evaluation of supervisor performance re: partner and individual supervision</p> <p>Each Supervisor decides on her/his own format.</p>	<p>In class during last two weeks of term</p>	<p>Interns provide evaluation for the Supervisor/Instructor of each of the four on-site practica. Interns provide the Director of Clinical Training with evaluation of supervision after the 2nd and 4th practica.</p> <p>Evaluations of supervision by Instructor/Supervisors are reviewed by them after the student's grade has been submitted or when the student has completed the Degree (student choice). These evaluations are not reviewed by anyone else, however faculty may include signed evaluations as part of their tenure and promotion package. Evaluations of supervision of the Director of Clinical Training are shared when the student has completed the Degree (student's choice).</p>
<p><u>**Externship Supervisor & Externship Agency</u></p>	<p>Evaluation of Externship Supervisor's performance and of agency appropriateness.</p> <p>Forms with rating scales.</p>	<p>Students receive these evaluations via e-mail and are asked to submit them in August.</p>	<p>The Director of Clinical Training and CFT Academic Program Director review these evaluations and follow up. A record of agency and supervisor appropriateness to host Extern students is maintained by Director of Clinical Training. The Director of Clinical Training provides feedback to Externship Supervisor.</p>
<p><u>Program Evaluation by In-course Students</u></p>	<p>Overall evaluation</p> <p>Form with several open-ended questions.</p>	<p>In class during Practicum II in mid-June.</p>	<p>The CFT Client Services Coordinator collates the survey results using survey software. The CFT Academic Program Director reviews the survey feedback. The CFT Academic Program Director creates a Summary Report for review with Faculty/Supervisors. The Academic Program Director, Director of Clinical Training, and Faculty/Supervisors are responsible for follow-up.</p>

<u>Program Evaluation by Finishing Students</u>	Overall evaluation Form with rating scales and open-ended questions.	July of second year during last regular Externship Group meeting	The CFT Client Services Coordinator collates the survey results using survey software. The CFT Academic Program Director reviews the survey feedback. The CFT Academic Program Director creates a Summary Report for review with Faculty/Supervisors. The Academic Program Director, Director of Clinical Training, and Faculty/Supervisors are responsible for follow-up.
<u>Program Evaluation by Alumni</u>	Overall evaluation Form with rating scales and space for comments.	September, four years after the alumni entered the Degree	The CFT Client Services Coordinator collates the survey results using survey software. The CFT Academic Program Director reviews the survey feedback. The CFT Academic Program Director creates a Summary Report for review with Faculty/Supervisors. The Academic Program Director, Director of Clinical Training, and Faculty/Supervisors are responsible for follow-up.
<u>Client Service Evaluation</u>	Evaluation provided by clients of their experience in therapy	Ongoing with an annual "2 week "blitz"	Evaluation forms are always available in the waiting room, and once a year for two weeks, every client is asked by the receptionist &/or therapist to complete a survey. A report is compiled annually.

*Evaluation forms for Department are submitted to Department Clerk by a class volunteer who collected them, or they are completed online. All other evaluation forms are submitted to CFT Client Services Coordinator – we are currently working on switching these all to online surveys.

**Evaluation form for the Externship Supervisor and Agency is in hard copy format.

Keeping in Contact with Alumni

We are committed to maintaining a connection with our graduates, and required to do so by our accrediting body to monitor outcomes such as employment and achievement of regulated and professional status. We are developing a Community of Practice network to us to stay touch with current and past members of the U of G - CFT community. We will also use it to share information about job opportunities, events, workshops, and news of changes in the CFT program. This network also enables us to collect important information about our alumni successes. Make sure to sign up for the Community of Practice and ensure that we are kept up-to-date with your contact information both when you are in the program and also once you have completed your degree. Two years after you have completed your degree, you will be contacted and asked to provide post-graduation feed-back about your experience in the program. Up to six years post-graduation we will contact you annually seeking information about your current status with AAMFT and your occupation. This information is collected for reporting to AAMFT in the annual report.

Section IX: The CFT Centre: Space and Equipment

Facilities and Space

Student Lounge Space

Room 154 is designated as a student lounge and multi purpose room. A refrigerator and microwave oven are provided for student use. Students are responsible to main this area, ensuring that food is put away, the refrigerator and microwave oven are kept clean. Given this space is intended to be temporary; there is not a suitable place to wash dishes. You are strongly encouraged to bring food in reusable containers which can then be cleaned at home, or use disposable containers or plates. Housekeeping staff only collect garbage from bathrooms on a daily basis. Therefore, to ensure cleanliness, please ensure the garbage can used to dispose of food waste is placed in the bathroom adjacent to room 154 at the end of every day so that it will be collected the next morning.

Given the close proximity of this room to the CFT Centre waiting room, please keep the door closed, in order to minimize the travel of sound and odor.

Computer Room

The computer room (Room 161) on the main floor is an area shared by all interns. It is used for work that requires a quiet space. This area is used for writing clinical reports and for reviewing - recordings of therapy sessions. **Priority for time on the computers is given to those who are writing clinical reports for clients.** All therapy reports must be written at the Centre for confidentiality reasons. You may use the computers to write papers for courses when there is no demand for clinical report writing. No food or drinks other than water are allowed in this room. The door in the Computer Room is kept closed, but not locked since there is a fire exit through the room. Since this is a shared space, available to all students, and since this room is unlocked it is very important that you do not leave any confidential material or personal belongings on or around the desks when you are not there. Ensure that you lock away your valuables, reports, papers, etc. whenever you vacate the room, even for a few moments. The phone (Ext. 56517) is used to reach clients, and phone calls from clients may be transferred to you at this extension from the reception desk. Please make and receive personal calls and use cell phones in another area.

Storage Closet

In the hallway that leads to the therapy rooms on the main floor there is a storage closet. Confidential client material and other clinical material are kept there when not in use. Client files may be kept there for a **maximum of three days**. This closet is always locked. Key #67 is required to open it.

Reception Area

This main floor area is for business only. Client names should not be used in any context other than in supervision. Work with clients should not be discussed in halls, at coffee, etc. The receptionists are there to help you with respect to meeting clients and receiving messages. The receptionists are not able to help you with academic work or regarding how to be therapeutic

with your clients. Receptionists are responsible for some aspects of managing clinical documentation (for example, uploading of scanned documents into the data management system). At times they may ask the therapist-interns to make corrections. Please treat the receptionists with respect and consideration at all times.

Hallways Adjacent to Therapy Rooms

It is important to talk quietly in the hallways so as not to disturb the work that is being done in therapy rooms.

General Building

If you notice plumbing, heating, electrical, lighting or pest problems, please notify the Director of Clinical Training immediately, copying your colleagues to inform them that the problem has been reported.

Allergies to Scented Products (e.g., Perfume and Cologne)

In order to respect the health of those who are allergic, you are asked to refrain from wearing perfume, cologne, scented hand or body lotion, or aftershave lotion. You are asked to use scent-free products wherever possible. There are “Scent Awareness Guidelines” for the entire university. These Guidelines are available on the University website.

Equipment

Photocopying and Printing

A photocopier is located in the main hallway of the CFT Centre. It is primarily available for clinical documentation. You will be provided with a code to use for copying clinical file material. You may also purchase a code to use when you photocopy for your own personal use (including academic and course-related copying). You will be responsible for the cost of any photocopying which is not client-related. Please note that the department adheres strictly to the Copyright Guidelines: <http://www.lib.uoguelph.ca/about/policies/copyright/copyright-guidelines-university-guelph-library>

We have a very limited budget for equipment. Unfortunately this means we must limit the use of our printers. A printer is located in the computer room. It is **strictly** for use related to clinical documentation. This printer is **never** to be used for academic, course-related or personal printing. Printing facilities for graduate students are available, for a fee, at various locations on campus, including the library. You will require a printing/photocopying card from the self-serve vend-a-card machines on the main floor of McLaughlin Library to pay for these print jobs. See for more information: <http://www.lib.uoguelph.ca/get-assistance/printing-computing>

Equipment and Computer Problems

Please notify the Client Services Coordinator via e-mail immediately of any problems with recording or computer equipment, copying your colleagues to inform them that the problem has been reported.

Communications

Telephones

The telephone in the Computer Room is Ext. **56517**. It is **NOT** to be given to clients. After hours or when the /Receptionist is not available, client messages are left on voice mail or personal messages on the Client Services Coordinator's voice mail. You will be instructed in the procedures for accessing this voice mail early in your time here. It is important that you access this if you are waiting for a client or any other message which may have come in to the Centre.

FAX

The Department of Family Relations and Applied Nutrition provides a fax service. There is a fee of \$1 for sending a personal fax outside the Guelph area. Please talk with the Client Services Coordinator if you have questions about sending a fax.

Long Distance Calls

These are costly. Please keep a record of any long-distance calls you make noting whether it is a client-related or personal call. You will be invoiced for the cost of personal calls.

Mail and Messages

Each student has a file folder in the locked cabinet that is in the reception area. Mail and messages will be left there for you. You are expected to check several times a day.

Email

Each student, faculty and staff member has a University of Guelph email address. Check your email often (several times a day) as this is a common way for messages to be sent. NEVER use email to communicate with a client because email is NOT confidential.

CFT Resources

Video Tapes/DVDs

We have a large collection of training video tapes and DVDs which are available on a sign out system from the Receptionist. We also have a growing lending library of contemporary books on therapeutic practice. The receptionist has a list of available titles (tapes and books) to borrow.

Section X: Security and Safety

General Security

Campus Police 519 824 5000

Any on campus emergency (medical, fire, building, personal, etc.) should be directed to campus police **before** calling 911 as campus police will arrive on scene faster. Campus police can be reached in one of two ways:

- dialing 2000 from any university landline telephone
- direct dial 519.824.500 from a cell phone.

Campus Safewalk

This service provides a volunteer person or persons to walk with you from one point to another on campus. Campus Safewalk is available 7 nights a week, 7:30 PM -2:30 AM. Call extension **53200** or see their website: <http://www.csaonline.ca/safewalk/>

Diversity and Human Rights

The Diversity and Human Rights Office

The Diversity and Human Rights Office is dedicated to the removal of all systemic barriers, discrimination and harassment and will engage in advocacy within the university community towards this end.

The [DHR Office](#) is located at the north side of campus at Fielding House, 15 University Avenue East. All inquiries are confidential. Office hours are: Monday-Friday from 9 AM - 5 PM. A human rights consultant can be contacted at Ext. **53000**.

The University of Guelph prohibits discrimination and harassment based on all grounds identified by the Ontario Human Rights Code: sex, sexual orientation, race, colour, ancestry, place of origin, ethnic origin, citizenship, creed (faith), age, marital status, family status and same-sex partnerships, disability, and receipt of public assistance.

The University's activities in the areas of discrimination and harassment are guided by [Human Rights at the University of Guelph](#).

There are three separate processes possible for dealing with human rights issues:

- informal resolution of a human rights concern;
- mediated resolution of a human rights dispute;
- formal complaint process.

Members of the DHR staff are available to assist all members of the University community with their questions about human right matters or to assist those who wish to raise a concern or file a complaint.

Definitions

Harassment & Sexual Harassment

Harassment is any attention or conduct (oral, written, graphic or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive or intimidating.

If you feel you are being treated in a way that is harassing you should take the following action:

- b. Let the person who is harassing you know that you want the behavior to stop immediately.
- c. Report to your supervisor/director/dean immediately.
- d. Take this behavior seriously - it is not a joke.
- e. Get support for yourself.

CFT Program Definition of Diversity

Definition. Diversity in the CFT Program is defined in terms of differences between groups of people with respect to structural disadvantage and systemic marginalization. In our social context disadvantage and marginalization are related to such factors as: gender, sexual fluidity, social class, ethnicity, race, religion, spirituality, age, health/ability, immigrant status, etc.

Discrimination

The denial of equal treatment, civil liberties, and/or opportunity to a group or member of the group on the basis of: race, colour, ancestry, place of origin, ethnic background, citizenship, creed (religion), sex, disability, sexual orientation, age, marital status, family status and, in some cases, receipt of public assistance or a pardoned criminal offense. Discrimination may be systemic wherein the policies and practices that have become standard in established institutions appear to be neutral but result in exclusion of certain groups.