

**Toronto Centre for Psychotherapy and Counselling Education**  
**TCP 5200 Systemic and Collaborative Therapies**  
**Mondays, 9:00 am – 12:00 pm**  
**Instructor: Lawrence Beech PhD RP RMFT**

**COURSE DESCRIPTION**

This graduate level course (36 academic course credit hours) teaches the student basic concepts and skills in systemic and collaborative therapies. The course will include discussion of family systems theory, attachment theory, interpersonal psychotherapy, narrative therapy and solution focused therapy. Priority is given to the safe and effective use of self, confidentiality, and self-care within the therapeutic relationship. The course explores power and privilege, trauma and abuse, grief and loss, and cultural diversity through an ethical, and clinical, integrated psychotherapeutic framework. The course aims to assist students in their development of high standards of personal integrity and professional competence. This course will be of interest to students preparing for certification in the College of Registered Psychotherapists of Ontario.

**COURSE FORMAT**

The class will meet weekly on Monday mornings from 9:00 am to 12:00 pm. The course format will consist of the following: theory presentations, skills development, discussions of readings, and in course training utilizing the format of supervised practice therapy sessions.

**COURSE OUTCOMES**

As students consider the various topics presented in the course they will begin to:

- develop their own understanding and working knowledge of systemic and collaborative therapies
- learn to integrate theory into practice through discussions, practice interventions, case studies, and book reflections.
- understand how safe and effective use of self is important to the practice of psychotherapy
- understand that the care and well-being of the client in a therapeutic relationship is paramount
- develop awareness of their own heritage, culture, ethnicity and diversity and how these are relevant to their practice of psychotherapy
- continue to develop their own sense of self as they learn to define themselves as professionals.

**RELATIONSHIP TO CURRICULUM**

This is a required course for students pursuing a certificate in psychotherapy from the Toronto Centre for Psychotherapy and Counselling Education (TCPCE).

**PREREQUISITES**

Successful completion of the TCPCE Year One program or equivalent.

**REQUIRED READING**

Gilbert, R. M. (2006). *The eight concepts of Bowen theory*. Leading systems press.

McLeod, S. (n.d.). Attachment Theory [PDF file]. (Retrieved from <https://www.simplypsychology.org/attachment.html>) (In Class Reader)

Nichols, M.P., & Davis, S. (2016) *Family Therapy Concepts And Methods*. Pearson: Boston. Selected chapters (in class reader)

Titelman, P. (Ed.). (2014). *Differentiation of self: Bowen family systems theory perspectives*. Routledge

### SUGGESTED ADDITIONAL READING SPECIFIC TO COURSE TOPICS

Cassidy, J., & Shaver, P. R. (Eds.). (2002). *Handbook of attachment: Theory, research, and clinical applications*. Rough Guides. 924

Chung, H., & Gale, J. (2009). Family functioning and self-differentiation: A cross-cultural examination. *Contemporary Family Therapy*, 31(1), 19-33.

De Shazer, S., & Dolan, Y. (2012). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Routledge.

Glass, S. (2007). *Not "just friends": rebuilding trust and recovering your sanity after infidelity*. Simon and Schuster.

Irving, H. H., & Benjamin, M. (2002). *Therapeutic family mediation: Helping families resolve conflict*. Sage.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention*. (3<sup>rd</sup>. ed.). New York: W.W. Norton & Company.

McGoldrick, M., Carter, E. A., & Garcia-Preto, N. (Eds.). (1999). *The expanded family life cycle: Individual, family, and social perspectives*. Allyn and Bacon.

Olthuis, J. (2000). *Towards an ethics of community: Negotiating differences in a pluralist society*. Waterloo: Wilfred Laurier University Press.

Richardson, R. (1999). *Family ties that bind: A self-help guide to change through family of origin therapy*. North Vancouver: Self-Counsel Press.

Rosenbloom, D., Williams, M., & Watkins, B. (2010). *Life after trauma: A work book of healing*. New York: The Guilford Press.

Rothschild, B. (2010). *8 keys to safe trauma recovery: take-charge strategies to empower your healing (8 keys to mental health)*. New York: W.W. Norton.

White, M. (2007). *Maps of narrative practice*. WW Norton & Company.

Wolfelt, Alan D. (2004). *Understanding your grief: Ten essential touchstones for finding hope and healing your heart*. Fort Collins, CO: Companion Press.

### ASSIGNMENTS:

**Assignment #1** (20%) DUE: the end of Reading Week

This assignment includes a 6 to 8-page reflection paper, with CRPO competencies cited, on the shaping influences from your family of origin on your personality development. Included in the paper is a genogram of the student's family of origin which includes intergenerational patterns, triangles and power dynamics. The student will reflect on and discern cultural, socio-economic, educational, mental health, and spiritual themes in their family of origin.

**Assignment #2 (30%) DUE: Class 10**

This assignment includes an 8-page academic paper, with references cited, on the construction of a virtual family sculpture of the student's family of origin or their current family. The virtual family sculpture will include persons conflicted, aligned, distanced, dominant, and intimidated. The student is asked to identify insiders/outsideers, rebels, villains, nurturers, peacemakers, the persecutors/victims, the leaders/followers, over-functioners, and under-functioners. The student is also asked to reflect on ways in which their family sculpture reflects the power dynamics and the emotional climate within the family. How would you re-configure the family structure to create a more life affirming family environment? How would you seek to integrate these insights and learnings, with attention to specific CRPO competencies, into your psychotherapeutic work?

**Practice Psychotherapy Sessions (20%)**

Practice psychotherapy sessions provide an opportunity for students to participate experientially as therapists, observers, and clients on a rotational basis. Confidentiality and SEUS is essential throughout and following the practice therapy sessions. Assessment is based on the student's ability, where possible depending on client issue presented, to integrate an awareness of the theory component of the week into the practice therapy. Students are expected to participate fully in the practice psychotherapy sessions, whether in the role of client, therapist or observer. Students are expected to integrate the feedback received from all participants to inform their future practice. Throughout the course students will participate in the following ways:

**Student Therapist:** The student will function in the role of the student therapist for the practice session(s). The session length will be 25-30 minutes. Following the session, the student therapist will verbally assess their own performance in the session and respond to questions from observers. The feedback component of each session will be approximately 30 min in length. More detailed instructions about the feedback format will be given in class.

**Student Client:** The student will function in the role of the client for a practice session. While this exercise is somewhat artificial, as it is being done in a classroom setting, it is **NOT** role – play. The client is to choose and discuss an issue that is real to them and pertinent to their lives. Students are to take care of themselves and choose issues that they are comfortable talking about in the class.

**Observers:** When the student is not in either the student therapist or student client role they will function as observers. Students will keep track of the session as it progresses. At the end of the session they will engage in meaningful discussion with to the student therapist. Students are expected to provide feedback and ask questions relevant to the session observed.

**Final Examination (20%)**

This assignment will be a multiple choice examination based on the content of the course. More details about the examination will be given in class. The examination will be written during the final class session on week 12.

**Class participation and attendance (10%)**

Class participation and attendance are central components of this course. Students are expected to attend regularly and to participate fully in all aspects of the course.

## ASSIGNMENT STYLE GUIDE

APA Style Guide, 6<sup>th</sup> Edition.

### LATE SUBMISSIONS / EXTENSIONS

Students are expected to submit assignments on their due dates. If a student is unable to meet an assignment deadline, they are required to request an extension from the instructor prior to the assignment due date. Extensions granted by the instructor will be no more than 1- 2 weeks.

### GRADING

TCPCE courses use the following system of grading.

#### Grading System

A+	(90-100)
A	(85-89)
A-	(80-84)
B+	(77-79)
B	(73-76)
B-	(70-72)
Failure	

### CONFIDENTIALITY AGREEMENT

Early in the course, the issues related to confidentiality will be discussed. This will be most relevant to the in course training, practice therapy segments of the classes. Students will agree that they will not discuss any confidential or identifying information shared in class with others. Once this confidentiality agreement is discussed in class and verbally agreed to by the student, it will be understood that the student will comply with this agreement. Failure to comply will be considered ethical misconduct and will result in an incomplete grade for the course.

### ACADEMIC INTEGRITY AND POLICIES

Unless otherwise stated, the course follows established policies with respect to academic integrity and misconduct. The student is required to know these guidelines. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the program for cheating and the offence may appear on one's transcript.

**Plagiarism.** Students submitting written material in courses are expected to provide full citation of sources of both words and ideas. Direct quotations should be placed within quotation marks or indented as per the APA Style Guide. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic and professional ethics.

**COURSE SCHEDULE**

Date	Topics	Required Reading
Week 1	<b>Introduction To Course Course Overview in relation to CRPO Competencies</b>	CRPO Competencies, found on CRPO website, www.CRPO.ca
Week 2	<b>Systems Theory – General Systems Theory</b>	Nichols, M.P, & Davis, S (2016) Family Therapy Concepts And Methods Ch. 3 Class Reader
Week 3	<b>Bowen Family Systems</b>	Gilbert, R. M. (2006). <i>The eight concepts of Bowen theory</i> . Leading systems press. Chapters 1-4
Week 4	<b>Family of Origin and the Genogram</b>	Gilbert, R. M. (2006). <i>The eight concepts of Bowen theory</i> . Leading systems press. Chapters 5-8
Week 5	<b>Fusion and Self Differentiation</b>	Titelman, P. (Ed.). (2014). <i>Differentiation of self: Bowen family systems theory perspectives</i> . Routledge.
<b>First Monday Of October – Thanksgiving /NO CLASS</b>		
Week 6	<b>Attachment Theory 1  Assignment # 1 Reflection Paper Due</b>	McLeod, S. (n.d.). Attachment Theory [PDF file]. (Retrieved from <a href="https://www.simplypsychology.org/attachment.html">https://www.simplypsychology.org/attachment.html</a> ) In Class Reader
Week 7	<b>Attachment Theory 2</b>	McLeod, S. (n.d.). Attachment Theory [PDF file]. (Retrieved from <a href="https://www.simplypsychology.org/attachment.html">https://www.simplypsychology.org/attachment.html</a> ) In Class Reader
<b>Professional Development Day (optional) Date and Topic to be confirmed.</b>		
Week 8	<b>Appreciating Cultural Diversity in “Today’s Family”</b>	
Week 9	<b>Solution Focused Brief Therapy 1</b>	Nichols, M.P, & Davis, S (2016) Family Therapy Concepts And Methods Ch. 11 Class Reader
Week 10	<b>Solution Focused Brief Therapy 2 Assignment # 2 Academic Paper Due</b>	Nichols, M.P, & Davis, S (2016) Family Therapy Concepts And Methods Ch. 11 Class Reader
Week 11	<b>Narrative Therapy 1</b>	Nichols, M.P, & Davis, S (2016) Family Therapy Concepts And Methods Ch. 12 Class Reader
Week 12	<b>Narrative Therapy 2  Final Examination</b>	Nichols, M.P, & Davis, S (2016) Family Therapy Concepts And Methods Ch. 12 Class Reader

**RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES**

**FOR REGISTERED PSYCHOTHERAPISTS**

<b>CRPO Entry-To-Practice Competencies</b>		<b>Addressed In Systemic And Collaborative Therapies Course</b>
<b>1. Foundations</b>		
<b>1.1 Integrate a theory of human psychological functioning</b>		
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	This course introduces many systemic factors that are contributing factors in human functioning. These are discussed in the class presentations.
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	All of the topics presented in the course discuss various systemic factors that impact and contribute each of these areas of development.
<b>1.2 Work within a framework based upon established psychotherapeutic theory</b>		
a	Integrate the theory or theories upon which the therapist's practice is based.	This course presents many systemic theories and their relevancy to psychotherapy. This course will assist students in continuing to development their working theory or theories of psychotherapy.
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	Systemic based therapy is somewhat unique in its understanding of how problems develop and are ultimately solved. Students will begin to integrate this new knowledge as they continue to develop their working theoretical orientation.
c	Identify circumstances where therapy is contraindicated	Students will learn specific scenarios where therapy is contraindicated and not recommended and also where other models of therapy might be more useful than systemic therapies.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	Students will learn what client issues are best addressed using systemic therapy models and which issues are not normally addressed with these modalities.
e	Establish a therapeutic relationship informed by the theoretical framework.	Students will learn that systemic therapies sometimes include work with couples and families. The student will begin to explore the differences that are inherent in the psychotherapy room when more people are present. They will learn the ways in which the therapeutic relationships are both the same and different when dealing with more than one individual client.
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	Students will learn to identify and apply to their therapeutic practice theories of change specific to the systemic therapies presented.
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice</b>		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	The key concepts common to all psychotherapeutic practice are introduced in the in class training / practice therapy sessions. Students begin to learn these concepts in this foundational course and will build upon them in future courses of this program.
b	Recognize the range of psychotherapy practiced within the province of Ontario.	Students will learn about key systemic therapies currently practiced in Ontario.
<b>1.4 Integrate awareness of self in relation to professional role</b>		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	The concept of SEUS is a key focus of this course. As students participate in course training / practice therapy sessions, issues of SEUS relevant to their practice

		sessions will be discussed during the feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	Students will explore their own family of origin history during this course. This will assist the student to understand how their own history, values and attitudes are similar and different to the clients that they will see. They will come to understand the positive and potentially negative impacts of their values, attitudes and history may have on their therapeutic relationships.  SEUS specifically pertaining to the student therapist's own values, attitudes etc. will also be discussed as they pertain to the various in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	As students focus on their own family origin history as well as SEUS, they will learn to watch for and recognize where their own cognitive, emotional and behavioural patterns may influence the therapeutic relationship.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	SEUS pertaining to the therapist's life experiences and their effect, both positive and negative will be discussed as relevant to the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.

**1.5 Integrate knowledge of human and cultural diversity.**

a	Integrate knowledge of human diversity.	Students will learn the various types of family configurations that clients have experienced. They will learn how values, themes and assumptions may differ in various diverse groups of people. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will experience diversity in their interactions with other members of the learning community.
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	These are all important themes when working with a client therapeutically. Students will learn how to integrate these concepts in their discussion of the client's context and family of origin history.
c	Adapt the therapist's approach when working with culturally diverse clients.	Students will learn that they must be sensitive to a client's diversity issues at all times but especially when the client comes from a different cultural group than their own.
d	Recognize barriers that may affect access to therapeutic services.	Students will learn that there are barriers for some clients in accessing therapeutic services. Some of these barriers may exist due to cultural factors.
e	Identify culturally-relevant resources.	Students will learn the importance of using diversity relevant resources in assisting them to understand the context of their clients.

**2. Collegial & Interprofessional Relationships**

**2.1 Use effective professional communication**

a	Use clear and concise written communication.	Students are required to write both research and
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		reflection papers during this course. They are required to demonstrate clear graduate level writing skills.
b	Use clear and concise oral communication.	Students will practice good oral communication skills during class discussions and also during the in course training / practice therapy sessions.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and also with their student peers.
d	Communicate in a manner appropriate to the recipient.	Students engage in communication with each other and with the instructor during the class presentations and discussion. During the in course training / practice therapy sessions the student will learn to communicate therapeutically with student clients. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will learn to adopt communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class presentations but also during the in course training / practice therapy sessions especially when they are functioning in the student therapist role.
f	Differentiate fact from opinion.	As each of the systemic theories are presented, students will learn to differentiate the facts of the theory from their own personal opinions and biases.
g	Recognize and respond appropriately to non-verbal communication.	During the in course training / practice therapy sessions, students will learn to notice and respond appropriately to the non-verbal communication of their student clients. Issues pertaining to this will be discussed as relevant to the practice sessions during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
<b>2.2 Maintain effective relationships</b>		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during the class presentations and also during the in course training / practice therapy sessions.
b	Maintain appropriate professional boundaries.	Students will learn appropriate professional boundaries during the in course training / practice therapy sessions. As relevant to the practice sessions, boundary issues will be discussed during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Recognize and address conflict in a constructive manner.	While conflict will not normally expected in this course, should conflict arise, it will be dealt with by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate their personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by submitting written assignments as required and by following the guidelines of academic integrity in those assignments.
<b>2.3 Contribute to a collaborative and productive atmosphere</b>		



b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Our students come from a variety of diverse socio – cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of people.
<b>3. Professional Responsibilities</b>		
<b>3.2 Apply and ethical decision making process</b>		
a	Recognize ethical issues encountered in practice.	Ethical issues relevant to the in course training / practice therapy sessions will be discussed in the feedback section of those sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
<b>3.4 Evaluate and enhance professional practice</b>		
a	Undertake critical self-reflection.	During the in course training / practice therapy sessions, students will receive and give feedback to the student therapist. This feedback will enable the student therapist to engage in critical self-reflection related to their skills. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Solicit client feedback throughout the therapeutic process.	During the in course training / practice therapy sessions, the person functioning in the role of student client will have opportunity to give the student therapist feedback on their performance during the session. This will enable students to learn how to solicit client feedback during the therapeutic process. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Plan and implement methods to assess effectiveness of interventions.	During the in course training / practice therapy sessions, student will learn to assess the effectiveness of the interventions that they use in their sessions. The effectiveness of the interventions will be discussed in the feedback section of the sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Obtain feedback from peers and supervisors to assist in practice review.	A component of the in course training / practice therapy sessions is feedback from peers and supervisors specific to the practice sessions. This enables students to begin to learn how to obtain and integrate feedback received into their professional functioning. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Identify strengths as a therapist, and areas for development.	During the in course training / practice therapy sessions, there will be ample opportunity for students to identify their strengths and areas for development. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
f	Set goals for improvement.	As students identify areas for development in their in course training / practice therapy sessions, they will set goals for improvement in these areas. Their goals will then be best discussed in their individual supervision. However, may also have opportunity to demonstrate their growth in their therapeutic skills in subsequent practice sessions.

**3.5 Obtain clinical supervision or consultation**

a	Initiate clinical supervision or consultation when appropriate or required.	Students in year 2-4 (and year 1 if working with clients) of this program are required to participate in individual supervision. This will assist the client in their professional growth and will also teach them the value and importance of clinical supervision.
b	Articulate parameters of supervision or consultation.	While not a formal supervisory relationship, there will normally be at least one RP Clinical Supervisor in the room during the in course training / practice therapy sessions who will give feedback on the practice sessions. This will enable students to begin to understand the value and parameters of supervision or consultation.
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	Students are required to agree to hold private and confidential and not discuss outside of the class any personal or identifying information shared during this course.

**4. Therapeutic Process**

**4.2 Establish and maintain core conditions for therapy**

a	Employ empathy, respect, and authenticity.	Students practice the skills of empathy, respect and authenticity during the in course training / practice therapy sessions. These issues are discussed as relevant to the practice session in the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Establish rapport.	Students will practice the skill of rapport building during the in course training / practice therapy sessions. Students will receive feedback regarding this and other skills in the feedback section of this course component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Demonstrate sensitivity to the setting in which therapy takes place.	The practice sessions take place in a classroom setting with observers present which is not ideal. However, students will practice being sensitive to the setting during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Assume non-judgmental stance.	Students practice a non-judgmental stance when functioning in the role of student therapist during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
g	Foster client autonomy.	During the in course training / practice therapy sessions, students will practice the skills of fostering client autonomy especially as it pertains to the direction of the session material. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
h	Maintain appropriate therapeutic boundaries.	Boundary issues relevant to the practice sessions will be discussed during the feedback section of the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
i	Define clear boundaries of response to client's	When student clients make requests or demands of their

	requests or demands.	student therapist, the student therapist will learn the best way to handle the applicable requests that have been made. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. These issues can be discussed during the feedback component of the practice sessions as applicable.
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	Our students are physically safe during the clinical practice sessions. Students will practice containment and other skills related to emotional safety during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
k	Employ effective skills in observation of self, the client and the therapeutic process.	Effective skills of observation are practiced during the in course training / practice therapy sessions. These skills will be discussed, as relevant to the practice session, during the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
l	Demonstrate dependability.	Students are expected to attend classes regularly and to be on time. They are also expected to complete written assignments on time as scheduled. During the in course training / practice therapy sessions, students will practice beginning and ending the sessions on schedule. All of these activities contribute to the student learning / demonstrating dependability. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.

**4.3 Ensure safe and effective use of self in the therapeutic relationship**

a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	During the in course training / practice therapy sessions, students will practice the skill of awareness of their subjective context and its impact on the practice therapy sessions. This skill will be discussed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Recognize the impact of power dynamics within the therapeutic relationship.	During the in course training / practice therapy sessions, students will begin to understand the impact of power dynamics. Students will function in the roles of student therapist, student client and observers. They will experience the different power positions in the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Protect client from imposition of the therapist's personal issues.	There is a feedback component to the in course training / practice therapy sessions. Issues related to imposition of therapist's personal issues will be discussed as relevant to the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Employ effective and congruent verbal and non-verbal communication.	Students will practice congruency awareness skills during the in course training / practice therapy sessions. These skills will be discussed, as relevant to the practice sessions, during the feedback component. There will normally be at least one RP Clinical Supervisor in the

		room during the practice sessions.
e	Use self-disclosure appropriately.	Students will practice the judicious use of self-disclosure during the in course training / practice therapy sessions. Where there are issues that arise with this skill in the practice sessions, these will be addressed in the feedback component of the classes. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
<b>4.5 Structure and facilitate the therapeutic process</b>		
a	Communicate in a manner appropriate to client's developmental level and socio- cultural identity.	During the in course training / practice therapy sessions, students begin to practice the skills of communicating to a variety of people. Where there are issues that arise with this skill, it will be addressed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Students practice their response skills during the in course training / practice therapy sessions. Concerns regarding these skills are address in the feedback component of the practice session. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Respond non-reactively to anger, hostility and criticism from the client.	These skills are practiced as they arise during the in course training / practice therapy sessions and the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	Students will practice these skills during the in course training / practice therapy sessions. Issues related to these skills will be discussed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. Students may ask for assistance if necessary.
f	Recognize a variety of assessment approaches.	Students will learn the various assessment processes including the genogram utilized in the various systemic therapies presented.
g	Formulate an assessment.	Students will learn how to formulate an assessment of a client from a systemic perspective. The student will then be able to use this skill as they work with their clients. They will discuss their cases from a systemic perspective when in supervision sessions.
j	Practice therapy that is within therapist's level of skill, knowledge and judgement.	During the in course training / practice therapy sessions, students will begin practicing a wide variety of therapeutic skills. As their skill level increases, they will progress to attempting more complex skills. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
k	Focus and guide sessions.	Students will practice the skills of tracking, focusing and guiding sessions during the in course training / practice therapy sessions. Where there are issues relating to these skills, they will be addressed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.

l	Engage client according to their demonstrated level of commitment to therapy.	Students will learn that clients have varying degrees of commitment to therapy. They will learn how to engage clients who are less committed to the therapeutic process. They will also learn to assess the client's level of commitment to the therapeutic process.
m	Facilitate client exploration of issues and patterns of behaviour.	During the in course training / practice therapy sessions, students will practice the skills of facilitating client exploration of issues and applicable patterns of behaviour. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
n	Support client to explore a range of emotions.	Students will practice the skills related to supporting a client in exploring a range of emotions during the in course training / practice therapy sessions. Where there are difficulties in this area, they will be discussed in the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
o	Employ a variety of helping strategies.	During the in course training / practice therapy sessions, students will practice these skills. The feedback time affords an opportunity to discuss what other strategies or skills might be utilized. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
p	Ensure timeliness of interventions.	During the in course training / practice therapy sessions, students will practice various types of interventions. The feedback time affords an opportunity to discuss what interventions were used and the timeline of those interventions. Where there are timeliness issues, these will be discussed. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
q	Recognize the significance of both action and inaction.	Students will practice and develop their awareness of the significance of both action and inaction with regards to their functioning as a therapist and also as applicable to the student client's situation. This will largely happen during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
r	Identify contextual influences.	Contextual influences are an important consideration in systemic therapies. Students will learn how to identify the contextual influences of the client and therapist and their potential impacts on the therapeutic process.
t	Recognize when to discontinue or conclude therapy.	Students will learn the procedures used in systemic therapies to determine when it is best to discontinue or conclude therapy.
<b>4.6 Refer Client</b>		
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.	Within systemic therapies, there are situations where referral to specialized or additional treatment is recommended. Students will learn when these referrals should be addressed with the client and how to do so.
<b>5.1 Remain current with professional literature</b>		
a	Read current professional literature relevant to practice area.	Students are required to read current professional literature in their preparation of assignments in this

		course.
b	Access information from a variety of current sources.	Students are required to access information from a variety of sources in their preparation of assignments and not rely on just one type of resource. This is a skill which they learn in this course but which they can also utilize in their clinical practice.
c	Analyze information critically.	In the preparation of written assignments, students learn to engage in critical analysis of the applicable source information.
d	Determine the applicability of information to particular clinical situations.	Students will learn how to apply new information learned to their clinical contexts.
e	Apply knowledge gathered to enhance practice.	Our students are constantly in the process of building their therapeutic skill toolkits. As they learn new knowledge, they are encouraged to use this knowledge to enhance their therapeutic practice.
f	Remain current with developments in foundational areas	The required reading of this course includes up to date current material related to each lifespan stage.
<b>5.2 Use research findings to inform clinical practice</b>		
a	Integrate knowledge of research methods and practices.	Students will read journal articles discussing current applicable research in their preparation for assignments. There will be discussion of research methods and practices where these are specific to the content being discussed.
b	Determine the applicability of research findings to particular clinical situations.	Students will learn how to apply research findings that they read to their clinical contexts.
c	Analyze research findings critically.	In the preparation of written assignments, students learn to engage in critical analysis of the applicable research findings reviewed.
d	Apply knowledge gathered to enhance practice.	Our students are constantly in the process of building their therapeutic skill toolkits. As they learn new knowledge, they are encouraged to use this knowledge to enhance their therapeutic practice.