



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo  
Department of Sexuality, Marriage, and Family Studies

## SMF 308: Relational Therapy

### Syllabus

### Winter 2019

<b>Class time:</b>	Tuesdays 11:30am – 2:20pm
<b>Location:</b>	SJ1 2009
<b>Instructor:</b>	Carm De Santis
<b>Office:</b>	Sweeny Hall 2215
<b>E-mail:</b>	<a href="mailto:carm.desantis@uwaterloo.ca">carm.desantis@uwaterloo.ca</a>
<b>Telephone:</b>	519-884-8111 X28217
<b>Office Hours:</b>	Mondays 3:45pm-4:45pm, or by appointment

## 1. COURSE DESCRIPTION

This course will focus on the implementation and development of relational therapy clinical and ethical skills. Students will interrogate and implement modern and post-modern theoretical approaches to relational therapy. This course has an applied focus featuring basic assessment, facilitation, communication, observational, analytical and reflective skills. This applied focus will enable students to connect and implement theory to practice in simulated therapeutic settings. Critically applying systemic thinking, family life cycle, cultural sensitivity, social justice, and anti-oppression lenses/perspectives; this course promotes learners to be self aware and reflexive about clinical work.

Prerequisites: SMF 208; Level at least 3A for best results

## 2. REQUIRED READING MATERIAL

Australian Institute of Community Services. Report 4 Counsellor Skills Series: Reflective Practice, Supervision & Self Care. Sydney, Australia+

Findley, T. (1984). *Not Wanted On The Voyage*. Toronto: Penquin Books.

\*Nichols, N.P., (2014). *The Essentials of Family Therapy, 6<sup>th</sup>, Ed*. Boston: Pearson/Allyn & Bacon.

Worden, M. (2003). *Family Therapy Basics 3<sup>rd</sup>, Ed*. Toronto: Brooks/Cole.

**+ Accessible via LEARN**

**\*Or any previous edition of *The Essentials of Family Therapy* by Nichols & Schwartz.**

### 3. COURSE FORMAT AND INSTRUCTOR'S TEACHING PEDAGOGY

This course demonstrates commitment to the notion of **learner-centeredness**, with methods of instruction and learning opportunities that move beyond lecture to more collaborative efforts that place significant responsibility for learning on you (the student). The notion of learner-centeredness reflects my own beliefs about teaching and learning. I hold the view that teaching and learning are collaborative processes in which the "instructor" shares, but does not assume, responsibility for students' learning. As a *facilitative instructor*, however, I believe I can provide conditions for learning and skill development to occur. Together, we contract both a learning contract and a pseudo-supervisory relationship contract tailored to meet your professional and academic learning needs governed by the university's standard. The results of this collaborative process can result in a meaningful learning experience for all of us. I will aim to provide you with clear expectations, motivate you using real-world examples, give you timely and targeted feedback during skills labs, mock-therapy sessions, and assignments, and prompt you to think about how course material and process are connected and relate to the therapy profession and human relationships throughout the lifespan within various contexts.

### 4. LEARNING & COURSE OBJECTIVES

1. To create a dynamic, exploratory, and respectful learning experience for students and instructor.
2. To provide students with an understanding of relational therapy practices and how these approaches shape the therapeutic relationship between client(s) and therapist.
3. To interrogate selected concepts in the field of relational therapy.
4. To review basic methods related to assessing and facilitating therapeutic change.
5. To introduce and develop basic therapeutic interviewing, listening, and assessing skills.
6. To develop effective engagement, reflective, observational, and conceptual skills.
7. To examine issues of power and privilege relative to diversity, especially diversity pertaining to family structures, class, race, and so forth.
8. To invite students be self aware and interrogate their own experiences, values, and biases in relation to the various dimensions of gender, sexual orientation, race, ethnicity, culture, class, and other dimensions of socio-political locations.
9. To increase self-reflective abilities, self-evaluation skills, and sensitivity to diverse experiences of self and others.
10. To constructively evaluate self and peers as part of feedback process for optimal learning.
11. To communicate clearly, concisely, and appropriately across written, spoken, and visual contexts.
12. To interact with others in groups/teams in ways that contributes to effective working relationships and the achievement of course and course assignment goals.

13. To demonstrate the ability to foster and utilize a therapeutic learning environment, which respects culture, promotes overall well-being, and facilitates positive change for people. Specifically, this includes learning by engaging in experiential activities, delivering skills workshop, role-plays, and other client centred discussions, which take into account relevant cultural, developmental, and social needs, and clients' social contexts.

***A successful course of this nature requires active participation of all students. This course presupposes a strong interest in and willingness to engage in the material.***

## 5. IMPORTANT DATES, EVALUATIONS AND CLASS FORMAT:

ASSIGNMENTS	VALUE	DUE DATE
Experiential Learning Skill Lab Team Facilitation worth = 20% Participation & Supervision = 10%	30%	as per outline
Perfect Therapy Session Project Class Group Project = 30% Individual Critical Analysis = 20%	50%	as per outline  due one week after presentation
Self Awareness Process Progress Journal & Critical Self Reflection	20%	April 3 <sup>rd</sup> start of class

**Assignment details will be discussed in class and posted on LEARN course site.**

### LATE POLICY

Due to the nature of this course, all group work dates stand. Late individualized assignments can be submitted with 10% penalty via LEARN if needed.

Each group will submit a typed ***Perfection Therapy Session Script*** ALL MEMBERS WILL RECEIVE A GRADE OF 0% if material is not submitted on the presentation date. Presentation dates cannot be changed; therefore, if you miss your group presentation, you will receive a grade of 0%.

### IMPORTANT INFORMATION

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is

unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

### **UW Policy Regarding Illness and Missed Tests**

The University of Waterloo Examination Regulations ([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf)) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html).
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

### **Information on Plagiarism Detection**

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

**OTHER USEFUL INFORMATION:****Electronic Device Policy**

I am aware of the need to be plugged in and connected. However, I ask that you please turn off all cell phones, i-pods, Facebook, twitter, chat room, msn, etc. when in class. If using a laptop, notebook, tablet - please use it only for academic purposes in class. Please DO NOT DISTRACT OTHERS from learning.

**Attendance Policy**

Students are expected to attend class, engage with the material discussed and contribute to all members' learning process.

**Correspondence with Instructor:**

- My preference would be, for you to use UW-LEARN to communicate with me. If you must use email, please include your first and last names, student number, and course number in which you are enrolled in the email subject line. In the spirit of well being and balance, I will check emails and LEARN site at least once a day on week days only, therefore, be prepared it may take up to 48 hours to receive a response from me between Mondays to Fridays. I will not be on-line during the weekends; therefore, you will not receive a response from me on weekends.
- It is both professional and respectful to use a greeting in any electronic communication; therefore, I would appreciate you using an appropriate greeting followed by my correct name. For example: "Hi Carm" or "Dear Professor" will do. Messages without a greeting, personal address or greetings in your message like "hey you", "hey dude", "hey" or a form of demand are unprofessional, not appreciated, and will not be answered.
- You are expected to read and understand the course outline, therefore, questions about information that could be found in the course outline will also not be answered by either myself or the TA. You are encouraged to be active participants in your learning process.
- Questions of clarification, inquires, suggestions, feedback, information sharing are always welcomed!

**Classroom Learning Climate, Conduct & Expectations**

My personal teaching philosophy is one that embraces diversity and promotes equity and respect among all of us. I will be deliberate in creating space for marginalized and silenced voices, and hope to create a learning context that increases our awareness of our explicit and implicit privilege, while being mindful of our positions and intersections that are both privileged and marginalized. Therefore, I expect each of you are in this class to be active, engaged, and to participate. Being respectful and considerate to one another, as fellow students and instructor create a learning environment that can be safe, challenging, and engaging. If for whatever reason you are not able to engage in the class material, please feel free to leave. If

your behaviour and/or conduct are distracting to the learning process, I will ask you to leave the classroom.

### **Visitors and Guests**

“Visitors” are welcomed, however, must be approved by the instructor(s) in advance & should observe silently, unless otherwise instructed.

### **Guest Speakers**

We may have guest speakers and panellists coming to our class. Their wisdom and personal stories will be generously shared with you. I expect that you will show respect and courtesy to them.

### **Clean and Respectful Learning Environment**

If you bring beverages and/or food into classroom, please take your empty cups, tins, wrappers, crumbs, etc with you and dispose appropriately. Please pick up after yourself and remind your peers to do the same. Help keep your learning environment neat and clean!

### **Reflections, Feedback, And Evaluation**

I welcome and encourage feedback, and accept constructive and generative feedback at any time during the course from students and from myself. You will have an opportunity as a class to anonymously evaluate both the course and the instructor.

### **Counselling Services**

Student who might be experiencing difficulties and are in need of support you are encourage to access Counselling Services (Needles Hall) - Lorraine Nesbitt: 519 888-4567 ext. 33528; lnesbitt@uwaterloo.ca

### **Writing and Communication Centre**

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. [optional] For online courses and courses offered at satellite campuses

Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term, or registered at one of Waterloo’s satellite campuses. Simply request an online appointment when you book an appointment.

On-campus appointments at satellite campuses are also available. Please see the WCC website for dates and times.

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the instructor. The Study Skills Co-ordinator for the University of Waterloo, Counselling Services, is Dave Mackay, MSW. [d3mackay@uwaterloo.ca](mailto:d3mackay@uwaterloo.ca)  
<http://www.adm.uwaterloo.ca/infocs/>

## 19. Course Schedule

Wk	Date	Topic	Readings	DUE
1	Jan. 8	Introduction to Course & Ethical Practices Review assignments, groups, dates and course sign-off Introduction to Clinical Family	Not Wanted On The Voyage	
2	Jan. 15	Becoming a therapist and Supervisory Relationship The importance of self care in the therapeutic field * The movement to Systems & Social Construction	Reflective practice, supervision and self-care Chapter 1	
3	Jan. 22	The First Interview –Initiating Assessment & Engagement Theory into practice: Skills Lab 1 Engagement: Therapeutic Boundaries  Theory into practice: Skills Lab 2 Word Unspoken – witnessing the impact of family life	Chapter 2 Chapter 3	Student Team 1 Student Team 2
4	Jan. 29	Assessment: Diagnosis & Systems Model Theory into practice: Skills Lab 3 Change and Resistance, Theory into practice: Skills Lab 4 Guest speaker: Relational Therapist	Chapter 4 Chapter 5	Student Team 3 Student Team 4
5	Feb. 5	Assessment: Process of Identify Family Patterns Theory into practice: Skills Lab 5 Change Techniques Theory into practice: Skills Lab 6 Group supervision process & project consultation	Chapter 6 Chapter 7	Student Team 5 Student Team 6
6	Feb. 12	Termination Theory into practice: Skills Lab 7 Group Supervision working with Noyes Family Guest speaker: Relational / Trauma Therapist	Chapter 8	Student Team 7
<b>7</b>	<b>Feb. 19</b>	<b>MID-TERM SEMESTER BREAK WEEK.....</b>		<b>NO CLASS</b>
8	Feb. 26	The use of the cultural genogram: Rethinking cultural competence Group Supervision: Therapist's self-awareness and identity		
9	March 5	Therapist under siege: Awareness, Tension, and ISMs Group supervision process: Therapeutic encounter and reflexivity	<b>Crashing into clients</b>	
10	March 12	Bowen Family Therapy Constructing social work identity based on reflexive self Self and social work: Toward an integrated model of learning and intersectionality*		Clinical Team 1
11	March 19	Structural Family Therapy Experiential Therapy		Clinical Team 2 Clinical Team 3
12	March 26	Solution Focused Therapy Narrative Therapy		Clinical Team 4 Clinical Team 5
13	April 2	Doing clinical work and becoming a relational therapist		Self-awareness journal critical reflection

**NOTE: The outline is a tentative schedule. Due to various unknown factors, this schedule may change.**