



McGill

School of  
Social Work

M.Sc.(A) Couple and  
Family Therapy Program

# 2022-2023 STUDENT HANDBOOK

For new and returning students

Information contained herein is subject to change  
updated August 30, 2022

## TABLE OF CONTENTS

Introduction .....	Page 2
Coronavirus Information and Important Links	Page 3
Important Dates .....	Page 4
Department Contacts.....	Page 5
- Faculty Advisors	
- SWAGS & PGSS	
Multiple Roles, Dual Relationships, Conflicts of Interest.....	Page 6
Resolving Conflicts.....	Page 7
Accepting Your Offer of Admission.....	Page 8
- Sending Official Transcripts, Proof of Graduation	
- Submit Legal Documents	
- Create McGill Email Account	
- Academic Integrity Tutorial	
- It Takes All of Us	
Course Timetable – Fall 2022.....	Page 9
Course Timetable – Winter 2023.....	Page 10
Course Registration – Step-by-Step.....	Pages 11
Progress Tracking.....	Page 14
PD Education (free on-line platform) .....	Page 14
Program Sequencing – MScA CFT 60-Credits.....	Page 15
Program Sequencing – MScA CFT 45-Credits.....	Page 16
Course Descriptions.....	Pages 17-19
McGill Grading.....	Page 20
- Grade Point Averages (GPA) and Failure Policy	
Language of Instruction.....	Page 21
Proof of Enrolment.....	Page 21
Student Fees.....	Page 21
McGill Bookstore – Le James.....	Page 21
Funding Graduate Education.....	Page 22
- Internal/External Funding	
- Government Aid & Student Aid	
- Cost of attendance	
- CaPS External Scholarship Database	
- Frugal Scholar Workshops & Toolkit	
McGill Student ID Card.....	Page 23
OPUS – Reduced-Fare Public Transit.....	Page 23
Library Resources.....	Page 24
Student Wellness.....	Page 25
School of Social Work Student Support Coordinator.....	Page 26
Student Services.....	Page 27-28
Services for Francophone Students.....	Page 29
English and French Language Courses.....	Page 29
Montreal Metro Map.....	Page 30
Student Housing and Hospitality Map.....	Page 31
MScA CFT Internship Timeline.....	Page 32
MScA CFT Internship Introduction.....	Pages 33-43
MScA CFT Supervision Contract Form.....	Pages 43-52
- Internship Course Descriptions, Didactic Seminars	
- Responsibilities: Program, Student, Supervisor	
- Conflict of Interest Statement	
MScA CFT Evaluation Form.....	Pages 53-73
- Proposed Stages of Learning	
Remediation Training Plans.....	Pages 74-76

## INTRODUCTION

Welcome to the M.Sc. (Applied) Couple and Family Therapy program at McGill University! We are very much looking forward to having you join us this fall. We hope that your time in the M.Sc. (A.) Couple and Family Therapy (CFT) program is stimulating, rewarding, challenging, and equips you with the skills to enter the profession of couple and family therapy with confidence and competence. During the program you will have the opportunity to learn and grow along with your cohort of peers who come from a diversity of identities and experiences. McGill University and the M.Sc. (A.) CFT program are committed to the principals of equity and inclusion, and we encourage you to bring all of who you are to the table and learn from one another, your supervisors, and your professors with as much openness and curiosity as you are able. The essence of a fine therapist is curiosity. Fostering an environment of equity and inclusion is the work of us all and the responsibility of your supervisors and professors.

In this handbook you will find answers to some of your questions and it will also direct you to resources available within the broader McGill community. If you have questions, ask them, if you have concerns, raise them, if you have suggestions, share them. This is your learning community, and we look forward to learning and growing together over the course of your clinical training.

This M.Sc. (A.) CFT Student Handbook is designed to provide specific information that will be helpful to you throughout your program. You will find answers to the following kinds of questions:

- What is the sequence of courses and clinical work for the M.Sc. (A.) CFT program?
- Who are the people involved in the M.Sc. (A.) CFT program and what will be their roles in my learning?
- To whom should I turn for information and support regarding which kinds of concerns?
- How do I apply for my M.Sc. (A.) CFT internship?
- What are the internship requirements for the M.Sc. (A.) CFT program?

In addition to the information contained in this M.Sc. (A.) CFT Student Handbook, all M.Sc. (A.) CFT students are expected to be familiar and comply with the information contained in the

- **School of Social Work Governance** <https://www.mcgill.ca/socialwork/governance>
- **McGill University Calendar** <https://www.mcgill.ca/study/2022-2023/faculties/arts/graduate>
- **Student Rights and Responsibilities** <https://www.mcgill.ca/students/srr/>
- **Academic Integrity** <https://www.mcgill.ca/students/srr/academicrights/integrity>
- **University Policies and Regulations** <https://mcgill.ca/secretariat/policies-and-regulations>.

Stay Connected! Keep up with the latest news and updates for the School of Social Work.

- **Bulletin** <https://www.mcgill.ca/socialwork/news/school-social-work-bulletin>
- **Instagram** <https://www.instagram.com/mcgillsw100/>
- **Facebook** <https://www.facebook.com/McGill-University-School-of-Social-Work-355313234829645/>.

Virtual pre-arrival orientation sessions are being offered throughout the summer.

- **Graduate Orientation** <https://www.mcgill.ca/cle/services/orientation-transition-grad>
- **International Students Webinars** <https://www.mcgill.ca/internationalstudents/pre-arrival/pre-arrival-orientation-webinars-0>

We look forward to welcoming you this coming fall!

Dr. Heather MacIntosh  
M.Sc. (A.) CFT Program Director

### **The McGill School of Social work is located at:**

550 Sherbrooke Street West, suite # 110, Tour East, Montreal, QC, H3A 1B9 and is home to administrative, faculty, student group offices, a seminar room, and various common spaces. The administrative office is open Monday-Thursday from 9:00-3:30.



# Coronavirus home

Keep up to date with the latest developments on the COVID-19 situation and how they impact our campus community.

<https://www.mcgill.ca/coronavirus/>

## IMPORTANT LINKS

### COVID-19 Information for Students

<https://www.mcgill.ca/coronavirus/students-0>

### Health Guidelines (includes Masks, Mask Distribution Locations, & Distancing)

<https://www.mcgill.ca/coronavirus/health-guidelines>

### Reporting Symptoms & Diagnosis

<https://www.mcgill.ca/coronavirus/health-guidelines/health-guidelines-mcgill-students>

### What Do I Do If....

<https://www.mcgill.ca/coronavirus/health-guidelines/potential-covid-19-exposure-what-do>

### COVID-19 Reporting Process

<https://www.mcgill.ca/coronavirus/health-guidelines/covid-19-reporting-process>

### COVID-19 FAQs

<https://www.mcgill.ca/coronavirus/faqs>

**IMPORTANT DATES**  calendar

The following is a **brief** list of important dates for all M.Sc. (A.) CFT students for the 2022-23 academic year. A complete and up-to-date list of **all** University dates appears on-line at: <https://www.mcgill.ca/importantdates>. **Calendar dates are subject to change** - It is your responsibility to keep informed of upcoming deadlines & policies.

<b>Registration &amp; Orientation</b>	
July 5 – August 14, 2022	<a href="#">Fall 2022 and Winter 2023 NEW graduate students - Registration</a>
August 23, 2022 10 a.m. – 2 p.m.	M.Sc. (A.) Couple and Family Therapy Orientation & Welcome Day ( <b>mandatory</b> ) <a href="#">Discover McGill, University Welcome Day</a>
On-going	<a href="#">International Students – Pre-Arrival Orientation Webinars</a>
August 21 – 30, 2022 August 25, 2022	<a href="#">Orientation Week Graduate and Postdoctoral Orientation &amp; Welcome event for new graduate and postdoctoral students</a>
<b>Fall 2022 Term</b>	
September 1 – November 29, 2022	<a href="#">Lecture period for M.Sc. (A.) CFT students</a>
September 2 – December 7, 2022	<a href="#">Field Practice period for M.Sc. (A.) CFT students</a>
September 5, 2022	<a href="#">Classes cancelled. Administrative offices closed – Labour Day</a>
September 13, 2022	<a href="#">Course Change (add/drop) deadline for Fall term courses (late fees applicable)</a>
September 30, 2022	National Day for Truth and Reconciliation
October 10, 2022	<a href="#">Classes cancelled. Administrative offices closed – Thanksgiving</a>
October 11 – 12, 2022	<a href="#">Classes cancelled – Reading Break</a>
December 23 – January 2, 2023	<a href="#">Classes cancelled. Administrative offices closed – Holiday Break</a>
<b>Winter 2023 Term</b>	
January 4 – April 14, 2023	<a href="#">Field Practice period for M.Sc. (A.) CFT students</a>
January 5 – April 11, 2023	<a href="#">Tentative Lecture period for M.Sc. (A.) CFT students</a>
January 17, 2023	<a href="#">Course Change (add/drop) deadline for Winter term course (late fee applicable)</a>
February 27 – March 3, 2023	<a href="#">Classes cancelled – Reading Break</a>
April 7 – April 10, 2023	<a href="#">Classes cancelled. Administrative offices closed – EASTER</a>

## DEPARTMENT CONTACTS

### Dr. Nico Trocmé

Director, School of Social Work  
Phone: (514) 398-7068  
[nico.trocme@mcgill.ca](mailto:nico.trocme@mcgill.ca)

### Dr. Heather MacIntosh

M.Sc. (A.) CFT Program Director  
Phone: (514) 398-7056  
[heather.macintosh@mcgill.ca](mailto:heather.macintosh@mcgill.ca)

### Ainsley Jenicek

Assistant Professor  
[ainsley.jenicek@mcgill.ca](mailto:ainsley.jenicek@mcgill.ca)

### Nikki Tummon

Librarian  
[nikki.tummon@mcgill.ca](mailto:nikki.tummon@mcgill.ca)  
[www.mcgill.ca/library/people/nikki-tummon](http://www.mcgill.ca/library/people/nikki-tummon)

### Dr. Marjorie Rabiau

Assistant Professor  
Phone: (514) 398-7051  
[marjorie.rabiau@mcgill.ca](mailto:marjorie.rabiau@mcgill.ca)

### Sara Marcil-Johnson

M.Sc. (A.) CFT Student Affairs Coordinator  
Phone: (514) 398-3950  
[sara.marcil-johnson@mcgill.ca](mailto:sara.marcil-johnson@mcgill.ca)

### Dr. Guylaine Séguin

Assistant Professor  
[guylaine.seguin@mcgill.ca](mailto:guylaine.seguin@mcgill.ca)

### Patty Tarica

M.Sc. (A.) CFT Administrative Assistant  
Phone: (514) 398-2732  
[patty.tarica@mcgill.ca](mailto:patty.tarica@mcgill.ca)

## FACULTY ADVISORS

Each student is assigned a Faculty Advisor before the start of the program. Students are strongly encouraged to meet with their Advisor on a regular basis (minimum once a term) to ensure that they are on track for program and internship completion, and to discuss any inquiries or concerns that they may have.

Your Advisor is here to assist you!

### Ainsley Jenicek

Assistant Professor  
[ainsley.jenicek@mcgill.ca](mailto:ainsley.jenicek@mcgill.ca)



### Dr. Marjorie Rabiau

[marjorie.rabiau@mcgill.ca](mailto:marjorie.rabiau@mcgill.ca)  
514-398-7051



### Dr. Heather MacIntosh

[heather.macintosh@mcgill.ca](mailto:heather.macintosh@mcgill.ca)  
514-398-7056



### Dr. Guylaine Séguin

[guylaine.seguin@mcgill.ca](mailto:guylaine.seguin@mcgill.ca)



## SWAGS - Social Work Association of Graduate Students

SWAGS is a student organization representing and serving graduate students in the School of Social Work. SWAGS is an important link between graduate students and the School, as well as between students and the Post Graduate Student Society (PGSS). For information visit <https://www.mcgill.ca/socialwork/students/swags>.

## PGSS - Post Graduate Students' Society

PGSS is an association of graduate students and postdoctoral fellows at McGill. PGSS is a resource for support and services at McGill and life in Montreal. They also organize events and offer student lounges and conference rooms at [Thomson House](#). Consult their website at <https://pgss.mcgill.ca/en/about>.

The core faculty, sessionals, and supervisors of the M.Sc. (A.) in CFT are a small and dedicated group who work together to design and implement strong curricula in the didactic and clinical aspects of your clinical training process. This work is supported by many adjunct and out of program faculty members as well as coordinators and administrators. At times, conflicts will emerge. With a small faculty it is essential to understand the processes through which conflicts may be addressed. One of the challenges of having a small group of core faculty and supervisors is the inevitability of multiple relationships. At times, during your M.Sc. (A.) in CFT studies, you will likely encounter situations where your professor is also your advisor, your advisor is also your supervisor, your advisor is also the program director, and other combinations characteristic of persons in positions of power having multiple roles to play in your clinical education and training. We will strive to ensure that the dual role of advisor and clinical supervisor are avoided in all cases other than exceptional circumstances. When conflicts emerge between a student and a person in a position of power, however, a process must be in place to assist the student in addressing their concerns safely and without fear of reprisals.

Where possible, address the conflict directly with the person with whom you have a concern. If necessary, an advisor, supervisor, or other faculty member may be brought in to assist in facilitating challenging conversations where conflicts remain.

If, however, it would be difficult to address your conflict directly with the person in question it is recommended that you seek guidance from your advisor. If, however, your concern is with your advisor, it would be recommended that you seek guidance from the program director. If, however, your advisor is also the program director, it is recommended that you seek guidance from the Director of the School of Social Work, Dr. Nico Trocme ([nico.trocme@mcgill.ca](mailto:nico.trocme@mcgill.ca)). In essence, the goal is to ensure that processes are in place where multiple relationships obfuscate clear paths of resolution.

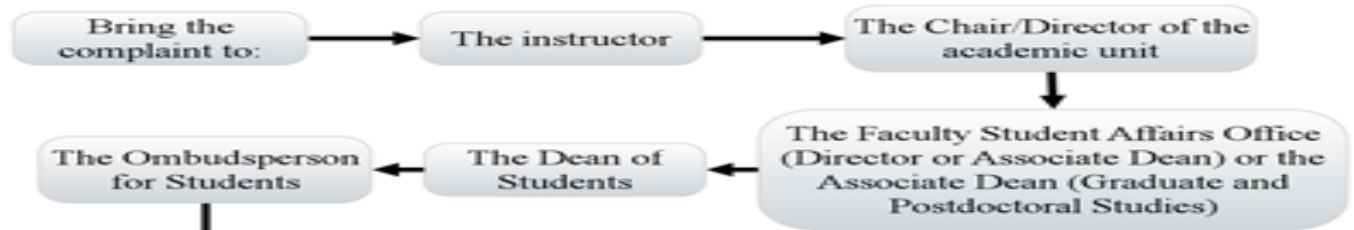
There are formal mechanisms for resolving conflicts and filing complaints against supervisors and faculty members (see <https://mcgill.ca/students/srr/disputes> of the McGill Resolving Disputes Procedure).

It is your decision whether you will choose an informal or a formal method of dispute resolution unless there are serious ethical violations being brought forward that would require action on the part of the program administration.

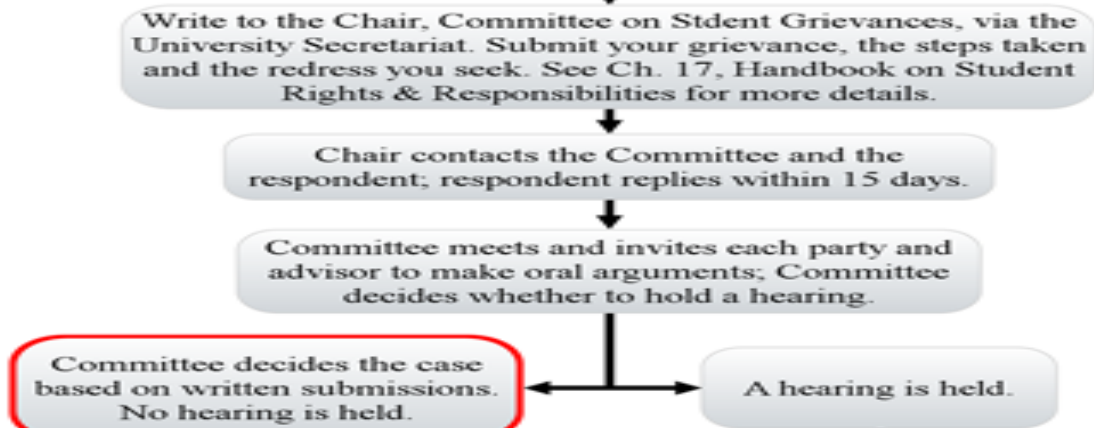


## RESOLVING CONFLICTS

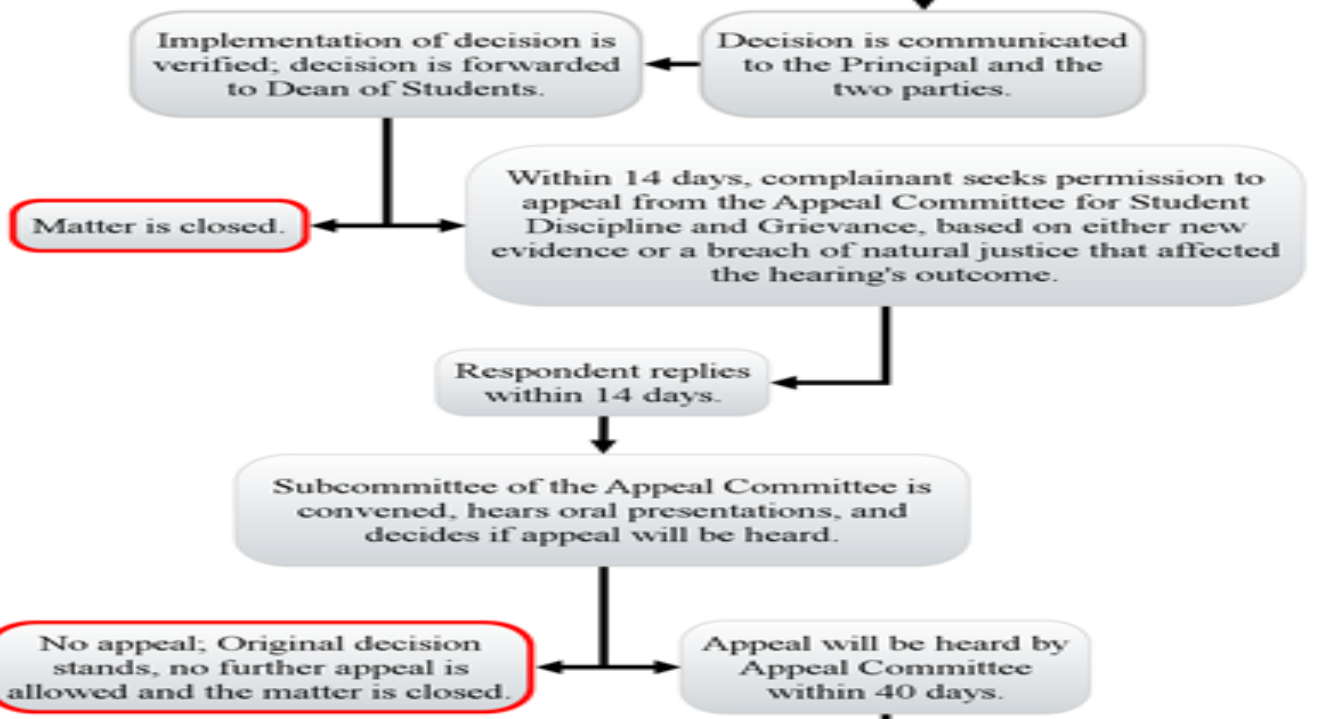
### Informal Resolution



### Still a problem?



### After the Hearing



### After the Appeal Hearing





## ACCEPTING YOUR OFFER OF ADMISSION

As soon as you have accepted your offer of admission to the M.Sc. (A.) CFT program, please be sure to complete the following important steps:

- Review your offer of admission letter and ensure that you do not have any outstanding conditions. Please take the necessary steps to address all outstanding conditions as early as possible.
- Arrange for an official copy of your complete university academic record to be submitted directly by each institution you have attended to **Enrolment Services, Management of Academic Records (3415 McTavish Street, Montreal, QC, H3A 0C8)**

McGill accepts electronic final official transcripts and proof of graduation sent through a recognized digital credential service provider or directly from the issuing institution(s). Consult the information at <https://www.mcgill.ca/accepted/nextsteps/finalmarks>.

For outstanding pre-requisite requirements, arrange for an official copy of your transcript to be mailed to the **School of Social Work - McGill University**  
**M.Sc. (Applied) in Couple & Family Therapy program**  
550 Rue Sherbrooke Ouest, Suite #110, tour Est, Montreal, QC H3A 1B9

- Submit [legal documents](#) that could affect your tuition status.
- Use [MINERVA](#) to update your address, telephone number, and personal information.
- Create your personal [McGill e-mail account](#) (for help, [contact IT Services](#))
- Please check your Welcome Letter for information pertaining to academic advising and the assignment of your faculty advisor.
- Register for Fall and Winter terms courses. Registration **begins on July 5, 2022** and must be completed on MINERVA from by **August 14, 2022** <http://www.mcgill.ca/gps/students/registration/dates>.

## ACADEMIC INTEGRITY TUTORIAL

### Complete the **MANDATORY** Academic Integrity Tutorial

To ensure that all students are aware of and understand the expectations of academic integrity that are placed on them, all McGill students must complete a mandatory [Academic Integrity Tutorial](#) **by the end of their first semester enrolled at McGill, or a hold will be placed on their record**. You may access the tutorial through [Minerva's Student Menu](#). For more information, please visit: [www.mcgill.ca/students/srr/honest/students/test](http://www.mcgill.ca/students/srr/honest/students/test).

#### What is a Hold?

Holds may prevent you from course registration; requesting official McGill transcripts; requesting readmission to the university; receiving your diploma (if you have graduated); and other services.

## IT TAKES ALL OF US

### Complete the **MANDATORY** It Takes All of US an on-line sexual violence education program

*It Takes All of Us: Creating a Campus Community Free of Sexual Violence* is a learning program that strives to increase awareness of sexual violence, to ensure that our campus culture is based on respect and consent, and to help create a community free of sexual violence.

**TIMETABLE - FALL 2022**



School of  
Social Work

**M.Sc. (A.) Couple  
and Family Therapy**

**Fall 2022**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>INTERNSHIP MY2/ADV</b> ▪ CAFT 606 ▪ CAFT 611 ▪ CAFT 612		<b>INTERNSHIP MY2/ADV</b> ▪ CAFT 606 ▪ CAFT 611 ▪ CAFT 612		<b>INTERNSHIP MY2/ADV</b> ▪ CAFT 606 ▪ CAFT 611 ▪ CAFT 612
8:30 - 11:30		<b>CAFT 606/611/612 Intern. Seminar</b> (MY2/ADV) Section:002 Instructor: Alison Carpenter (FERR 230)  <b>SWRK 635 Use of Self</b> (MY2 Elective) Instructor: Nona Moscovitz (FERR 105)		<b>SWRK 668 Loss and Bereavement</b> (MY2 Elective) Instructor: Corrie Sirota-Frankel (LEA 116)  <b>SWRK 657 Sem. on Mental Health</b> (MY2 Elective) Instructor: Delphine Collin-Vézina (FERR 105)	
11:30 - 2:30		<b>SWRK 622 Understanding &amp; Assessing Families</b> (MY1) Section 002 Instructor: Marjorie Rabiau (FERR 230)  <b>CAFT 602 Advanced Assessment in CFT</b> (MY2/ADV) Instructor: Guylaine Seguin (LEA 917)  <b>SWRK 621 Trauma &amp; Resilience</b> (MY2 Elective) Instructor: Faye Assee (LEA 116)		<b>CAFT 603 Research Methods for C&amp;FTs</b> (MY1/ADV) Instructor: Marjorie Rabiau (FERR 230)  <b>SWRK 670 Caregiving</b> (MY2 Elective) Instructor: Shari Brotman (LEA 116)	
2:30 - 5:30		<b>CAFT 600 C&amp;FT Pre-Practicum</b> (MY1/ADV) Instructor: Heather MacIntosh (LEA 808 and 819)		<b>CAFT 608 Human Development Across the Lifespan CFT</b> (MY1/ADV) Instructor: Sarah Burley (BIRKS 105)	
5:30 - 8:30		<b>SWRK 628 Violence Against Women</b> (MY2 Elective) Instructor: Julia Krane (LEA 116)	<ul style="list-style-type: none"> <li>➤ MY1: M.Sc. (A) CFT Year 1 level course</li> <li>➤ MY2: M.Sc. (A) CFT Year 2 level course</li> <li>➤ ADV: M.Sc. (A) CFT Advanced level courses</li> <li>➤ <b>Electives for MY2 students appear in green</b></li> </ul>		

Please review your customized program sequence for course registration.

**Please review MINERVA for course offerings and finalized schedule i.e. dates, time, instructor, room assignments.**

Where two classrooms are indicated for the same course, one is a breakout room.

Use [Campus Map](#) to locate your classroom.

**TIMETABLE – WINTER 2023**



**McGill**

School of  
Social Work

**M.Sc. (A.) Couple  
and Family Therapy**

**WINTER 2023**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>INTERNSHIP MY2/ADV</b> <ul style="list-style-type: none"> <li>▪ CAFT 606</li> <li>▪ CAFT 611</li> <li>▪ CAFT 612</li> </ul>		<b>INTERNSHIP MY2/ADV</b> <ul style="list-style-type: none"> <li>▪ CAFT 606</li> <li>▪ CAFT 611</li> <li>▪ CAFT 612</li> </ul>		<b>INTERNSHIP MY2/ADV</b> <ul style="list-style-type: none"> <li>▪ CAFT 606</li> <li>▪ CAFT 611</li> <li>▪ CAFT 612</li> </ul>
8:30 - 11:30		<b>CAFT 604</b> <b>Contemporary Issues in C&amp;FT</b> (MY1/ADV) Instructor: TBD (FERR 230)		<b>SWRK 630</b> <b>Adult Mental Health</b> (MY1) Section: 002 Instructor: Ainsley Jenicek (FERR 230)	
11:30 - 2:30		<b>SWRK 655</b> <b>Seminar on Aging</b> (MY2 Elective) Instructor: Tamara Sussman (LEA 721)		<b>CAFT 610</b> <b>Biological Foundations of Behaviour for C&amp;FTs</b> (MY2/ADV) Section: 002 Instructor: Marjorie Rabiau (ARTS W-220)	
2:30 - 5:30		<b>CAFT 609</b> <b>Advanced Couple Therapy</b> (MY2/ADV) Instructor: Heather MacIntosh (FERR 105, FERR 422)		<b>CAFT 606/611/612</b> <b>Intern. Seminar</b> (MY2/ADV) Section:002 Coordinator: TBD (SH688-465)	
		<b>SWRK 610</b> <b>Family Treatment</b> (MY1) Section: 002 Instructor: Marjorie Rabiau (LEA 424)			

Please review your customized program sequence for course registration.

**Please review MINERVA for course offerings and finalized schedule i.e. dates, time, instructor, room assignments.**

Where two classrooms are indicated for the same course, one is a breakout room.

Use [Campus Map](#) to locate your classroom.

- MY1: M.Sc. (A) CFT Year 1 level course
- MY2: M.Sc. (A) CFT Year 2 level course
- ADV: M.Sc. (A) CFT Advanced level courses
- **Electives for MY2 students appear in green**

**CONFIRM YOUR INTENTION TO REGISTER ON MINERVA**

Students must register on [Minerva](#) for both the Fall 2022 and Winter 2023 terms by adding the registration confirmation course REGN RCGR for both the Fall 2022 (term 202209, CRN 180) and the Winter 2023 (term 202301, CRN 190) terms. Take note of the registration periods listed below to avoid late registration fees.

**Fall 2022** – 202209 – REGN RCGR, **CRN 180**

**Winter 2023** – 202301 – REGN RCGR, **CRN 190**

**Register for your courses on Minerva for Fall 2022 and Winter 2023**

<i>Returning Students</i>	<p><i>May 25, 2022 (starting at 8 a.m.) to August 14, 2022</i></p> <p><i>*Returning students must check their Registration Eligibility in the Registration Menu on Minerva to confirm when they may begin registering.</i></p>
<i>New Students</i>	<p><i>July 5, 2022 (starting at 9:00 a.m.) to August 14, 2022</i></p>

New and returning students who have not registered by August 14, 2022 may still access [Minerva](#) to register late from August 15, 2022 to September 13, 2022. A late registration fee will apply.

For more information, please visit: <http://www.mcgill.ca/gps/students/registration/dates>.

**Need help using Minerva?**

Minerva is certified compatible with the following web browsers: Internet Explorer 7 and 8, Firefox 3.6.10, and Safari 4.1.2 and 5.0.2.

Refer to the McGill website at <https://www.mcgill.ca/students/courses/add/register>.

\*Please note that technical issues may arise when registering. Please advise our department at [msca.cft@mcgill.ca](mailto:msca.cft@mcgill.ca) and we will be able to assist you in resolving the issue.

**Registration Video** – This video tutorial walks you through the course registration process on Minerva.

Link: <http://ics.mcgill.ca/media/videos/Minerva/minerva-registration.htm>.

**NOTE 1:** All students must register continuously in every term during their program, unless they request a leave of absence. Any student who does not register continuously will be withdrawn from the University as of their first unregistered term. To resume their studies, the student must then submit a request for [readmission](#).

**NOTE 2:** All new students must complete the mandatory online [Academic Integrity Tutorial](#) on [Minerva](#), as stated in their admission letter. A reminder will be sent to new students who have not completed this tutorial at the end of October with a warning that a Hold will be placed on their record at the end of November. For new students with this Hold, the hold will automatically be lifted when the student completes the tutorial.

**NOTE 3:** All **new students** must also complete the mandatory online sexual violence education program. Details available at [It Takes All of Us](#).

**GRADUATE PROGRAM REGISTRATION ON MINERVA**

1) Go to Minerva for students: [www.mcgill.ca/minerva-students/](http://www.mcgill.ca/minerva-students/)

2) Enter your 9-digit McGill ID number and 6-digit PIN and click on Login.

Students who do not remember either their 6-digit Minerva PIN or the answer to their security question should call (514) 398-7878. Your Minerva PIN will be reset to your 6-digit date of birth (yyymmdd), and you will have to change it the next time you log in.

Note: If this is your first time using Minerva, your PIN will be the year, month and day of your birthday (yyymmdd). For example, if your birthday is June 7, 1982, your Minerva PIN will be 820607.

The first time you log in, your PIN will expire and you must choose a new PIN. You must then set up your security question (which will allow you to reset your PIN in case you forget it).

3) Click on Student Menu.

4) Click on Registration Menu.

5) Select Step 1: Check your Registration Eligibility and Verify Your Curriculum

Select the Fall 2022 term under the Select a Term menu and then click the Submit button.

6) In order to confirm your registration, you must add a 'Registration Confirmation' course to your course schedule for both the Fall and Winter terms.

On the bottom of the "Check your Registration Eligibility and Verify Your Curriculum" page, click on "Quick Add or Drop" or go back to the previous page and select Step 2: Quick Add or Drop Course Sections. This option allows you to add or drop courses quickly for the term you have selected.

7) You can add a course in the Quick Add Worksheet by entering the Course Reference Number (CRN). For Fall 2022, the CRN for the Registration Confirmation Course is **180**.

8) Click Submit Changes. The Registration course should be reflected in the Current Schedule table.

9) You have now confirmed your registration for Fall 2022.

10) Repeat these steps for the Winter 2023 term (CRN **190**).

**COURSE REGISTRATION VIA MINERVA**

Log onto Minerva at [www.mcgill.ca/minerva-students/](http://www.mcgill.ca/minerva-students/).

Enter your McGill ID number and PIN and click on Login. Go to Student Menu, Registration Menu.

Start registration by following each step on the Minerva **Registration Menu**.

Go to **Student Menu > Registration Menu**.

*Step 1: Check Your Registration Eligibility and Verify Your Curriculum*

1. Click **Step 1: Check Your Registration Eligibility and Verify Your Curriculum**.
2. Select the term in which you wish to register.
3. Click **Submit**.
4. The **Check Your Registration Eligibility and Verify Your Curriculum** screen appears. All items for your Registration Status must permit registration before you can register.
5. Click the **Next Step** link at the bottom of the form to continue the registration process (or if your registration status prevents you from continuing click on **HELP** for solutions to your inability to register).

*Step 2: Search Class Schedule and Add Course Sections*

1. Select the term for the course sections you would like to look up. (You should select the same term as the term of registration you previously submitted.)
2. From the **Look Up Course Sections** form, select at least one Subject or at least one Faculty to narrow course sections available.
3. Enter the Course Number if you know it or any other additional criteria to limit your search results.
4. Click **Get Course Sections**.
5. From the course section results that appear, click on the CRN (Course Reference Number) to view the course description of any course in your search results.  
**Remember:** For a course that has more than one schedule type (e.g. a course composed of lecture and laboratory or internship and seminar), you will have to register in a separate section for each type.
6. Click on the hyperlinked course title to view **Detailed Course Information**.
7. Click **Return to Previous** to go back.
8. When you are sure you want to register for a course section, check the box in front of its CRN and click **Register**.  
**Important:** For a course that requires registration using a permit override, you can only use **Quick Add or Drop Course Sections** to register. If you are not registering using a permit override and there is no checkbox before the CRN, click **HELP** for more details. After viewing any registration error you encounter, click the **MENU** to try registering for another course.

**Using the "Quick Add or Drop Course Sections" method**

To view a video that illustrates the steps to drop a course using the Quick Add/Drop Worksheet click [here](#).

Your registered course sections appear below the Current Schedule label. Check to ensure no registration errors appear beside the course section you have added. At this point you may also register for additional courses by entering the CRN in the grid of the **Quick Add Worksheet**.



## COURSE REGISTRATION –STEP-BY-STEP INSTRUCTIONS

### Step 3: View Student Schedule by Course Section

1. When the registration process is complete, confirm your section enrollment by clicking on the **Next Step** link at the bottom of the form to view your course section information.
2. Verify that all registered sections you have registered for appear on your Detail Schedule.
3. Check the **Grade Mode** for each section matches grading option you had specified.
4. **Note:** Make any necessary changes immediately by clicking on **MENU** at the top right of the screen and then **Quick Add or Drop Course Sections** at the bottom of the screen.

### Step 4: View Personal Weekly Class Schedule

1. Retrieve your finalized weekly schedule by clicking on the **Next Step** link.
2. As instructed at the top of your weekly schedule, you can adjust it to view different weeks and you should always check for time conflicts.
3. Print your weekly schedule by clicking your web browser's print button.

## PROGRESS TRACKING




There are many steps to completing a graduate degree, and important academic and research milestones that need to be met along the way. *myProgress* is supported by a web-based tool that allows graduate students and their supervisors to track and monitor progress towards their graduate degree. <https://www.mcgill.ca/gps/myprogress>.

## PD EDUCATION



PD Education is an online platform that provides professional development resources, interactive webinars, and tools to help masters and doctoral students progress in, and complete their degree.

McGill Graduate and Postdoctoral Studies has purchased institutional access to PD.Education, so our students can access PD.Education for free by creating an account here: <https://www.mcgill.ca/gps/students/pdeducation>.


	 <b>M.Sc. (A.) Couple and Family Therapy</b> <b>PROGRAM SEQUENCING   MASTER'S ENTRY (60 CREDITS)</b>
<b>Fall Year 1</b>	<u>12 Credits per semester</u> <b>SWRK 622</b> Understanding and Assessing Families (3 cr) <b>CAFT 600</b> Couple & Family Therapy Pre-Practicum (3 cr) <b>CAFT 603</b> Research Methods for Couple and Family Therapists (3 cr) <b>CAFT 608</b> Human Development across the Lifespan for Couple and Family Therapists (3 cr)
<b>Winter Year 1</b>	<u>12 Credits per semester</u> <b>SWRK 610</b> Family Treatment (3 cr) <b>SWRK 623</b> Couple Therapy (3 cr) <b>SWRK 630</b> Adult Mental Health (3 cr) <b>CAFT 604</b> Contemporary Issues in Couple & Family Therapy (3 cr)
<b>Summer Year 1</b>	<u>12 Credits per semester</u> <b>CAFT 601</b> Diversity & Couple & Family Therapy (3 cr) <b>CAFT 605</b> Advanced Family Treatment across the Lifespan (3 cr) <b>CAFT 606</b> Internship 1 in Couple and Family Therapy (3 cr) <b>CAFT 607</b> Legal, Ethical & Professional Issues in Couple & Family Therapy (3 cr) <b>** Option to add 1 Complementary Course (3 credits) if not taken in Fall Year 2</b>
<b>Fall Year 2</b>	<u>12 Credits per semester</u> <b>CAFT 602</b> Advanced Assessment in CFT (3 cr) <b>CAFT 611</b> Internship 2 in Couple and Family Therapy (6 cr) 1 Complementary Course (3 credits) - <i>see course options below</i> <b>** (complementary course may also be taken in an alternate term i.e. Summer Year 1 or Winter Year 2)</b>
<b>Winter Year 2</b>	<u>12 Credits per semester</u> <b>CAFT 610</b> Biological Foundations of Behavior for CFT (3 cr) <b>CAFT 609</b> Advanced Couple Therapy (3 cr) <b>CAFT 612</b> Internship 3 in Couple and Family Therapy (6 cr) <b>** Option to add 1 Complementary Course (3 credits) if not taken in Fall Year 2</b>

**\*\*Complementary Course** 1 Complementary Course (3 credits) is required for the program. It is recommended the complementary course be taken in Fall-Year 2; however, students may choose, at their discretion, to complete it in an alternate term. **Consult timetable for schedule and term availability. Departmental approval to register also may be required.**

- **CAFT 613** Couple and Family Therapy Internal Practicum (3 cr)
- **SWRK 655** Seminar on Aging (3 cr)
- **SWRK 669** Disability and Rehabilitation (3 cr)
- **SWRK 621** Seminar on Trauma & Resilience (3 cr)
- **SWRK 668** Living with Illness, Loss and Bereavement (3 cr)
- **SWRK 628** Violence Against Women (3 cr)
- **SWRK 635** Advanced Clinical Seminar: Use of Self (3 cr)
- **SWRK 657** Seminar in Mental Health (3 cr)
- **SWRK 670** Seminar on Caregiving (3 cr)
- **EDPC 503** Human Sexuality: Professionals (3 cr)

*Internship Requirements: 800 Hours*

- 500 hours of direct client contact hours [which includes 100 hours dedicated towards 10 client cases, minimum 10 hours each]
- 100 hours of individual supervision
- 200 hours of clinical activities related to the practice of psychotherapy.

	 <b>M.Sc. (A.) Couple and Family Therapy</b> <b>PROGRAM SEQUENCING   MASTER'S ENTRY (45 CREDITS)</b>
<b>Fall Year 1</b>	<u>15 Credits per semester</u> <b>CAFT 600</b> Couple & Family Therapy Pre-Practicum (3 cr) <b>CAFT 603</b> Research Methods for Couple and Family Therapists (3 cr) <b>CAFT 608</b> Human Development across the Lifespan for Couple and Family Therapists (3 cr) <b>CAFT 602</b> Advanced Assessment in Couple and Family Therapy (3 cr) <b>CAFT 606</b> Internship 1 in Couple and Family Therapy (3 cr)
<b>Winter Year 1</b>	<u>15 Credits per semester</u> <b>CAFT 610</b> Biological Foundations of Behavior for CFT (3 cr) <b>CAFT 604</b> Contemporary Issues in Couple & Family Therapy (3 cr) <b>CAFT 609</b> Advanced Couple Therapy (3 cr) <b>CAFT 611</b> Internship 2 in Couple and Family Therapy (6 cr)
<b>Summer Year 1</b>	<u>15 Credits per semester</u> <b>CAFT 601</b> Diversity & Couple & Family Therapy (3 cr) <b>CAFT 605</b> Advanced Family Treatment across Lifespan (3 cr) <b>CAFT 607</b> Legal, Ethical & Professional Issues in Couple & Family Therapy (3 cr) <b>CAFT 612</b> Internship 3 in Couple and Family Therapy (6 cr)

In order to obtain advanced course credit for courses completed during their MSW degree or related Master’s degree (i.e. Counselling psychology with completion of equivalent courses), students entering this path will need to complete the **Advanced Standing Form** indicating successful completion of the 5 required program courses.

Advanced Entry requires the completion of the following five courses prior to admission:

- Understanding and Assessing Families (SWRK 622) Course or equivalent
- Family Treatment (SWRK 610) Course or equivalent
- Adult Mental Health (SWRK 630) Course or equivalent
- Couple Therapy (SWRK 623) Course or equivalent
- Elective (SWRK 668, 628, 635, 655, 657, 669, 670, 621; EDPE 503) Course or equivalent

Graduate E-Calendar available at:

<https://www.mcgill.ca/study/2022-2023/faculties/arts/graduate/programs/master-science-applied-msca-couple-and-family-therapy-non-thesis>

**CAFT 600 Family Therapy Pre-Practicum (3 credits):**

The development of practical skills in the area of couple and family therapy. Introduction to the concept of common factors in the psychotherapy process, assessment, foundational therapeutic competencies and the application of orientation specific empirically supported treatment competencies.

**CAFT 601 Diversity and Couple and Family Therapy (3 credits):**

The influence of race, culture, class, ethnicity, immigration, sexual orientation and gender in the assessment and treatment processes of couple and family therapy.

**CAFT 602 Advanced Assessment in Couple and Family Therapy (3 credits):**

Integration of models of psychopathology and assessment into couple and family therapy. Focus will be on formulation of clinical impressions, differential systemic models of assessment, models and measures of systemic assessment and the intersection between classification of mental disorders, and relational/systemic formulations of mental health and mental illness.

**CAFT 603 Research Methods for Couple and Family Therapists (3 credits):**

Prerequisite: 3-credit course in Research Design or Statistical Methods.

Essential research skills for the couple and family therapists, including evaluation of clinical research literature and the basics in designing and analyzing qualitative and quantitative research with a particular emphasis on understanding the relevance of research for clinical practice.

**CAFT 604 Contemporary Issues in Couple and Family Therapy (3 credits):**

Couples and families dealing with challenges living in contemporary society. Intersections between diversity and mental health, gender roles and identities, separation/divorce including custody and access, single parent, reconstituted and same sex families, inter-cultural families, legal and family issues in adoption and foster families.

**CAFT 605 Advanced Family Treatment across the Lifespan (3 credits):**

Advanced practice in four core models of family therapy in relation to problems pertaining to children, adolescents, and adults from middle adulthood to later life; four clinical models. Clinical models include: EFT-humanistic, cognitive behavioural family therapy, psychodynamic and systemic family therapy.

**CAFT 606 Internship 1 (3 credits), CAFT 611 Internship 2 (6 credits), and CAFT 612 Internship 3 (6 credits):**

Direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities.

**CAFT 607 Legal, Ethical and Professional Issues in Couple and Family Therapy (3 credits):**

Practicing in a legally-sound and ethically-informed manner as a couple and family therapist. Focus on ethical decision making processes, codes of ethical conduct, legislative and regulatory frameworks for practice, specific laws, regulations and standards.

**CAFT 608 Human Development across the Lifespan for Couple and Family Therapists (3 credits):**

Prerequisite: 3-credit course in Human Development.

Advanced human development specific to the needs of a couple and family therapist. Focus on child, adolescence and early adult development, human sexuality, developmental impact of divorce, remarriage, birth, adoption and death on members of a family.

**CAFT 609 Advanced Couple Therapy (3 credits):**

The four core modalities of couple therapy practice, EFT-humanistic, cognitive behavioural, psychodynamic and systemic, and communications, including common factors and models integrating the lens of gender, race, poverty and social class, and multiculturalism into couple treatment.

**CAFT 610 Biological Foundations of Behaviour for the Couple and Family Therapists (3 credits):**

The biology and neuropsychology of couple and family therapy. Neural physiology and pathophysiology, development, anatomy and physiology of the human sensory, motor, emotional, perceptual and cognitive systems, formulation of clinical impressions, and applications and limitations of biological and psychological treatments will be explored.

**SWRK 622 Understanding and Assessing Families (3 credits):**

Prerequisite: 3-credit course in Techniques in Interviewing/Counselling.

The changing family system and overview of recent advancements in family assessment. Family developmental and systemic applications, with attention to the heterogeneity and diversity of the post-modern family, integrating contextual, gender, cultural and relational perspectives through the evaluation process.

**SWRK 610 Family Treatment (3 credits):**

The goal of this course is to introduce students to the major models of family therapy from the foundational to the post-modern. The course will be divided into four distinct sections to provide a foundational introduction to four core theoretical approaches to family therapy. These will include systemic family therapy. Emotionally Focused Family Therapy, Attachment Focused Family Therapy, and Cognitive Behavioural Family Therapy Models will be presented integrating the lens of gender, race, poverty and social class, multiculturalism into family treatment.

**SWRK 623 Couple Therapy (3 credits):**

The goal of this course is to introduce students to the major models of couple therapy. The course will be divided into four core theoretical approaches to couple therapy: Integrated Systemic Therapy for Couples, Emotionally Focused Therapy for Couples, Mentalizing Based Couple Therapy, and Cognitive Behavioural Marital Therapy. Common factors will be explored such as communication skills, therapeutic alliance, and client/therapist characteristics, in couple treatment. Models will be presented integrating the lens of gender, race, poverty, social class, and multiculturalism into couple treatment.

**SWRK 630 Adult Mental Health (3 credits):**

Prerequisite: 3-credit course in Psychopathology.

The objective of this course will be to familiarize students with theories of psychopathology including diagnostic systems, the history of the study of psychopathology and treatment of mental illness. Emphasis will be placed on understanding abnormal behaviour in adults (e.g. anxiety and posttraumatic stress disorders, substance abuse, psychotic disorders, affective disorders, and somatization disorders).

**Students can select 1 Complementary Course (3 credits) from the following list:**

**EDPC 503 Intersectional Relationships and Sexuality (3 credits):**

Situated in sexuality studies and education this course explores intra and interpersonal relationships through examining the intersections of sexuality with a diversity of identities, expressions and communities. The course addresses the ways in which current and emerging technologies influence and inform understandings of sexuality and the resulting effect on how people negotiate sexual relationships.

**SWRK 621 Seminar on Trauma and Resilience (3 credits):**

Examination of the concepts of trauma and resilience within a comparative and international context. Exploration of theory, research, and practice interventions concerning trauma and resilience, both nationally and globally. Analysis of the ways in which culture, ethnicity, gender, class, and age shape experiences of trauma and recovery.

**SWRK 628 Violence against Women (3 credits):**

Discussion of the psychological, social and political factors which create and maintain a society where male violence against the women they love occurs. A feminist theoretical perspective will be developed and analyzed. Treatment approaches will be considered focussing on interventive strategies to help both the battered and the batterers.

**SWRK 635 Advanced Clinical Seminar: Use of Self (3 credits):**

Psychological selves in relation to the work done with clients, including psychoanalytic theory, object relations, attachment theory, transference.

**SWRK 655 Seminar on Aging (3 credits):**

Advanced graduate seminar which focuses on a critical examination of historical and contemporary theories and practice models in gerontological social work.

**SWRK 657 Child/Adolescent Mental Health (3 credits):**

Canadian mental health policies and practices related to children and adolescents, including historical trends in the conceptualization of mental illness/wellness, and foundations of child/adolescent DSM diagnoses and best practice approaches.

**SWRK 668 Living with Illness, Loss, and Bereavement (3 credits):**

This seminar addresses the psycho-social concerns of patients and family members living with illness and/or non-bereavement loss. An interdisciplinary theoretical perspective is combined with clinical practice interventions. Special attention will be given to the role of the social worker.

**SWRK 670 Seminar in Caregiving (3 credits):**

Critical engagement with existing knowledge claims in the social work literature on caregiving and examination of the impact of policy and practice on the lives of caregivers. Special emphasis is placed upon advances in social work practice with older people and people with disabilities.

**CAFT 613 Couple and Family Therapy Internal Practicum (3 credits):**

This course will provide opportunity for the development of practice skills in the area of Couple and Family Therapy within an internal clinic setting to prepare students for integration into external clinical internship sites. Students will participate, as observers and clinicians, in clinical research, and clinical practice with members of the community, within the McGill Couple and Family Therapy Clinic. The professor, within the internal clinic, will provide opportunities for in-depth clinical training and supervision.



Graduate E-Calendar available at:

[https://www.mcgill.ca/study/2022-2023/university\\_regulations\\_and\\_resources/graduate/gps\\_gi\\_student\\_records](https://www.mcgill.ca/study/2022-2023/university_regulations_and_resources/graduate/gps_gi_student_records)

Courses may be graded either by letter grades or in percentages; however, the official grade granted in each course is the letter grade. All verification forms, transcripts and other documents show only letter grades.

Grades A through B- are termed satisfactory passes, and F a failure. Only Field Practicum courses are evaluated with a Pass/Fail (P/F) grade. Students must obtain grades of B- or better in all other courses to fulfill program requirements.

Grades	Grade Points	Numerical Scale of Marks
<b>A</b>	<b>4.0</b>	<b>85 - 100%</b>
<b>A-</b>	<b>3.7</b>	<b>80 - 84%</b>
<b>B+</b>	<b>3.3</b>	<b>75 - 79%</b>
<b>B</b>	<b>3.0</b>	<b>70 - 74%</b>
<b>B-</b>	<b>2.7</b>	<b>65 - 69%</b>
<b>F (Fail)</b>	<b>0</b>	<b>0 - 64%</b>

Under certain circumstances, you may request an extension to the submission deadline for course work. If the request for an extension is granted, you and the course professor/lecturer/instructor must complete a “**K Contract**” (form available from <http://www.mcgill.ca/gps/staff/graduate/courses>) before the “**K**” (incomplete) grade can be assigned. Completion of this form is mandatory. Both you and your professor must keep a copy for your records. This extension cannot exceed a maximum of 4 months.

Failure to meet the extended deadline, agreed upon by both you and your professor/lecturer/instructor, for submission of your work as stated in the K contract will result in your grade converting to a KF (incomplete/fail). This failure affects your standing in the program and the Failure Policy (below) comes into effect.

### Failure Policy

Students who have failed one course required by their department while registered as a graduate student may automatically write one supplemental examination, if the departmental policy permits, or retake that course or substitute an equivalent course. For the purposes of this policy, "required course" includes either a course required by the student's program of study, or a course that has been designated by the department for an individual student's program of study. When a student retakes a course, they are required to pay the fee charged for the course in question.

Students with any further failures in that course, including the supplemental, or a failure in any other course, will be required to withdraw from their program of study. Ph.D. students and Master's students in thesis programs can also be required to withdraw from their program of study for documented lack of performance in research.

The failure policy does not pertain to the failure of comprehensive examinations, doctoral oral defenses, or thesis failures. In the case of a failed thesis or defense, the Thesis Failure Policy, detailed in the Thesis Guidelines, applies. In the case of a failed comprehensive examination, the Ph.D. Comprehensives Policy applies.

The failing grade is to be recorded and a letter sent to the Graduate and Postdoctoral Studies Office (GPSO) indicating that a supplemental examination is to be given under the Failure Policy. If the supplemental is passed, the second grade should be submitted. The same procedure applies for a recommendation of a retake or a substitution. In the event of a failure of a supplemental exam, the department should request, in writing, that the student withdraw (with a copy of said letter forwarded to the GPSO).

Similarly, in the event of a failure in a second course, a written request for withdrawal (copied to the GPSO) should be sent to the student.

## LANGUAGE OF INSTRUCTION

All classes are given in English. However, any student may submit his or her papers in French.

Please keep in mind that many field placements require the ability to work in French. If you are not reasonably fluent in French, it may be more difficult to match you exactly with the kind of placement you want. It is a good idea to use any opportunity you have to acquire basic French language skills before you come to McGill.

## PROOF OF ENROLMENT

Students who require confirmation of their status at McGill can obtain a signed letter acknowledging their accepted enrolment in the M.Sc. (A.) CFT program.

Once you have registered for your courses, you can obtain this letter by accessing your record in Minerva.

For more information visit: <http://www.mcgill.ca/students/records/proof-reg>.

## STUDENT FEES

Please note that McGill students are invoiced for fees after registration ([Fee Calculator](#)). You should therefore expect to be invoiced toward the end of August or the beginning of September.

The fees you pay at McGill are calculated according to whether you are a Quebec resident, Canadian citizen or permanent resident, or an international student.

Take note that you will be considered an international student (and your fees will be assessed accordingly) until the reception of your proof of residency. Detailed information about the required legal documents can be found online: <http://www.mcgill.ca/legaldocuments/>

Relevant forms are available at: <http://www.mcgill.ca/legaldocuments/forms/>

For additional details on tuition and student fees, please visit: <http://www.mcgill.ca/student-accounts/>

## McGILL BOOKSTORE – LE JAMES

The Bookstore is open please see information on the online store for access to your Course Materials. <https://lejames.ca/>

- **Purchasing Textbooks & Course Materials** <https://lejames.ca/textbooks>
- **Textbook Rentals:** <https://lejames.ca/textbook-rentals>
- **Used Textbooks:** <https://lejames.ca/services/used-books>
- **Textbook Buyback:** <https://lejames.ca/textbook-buyback>

At McGill University, we are committed to helping you finance your education. Our goal is to simplify the funding process and provide you with funding and employment opportunities for the duration of your graduate studies. Please refer to the information below for details.

### How are graduate students funded?

There are two main types of funding available to you:

- [McGill internal funding](#) (financial support distributed by the university)
- [External funding](#) (grants and fellowships administered by provincial and federal governments or other agencies).

Please refer to the [prospective student funding pages](#) for more details regarding:

- [Cost of attendance](#)
- Graduate assistantships
- Funding for international students
- [Student aid and working on campus](#)
- [Government Aid](#)

Refer to the [funding section of the Graduate and Postdoctoral Studies website](#) for more information on:

- [Funding opportunities available](#)
- [Prepare an application](#)
- [Accept and maintain awards](#)

For a comprehensive list of scholarships and awards from organizations outside McGill please visit the [CaPS External Scholarship Database](#). The listing is categorized by level of studies and disciplines.

For information on managing finances and preparing your budget, please click [here](#).

Check out the **Frugal Scholar** Workshops and Tools to help you manage your money. <https://www.mcgill.ca/studentaid/finances/frugal-scholar-workshops>



### **Frugal Scholar Money Management Program**

Featuring our Frugal Toolkit and Guide—your pathway to financial wellness!

#### **"Create Your Own Budget" Video**

Figure out your finances and become financially savvy.

**IMPORTANT MESSAGE:** Due to the current Coronavirus (COVID-19) pandemic restrictions, Service Point is provisioning new and replacement student ID Cards by appointment only.

Please watch this page for updates <http://www.mcgill.ca/students/records/id/>

After confirming your registration online, you can obtain your McGill Student ID Card. This will allow you access to numerous services offered on campus. We urge you to obtain your ID card as soon as possible.

Please note that you **must wait at least 24 hours following registration** for at least one course in order to get your card.

Be sure to bring the following information or documentation with you:

- McGill Student Number (e.g. on your letter of acceptance)
- One piece of photo ID
- Documents proving your legal status in Canada - please refer to <http://www.mcgill.ca/legaldocuments/> to determine what you need.

Important: ID cards will not be issued if any of the above documents are missing.

**WHERE TO OBTAIN YOUR ID CARD:**

<http://www.mcgill.ca/students/records/id/>

Service Point @ McLennan Library Building (street level)  
3415 McTavish Street (corner Sherbrooke)



**OPUS CARD - REDUCED-FARE PUBLIC TRANSIT**

Users eligible for the student fare are students who are registered full-time in an educational institution recognized by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES). Those students will be able to travel at the applicable reduced student fare. A **Reduced Fare OPUS** card can be ordered directly from Minerva. Instructions on how to order your OPUS card can be found at <https://mcgill.ca/student-records/personal-information/opus>.



Please watch this page for updates <https://www.mcgill.ca/library/covid-19-latest> as information is subject to change.

### Nikki Tummon, Liaison Librarian to M.Sc. (A.) CFT Program

Email address: [nikki.tummon@mcgill.ca](mailto:nikki.tummon@mcgill.ca)  
 Phone number: 514-398-5727  
 Branch library or department: Humanities and Social Sciences Library  
 Location: McLennan Library Building  
 3459 McTavish Street, Montreal, Quebec H3A 0C9  
 Profile: <https://www.mcgill.ca/library/people/nikki-tummon>

### McGill Libraries

Once inside any of McGill's 13 branch libraries, you'll be searching through one of the largest collections in Canada. In fact, McGill houses the largest library collection in Quebec!

With group learning spaces, private study areas, and individual desks, you'll find the research environment you're looking for, with plenty of space designated just for graduate students.

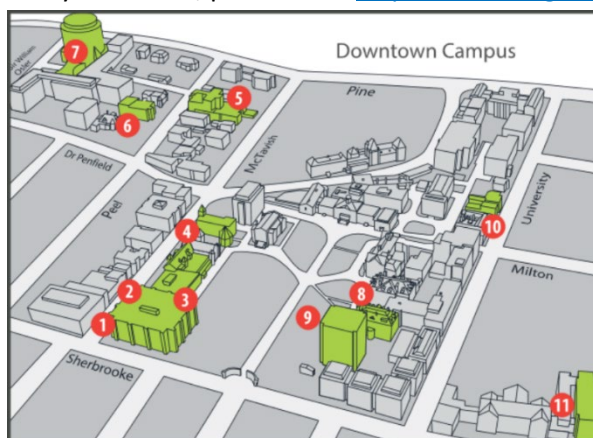
The library contains valuable research tools and resources. With the catalogue and affiliated databases, you can find specific books, journals, articles, locate theses and dissertations, and search material by subject. Many of these resources are available online.

Each branch library has computers, printers, HA photocopiers, and facilities for plugging in laptops and connecting to the University's wireless network. Facilities for group studying can be reserved at certain branches.

The library also provides support for graduate research, including resources for sharing your knowledge (i.e., e-thesis submission and conference locators). McGill University Library is also pleased to bring you EndNote, a tool used to store and manage references and citations and to create bibliographies.

The library staff are highly trained and dedicated to providing assistance with finding materials. You can ask questions in person, by email, or online chat. Workshops and tours provide targeted help on specific areas.

For detailed information about our library resources, please visit: <http://www.mcgill.ca/library/>



## STUDENT WELLNESS

The M.Sc. (A.) in Couple and Family Therapy is an intense and demanding program. You will find yourself juggling many roles: student, learning therapist, peer/colleague, mentor and friend; as well as, the roles you play in your work, personal, and family life outside of the program. We are aware that the financial burden of attending full time studies means that, in spite of our recommendation that students should cease work over the tenure of their registration in the M.Sc. (A.) program, some students continue to work outside the program and this places an unwieldy challenge of managing time, responsibilities, relationships, and energy and wellbeing. We are also aware that being a learning couple and family therapist brings with it challenges at an emotional, psychological and personal level. Students frequently find themselves dealing with the emotional stressors of learning how to tolerate and manage the distress of others, learning how to explore deep and painful traumas and other conflicts and crises that may trigger their own historical wounds or expose them to a world of experiences outside of what they have known, leaving them feeling and thinking about the world and those within it in new and different ways that may be painful and overwhelming. Becoming a couple and family therapist can also confront a student with their own belief systems, unexamined biases and immersion in cultural systems in ways that bring up strong emotions and, potentially, conflict within themselves, peers, colleagues, supervisors, and others within the system of learning. When these challenges arise, we encourage you to engage your support systems, in the same way as we would encourage couples and families in crisis to engage with systems of support. We encourage you to approach your professors, advisors, and supervisors to begin conversations about these struggles. While we are not your therapists, we can help you work through which aspects of these experiences are appropriate for exploration within supervision and classroom learning and when it is time to seek services through student services or engage the services of a therapist in the community. Learning how to be a competent, confident, and caring therapist requires that you be well within yourself and this is as vital a part of your learning experience as any other. Shutting down, avoiding, or regulating distress through other harmful strategies are ways of coping that we support our clients to move away from and, similarly, to be a confident, competent couple and family therapist requires that you develop your own strong emotion regulation capacities, interpersonal coping strategies and healthy boundaries in relationships. Taking the opportunities afforded by your student status such as those available to you through the student wellness hub is an important aspect of your learning and growing in the program. Do not hesitate to reach out and seek the support you need throughout your studies.

## STUDENT WELLNESS HUB



# #BuildingAHealthierMcGill

The Hub provides McGill students access to health and wellness services and programming. Whether you want to build your wellness community, access a clinician, learn a new skill, or relax in our space, the Student Wellness Hub is here for you!

<https://www.mcgill.ca/wellness-hub/>

<https://www.youtube.com/watch?v=pkKWFSXvY34>



We are pleased to announce that Nicole Mitchell has been hired to take on the role of the School of Social Work Student Support Coordinator.



**NICOLE'S MANDATE IS TO:**

- Respond to students' needs for support
- Provide links to internal McGill resources, i.e. Wellness Hub, etc.
- Provide links to external resources, i.e. community services, etc.

Please e-mail Nicole for an appointment: [studentsupport.socialwork@mcgill.ca](mailto:studentsupport.socialwork@mcgill.ca)

For the latest information on service availability, contact the unit using the contact information available at the [“How to Access Student Services”](#) page:

Student Services is composed of 9 units providing a wide range of services to [eligible McGill students](#). Get to know all of the services offered by visiting the units’ websites:

<https://www.mcgill.ca/studentservices/services>



### Campus Life & Engagement

- › New Student Support (Undergraduate and Graduate)
- › Orientation (Undergraduate and Graduate)
- › Off Campus and Commuter Student Support
- › Leadership Development
- › Étudiants francophones



### Career Planning Service

- › Career Advising
- › myFuture Job Search Tool
- › myInvolvement
- › Undergraduate/Graduate Student Career Workshops
- ›



### First Peoples' House

- › Academic Support
- › Campus Support
- › Community and Cultural Support
- › First Peoples' Residence



### International Student Services

- › Immigration Documents
- › International Health Insurance
- › Workshops and Events
- › Work and Permits



### Office for Students with Disabilities

- › Appointment with an Access Advisor
- › Campus Construction and Accessibility
- › Important Forms
- › Learning Resources



### Office of Religious and Spiritual Life

- › My Neighbour's Faith Series
- › Radix Magazine
- › Student Lounge and Meditation Space
- › Workshops and Activities



### Scholarships and Student Aid

- › Finance Management Tools
- › Government Aid
- › McGill Scholarships and Aid
- › Work Study Program



### Student Wellness Hub

- › Appointments with a Professional
- › Local Wellness Advisors
- › Self-Help Resources
- › Workshops and Groups



### Tutorial Service

- › Find a Tutor
- › Become a Tutor
- › Renew Status as a Tutor
- › Academic Support Resources

*The [Student Services fee](#) is automatically charged to the student fee account of undergraduate students, graduate students, and postdoctoral fellows every fall and winter term. Certain other categories of students may [opt to pay a fee](#) to use the services.*

- **McGill Writing Centre:** <http://www.mcgill.ca/mwc/>

*Refine your academic writing skills or learn to write for a specific professional audience with courses offered by the McGill Writing Centre (MWC). As a student in one of the MWC's courses or workshops, you'll learn essential skills, strategies, and techniques that will help you to succeed both at university and in any number of professions.*

- **Scholarships & Student Aid Office:** <http://www.mcgill.ca/studentaid/>

*Find all the resources and advice you need to help pay for university; from step-by-step guides on how to apply for funding to information on how to budget effectively.*

- **McGill Career Planning Services (CaPS):** <http://www.mcgill.ca/caps/>

*The McGill Career Planning Service (CaPS) assists students in their career development and search for permanent, part-time, and summer jobs, as well as internships, by providing workshops, individual advising, a comprehensive job posting service, and an extensive Career Resource Centre.*

- **First Peoples' House:** <http://www.mcgill.ca/fph/>

*The First Peoples' House strives to provide a 'home away from home' for Indigenous students at McGill University. Playing many roles, including those of residence, gathering place and resource centre, the First Peoples' House is first and foremost a community. It provides a space where students can find academic support and stay connected to Indigenous culture.*

- **Social Equity and Diversity Education (SEDE):** <https://www.mcgill.ca/equity/sede>

*The Social Equity and Diversity Education (SEDE) Office provides information, education and training to all areas of the University in order to cultivate a respectful and supportive campus.*

- **Family Care:** <https://www.mcgill.ca/familycare/>

*The McGill Family Resources project is a new initiative created with help from the SEDE, the Senate SubCommittee on Women and the Sustainability Projects Fund (SPF) to provide resources and support to student and staff parents on campus.*

Here are some additional resources which may be of particular interest to you as a Graduate Student:

- Social Work Association of Graduate Students (SWAGS): <https://www.mcgill.ca/socialwork/students/swags>
- Graduate and Postdoctoral Studies website: <http://www.mcgill.ca/gps/>
- New Graduate Student Welcome website: <http://www.mcgill.ca/gradwelcome/>
- Post-Graduate Students' Society (PGSS) website: <https://pgss.mcgill.ca/en/home/>
- Campus Life and Engagement (CL&E): <http://www.mcgill.ca/cle/>
- Your first year at McGill: <https://www.mcgill.ca/firstyear/graduate-postdoctoral>

Saviez-vous qu'une personne-ressource est à votre disposition pour vous écouter et vous aider? L'Adjointe aux étudiants francophones de première année, **Mme Manon Lemelin** tâche de faciliter votre adaptation à la vie universitaire. Elle peut vous renseigner sur l'éventail de services offerts sur le campus. Pour plus d'informations, ou si vous avez des questions ou des préoccupations, n'hésitez pas à passer au Service de Vie sur le campus et engagement étudiant. Manon se fera un plaisir de vous accueillir.

**Manon Lemelin**

Adjointe aux étudiants francophones de première année

[manon.lemelin@mcgill.ca](mailto:manon.lemelin@mcgill.ca)

<https://www.mcgill.ca/firstyear/undergraduate/your-first-year/first-year-programs/francophone>

**Language Policy:**

“Every student has the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.”

**Charter of Students' Rights, Article 15**

« Chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit (sauf sans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

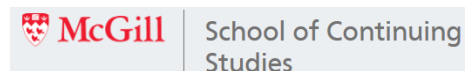
**Charte des droits de l'étudiant, article 15**

ENGLISH AND FRENCH LANGUAGE COURSES



Dialogue McGill  
Mieux communiquer pour mieux soigner

Dialogue McGill offers courses specifically designed to address the needs of McGill Health and Social Work professional program students. They offer credited and non-credited courses, preparing you for your professional practice and OQLF exam. There are both French and English learning opportunities linked to your professional training. Please take a look at <https://www.mcgill.ca/dialoguemcgill/>.



School of Continuing Studies

If you need to improve your language skills, you may take an intensive course before or at the start of your studies. Information and course offerings can be found through the School of Continuing Studies at <https://www.mcgill.ca/continuingstudies/area-of-study/languages> and Summer Studies <https://www.mcgill.ca/study/2022-2023/faculties/summer>.



French Language Centre

The French Language Centre (FLC) is a department of the Faculty of Arts with a unique mandate: to offer credit courses to students registered in any academic program at [www.mcgill.ca/flc](http://www.mcgill.ca/flc).



McGill has a website called *Vivre McGill en français* dedicated to promoting the French language on campus. <http://vivreenfrancais.mcgill.ca/>.

# MONTREAL METRO SYSTEM







## MScA CFT INTERNSHIP TIMELINE

The below timeline is for students in the Master's Level entry (60 credits).

Students who have been granted Advanced Standing entry (45 credits) will be contacted during the summer to discuss and finalize their internship placements, to commence in September.

TIME PERIOD	ACTION TO BE TAKEN BY STUDENT
<b>September - October</b>	Schedule a meeting with your assigned Faculty Advisor to discuss clinical interests, previous experience, learning style, structure of site, language requirements, client/case types, supervisory style, etc.
<b>October - November</b>	Update your CV  ♦ Use the resources provided by the McGill Career and Planning Services (CaPS) if you need help improving your CV
<b>December</b>	<i>Students will receive an Internship Request Form where they will be able to indicate their English and French proficiency, their 3 top choices for internship placement, and any important information that may be relevant to finding a suitable internship placement.</i>
<b>January</b>	Submit the Internship Request Form to <a href="mailto:msca.cft@mcgill.ca">msca.cft@mcgill.ca</a> along with your updated CV  <i>Your request will be thoroughly reviewed by the department to determine internship and supervisor suitability.</i>
<b>February - March</b>	Schedule an interview appointment with approved sites.  <i>Students will receive an e-mail detailing which interviews they have been approved for, along with the contact information for potential supervisor(s) and details on how to set up and prepare for the interview.</i>  <i>Once interviews have been conducted, students will be informed of which site(s) they have been selected for, and will then contact their assigned supervisor to discuss their start date and any pertinent internship and site information they should be aware of before beginning their placement.</i>
<b>April – May</b>	Internships begin!



The following is a list of approved internship sites for students in the M.Sc. (Applied) Couple and Family Therapy program. This is not an exhaustive list of sites and may be subject to change. We are continually seeking new and exciting sites to provide supervised internship opportunities for CFT students. As the availability of internship sites and supervisors expand or change, students will be notified.

In the event that a student is interested in an internship opportunity not appearing on this list, please notify the department and/or your Faculty Advisor. The department will consider the request and initiate the contact with the site/supervisor to determine if the placement meets the requirements of the internship program. Students are expected to channel all matters concerning their internship requests through the department. Each internship placement is subject to approval by the M.Sc. (A.) Couple and Family Therapy Program Director.

This document serves as a general guide to orient students as to the focus of the work being done at the various institutions and agencies.

Following is a list of the placements students have followed for their M.Sc. (A.) CFT internship program. A list of available and approved internship sites for Spring will be sent to students in November/ December.

- Agence Ometz
- CIUSSS Centre Ouest de l'île de Montréal - CLSC Parc Ex | Cote-des-Neiges
- CSSS Cavendish - CLSC Benny Farm
- Hôpital Charles-LeMoine, Unité interne des petits
- Hôpital du Sacré-Coeur de Montréal - Département Pédopsychiatrie
- Hôpital Rivière-des-Prairies, Services intégrés ambulatoires de pédopsychiatrie
- Jewish General Hospital - Child Psychiatry
- Jewish General Hospital - Institute of Community & Family Psychiatry (Couple & Family Therapy)
- Jewish General Hospital - Youth Service
- McGill University Sexual Identity Centre (MUSIC)
- MUHC Psychosocial Oncology Program (PSO)
- Montreal Children's Hospital MUHC – Pediatric Psychiatry Care Program

Please contact your Faculty Advisor or the department at [msca.cft@mcgill.ca](mailto:msca.cft@mcgill.ca) for additional information about the internship process.

## I. OBJECTIVE

The educational objective of the M.Sc. (Applied) Couple & Family Therapy Program is to train highly competent graduates with expertise in couple and family psychotherapy by integrating contemporary theory, research competence and varied approaches to therapy in the understanding and treatment of couples and families today. In addition, the program also strives to provide graduates with the skills and clinical competencies that will allow them to work with diverse couples and families in various settings such as CSSSs, hospitals, Youth Protection, and community organizations.

### **The M.Sc. (Applied) Couple & Family Therapy program proposes to:**

- a) Allow students to gain critical hands-on clinical experience under the close supervision of highly experienced marriage and family therapists throughout the two-year program:
- b) Expose students to a variety of theoretical paradigms used in family therapy with a focus on the four theoretical models identified in the psychotherapy regulation (Law 21) that underpin all psychotherapies (Systemic, communication, humanistic, cognitive-behavioral and psychodynamic). This theoretical exposure will assist students in critically examining each modality with the purpose of developing proficiency as marriage and family therapists;
- c) Increase graduates' multicultural competences as course curriculum is designed to reflect sensitivity to issues of race, class, gender and sexual orientation and diversity of family structures within a pluralistic, multi-cultural society.

Student performance is outcome-driven based on the requirement of Couple and Family Therapy competency-based models. Evaluation criteria support the program's specific and general objectives, in order to produce competently trained individuals who can demonstrate the acquisition and integration of knowledge across a range of theoretical paradigms and skill development (core competencies: CC) required for effective performance of the profession, as outlined by the regulatory bodies (AAMFT; OTSTCFQ and OPQ). The knowledge and skills of the profession are the targeted outcomes of outcome-based education (OBE).

The program complies with the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec - OTSTCFQ competency-based approach, modeled from the AAMFT (American Association for Marriage and Family Therapy) and the Ordre des Psychologues du Québec OPQ). (*Référentiel des compétences des thérapeutes conjugaux et familiaux*, 2015; Standards for the practice of marriage and family therapy, 2006; Standards respecting the keeping of records and consulting offices (*Guide de normes pour la tenue des dossiers et des cabinets de consultation*, 2005, English translation, 2006) et the activities reserved for couple and family therapists by the Code des professions (art 37.1 (1.1.2)).

Outcome measures will be used to assess student performance, ensuring that graduates will have a specialized skill and knowledge set transferable to a variety of clinical work setting.

## II. DESCRIPTION OF INTERNSHIP COURSES

### ➤ **CAFT 606 Internship 1 in Couple and Family Therapy (3 credits):**

The first portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars on advanced systemic and communication models. Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

### ➤ **CAFT 611 Internship 2 in Couple and Family Therapy (6 credits):**

The second portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars geared to providing further didactic training in the legal and organizational aspects and ethics and deontology as applied to specific case examples being experienced by students in their internship experiences. Also, participation in an integrative seminar designed to facilitate the integration of advancing knowledge and clinical skills.

### ➤ **CAFT 612 Internship 3 in Couple and Family Therapy (6 credits):**

The third portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. In this course, students will participate in a series of seminars provided by faculty experts on the four models of treatment: (Humanistic, Systemic) cognitive behavioural couple and family therapy (CBMT), attachment focused and mentalizing based therapy for couples and families (Psychodynamic) and systemic family therapy (Systemic). Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

## III. INTERNSHIP REQUIREMENTS

### ➤ **General Requirements**

- Total of 15 credits: CAFT 606 (3 credits) / CAFT 611 (6 credits) / CAFT 612 (6 credits) completed over 3 semesters
- Internships will be completed over 40 weeks, with 2 semesters consisting of 13 weeks and 1 semester consisting of 14 weeks
- Includes direct client contact hours with a maximum ratio of 5 hours of clinical contact to 1 session of supervision
- Minimum of 10 clients, each receiving a minimum of 10 hours of direct treatment
- Didactic seminar programme completed over 3 semesters
- 50% of cases need to be video-taped

➤ **Total Hours for the Program**

- 500 hours of direct client contact hours, which includes 100 hours dedicated towards 10 client cases (minimum of 10 hours each)
- 100 hours of individual supervision (maximum 1:1 supervisor-to-student ratio)
- 200 hours of clinical activities related to the practice of psychotherapy, which includes 87 hours of didactic seminar programme
- TOTAL: 800 hours

➤ **Hours per Week**

- 12.5 hours of direct client contact hours
- 2.5 hours of individual supervision
- 5 hours of clinical activities related to the practice of psychotherapy, including approximately 2 hours of didactic seminar programme
- Students should begin carrying 5-6 cases per week, and gradually work towards carrying 10 cases of their own per week
- It is expected that students will be on site for approximately 24 hours a week, with a minimum of 20 hours be committed to fulfilling above mentioned hour requirements

➤ **Internship Seminar Breakdown**

Course	Didactic seminar programme
CAFT 606 (3 credits)	<b>Systematic and communication models (24 hours)</b>
CAFT 611 (6 credits)	<b>Legal and organizational aspects (15 hours)</b> <b>Ethics and deontology (15 hours)</b>
CAFT 612 (6 credits)	Four models of treatment: <ul style="list-style-type: none"> <li>• <b>Emotionally focused therapy for couples and families (EFT-Humanistic, Systemic) (3 hours)</b></li> <li>• <b>Cognitive behavioural marital and family therapy (CBMT) (9 hours)</b></li> <li>• <b>Attachment focused and mentalizing based therapy for couples and families (AFFT, MBT-Psychodynamic) (3 hours)</b></li> <li>• <b>Systemic family therapy (SFS-Systemic) (3 hours)</b></li> </ul>
CAFT 606/611/612 ** ALL 3 Semesters will comprise a total of 15 seminar hours (5 hours per term). **	Specialized seminar series focused on the reserved activities: <p>The seminars on <b>Evaluation of Custody and Access</b> will include (8 hours):</p> <ul style="list-style-type: none"> <li>• Guidelines for expert assessment concerning child custody and access rights</li> </ul> <p>The seminars on <b>Evaluation of a Person who Wants to Adopt a Child</b> will include (7 hours)</p> <ul style="list-style-type: none"> <li>• Attention to ethical considerations</li> <li>• The steps of adoption evaluation</li> <li>• Pre-adoption</li> <li>• The evaluation process and post-adoption with attention to attachment continuity in adoption evaluation.</li> </ul>
<b>These seminars will facilitate the integration of:</b>	
<ul style="list-style-type: none"> <li>• Advanced level competencies applied to custody</li> <li>• Access and adoption evaluation and treatment</li> <li>• Core systemic and theoretical skills to strengthen the competencies in these reserved activities</li> <li>• A particular attention will be given to the drafting of reports and progress reports.</li> </ul>	

**Disclaimer:** The internship site is not required to provide the didactic seminars, but simply to allow the students the time to attend the seminars throughout the three semesters.

**THEORETICAL MODELS  
(42 HOURS)**

<b>Theoretical Modality</b>	<b>Hours</b>
Psychodynamic	3 hours
Cognitive-Behavioural Family Therapy	9 hours
Systemic Models and Communication	27 hours
Humanistic	3 hours

**ETHICS AND DEONTOLOGY  
(30 HOURS)**

Legal and Organizational	15 hours
Ethics and Conduct	15 hours

**RESERVED ACTS  
(15 HOURS | 5 hours per term)**

The OTSTCFQ has identified the following three Reserved Acts for Couple and Family Therapists. Activity 2 and 3 are integrated within the three internship courses:

	<b>Activity 1</b> Evaluation of a person with a mental or neuropsychological disorder by a diagnosis or by an assessment effected by a trained professional.	<b>Activity 2</b> Evaluation of a person who is dealing with child custody and access issues.	<b>Activity 3</b> Evaluation of a person who wishes to adopt a child.
<b>CAFT 606/611/612</b>		x	x

#### IV. RESPONSIBILITIES OF CFT INTERNSHIP PROGRAM

- Follow the guidelines of the **OPQ and OTSTCFQ**; (*Référentiel des compétences des thérapeutes conjugaux et familiaux*, 2015; Standards for the practice of marriage and family therapy, 2006; Standards respecting the keeping of records and consulting offices (*Guide de normes pour la tenue des dossiers et des cabinets de consultation*, 2005, English translation, 2006) et the activities reserved for couple and family therapists by the Code des professions (art 37.1 (1.1.2)).
- To train students in the fundamentals of couple and family therapy theoretical principles and practices.
- To provide students critical hands-on clinical experience under the close supervision of highly experienced couple and family therapists throughout the duration of the program.
- To increase graduates' multicultural competences as course curriculum is designed to reflect sensitivity to issues of race, class, gender and sexual orientation and diversity of family structures within a pluralistic, multi-cultural society.
- To ensure the availability of one of the clinic supervisors during placement hours, day and by phone at other times in the event of crises or emergency situations.
- To ensure the availability of audiovisual and library resources to support student achieving their educational learning outcomes.

#### V. RESPONSIBILITIES OF THE CFT STUDENT

- Abide by the terms and commitments of the Internship Supervision Contract.
- Respect the Code of Ethics of the **OPQ and OTSTCFQ**.
- Follow the rules and procedures of the institution and the university.
- Contact your supervisor if you are experiencing difficulties.
- To attend individual and group supervision regularly and promptly and to participate actively in the supervision process.
- To prepare for supervisory sessions by reviewing case notes, editing video tapes, and identifying those issues that the supervisee would like to address in supervision.
- To endeavor to link theory learned in class to clinical work in the field.
- To review written material such as assessments with the supervisor and ensure that each clinical file is up to date and periodically reviewed by the supervisor.
- To be responsible for intake on a rotating basis with the other students in the clinic and to present all new intakes to the team at the weekly team meeting.
- To explore clinical process in detail with the supervisor in order to identify and develop an awareness of one's own professional strengths and to determine areas needing growth.
- To be open to different approaches and techniques and to report on their effectiveness during the supervisory process.
- To be willing to work with the team of interns and to be open to both including them and supporting them in the supervisory process.

- To be available on placement days and to be able to meet with clients in the early morning or evening of those days in order to accommodate the needs of the clients.
- To be open to the feedback of the supervisor and to be willing to work in a collaborative process to develop an approach that best meets the needs of the client.
- To be willing to explore personal issues that are triggered by or impact on the work with families within the boundaries of the supervisory relationship.
- To ensure that all clients are made aware that the clinic is part of a teaching institution, that supervision is part of the process and that they sign all the necessary documents authorizing use of video tape, live sessions etc.
- To keep all client material confidential and ensure that all clinical files remain locked in the filing cabinet in the student office at the University.
- To immediately, contact the supervisor or the other supervisors in the clinic if the supervisor is not available, in the case of an emergency or clinical crisis.
- To participate openly in the evaluation process and to ensure that the supervisor is aware of any problems within the supervisory process.
- To consult with the student advisor and the staff in charge of placements should there be concerns about the supervisory relationship or process that are not being resolved in the context of supervision.
- To provide a written evaluation of the supervisor and the supervisory process after the final written evaluation by the supervisor has been submitted.

## **VI. RESPONSIBILITIES OF THE SUPERVISOR**

- Abide by the terms and commitments of the Internship Supervision Contract
- Respect the Code of Ethics of the **OPQ and OTSTCFQ**
- Meet the criteria of the university about the amenities of the **OPQ and OTSTCFQ**
- Communicate with the academic staff if the student is experiencing difficulties
- Provide an assessment of the student using the Evaluation Rubric provided by the university at the end of every semester of the internship
- Give the student an opportunity to evaluate the supervisor and the site at the end of the internship
- Ensure that the student has access to a workplace that meets the standards for professional Couple and Family Therapy practice
- Ensure that the student meets the criteria and has obtained the authorization to begin their internship
- Ensure that practical training is consistent with the requirements of the **OPQ and OTSTCFQ**.
- To provide an atmosphere of respect, support and encouragement for professional growth.
- To review the supervisee's learning goals and to ensure that these remain an integral part of the supervision and evaluation process throughout the year.
- To facilitate the supervisee's learning and development of clinical skills; presentation, assessment and treatment skills.
- To provide the opportunity to work with the team and the other supervisors in the clinic through the use of live supervision with the team behind the one way mirror and case presentations to the team.



- To provide with the other supervisors orientation and monthly training sessions on various related topics throughout the year.
- To facilitate the reflection and exploration of interpersonal and individual personal issues that impact on or are triggered by issues in therapy while at the same time respecting the boundaries of the supervisory relationship.
- To review, give feedback on and authorize all written material including assessments, progress notes, closing summaries, and any correspondence.
- To conduct supervisory sessions in a professionally ethical manner and to encourage in the supervisee the development of professional integrity and a respect for and knowledge of professional ethics and code of conduct.
- To develop a respectful collaborative process whereby feedback is provided on conceptual, process and practical issues.
- To share collegial consultation with the MscA CFT Program Director to ensure the highest quality of service to the clients and supervision to the supervisee.
- To provide feedback by one student written evaluation per term submitted to the MscA CFT, Program Director.
- To consult with Program Staff should the supervisee be experiencing any problems in the placement that might require an extension to the placement or should there be any concern about the supervisee's ability to pass the placement.
- To maintain confidentiality regarding supervision except as indicated in above responsibility.
- To jointly, with the supervisee, evaluate the progress of the supervisee, based on the learning goals established at the beginning of the year.
- To be open to feedback from the supervisee on the supervisory process on an ongoing basis and to seek consultation from colleagues and program staff should problems be encountered that are difficult to resolve within the supervisory process.
- To be available to the supervisee between supervisory sessions for brief clarification of supervisory issues.

## VII. PLANNING YOUR MSCA CFT INTERNSHIP

In consultation with your Faculty Advisor plan your internship options and discuss what type of placement would be best suited to you.

### *Meet with your advisor*

Take some time to reflect on aspects that are important for you to consider in selecting an internship placement. A few key things to consider are:

- \*Clinical interests
- \*Previous experience
- \*Learning styles
- \*Structure of site
- \*Language requirements
- \*Client/Case type
- \*Supervisory Styles

### *Submit your request*

- **Update your CV** – McGill’s Career and Placement Service (CaPS) offers practical advice to create a professional and effective CV. (<https://www.mcgill.ca/caps/students/prepare/cv>)
- **Complete the Request Form** – Use this form to highlight information the department needs to be aware of to coordinate an internship opportunity for you. The form provides space for a personal statement.
- **Email your up-to-date CV & Request form to department** – An email with instructions and submission dates will be sent to your mcgill email address.
- **Review of your request** - The department will recommend an interview and/or suggest additional sites to interview at. The department will notify the supervisor and students will be provided the contact information to schedule an appointment.
- **Confirm Appointment** - Advise the department of your meeting date & time.

### *The Interview*

McGill's Career & Placement Service (CaPS) offers students support with Interview preparation. For helpful tips and workshops, refer [www.mcgill.ca/caps/students/prepare/interview](http://www.mcgill.ca/caps/students/prepare/interview).

The interview process is an opportunity for you to learn about the site structure, the variety of services offered by the placement, and the expectations of the supervisor. As well, it provides the supervisor a chance to learn about your strengths and skills.

- Ensure you know the location of the interview. Make a point of arriving early.
- Bring with you a copy of your most recent CV.
- Prepare a list of questions to ask.
- Discuss Team Meetings and Didactic Seminar Requirements of Program
- Confirm with department that you attended the meeting.
- Supervisors will provide feedback to the department.
- Department will advise student of placement. If there is more than one option, student will be advised accordingly.
- Once placement is assigned, be sure to contact your supervisor to confirm the start date.

### *Internship Forms*

Internship Supervision Contract – With your supervisor, complete this document at the beginning of your stage to indicate the agreed learning objectives and review stage requirements. Return the sign document to the department.

- ✓ Meet with supervisor during the first week of your placement to complete and sign form.
- ✓ Return document to department (Attention: Patty Tarica)
- ✓ Submit by 1<sup>st</sup> week of May (Spring Placement) or 1<sup>st</sup> week of September (Fall Placement)

Tracking Form – Students are provided with an excel tracking form as a tool for maintaining a count of all the hours and to log the type of hours completed in accordance with the OPQ and OTSTCFQ requirements.

- ✓ Maintain record of your hours.
- ✓ At the end of placement ensure Supervisor approves & signs the document.
- ✓ Submit a copy of the document to the department (Attention: Patty Tarica)
- ✓ **Keep a copy for your own personal records.**

Evaluation Form – To be completed by the supervisor at the end of each term. The supervisor is expected to assess and provide a rating for the seven Domains in keeping with the goals and objectives for the stages of learning expected for each course.

- ✓ Meet with your supervisor at the end of each term to review and sign evaluation
- ✓ Return document to department (attention: Patty Tarica).
- ✓ Evaluation will be reviewed by the Program Director, Dr. Heather MacIntosh.
- ✓ Grade will be recorded as a PASS/FAIL on student transcript.
- ✓ Grade submission dates will be announced via email on a term-by-term basis.



## MScA CFT Supervision Contract

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Previous University Degrees: \_\_\_\_\_

Supervisor Name and Title: \_\_\_\_\_

Supervisor Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Supervision Site and Address: \_\_\_\_\_

OPQ Psychotherapy Permit #: \_\_\_\_\_

OTSTCFQ TS Professional Social Worker Permit #: \_\_\_\_\_

OTSTCFQ TCF Couple and Family Therapist Permit #: \_\_\_\_\_

AAMFT Approved Supervisor Permit #: \_\_\_\_\_

Other Permit # (Psychologist, Psychiatrist, etc.): \_\_\_\_\_

Timeline of contract: \_\_\_\_\_ to \_\_\_\_\_  
(Start Term) (End Term)

**SUPERVISORY METHODS:**

*To be completed by the supervisor.*

Please indicate which supervisory model(s) you integrate into your supervision:

- Person-of-the-therapist
- Psychoanalytic
- Psychodynamic
- Cognitive-behavioural
- Person-centered
- Systems approach
- Other(s) \_\_\_\_\_

Please provide a summary of the type of supervisory methods and tools you incorporate into your supervision (i.e. professional vs. personal aspects, use of genograms, live and video supervision, etc.).

---

---

---

---

---

Please indicate the following information as it pertains to your internship site:

Internship schedule (i.e. day, time): \_\_\_\_\_

Team meetings (i.e. weekly/bi-weekly, day, time): \_\_\_\_\_

Rounds (i.e. day, time): \_\_\_\_\_

Additional activities (please indicate if they are mandatory or voluntary for students i.e. conferences, workshops, seminars etc.):

---

---



## **INTERNSHIP COURSE DESCRIPTIONS**

**CAFT 606 Internship 1 in Couple & Family Therapy (3 credits):** The first portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars on advanced systemic and communication models. Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

**CAFT 611 Internship 2 in Couple & Family Therapy (6 credits):** The second portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. Students will participate in a series of seminars geared to providing further didactic training in the legal and organizational aspects and ethics and deontology as applied to specific case examples being experienced by students in their internship experiences. Also, participation in an integrative seminar designed to facilitate the integration of advancing knowledge and clinical skills.

**CAFT 612 Internship 3 in Couple & Family Therapy (6 credits):** The third portion of the internship consists of direct contact with clients, clinical supervision, a didactic seminar series, psychotherapy rounds and complementary clinical activities. In this course, students will participate in a series of seminars provided by faculty experts on the four models of treatment: (Humanistic, Systemic) cognitive behavioural couple and family therapy (CBMT), attachment focused and mentalizing based therapy for couples and families (Psychodynamic) and systemic family therapy (Systemic). Students will participate in an integrative seminar designed to facilitate the integration of their advancing knowledge and clinical skills.

## **INTERNSHIP REQUIREMENTS**

- Total of 15 credits: CAFT 606 (3 credits) / CAFT 611 (6 credits) / CAFT 612 (6 credits) completed over 3 semesters
- Internships will be completed over 40 weeks, with 2 semesters consisting of 13 weeks and 1 semester consisting of 14 weeks
- Includes direct client contact hours with a maximum ratio of 5 hours of clinical contact to 1 session of supervision
- Minimum of 10 clients, each receiving a minimum of 10 hours of direct treatment
- Didactic seminar programme completed over 3 semesters
- 50% of cases need to be video-taped

## **TOTAL HOURS FOR PROGRAM**

- 500 hours of direct client contact hours, which includes 100 hours dedicated towards 10 client cases (minimum of 10 hours each) and a maximum of 100 hours of individual client contact hours
- 100 hours of individual supervision (maximum **1:1 supervisor-to-student ratio**)
- 200 hours of clinical activities related to the practice of psychotherapy, which includes 87 hours of didactic seminar programme
- TOTAL: 800 hours

## **HOURS PER WEEK**

- 12.5 hours of direct client contact hours
- 2.5 hours of individual supervision
- 5 hours of clinical activities related to the practice of psychotherapy, including approximately 2 hours of didactic seminar programme
- Students should begin carrying 5-6 cases per week, and gradually work towards carrying 10 cases of their own per week.
- The internship requirement necessitates students to attend a series of didactic integrative seminars. These sessions are organized by McGill, and although we try to schedule these seminars so that they do not conflict with



internship, it is sometimes not possible. If this should occur, we ask supervisors to be flexible and to allow students to make up the hours at another time.

- Internship days are Mondays, Wednesdays and Fridays.
- It is expected that students will be on site for approximately 24 hours a week, with a minimum of 20 hours be committed to fulfilling above mentioned hour requirements

**INTERNSHIP DIDACTIC SEMINARS**

A series of didactic seminars will be integrated into the three internship courses:

➤ **Internship Seminar Breakdown**

Course	Didactic seminar programme
CAFT 606 (3 credits)	<b>Systematic and communication models (24 hours)</b>
CAFT 611 (6 credits)	<b>Legal and organizational aspects (15 hours)</b> <b>Ethics and deontology (15 hours)</b>
CAFT 612 (6 credits)	Four models of treatment: <ul style="list-style-type: none"> <li>• <b>Emotionally focused therapy for couples and families (EFT-Humanistic, Systemic) (3 hours)</b></li> <li>• <b>Cognitive behavioural marital and family therapy (CBMT) (9 hours)</b></li> <li>• <b>Attachment focused and mentalizing based therapy for couples and families (AFFT, MBT-Psychoanalytic) (3 hours)</b></li> <li>• <b>Systemic family therapy (SFS-Systemic) (3 hours)</b></li> </ul>
CAFT 606/611/612 ** ALL 3 Semesters will comprise a total of 15 seminar hours (5 hours per term). **	Specialized seminar series focused on the reserved activities:  The seminars on <b>Evaluation of Custody and Access</b> will include (8 hours): <ul style="list-style-type: none"> <li>• Guidelines for expert assessment concerning child custody and access rights</li> </ul> The seminars on <b>Evaluation of a Person who Wants to Adopt a Child</b> will include (7 hours) <ul style="list-style-type: none"> <li>• Attention to ethical considerations</li> <li>• The steps of adoption evaluation</li> <li>• Pre-adoption</li> <li>• The evaluation process and post-adoption with attention to attachment continuity in adoption evaluation.</li> </ul>
<p><b><i>These seminars will facilitate the integration of:</i></b></p> <ul style="list-style-type: none"> <li>• Advanced level competencies applied to custody</li> <li>• Access and adoption evaluation and treatment</li> <li>• Core systemic and theoretical skills to strengthen the competencies in these reserved activities</li> <li>• A particular attention will be given to the drafting of reports and progress reports.</li> </ul>	

**Disclaimer:** The internship site is not required to provide the didactic seminars, but simply to allow the students the time to attend the seminars throughout the three semesters.

**THEORETICAL MODELS  
(42 HOURS)**

<b>Theoretical Modality</b>	<b>Hours</b>
Psychodynamic	3 hours
Cognitive-Behavioural Family Therapy	9 hours
Systemic Models and Communication	27 hours
Humanistic	3 hours

**ETHICS AND DEONTOLOGY  
(30 HOURS)**

Legal and Organizational	15 hours
Ethics and Conduct	15 hours

**RESERVED ACTS  
(15 HOURS | 5 hours per term)**

The OTSTCFQ has identified the following three Reserved Acts for Couple and Family Therapists. Activity 2 and 3 are integrated within the three internship courses:

	<b>Activity 1</b> Evaluation of a person with a mental or neuropsychological disorder by a diagnosis or by an assessment effected by a trained professional.	<b>Activity 2</b> Evaluation of a person who is dealing with child custody and access issues.	<b>Activity 3</b> Evaluation of a person who wishes to adopt a child.
<b>CAFT 606/611/612</b>		x	x

## EVALUATION CRITERIA AND PROCESS

The program has developed an evaluation tool based on learning objectives, entitled "Internship Evaluation Form," which is provided along with the "Internship Supervision Contract" and "Internship Tracking Forms" as part of the required documentation that must be kept in the student's file both at the University and at the Internship site.

The evaluation method is outcome-based and must be completed at the end of each semester. Supervisors will complete evaluations for each internship course (course #s). The student will receive three evaluations throughout the duration of their internship. The evaluations will be recorded on the student's academic record as a PASS/FAIL grade for each course.

### Responsibilities of CFT Internship Program:

- Follow the guidelines of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)** and the **Ordre des Psychologues du Québec (OPQ)** (*Référentiel des compétences des thérapeutes conjugaux et familiaux*, 2015; Standards for the practice of marriage and family therapy, 2006; Standards respecting the keeping of records and consulting offices (*Guide de normes pour la tenue des dossiers et des cabinets de consultation*, 2005, English translation, 2006) et the activities reserved for couple and family therapists by the Code des professions (art 37.1 (1.1.2)).
- To train students in the fundamentals of couple and family therapy theoretical principles and practices.
- To provide students critical hands-on clinical experience under the close supervision of highly experienced couple and family therapists throughout the duration of the program.
- To increase graduates' multicultural competences as course curriculum is designed to reflect sensitivity to issues of race, class, gender and sexual orientation and diversity of family structures within a pluralistic, multi-cultural society.
- To ensure the availability of one of the clinic supervisors during placement hours, day and by phone at other times in the event of crises or emergency situations.
- To ensure the availability of audiovisual and library resources to support student achieving their educational learning outcomes.

### Responsibilities of the student:

- Abide by the terms and commitments of the Internship Supervision Contract.
- Respect the Code of Ethics of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)**; the **Ordre des Psychologues du Québec (OPQ)**; and the **AAMFT Code of Ethics (2015)**.
- Follow the rules and procedures of the institution and the university.
- Contact your supervisor if experiencing difficulties.
- To attend individual supervision regularly and promptly and to participate actively in the supervision process.
- To prepare for supervisory sessions by reviewing case notes, editing video tapes, and identifying those issues that the supervisee would like to address in supervision.
- To endeavour to link theory learned in class to clinical work in the field.
- To review written material such as assessments with the supervisor and ensure that each clinical file is up to date and periodically reviewed by the supervisor.
- To ensure that case notes are submitted in a timely manner according to agency standards of practice.
- To be responsible for intake on a rotating basis with the other students in the clinic and to present all new intakes to the team at the weekly team meeting.

- To explore clinical process in detail with the supervisor in order to identify and develop an awareness of one's own professional strengths and to determine areas needing growth.
- To be open to different approaches and techniques and to report on their effectiveness during the supervisory process.
- To be willing to work with the team of interns and to be open to both including them and supporting them in the supervisory process.
- To be available on placement days and to be able to meet with clients in the early morning or evening of those days in order to accommodate the needs of the clients.
- To be open to the feedback of the supervisor and to be willing to work in a collaborative process to develop an approach that best meets the needs of the client.
- To be willing to explore personal issues that are triggered by or impact on the work with families within the boundaries of the supervisory relationship.
- To ensure that all clients are made aware that the clinic is part of a teaching institution, that supervision is part of the process and that they sign all the necessary documents authorizing use of video tape, live sessions etc.
- To keep all client material confidential and ensure that all clinical files remain locked in the filing cabinet at your internship site.
- To immediately contact the supervisor, or the other supervisors in the clinic if the supervisor is not available, in the case of an emergency or clinical crisis.
- To participate openly in the evaluation process and to ensure that the supervisor is aware of any problems within the supervisory process.
- To consult with the student advisor and the staff in charge of placements should there be concerns about the supervisory relationship or process that are not being resolved in the context of supervision.
- To provide a written evaluation of the supervisor and the supervisory process after the final written evaluation by the supervisor has been submitted.
- To follow due process, should you encounter any issues in your internship, contact your site supervisor and your Faculty Advisor to discuss.

**Responsibilities of the supervisor:**

- Abide by the terms and commitments of the Internship Supervision Contract.
- Respect the Code of Ethics of the **Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec (OTSTCFQ)**; the **Ordre des Psychologues du Québec (OPQ)**; and the **AAMFT Code of Ethics (2015)**.
- Meet the criteria of the university about the amenities of the **OPQ and OTSTCFQ**.
- Communicate with the academic staff if the student is experiencing difficulties.
- Provide an assessment of the student using the Evaluation Form provided by the university at the end of every semester of the internship.
- Allow the student an opportunity to provide their feedback regarding supervision, site and overall internship experience.
- Ensure that the student has access to workspace that meets the standards for professional Couple and Family Therapy practice.
- Ensure that the student is a suitable candidate for the placement and has received the administrative authorization to begin their internship.
- Ensure that practical training is consistent with the requirements of the **OPQ and OTSTCFQ**.
- To provide an atmosphere of respect, support and encouragement for professional growth.
- To review the supervisee's learning goals and to ensure that these remain an integral part of the supervision and evaluation process throughout the year.

- To facilitate the supervisee’s learning and development of clinical skills; presentation, assessment and treatment skills.
- To provide the opportunity to work with the team and the other supervisors in the clinic through the use of live supervision with the team behind the one way mirror and case presentations to the team.
- To provide with the other supervisors orientation and monthly training sessions on various related topics throughout the year.
- To facilitate the reflection and exploration of interpersonal and individual personal issues that impact on or are triggered by issues in therapy while at the same time respecting the boundaries of the supervisory relationship.
- To review, give feedback on and authorize all written material including assessments, progress notes, closing summaries, and any correspondence.
- To conduct supervisory sessions in a professionally ethical manner and to encourage in the supervisee the development of professional integrity and a respect for and knowledge of professional ethics and code of conduct.
- To develop a respectful collaborative process whereby feedback is provided on conceptual, process and practical issues.
- To share collegial consultation with the Program Director to ensure the highest quality of service to the clients and supervision to the supervisee.
- To provide feedback by one student written evaluation per term submitted to Heather MacIntosh, Program Director. To consult with Program Staff should the supervisee be experiencing any problems in the placement that might require an extension to the placement or should there be any concern about the supervisee’s ability to pass the placement.
- To maintain confidentiality regarding supervision except as indicated in above responsibility.
- To jointly, with the supervisee, evaluate the progress of the supervisee, based on the learning goals established at the beginning of the year.
- To be open to feedback from the supervisee on the supervisory process on an ongoing basis and to seek consultation from colleagues and program staff should problems be encountered that are difficult to resolve within the supervisory process.
- To be available to the supervisee between supervisory sessions for brief clarification of supervisory issues.

**Supervisor: Conflict of Interest Statement and Disclosure of Personal Information:**

- It is your responsibility to ensure that supervision is confidential.
- During the course of the internship, personal information may be shared by students with the supervisor.
- It is important to be clear that supervision is not therapy; and when the student shares personal distress, they should be redirected to resources at the University.
  - McGill Counselling Service: 514-398-3601
  - McGill Mental Health Service: 514-398-6019
  - McGill Student Health Centre: 514-398-6017
  - McGill Office for Students with Disabilities: 514-398-6009
  - McGill Office of Religious and Spiritual Life: 514-398-4104
  - McGill Student Services: 514-398-8238
- In the case of the disclosure of personal information, supervisors are encouraged to be clear that these disclosures are entirely at the discretion of students and that no personal questions will be asked by supervisors. However, when disclosures of personal information are made by students, supervisors will, at their discretion, explore these disclosures in relation to how they help the student understand their work with their clients and, also, where appropriate, make referrals to mental health practitioners.
- In the case of student disabilities, supervisors should be aware of the university policies around student disability (<https://www.mcgill.ca/osd/accessing>). In particular, supervisors may not ask direct questions about any kind of disability, including mental health related disabilities, in either interviews or supervision. It is the student’s

## MScA CFT INTERNSHIP SUPERVISION CONTRACT

- responsibility to provide the supervisor with information about any accommodations they may require to succeed in the internship setting. Supervisors should be aware that the Office for Students with Disabilities is a resource for students and that students with disabilities or students requiring academic support should be registered with this service at the university.
- The supervisor must adhere to the ethical guidelines regarding supervision relationships.

### Additional supervision requirements:

- The student must receive 100 hours of supervision over the span of their internship (approximately 2.5 hours per week) on 1:1 supervisor-to-student ratio. When supervision is provided for 2 students, only the student presenting can count the supervision hours as direct. The other student watching is allowed to count the hours as observation.
- Students are allowed to complete evaluations for Reserved Activities provided they are supervised by a TCF. If students are not practicing the Reserved Acts, then the supervisor is not required to be a TCF, as long as they have professional credentials and meet the requirements for supervision.

### **SIGNATURES**

By signing the "Internship Supervision Contract," I hereby acknowledge that I have read and understood the information provided above, and commit myself to fulfilling my responsibilities as **supervisee**:

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Supervisee)

By signing the "Internship Supervision Contract," I hereby acknowledge that I have read and understood the information provided above, and commit myself to fulfilling my responsibilities as **supervisor**:

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Supervisor)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Program Director)

*PLEASE NOTE: The Site Supervisor should feel free to contact the M.Sc. (A) Program Director ([heather.macintosh@mcgill.ca](mailto:heather.macintosh@mcgill.ca)), the Administrative Assistant ([patty.tarica@mcgill.ca](mailto:patty.tarica@mcgill.ca)), or the Administrative Student Affairs Coordinator ([msca.cft@mcgill.ca](mailto:msca.cft@mcgill.ca)) with any questions or concerns throughout the placement.*

### **Bibliography**

American Association for Marriage and Family Therapy (2015). *Approved Supervision Designation: Standards Handbook*.

Storm, C. (2001). *Supervision Contract*, New Connections Behavioral Healthcare Service, Supervision Training Program. Strom, C., Todd, T.C., Killmer, J.M., & Atkinson, B.J. (2014). Facilitating Systemic Supervision Contract Agreements in a Range of Settings, in T.C. Todd & C.L. Storm (eds.), *The Complete Systemic Supervisor: Context, Philosophy, and Pragmatics*, John Wiley & Sons, Ltd.



## MScA CFT Supervision Evaluation

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Internship Site: \_\_\_\_\_ Supervisor Name: \_\_\_\_\_  
 Course Number: \_\_\_\_\_

### HOW TO USE THE EVALUATION SCALE<sup>1</sup>

The following evaluation scale is used to assess seven key training contexts (**Domains**): Supervisory Process (added to the original AAMFT document), Admission to Treatment, Clinical Assessment, Treatment Planning and Case Management, Therapeutic Interventions, Legal Issues, Ethics and Standards, Research and Program Evaluation.

Specific **competencies** define each of these seven contexts. Each competency belongs to one of four broader areas (sub domains): Conceptual (**C**), Perceptual (**P**), Executive (**E**), Professional (**Pr**). The left column of the scale is checked by the supervisor to indicate which competencies are **not (N/A)** included in the objectives of the current period covered by this evaluation, for this specific student. N/A responses must receive a justification by the supervisor.

The student is evaluated according to the following four-point scale:

**1- Unacceptable 2- Below 3- Expected 4- Above 5- Advanced**

These scores must take into consideration the student's current year in the program (see document: proposed stages of learning, page 15), and are defined as follows:

**1- Unacceptable:** signifies therapist does not show competency at all.

**2- Below:** signifies additional ability is required in order to obtain a competent rating

**3- Expected:** signifies achievement of an acceptable level of competency for a therapist in this year of training in the program.

**4- Above:** signifies the therapist's ability exceeds competency expectations.

**5- Advanced:** signifies the therapist can assume some kind of leadership in the area of this competency (shows exceptional maturity, can teach, explain, help in supervision,)

<sup>1</sup> Adaptation from AAMFT original document: Marriage and Family Therapy Core Competencies©, December, 2004, American association for marriage and family therapy, and from Référentiel de compétences des thérapeutes conjugaux et familiaux, 2012, 2015, Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec.



**CALCULATING THE SCORES**

**At the end of each Domain the mean score is calculated: total of added scores divided by total number of competencies rated. The mean must be 3 (expected) or more. If it is less than 3, the competency(cies) to which a low score was attributed must be accompanied of a commentary by the supervisor specifying what the student should do to improve this (these) competency(cies) in the future.**

**Example**

**Supervisory process**

N/A	Sub dom	Competency	1	2	3	4	5
	E	Attends supervision sessions on a regular basis			x		
	E/C	Prepares for supervision by reviewing clinical material and identifying needs and areas for discussion			x		
N/A	E	Videotapes 50% of clinical work for supervisory purposes					
	E	Brings in families for live supervision At least once a year	Yes(3pts): 3 No (0pts)				
	E	Participates actively in discussion of issues raised during the supervisory process and collaborates with supervision partner (e.g., sharing supervisory time, contributing to discussion of partner's cases)				x	
	E	Understands supervisor's suggestions and applies them in subsequent therapeutic interventions			x		
<p align="center">Total of scores attributed divided by number of scores attributed: <math>3+3+3+4+3= 16/5 = 3.33</math>                      (Expected: 3 or higher) no score under 3.                      Justification of N/A score: student had only live cases</p>							

**MScA CFT INTERNSHIP EVALUATION FORM**

<b>Supervisory process</b>							
N/A	Sub. Dom.	Competence	1	2	3	4	5
	E	<b>C1</b> Attends supervision sessions on a regular basis and comes on time for supervision					
	E/C	<b>C2</b> Prepares for supervision by reviewing clinical material and identifying areas for discussion					
	C/E	<b>C3</b> Participates actively in discussion of issues raised during the supervisory process and collaborates with supervision partner (sharing supervisory time, contributing to discussion in cases of partner)					
	E	<b>C4</b> Understands supervisor's suggestions and applies them in therapeutic interventions					
	E	<b>C5</b> Brings in families for live supervision <b>At least once during each stage</b>	<b>Yes (3pts)</b> <b>No (0pts)</b>				
	E	<b>C6</b> Brings a variety of cases to supervision					
	E	<b>C7</b> Videotapes 50% of clinical work for supervisory purposes					
	E	<b>C8</b> Has met the ratio of 5 clinical hours to 1 supervision hour	<b>Yes (3pts)</b> <b>No (0pts)</b>				
Total / number of items =							
<b>Comments</b>							

**Domain 1: Admission to Treatment AAMFT**

**Domain 1: Establish treatment suitability for psychotherapy and practice of reserved and shared acts OTSTCFQ 2012**

**Domaine 1: La conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom.	Competence	1	2	3	4	5
	Pr	<b>C1</b> Determines that the referral is appropriate for treatment within professional scope of practice and agency mandate					
	E	<b>C2</b> Determines who should come to the first interview and facilitates therapeutic involvement of all invited participants					
	E	<b>C3</b> Gathers and reviews intake information to develop an initial systemic understanding					
	E	<b>C4</b> Obtains informed consent to treatment from all responsible persons					
	Pr	<b>C5</b> Clarifies any legal ramifications with respect to therapeutic involvement-e.g. youth protection, probation, and consent to treatment					
	Pr/E	<b>C6</b> Establishes collaborative working relationships with referral sources, and other practitioners involved in the clients' care, and third party payers.					
	E	<b>C7</b> Has a diversified clientele (problems, age, culture, orientation etc...) to complete up to 25% of caseload.					
	Pr/E	<b>C8</b> Refers to other professional when necessary for: assessment, other service, other resource.					
	E	<b>C9</b> Creates therapeutic climate					

**MScA CFT INTERNSHIP EVALUATION FORM**

Total / number of items =

**Comments**

**Domain 2: Clinical Assessment AAMFT**

**Domain 2: Conduct a clinical evaluation OTSTCFQ 2012**

**Domaine 1: La conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale (suite)<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom.	Competence	1	2	3	4	5
	C	<b>C1</b> Understands system concepts, theories which form the foundation of the practice of couple and family therapy.					
	C/E	<b>C2</b> Uses knowledge of human development and the DSM IV to: recognize psychopathology, when referral for specialized evaluation is necessary- e.g. medication consult, psychological testing, psychiatric evaluation					
	C	<b>C3</b> Integrates individual and medical models of functioning within a systems perspective					
	P/E	<b>C4</b> Creates atmosphere of acceptance and understanding in order to build trust					
	P/E	<b>C5</b> Attends to clients emotional climate					
	E	<b>C6</b> Establishes a beginning therapeutic alliance by engaging each client in the system from a position of respect and helpfulness					
	E	<b>C7</b> Elicits each family member's view of the presenting problem and family efforts to solve the problem.					

**MScA CFT INTERNSHIP EVALUATION FORM**

	Pr/E	<b>C8</b> Establishes clear boundaries for the assessment					
N/A	Sub.Dom	Competence	1	2	3	4	5
	E	<b>C9</b> Establishes a clear contract with the couple/family with respect to all aspects of assessment and treatment (main aspect: confidentiality)					
	P/E	<b>C10</b> Identifies clients' strengths, resources and abilities to solve problems.					
	E	<b>C11</b> Uses techniques related to the practice of couple and family therapy. (circular questioning, enactment, organization of space sculpture...)					
	E	<b>C12</b> Generates relational questions and reflexive comments in the therapy room.					
	P/E	<b>C13</b> Explores the structural relationships at the affective level.					
	C	<b>C14</b> Distinguishes between content and process.					
	C/E	<b>C15</b> Facilitates the gathering of family history and intergenerational influences through the use of a genogram.					
	P	<b>C16</b> Identifies the family life cycle and the impact the developmental stage has on the couple or family.					
	C/E	<b>C17</b> Can administer and integrate objective measures in assessment (ex: questionnaires)					

**MScA CFT INTERNSHIP EVALUATION FORM**

	E	<b>C18</b> Systemically tracks the problem through the family system and is able to describe an interactional pattern, while respecting and linking with the presenting problem					
	E	<b>C19</b> Demonstrates appropriate engagement skills in working with families with preschool children/ latency-aged children (6-12)/ adolescents/ young adults/ aging family members					
N/A	Sub.Dom.	Competence	1	2	3	4	5
	P/E	<b>C20</b> Takes an informed position as to diversity in assessing and exploring the problem (culture, sexual orientation, religion...)					
	E	<b>C21</b> Uses strategies to explore and address issues of diversity, marginalization, discrimination and abuse with family members					
	E	<b>C22</b> Develops adequate safety plans when required for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerous to self and others.					
	C	<b>C23</b> Forms a working hypothesis (from individual, relational and systemic points of view). Identifies problematic relational patterns among family members. Ties it to the presenting problem.					
	P/E	<b>C24</b> Is open to identify, manage, and work with issues of transference and counter transference in the assessment and throughout the course of treatment.					
	P/E	<b>C25</b> Therapist assesses self as part of the system (family and/or institution) and is able to use countertransference in a constructive way.					

**MScA CFT INTERNSHIP EVALUATION FORM**

	C/E/Pr	<b>C26</b> Gives a professional opinion and recommendations					
	C/E/Pr	<b>C27</b> Shares professional opinion with clients in order to come to an agreement					
	C/E/Pr	<b>C28</b> Provides concerned instances with the appropriate information from the assessment and professional opinion.					
N/A	Sub.Dom.	Competence	1	2	3	4	5
	C/E/Pr	<b>C29</b> Produces formal written clinical assessments (systemic) in timely manner and of acceptable quality (grade the quality of the report(s))					
	E	<b>C30</b> Transfers or sends conclusions and recommendations of assessment to appropriate and concerned parties.					

Total / number of items =

**Comments**

**Domain 3: Treatment Planning and Case Management AAMFT**  
**Domain 3: Develops a therapeutic plan OTSTCFQ 2012**  
**Domaine 1: La conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale (suite)<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom.	Competence	1	2	3	4	5
	E	<b>C1</b> Conceptualizes the system as the unit of treatment					

**MScA CFT INTERNSHIP EVALUATION FORM**



	P	<b>C2</b> Knows when to offer sub system or individual sessions for treatment					
	E	<b>C3</b> Establishes with clients the goals and objectives of therapy and determines the tasks or means to reach these goals.					
	E	<b>C4</b> Maintains the therapeutic contract while remaining open to the couple/family situation					
N/A	Sub.Dom.	Competence	1	2	3	4	5
	P	<b>C6</b> Recognizes when treatment means need modification					
	E	<b>C7</b> Manages risks, crises and emergencies					
	C/E	<b>C8</b> Understands and explores stressors and assets in the extended family and other outside contexts that impact on the family/couple system.					
	E	<b>C9</b> Participates in case conferences and legal processes when appropriate.					
	E	<b>C10</b> Collaborates with referral sources and other professionals					
	E	<b>C11</b> Moves to termination when appropriate in a planned manner					

Total / number of items =

**Comments**

**MScA CFT INTERNSHIP EVALUATION FORM**

**Domain 4: Therapeutic Interventions AAMFT**

**Domain 4: Implement Therapeutic Interventions OTSTCFQ 2012**

**Domaine 1: La conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale (suite)<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom.	Competence	1	2	3	4	5
	C/E	<b>C1</b> Develops treatment approaches from a range of theoretical perspectives					
	P/E	<b>C2</b> Observes systemic interactional couple/family patterns and intervenes to explore these at the affective level.					
	E	<b>C3</b> Works with couple's or family's interactions all through the therapeutic process. Helps clients to improve relational skills.					
	P/E	<b>C4</b> Emphasizes couple/family strengths and resilience to promote family change					
	E	<b>C5</b> Generates questions and comments that induct couples/families into a systemic way of thinking about problems and solutions.					
	E	<b>C6</b> Is able to connect intrapsychic processes to both past and present individual and family functioning.					
	Pr/E	<b>C7</b> Sets appropriate boundaries while developing collaborative working relationships.					
	E	<b>C8</b> Maintains the therapeutic alliance while establishing a balance between supporting the family and creating a climate to explore and expand their views of the issues.					

**MScA CFT INTERNSHIP EVALUATION FORM**

N/A	Sub.Dom.	Competence	1	2	3	4	5
	E	<b>C9</b> Defuses intense and chaotic situations to regulate safety and to ensure a focused work process.					
	C/E	<b>C10</b> Delivers interventions in a way that is sensitive to special needs or values of clients (e.g. developmental stage, gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).					
	E	<b>C11 specific to developmental stage:</b> Can adapt techniques to the level of children, adolescents as well as adults and older adults.					
	C/E	<b>C12</b> Recognizes how different techniques may impact the treatment process and chooses treatment modalities appropriate to the couple/family needs and goals.					
	C/E	<b>C13</b> Can use a diversified set of interventions in an appropriate sequence.					
	E	<b>C14</b> Assists the clients in developing effective problem solutions (can do so through assigning tasks)					
	C/E	<b>C15</b> Is open to understanding multiple perspectives (the couple's/family's, the supervisor, other professionals) and modifies the treatment process accordingly					
	E	<b>C16</b> Involves the couple/family in evaluating the effectiveness of ongoing interventions					
	E	<b>C17</b> Evaluates the progress and obstacles to evolution of therapy.					
	P/E	<b>C18</b> Recognizes the need to continue, to refer or to terminate therapy					
Total / number of items =							
<b>MSca CFT INTERNSHIP EVALUATION FORM</b>							

**Comment**

**Domain 5: Legal Issues, Ethics and Standards AAMFT**

**Domain 5: Ensure collaborative partnerships OTSTCFQ 2012**

**Domain 6: Respect the legal, moral, ethical, and regulatory provisions for marriage and family therapy OTSTCFQ 2012**

**Domaine 2: La gestion des éléments clés entourant la conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom.	Competence	1	2	3	4	5
	C	<b>C1</b> Knows professional ethics and standards of practice that apply to the practice of marriage and family therapy (laws, Code des professions du Québec, Code de déontologie des membres de l'OTSTCFQ, AAMFT Code of ethics)					
	C	<b>C2</b> Conforms to policies and procedures of the practice setting					
	P	<b>C3</b> Recognizes situations in which ethics, laws, professional liability, and standards of practice apply					
	E	<b>C4</b> Describes the therapy process so clients make informed decisions Helps client to get needed services.					
	P	<b>C5</b> Recognizes when a legal consultation is necessary					
	P	<b>C6</b> Recognizes when clinical supervision or consultation is necessary					

**MScA CFT INTERNSHIP EVALUATION FORM**

	E	<b>C7</b> Informs clients and legal guardians of limitations to confidentiality and parameters of mandatory reporting					
	E	<b>C8</b> Develops safety plans for clients who presents with potential self-harm, suicide, abuse, or violence					
N/A	Sub.Dom.	Competence	1	2	3	4	5
	E	<b>C9</b> Identifies appropriate action when ethical and legal dilemmas emerge					
	E	<b>C10</b> Intervenes within defined scope of practice and competence					
	Pr	<b>C11</b> Maintains documentation in the professional record throughout the therapeutic process as per establishment and professional guidelines					
	C/E/Pr	<b>C12</b> Critically analyses how one's own values and beliefs shape one's own professional identity					
	P	<b>C13</b> Recognizes when personal biases may influence therapeutic process					
	Pr	<b>C14</b> Pursues professional development through self-evaluation, collegial consultation, professional reading, and continuing educational activities.					
Total / number of items =							
Comments							

**MScA CFT INTERNSHIP EVALUATION FORM**

**Domain 6: Research and program Evaluation AAMFT**

**Domain 7: Contribute to the evolution of the professional practice OTSTCFQ 2012**

**Domaine 2: La gestion des éléments clés entourant la conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale<sup>1</sup> OTSTCFQ 2015**

1. See details of competencies covered in appendix I

N/A	Sub.Dom	Competence	1	2	3	4	5
	P	<b>C1</b> Recognizes opportunities and advantages for therapists and clients to participate in clinical research					
	E	<b>C2</b> Reads current CFT and other professional literature					
	E	<b>C3</b> Uses current, CFT and other evidence based data from research to inform clinical practice					
	E	<b>C4</b> Is concerned with the effectiveness of one's own practice and clinical practices in general.					
		<b>C5</b> Promotes expertise in family therapy and contributes to preparing the next generation of family therapists.					
Total / number of items =							
Comments							

<b><u>TOTAL SCORE</u></b>	
Supervisory Process	_____
Domain 1: Admission to Treatment AAMFT Domain 1: Establish treatment suitability for psychotherapy and practice of reserved and shared acts OTSTCFQ	_____
Domain 2: Clinical Assessment AAMFT Domain 2: Conduct a clinical evaluation OTSTCFQ	_____
Domain 3: Treatment Planning and Case Management AAMFT Domain 3: Develops a therapeutic plan OTSTCFQ	_____
Domain 4: Therapeutic Interventions AAMFT Domain 4: Implement Therapeutic Interventions OTSTCFQ	_____
Domain 5: Legal Issues, Ethics and Standards AAMFT Domain 5- Ensure collaborative partnerships OTSTCFQ Domain 6-Respect the legal, moral, ethical, and regulatory provisions for marriage and family therapy OTSTCFQ	_____
Domain 6: Research and program Evaluation AAMFT Domain 7: Contribute to the evolution of the professional practice OTSTCFQ	_____
<b>TOTAL:</b>	<b>_____</b>

**Supervisor comments**

**Explanation for any N/A response**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Heather MacIntosh

**MScA CFT INTERNSHIP EVALUATION FORM**



## **PROPOSED STAGES OF LEARNING**

### ***Master of Science Applied in Couple and Family Therapy***

This document is provided to highlight the main learning goals for each term in the practicum part of the program (supervised interviews).

It is intended to guide the supervisor in filling up the current evaluation form

It should be used only as a guide, never replacing the supervisor's experienced judgment.

#### **Guidelines**

- 1- The evaluation form must be filled by the supervisor at the end of each term.
- 2- The evaluation filled by the supervisor must be shared with the student and signed by both, before being filed in the student's dossier.
- 3- The evaluation must include a conclusion regarding the student's success in meeting the term's requirements.
- 4- In the situation where a student would present some difficulties meeting the requirements during the supervision term, the situation can be presented to a committee made of the program director, the supervisor and one other faculty member.
- 5- While the student is evaluated according to certain abilities regarding the therapeutic process, some content elements must be taken into account:
  - a. Being able to assume regularly at least 5 clinical hours between supervisions Assuming a variety of cases (families, couples, families with children of different ages, diversity of problems and issues)

General context for the objectives and the goals, for the three terms:

The student presents with an open attitude towards learning and a recognition of the importance of ongoing self-reflection in this process.

The learning goals for one year include the goals of the previous stage/year.

While it is not explicitly mentioned, the supervisory process dimension in the evaluation form, is a goal for each year.

Knowing about research in couple and families that informs evidence-based practice is a goal from the beginning through the training.

Taking ethical standards into consideration is a goal from the beginning through the training

## **First level – CAFT 606**

### ***Objectives:***

Learning the basic systems theory and concepts. Learning to think systemically.

Emphasis is put on: case management, therapeutic relationship, perceptual and structuring competencies

By the end of the term the student shows at least minimal ability to do a clinical assessment, integrate it in a working interactional hypothesis and organize it in a treatment contract that he can present to the system in treatment.

### ***Goals:***

- A. Engaging the family (all members in appropriate way according to age, developmental stage, gender, culture, sexual and religious orientation and condition) in a respectful, collaborative process that engenders hope. Create a working alliance while respecting the presenting problem.
- B. Recognizing systemic concepts in the therapeutic process
  1. The family life cycle
  2. Intergenerational influences through the use of a genogram
  3. Tracking the problem through the family system
  4. Identifying and understanding structural relationships as the family members interact with each other and the therapist. Explore these at the affective level
  5. Recognizing how repetitive family patterns maintain and reinforce the present problems.
- C. Looking for strengths and resources within the family system and outside of the family system
- D. Gathering information about the past that informs the present
- E. Forming a working interactional hypothesis
- F. Organizing perceptions and interventions into a formal clinical assessment: setting priorities among the issues.
- G. Writing a formal clinical assessment

## **Second level – CAFT 611**

### ***Objectives:***

Learning to integrate the systemic theory with recognition of clinical relational patterns in the assessment.

Organizing this information in a clear and collaborative treatment plan with the couple/family.

Emphasis is put on: Conceptual competencies in designing the intervention plan.

### ***Goals:***

- A. Negotiating goals and establishing a contract for work
- B. Introducing tasks appropriate to the restructuring of the family system

**MScA CFT INTERNSHIP EVALUATION FORM**

- C. Working through mid-phase and termination
- D. Developing a growing array of intervening skills which facilitate change or Introducing alternative ways to problem solve
- E. Demonstrating increased comfort in the therapeutic use of self in the system
- F. Demonstrating ability to move between structure (the interactional organization of the system) and process (the interactional data and emotions of the system)
- G. Identifying the need for a consultation based on sufficient knowledge of human development and psychopathology
- H. Writing a formal clinical assessment and follow-up report.

### **Third level – CAFT 612**

***Objective:***

Higher achievement in conceptual and professional development competencies.

Emphasis on: Integrating clinical assessment data (observations, clinical data, measures and self-reference) with theory and the informed selection of the most effective clinical intervention. Ability to use resources to promote growth as family therapist.

***Goals:***

- A. Demonstrating greater confidence, reflected in an improved ability to assess and intervene with different types of couples and families.
- B. Developing a broad array of established theories, treatment models and interventions (evidence based practice) that allow for a choice appropriate to the particular family
- C. Showing the capacity to spontaneously identify potential blocks or obstacles and demonstrating a willingness to discuss it in supervision
- D. Working as an independent therapist while keeping an ongoing learning stance and recognizing when there is the need for supervision or consultation.
- E. Identifying areas for improvement as well as the potential needs for future consultation for the system in treatment.
- F. Using research in couple and families that informs evidence-based practice
- G. Autonomy in using ethical reasoning for consideration of indications and counter indications for couple/family therapies
- H. Showing ability of ongoing constructive self- reflection.

Appendix I

**OTSTCFQ 2015: Domaine 1: La conduite d'un processus d'évaluation et d'une démarche en  
thérapie conjugale et familiale**

<b>1.1</b>	être capable d'évaluer les dynamiques relationnelles d'un couple ou d'une famille en tant que système de même que celles d'une personne à l'intérieur d'un système
<b>1.1.1</b>	Prendre connaissance de la demande de service, en faire l'analyse et y donner suite 1ère unite d'action: S'enquérir du contexte de la demande 2è unite d'action: Préciser les suites à donner à la demande

<b>1.1</b>	être capable d'évaluer les dynamiques relationnelles d'un couple ou d'une famille en tant que système de même que celles d'une personne à l'intérieur d'un système (suite)
<b>1.1.2</b>	Procéder à l'évaluation 1ère unité d'action: entrer en relation avec les personnes concernées 2è unite d'action: mettre en place les conditions propres à soutenir la circulation de l'information et la réciprocité dans les communications 3è unite d'action: asseoir le déroulement du processus d'évaluation 4è unite d'action: dresser l'histoire des dynamiques relationnelles d'un couple ou d'une famille en tant que système de même que celles d'une personne à l'intérieur d'un système.
<b>1.2</b>	être capable d'établir le résultat d'une évaluation en thérapie conjugale et familiale et d'en discuter avec les personnes concernées
<b>1.2.1</b>	Dégager le résultat de l'évaluation 1ère unite d'action: analyser les données recueillies et en tirer des conclusions utiles, y compris l'opinion professionnelle et les recommandations 2è unite d'action: déterminer l'à propos d'une démarche en thérapie conjugale et familiale dans la situation
<b>1.2.2</b>	produire le rapport d'évaluation ou l'avis professionnel et en soumettre les éléments significatifs aux personnes concernées 1ère unite d'action: rendre compte du processus et du résultat de l'évaluation ce qui inclut l'opinion professionnelle et les recommandations. 2è unite d'action: échanger avec les personnes concernées sur le résultat de l'évaluation

<b>1.3</b>	être capable de concevoir une démarche en thérapie conjugale et familiale et d'en discuter avec les personnes concernées

**MScA CFT INTERNSHIP EVALUATION FORM**

<b>1.3.1</b>	<p>Définir le projet de la démarche et le cadre de celle-ci ou, alors, le plan de traitement ou d'intervention.</p> <p>1ère unité d'action: déterminer les orientations à privilégier dans la démarche 2ème unité d'action: prévoir les modalités de la conduite de la démarche</p>
<b>1.3.2</b>	<p>Convenir du projet de la démarche et du cadre de celle-ci, ou alors, du plan de traitement ou d'intervention avec les personnes concernées.</p> <p>1ère unité d'action: faire part des orientations et des modalités proposées pour mener à bien la démarche. 2ème unité d'action: échanger avec les personnes concernées sur le projet de la démarche et le cadre de celle-ci ou, alors, sur le plan de traitement ou d'intervention et y apporter les ajustements utiles.</p>

<b>1.4</b>	<p>être capable de mettre en oeuvre une démarche en thérapie conjugale et familiale</p>
<b>1.4.1</b>	<p>Mener la démarche</p> <p>1ère unité d'action: mettre en place les conditions propres à soutenir l'ouverture des personnes concernées vers un processus de changement 2ème unité d'action: asseoir le déroulement de la démarche 3ème unité d'action: offrir l'encadrement psychothérapeutique utile aux personnes concernées et veiller à ce que chacune et chacun joue un rôle actif tout au long de la démarche</p>
<b>1.4.2</b>	<p>prendre les moyens propres à suivre l'évolution de la démarche, y apporter les ajustements utiles et voir à y mettre fin.</p> <p>1ère unité d'action: évaluer l'évolution de la démarche et déterminer les suites possibles au résultat de cette évaluation 2ème unité d'action: échanger avec les personnes concernées sur le résultat de l'évaluation de l'évolution de la démarche et convenir des suites à y donner. 3ème unité d'action: convenir avec les personnes concernées du moment propice pour mettre fin à la démarche de même que de la perspective à adopter dans les circonstances, y compris la possibilité de les diriger vers une autre ressource. 4ème unité d'action: effectuer une réflexion critique sur le déroulement de la démarche au cours et au terme de celle-ci</p>

Appendix I (continued)

**OTSTCFQ 2015 : Domaine 2: La gestion des éléments clés entourant la conduite d'un processus d'évaluation et d'une démarche en thérapie conjugale et familiale**

2.1	<b>Être capable de produire les documents liés à la pratique professionnelle</b>
2.1.1	Effectuer la tenue des dossiers professionnels 1ère unité d'action Assurer la préparation et la gestion administrative des dossiers professionnels 2è unité d'action Rendre compte des services professionnels rendus
2.1.2	Préparer tout autre document concernant la prestation des services en thérapie conjugale et familiale 1ère unité d'action Rédiger des lettres et des documents à caractère administratif 2e unité d'action Produire des formulaires, des questionnaires ou tout autre document en thérapie conjugale et familiale ou veiller à remplir les formulaires utiles
2.3	<b>Être capable d'agir en tant que thérapeute conjugale et familiale ou thérapeute conjugal et familial dans un contexte de collaboration professionnelle intradisciplinaire ou interdisciplinaire</b>
2.3.1	Prendre part à toute situation visant les services offerts en thérapie conjugale et familiale qui suppose une collaboration professionnelle 1ère unité d'action: Interagir avec les ressources professionnelles en cause 2è unité d'action: Veiller à exposer les valeurs de la thérapie conjugale et familiale et les particularités de la profession
2.3.2	Contribuer à la circulation continue de l'information avec les ressources professionnelles en cause 1ère unité d'action: Transmettre aux ressources professionnelles en cause les renseignements utiles au sujet des services offerts en thérapie conjugale et familiale 2e unité d'action: Faire en sorte d'obtenir auprès des ressources professionnelles concernées les renseignements nécessaires au sujet des services offerts en thérapie conjugale et familiale

2.2	<b>Être capable d'assurer la bonne marche de sa pratique professionnelle</b>
2.2.1	Se tenir à jour au sujet des nouveautés liées à sa pratique professionnelle 1ère unité d'action Repérer et examiner les éléments nouveaux pertinents pour sa pratique professionnelle compris dans la littérature scientifique, la réglementation, les politiques et les norms de pratique et toute autre source d'information 2è unité d'action Veiller à ajuster sa pratique professionnelle en fonction de la nouvelle réalité

The majority of students proceed at a pace, in both classroom and internship training, that falls within a trajectory that would allow for successful completion of programme requirements. These programme requirements include the person of the therapist, competence in knowledge and skills acquisition; as well as, professionalism and ethical practice. Internship evaluations are completed at regular intervals and core faculty examines the progress of each student in the programme at the end of the Fall, Winter and Spring/Summer terms to ensure that progress is satisfactory. At times, however, a student may fall behind in one or more areas and this may be flagged by any member of the teaching and supervisory team.

The majority of these types of concerns are dealt with through a collaborative process of goal setting, planning, remediation implementation, and regular reevaluation. The MScA CFT internship evaluation form is completed between each intern and supervisor at three points during the internship to report on progress in clinical training and is one resource to assist in the process of remediation. These forms are signed by the student, the student's research/practicum supervisor, and the Programme Director. They provide a measure with which the programme committee may evaluate student progress and can provide formal feedback to students about any concerns about their progress in the internship or the programme as a whole.

For example, a clinical supervisor may express concern about the slow absent acquisition or consistent application of important skills and professional behaviours. These may include the application of specific intervention skills but they may also fall into the domain of professionalism and ethical conduct (e.g., failing to maintain professional boundaries in relationships with clients, difficulties keeping up with charting and report writing), or those related to the person of the therapist including the effective and appropriate use of self, (e.g., challenges with emotion regulation in response to client distress, defensiveness in response to supervision, inability to build and maintain effective therapeutic alliance). These are just some examples of areas that may be raised as a concern for satisfactory progression through the clinical training programme.

When these types of concerns regarding progression through the programme are raised by a professor or supervisor, it is expected that these concerns would have been discussed with the student over the course of the evaluation period; and efforts for remediation have been attempted within the current placement and supervision prior to utilizing more formal methods of remediation of any issue raised in a student internship evaluation form.

If identification, remediation planning, and reevaluation do not lead to improvement, or a problem is of a serious nature, such as a serious ethical or professional conduct violation, a more formal procedure involving the advisor and program director may be implemented and tracked.

One area of concern that may arise is that of a student failing to acquire sufficient direct clinical hours in a timely fashion. This may put the student at risk for failing to complete the internship and stay on track with graduation. In this case, remediation may be related to a student struggling to develop the skills required to ensure that couples and families engage with the therapeutic process. In other cases, the issue of hours may be related to frequent absences justified or non justified. Additionally, issues in the internship setting may limit access to an adequate caseload to ensure timely acquisition of clinical hours. It is the responsibility of the student to track their hours and bring any concerns to the early attention of the clinical supervisor, advisor, and program director as soon as possible to ensure appropriate remediation is put in place. Plans will differ based on the underlying reason for shortages in clinical hours but, where necessary, formal processes will be put in place to ensure that students have every opportunity to succeed.

The formal process for managing difficulties encountered by students begins with a meeting of all relevant parties to assess the nature of the need for remediation. Students are provided with a written document outlining the concerns of the programme committee and are given an opportunity to respond. Students are also informed of the

process for appealing the decision. If, after meeting with the concerned parties and engaging in dialogue with the student the programme committee determines that a formal remediation plan is required, this will be developed by the programme director, with input from the student, supervisor and relevant professors. The plan will provide a clearly articulated outline of the areas for improvement, how remediation will be measured and clearly articulated mechanisms through which remediation will be undertaken along with a timeframe for reevaluation.

At the end of a prescribed period, a reevaluation will be undertaken whereby it may be determined that the student has successfully achieved remediation goals, further remediation will be required or, it is determined that the student is not able to achieve the remediation goals and their registration in the programme should be ended.

If students have concerns about the process of remediation they are encouraged to discuss these concerns with the programme director or the Director of the School of Social Work.