

Course Syllabus - KNP1512HF

KNP1521HF – Foundations in Counselling and Spiritual Care Practice For Helping Professionals Knox College Toronto School of Theology Fall 2019

Instructor Information

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Course Identification

Course Number: Course Code in process of assignment – KNP1521HF
Course Format: *In-class (distance with permission)*
Course Name: Foundations for Counselling and Spiritual Care Practice for Helping Professionals
Course Location: Room 4, Knox college
Class Times: Tuesday afternoons from 130 – 400 pm
Prerequisites: None

Course Description

Strong and effective communication and counseling skills are crucial for all helping professionals (therapists, spiritual care practitioners, congregational pastors). This course will combine lectures with experiential learning to provide helping professionals with the foundational skills of building rapport, empathic listening, effective questioning, interviewing and responding skills, structuring a session, and spiritual care giving. The students will practice the skills of building the therapeutic relationship based on Person-Centered, Humanist-Existential and Family Systems theories. We will explore how our own values and beliefs impact the helping relationship. The sensitive integration of spiritually-oriented questions into the therapeutic conversation will be discussed as well as spiritually oriented interventions and practices that promote healing and wholeness. The principles of documentation in a variety of settings (congregational, private practice, healthcare) will be discussed.

Solution-Focused Brief Therapy (a goal-directed collaborative approach to psychotherapeutic change), a Constructivist theory, will be explored and the skills of solution-focused therapy will be applied in small groups. And finally, students will develop the skills of ending well. The content of the course aligns with the competencies of the College of Registered Psychotherapists and the Canadian Association for Spiritual Care.

Methodologies include lectures, discussion, case studies, experiential learning (i.e. simulation, role plays) and reading/journaling.

Means of evaluation include participation and journaling, a case studies demonstrating some of the skills taught in the course, a research paper on solution-focused therapy, and a simulation test.

Course Resources

Required Course Texts/Bibliography

Please Note – students are expected to have access to each required reading and to come to class prepared. All books are available through the Knox Library. Many are available as used through on-line book stores (any edition is acceptable) or as an ebook (Approx. 1000 pages of required reading).

- Hutchinson, David, The Essential Counsellor: Process, Skills and Techniques. (3rd Ed. Sage Publications, 2014)
(available through Amazon but half the price through google play as an e-book you can have on your computer for \$69). Copy of text in Knox Library.
- Yalom, I. (1989). Love's Executioner. New York, NY: Basic Books. (\$20 new/\$5 used)
- Evans, David (2003). Essential Interviewing: A Programmed Approach to Effective Communication. Brooks/Cole Publishing. Editions 4 – 9 are acceptable.
- Maginley, David (2016). Beyond Surviving: Cancer and Your Spiritual Journey. Tristen Press.
- De Shazer, Steve & Dolan, Yvonne (2007) More than Miracles: The State of the Art of Solution-Focused Brief Therapy. Routledge.

To purchase go to: <https://www.alibris.com/search/books/subject/Canada> and choose any edition, used or new. Or go to any on-line used book sellers.

The following readings will be posted on Quercus or provided in class:

Aponte, HJ & Kissil, K (2012). "If I Can Grapple With This I Can Truly Be Of Use In The Therapy Room": Using The Therapist's Own Emotional Struggles To Facilitate Effective Therapy. *Journal of Marriage and Family Therapy*, 17 December <https://doi.org/10.1111/jmft.12011>

Aten, J.D., McMinn, M., and Worthington Jr. E. (2011). Meaning Making and Spiritually Oriented Interventions (Chapter One) in Spiritually Oriented Interventions for Counseling and Psychotherapy. American Psychological Association, Washington DC. Page 15-35

Aten, J.D., McMinn, M., and Worthington Jr. E. (2011). Seeking the Sacred: The Assessment of spirituality in the therapy process (Chapter Five) in Spiritually Oriented Interventions for Counseling and Psychotherapy. American Psychological Association, Washington DC. Page 107-132

Evans, D., Hearn, M., Uhlemann, M., and Ivey, A (1998) Putting It All Together (Chapter 14) in Essential Interviewing: A Programmed Approach to Effective Communication, Fifth Edition. Brooks/Cole Publishing Company, page 239- 261.

Fife, S., Whiting, J., Bradford, K., and Davis, S. (2014). THE THERAPEUTIC PYRAMID: A COMMON FACTORS SYNTHESIS OF TECHNIQUES, ALLIANCE, AND WAY OF BEING. *Journal of Marital and Family Therapy* doi: 10.1111/jmft.12041 January 2014, Vol. 40, No. 1, 20–33

<https://www.youtube.com/watch?v=MaJlsXIex58>

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

Course Learning Objectives/Outcomes -

Knox College

Students successfully completing this course will be able to demonstrate the following learning outcomes.

- (A) IN RESPECT OF GENERAL ACADEMIC SKILLS
 - Will understand and be able to demonstrate essential communication skills
 - Will be able to identify the theoretical underpinning of counselling skills
 - Will be able to articulate the basics of Solution Focused Therapy
 - Will be able to articulate the importance of spiritual inquiry
- (B) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION
 - Will develop self-awareness in counselling practice

- Will be able to identify a minimum of ten spiritually oriented interventions (applicable to a variety of religious traditions) and know when to use appropriately
- Will attend to the spiritual development and well-being of self and others.
- Will develop capacity for self-reflexive and spiritual practices within communities of faith.

(C) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- Demonstrate spiritual care giving skills for responsible and accountable specialized leadership in congregational and community contexts (role plays) as well as in therapeutic practice.

CRPO Competencies (CRPO and CASC competencies will be posted on blackboard)

Discipline specific competencies:

CPRO competency	Demonstrated through	Discipline specific student learning outcome
(CRPO competency 1.1, 1.2, 1.3)	Discussion in class, Case papers, and research paper	Students will gain knowledge of the theories that undergird basic counselling skills. They will learn solution-focused therapy from constructivist tradition in depth and be able to identify the limitations.
(CRPO competencies 1.4, 1.5, 2.1, 2.2, 2.3)	Class participation in role play, reflection journals, and research paper	Students will engage constructively in a reflective community of learners. They will assess the helpfulness of their own and other's responses in relationships of care.
(CRPO competencies: 2.1, 2.2, 3.1, 3.2, 3.5, 3.10, 4.6)	Role plays, Case papers, discussion and research paper, and the final simulation test	Students will demonstrate clear and effective communication, interview techniques, rapport building and listening skills and know when to refer, and the closure process
(CRPO competency 1.5,)	Case papers and class discussion and reflection journals	Students will think theologically about situations of care, dialoging between practice situations in role

		plays and the theology they currently articulate as close to their own.
4.1 4.2, 4.3, 4.5, 4.7	Lectures, role plays and class discussion and the final simulation test	Students will learn to structure the therapy process, set goals, and facilitate effective closure
5.1, 5.2	Research paper Case Study	Students will write a research paper on solution focused therapy. Students will read peer viewed journal articles. Readings will inform the case study papers.

MPS and M Div Students anticipating taking CPE:

MPS students are encouraged to familiarize themselves with the “Competencies Expected for Spiritual Care and Counseling Specialists” and to include any other documentation of their competencies in these areas in their final notebook. This documentation will aid them in their future work with the Canadian Association for Spiritual Care (CASC).

Evaluation -

Requirements

The final grade for the course will be based on evaluations in four areas.

- (1) **Preparation, participation, reading (10%)** – Students will be expected to come to class prepared, having completed the required reading and be ready for small group discussion and application of clinical skills in role plays. Attendance is a necessary requirement for this course as is peer-based skills practice for development of clinical and interview skills.

- (2) **Autobiographical Narrative:** (750-1500 words, double-spaced with 12 pt. font) (15%)
Describe your family of origin, current family relationships, and important supportive social relationships. Give examples of significant events describing how these have impacted your personal growth and development. Describe how your life history influences who you are personally and professionally. **Note: this is a required part of the SPE practicum application.**
Due September 24, 2019

- (3) **Book Reflection (15%) on Beyond Surviving**
 - a) Summarize the content of the book
 - b) Reflect upon how the content impacted you and interact with the material
 - c) What is one important take away that you will bring into your practice of spiritual caregiving?
 - d) How does this book fit into the genre of pastoral care/spiritual care books? And what are the strengths, weaknesses or limitations of the book?**Due October 15, 2019**

- (4) **Peer Interviews (20%)** – Students will interview a peer from the class and submit a brief case study that demonstrates integration of some of the course materials and topics. The interview will be an hour in length outside of class time in a secure and confidential location. All students have signed the confidentiality agreement at the beginning of the course.

Due on Tuesday November 5th.

The student is encouraged to use the skills of psycho-spiritual relationship building, listening skills, effective questions, and intervention planning.

Paper will be 8 pages. Double spaced. APA style of references.

Sections for paper: Background, Verbatim, Reflection, Intervention, Theological Reflection

Background and Description of Presenting Issue/Theme – (i.e. One page, double spaced)

Include non-identifying information about what you know about this person – their approximate age, gender identification, family relationship, vocation, interests, spiritual history, life difficulty, hopes. Also, describe the problem/issues presented and any emotional, psychological, spiritual or sensory issues reported by the person. Note the persons thoughts, feelings and perceptions.

Verbatim – Include two pages of a verbal exchange, single spaced and identify the speaker with the following – C1 (client), ST1 (spiritual therapist), C2, ST2, C3, ST3..... Include non-verbal (sigh/ looked away/ tears in eyes/reaches for hand)

Reflection and Assessment on the experience –(Two pages double spaced) How do you understand what is happening in the conversation? What was your plan, where did you hope to go, what do you understand in happening emotionally in the other, what was triggered inside of you? What skills do you think you employed? What went well? What would you do differently next time?

Integration of Psychological Theory following Assessment – (one page double spaced) Interact with the case from a psychotherapy theoretical perspective i.e. Family Systems, Post Modern, Psychodynamic, and note how this theory will help to inform the interventions employed and the strategy for the treatment. This foundations in counselling course is usually taken at the beginning of the student's degree and therefore some may just be at the beginning of theoretical understandings. Therefore, respond based on your current level of knowledge.

Intervention – (One page double spaced) Based on your reflection and assessment, describe an appropriate plan of action following this encounter. (5% per paper)

Theological Reflection – (One page double spaced) – was there anything in the conversation that made you aware of how this person encounters the sacred? Where was God in this situation? Is there a story from sacred texts or a pastoral image that comes to mind that speaks to what you heard in the conversation? (5% per paper)

- (5) **Spiritual Care Identity and Areas of Continued Growth** (750-1500 words, double-spaced with 12 pt. font) (15%) Describe your definition of spiritual care giving. Describe the ways in which your spiritual and religious beliefs and practices have changed over your life time. Describe your present growing areas both theologically and spiritually.

Due on Nov 26, 2019

Note: This paper is required as part of the SPE practicum application

4) **Counselling Simulation (25%)** – In place of a final exam, students will engage in a counselling simulation with an actor role-playing the part of a client. The encounter will be a half hour – long enough to demonstrate a variety of skills, knowledge and aptitude gathered over the semester. The students will have the criteria for evaluation before the simulation so they know the particular skills they are being asked to demonstrate for their grade. The video will be recorded through zoom and only viewed by the professor. The video's will be kept for three months and then deleted for protection of privacy. Students will do a practice simulation a month before the official simulation test to improve familiarity, competency and comfort with using technology.

Note regarding the use of simulation: Offering counselling through video is a growing edge in the field of psychotherapy and therefore an important skill to develop. In addition, some counselling and spiritual care credentialing organizations are moving to simulations rather than papers as a means of measuring the candidate's actual ability for the provision of care – to be certified as a practitioner.

Due in Exam Week.

Grading System

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

Please Note – Changes may be made to the TST grading scale for Basic degree students and Graduate students in 2018-2019. Any revisions will be incorporated into the syllabus given on the first day of class.

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The

SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule

Please note – The first month is heavy with reading. Feel free to read the first half of the David Maginley book “Beyond Surviving” before the course. Come to class with the three readings for Week One completed.

Week 1

Tuesday, September 10

**Course introduction. The Relationship is Everything!
Safe and Effective Use of Self**

Reading – Chapter One (Hutchinson, 2014)

- Maginley “Beyond Surviving” Page 1-54 (Part One)
- Fife et al article (Therapeutic Pyramid) (on Quercus)

Week 2

Tuesday, September 17, 2019

Listening and Relationship Development – Therapeutic Relationship, Basic Attending, Listening and Action skills

Reading - Chapter 2 (Hutchinson)

Chapter 1-3 (David Evans – Essential Interviewing)

Maginley “Beyond Surviving” – Part Two pg 57-151

Week 3

Tuesday, September 24, 2019

Skills for Developing the Relationship – Empathic Listening and Effective Responding

Reading – Chapter 3 (Hutchinson)

Reading – Evans, David – Essential Interviewing – Chapter 4, 5, 6

Reading – on spiritual listening on Quercus

Paper One is Due – Autobiography (knowing yourself and who you are as a spiritual care provider/therapist)

Week 4

Tuesday, October 1, 2019

Skills for deepening the relationship – Immediacy, Self-Disclosure, Transference and Countertransference, and the person of the therapist

Reading - Chapter 4 and 12 (Hutchinson)

Reading – Chapter 7 ,8 and 9 (Evans)

Week 5

Tuesday, October 8, 2019

Moving the conversation to the spiritual (Implicit and Explicit Spiritual Assessment)

Reading – Chapter 11 (Hutchinson)

Reading – Chapter 5 (Aten et al) on Quercus

Book Reflection is Due

Week 6

Tuesday, October 15, 2019

General Assessment, Goal-Setting and Action Structuring the therapeutic process

Reading – Chapter 5 (Hutchinson)

Reading – Chapter One (Aten et al) on quercus

Reading – Chapter 10, 11, 12, 13

Week 7

Tuesday, October 22, 2017

Reading Week - Reading – Yalom's *Love's Executioner*

Week 8

Tuesday, October 29, 2017

Review of Yalom's "Love's Executioner"

Giving and Receiving Feedback – Affirmations, Challenges and Hunches; Plus....Pulling it all together

Reading – Evans et al (1998) *Putting it all Together (Chapter 14)* page 239-261

Reading – Yalom's *Love Executioner*

Week 9

Tuesday, November 5, 2017

Managing Crisis Situations – Psychological First Aid Risk Assessment

Reading – Chapter 6 and Chapter 9 (Hutchinson)

Case Studies are Due

Week 10

Tuesday, November 12, 2017

Solution- Focused Therapy + scaling/coping questions/miracle
Reading – de Shazer and Dolan (Chapters TBA)

Week 11

Tuesday, November 19, 2017

Solution-Focused Therapy

Reading – de Shazer and Dolan (Chapters TBA)

Week 12

Tuesday, November 26, 2017

Spiritual care interventions and use of the arts
Reading – Chapter 7 (Hutchinson)

Spiritual Care Identity Paper are Due

Week 13

Tuesday, December 3, 2017

Ending Well (Closure/Referral Process)
Maintaining Records/ Documentation
Knowing your limits (when to refer)

CASC and CRPO Competencies

Reading – Chapter 8 and 10 (Hutchinson)

Exam Week

Counselling Simulation will be conducted through video conferencing (Zoom). The student will be able to connect from any private computer with a camera. A schedule will be provided for students to sign up for their designated time.

A note about “trigger” warnings:

You are preparing for a profession that by its nature, you will encounter emotionally stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events.

Your professional preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you will protect a person from your own reaction to situations that may be “trigger” a response in you. This is an important aspect of Safe and Effective Use of Self.

You will learn a variety of ways professionals handle these responses helpfully, for the person in your care and for yourself. (This skill is part of “safe and effective use of self.”) In this program you will likely not be warned about the kind of “triggering” event that you may encounter. In this introductory course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague is concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance in Knox’s registrar’s office. Staff in the main office have access to immediate assistance. More advanced courses may have other guidelines to follow. In the end, your emotional safety is your own responsibility.