

Course Syllabus
KNP3521HS – Psychotherapeutic Theories for Spiritual Care and Counselling¹
Knox College
Toronto School of Theology
Winter 2020 (Revised Nov 28, 2019)

Instructor Information

Instructor: Angela Schmidt, DMin Director of Experiential and Innovative Learning and Assistant Professor of Leadership, Knox College
Glenn McCullough, (PhD), Assistant Instructor, Knox College

Office Location: Knox College, second floor

Telephone: 416-978-6154 Angela Schmidt

E-mail: angela.schmidt@utoronto.ca glenn.mccullough@mail.utoronto.ca.

Office Hours: Tuesdays 1000 – 1200 (office on second floor of Knox, library side)

Course Identification

Course Number: KNP3521HS

Course Name: Psychotherapeutic Theories for Spiritual Care and Counselling

Course Location: Knox College in Room 4

Class Times: Tuesdays 1300 – 1610 pm CLASS

Contact Hours 36 contact hours

Prerequisites: No prerequisite required. Students would benefit from first completing KNP1512 Foundations in Counselling or EMP1714 Introduction to Counseling prior to this course.

Course Description

This course is an overview of the essential models of psychotherapy covering psychodynamic, cognitive-behavioral, family systems, constructivist, somatic and spiritually-integrated forms of therapy. CRPO's therapeutic categories will be used to illustrate the waves of psychotherapy. The techniques and skills associated with the various psychotherapeutic theories will be explored while also sensitively and responsibly relating theory to the practice of spiritual care. The overview provides a foundation for students to go on to study specific psychotherapeutic models in more depth and integrate concepts into their practice through a supervised learning process. Knowledge of psychotherapeutic theories will also assist helping professionals to know when the client's needs are outside of their scope of practice and to make appropriate referrals. The course contributes to a knowledge base for clinical practice, supports the competencies for the Canadian Association for Spiritual Care (CASC) and College of Registered Psychotherapists of Ontario (CRPO), and will benefit students of theology who wish to augment their spiritual care skills.

Methodologies: Lectures, readings, discussion, and practicing of skills aligned with the various psychotherapies in a tutorial setting.

Means of evaluation: Class participation, novel study, integrative paper and take home exam.

Please note:

A note about “trigger” warnings: You are preparing for a profession that by its nature presents you with 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 have to protect a person from your own reaction to situations that may be “trigger” a response in you. Much of your education will encounter the varieties 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.

Course Resources

Required Course Texts – Available at Caversham Booksellers (Harbord and Spadina) or purchased used through on-line book sites.

Go to <http://www.cavershambooksellers.com/cat/SchmidtW2020KNP3521>

Capuzzi, D. and Stauffer, M. (2016). *Counselling and Psychotherapy: Theories and Interventions*, 6th Ed. American Counselling Association.

Yalom, Irvin. (1996). *Lying on the couch*. New York: HarperCollins Publishers.

Gottlieb, Lori (2019). *Maybe you Should Talk to Someone: A Therapist, Her Therapist and Our Lives Revealed*. Houghton Mifflin Harcourt. ISBN 978-1-328-66205-7

Required journal articles will be posted on Quercus:

Aten, J and Mangis, M (2010). Psychotherapy with rural religious fundamentalist clients. *Journal of Clinical Psychology*, Vol 66, Issue 5.

Corey, G (2017). *An Integrative Perspective, Chapter 15 in Theory and Practice of Counselling and Psychotherapy, 10th Edition*. Cengage Learning.

Cullen, C (2008). Acceptance and Commitment Therapy (ACT): A Third Wave. *Behavioral and Cognitive Psychotherapy*, 36, 667-673.

Feinstein (2015). Common Factors Affecting Psychotherapy Outcomes: Some Implications for Teaching Psychotherapy. *Journal of Psychiatric Practice* Vol. 21, No. 3, 180-189.

Fife et al (2014). The Therapeutic Pyramid: A common factors synthesis of techniques, alliances and way of being. *Journal of Marital and Family Therapy*, Vol 40, No 1, 20-33.

- Payne, P, Levine, PA, and Crane-Godreau, MA (2015). Somatic experiencing: using interception and proprioception as core elements of trauma therapy, in *Frontiers in psychology*, Vol 6, Article 93, pages 1-18.
- Petko, J, Kendrick, E and Young, M (2016). Selecting a Theory of Counseling: What Influences a Counseling Student to Choose? *Universal Journal of Psychology 4(6): 285-291*.
- Vanderstelt, H (2014). The Presence and Absence of Psychotherapy in Hospital Situated Spiritual Care, In *Psychotherapy: Cure of the Soul*, Edited by O'Connor, Lund and Berendsen. Published by Waterloo Lutheran Seminary.

Selected Bibliography recommended:

- Johnson, Rick. *Spirituality in Counseling and Psychotherapy*. Wiley, 2013.
- Jones, Stanton and Butman, Richard (2011)). *Modern Psychotherapies: A Comprehensive Christian Appraisal*. Second Revised Edition. Intervarsity Press. Academic.
- Jones-Smith, Elsie. *Theories of Counseling and Psychotherapy: An Integrative Approach*, 2nd ed., Sage, 2016.
- O'Connor, Thomas St. James & Lund, Kristine & Berendsen, Patricia. *Psychotherapy: Cure of the Soul*. Waterloo Lutheran Seminary, 2014.
- Sommers-Flanagan, John & Sommers-Flanagan, Rita. *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, Techniques*, 2nd ed. Wiley, 2015.

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

Students who successfully complete the course will:

1. *Be aware of the range of psychotherapeutic theories.*

2. *Be able to identify the five major waves of psychotherapy.*
3. *Be able to describe the concepts of spirituality, spiritual care and spiritually-integrated psychotherapy, self-awareness, and SEUS (Safe and Effective Use of Self).*
4. *Use insights from various psychotherapeutic theory to enhance their practice of spiritual care and psychotherapy.*
5. *Begin to assess, strategize, intervene, and evaluate their therapeutic interactions, relevant to their clinical context or ministry setting.*
6. *Begin to articulate their growing sense of professional identity as spiritually-integrated practitioners.*

MPS (ATS) Learning Outcomes

Religious Faith and Heritage

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to spiritual practices).
- Awareness of spiritual care interventions appropriate to own faith tradition.

Culture and Context

- Demonstrate critical understanding for one's area of specialization of the relationship between faith practices and cultural contexts.
- Give evidence of critical self-awareness, with regard to their own – and others' – faith perspectives and practices of care and service.

Spiritual/Vocational Formation

- Attend to the spiritual development and well-being of self and others.
- Display capacity for self-reflective and spiritual practices within communities of faith.
- Identify and respect the diversity of theological viewpoints and practices within their religious tradition.

Practices of Area of Specialization

- Demonstrate initiative, responsibility and accountability in personal relationships and group contexts.
- Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization.
- Demonstrate skills for responsible and accountable specialized leadership in congregational and community contexts.

For those registered in the MPS, Spiritual Care and Psychotherapy Certificate program, the following CRPO Entry-to-Practice Competencies will be demonstrated and built upon in this course:

Competency	How the competency will be demonstrated
1. Foundations:	Through lectures, class presentations, readings, in-class role plays and discussion,

<p>1.1 Integrate theories of personality and human functioning.</p> <p>1.2 Work within a framework based upon established psychotherapeutic theory</p> <p>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</p> <p>1.4 Integrate awareness of self in relation to professional role</p> <p>1.5. Integrate knowledge of human and cultural diversity</p>	<p>reflections paper and research paper students will show how they have integrated their understandings of theory and practice.</p> <p>Students will read Yalom’s book and engage in self-reflection as they write a reflection paper to increase their developing identity as a psychotherapist.</p> <p>Theories will be considered from a contextual/cultural point of view. Students will engage in discussion about the implications of western psychotherapy across diverse cultural/religious/life experiences.</p>
<p>2. Collegial and Inter-professional Relationships</p>	<p>Through class discussions, presentations, and small group work, students will develop capacity for clear communication, maintaining relationships and contributing to a collaborative and productive atmosphere.</p>
<p>4. Therapeutic Process demonstrate the following:</p> <p>4.3 Safe and Effective Use of Self in therapeutic relationship</p> <p>4.5 Structure and facilitate the therapeutic process</p>	<p>Through reflection paper, class discussion, research paper the students will explore the implications of various psychotherapeutic theories upon the clinical practice with clients. Students are expected to demonstrate safe and effective use of self. In the research paper students will discuss the appropriate use of therapeutic interventions with specific populations.</p>
<p>5. Professional Literature and Applied research</p> <p>5.1 Remain current with professional literature</p> <p>5.2 Use research findings to inform practice</p>	<p>Research paper requires peer reviewed journals and current evidence-based practice</p>

Evaluation

Requirements


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

1. Class attendance, class participation and readings of required text and journal articles as assigned in course schedule **(15%)**

- a. Regular attendance and participation in class. Students' will be practicing skills associated with some theories in class. Attendance is essential to gain competence and weekly attendance will be taken. Readings will be discussed in class, therefore, students are expected to come to class having read the reading posted to that particular week – for the first class come having read Chapter One of Capuzzi and Stauffer.
- b. Readings will be discussed in class, therefore students are expected to come to class having read the required readings posted for that particular week – for example, for Week One come having read Chapter One of Capuzzi and Stauffer. Students will sign a verification of having completed the readings. The required texts are available for purchase at Caversham Booksellers at 98 Harbord Street, Toronto (near Spadina and Harbord) and on-line. 1-800-361-6120 or info@caversahmbooksellers.com
- c. Journal articles will be posted on Quercus.

2. Book Report and Reflective Paper (6-8 pages, double spaced) **Due: Tuesday, January 28, 2020 (20%)** Using Yalom's novel or Gottlib's book, explore one of the following psychotherapeutic themes:

- a. Therapeutic alliance in spiritual care practice
- b. Ethics in counselling and spiritual care practice
- c. Boundaries in counselling and spiritual care practice
- d. Safe and Effective Use of Self in personal and professional practice
- e. Consulting peers and colleagues in counselling and spiritual care practice
- f. Being under supervision in counselling and spiritual care practice
- g. Transference and countertransference in personal and professional practice



Describe the psychotherapeutic theme you have chosen. Expand upon this concept by referring to several research papers. How is it used or addressed in psychotherapy in general and how is it applied in the book? Interact with the material and imagine how your chosen theme applies to your practice of counselling and spiritual care (current or future). It is a reflective paper so express how the content of the book impacted you. Consult the text and some resources to help you understand your theme more fully. APA citations.

3. Take Home Midterm **Due: Tuesday March 31, 2020 (35%)**

Students will complete an open book exam of multiple choice, short answer, scenario questions, and short essay. The goal of the exam is to help solidify the content of the course and ensure that students can articulate the basic concepts of spiritually-integrated psychotherapy and the significant contribution of each wave of psychotherapy. Students will need to block off three hours of their own time to complete the exam – indicating the start and stop times on the form. The exam will be provided at the end of class on Mar 17, 2020. Students will complete their work individually and **not as a group**.

4. Integrative Professional Theory and Practice Paper (8-10 pages, double spaced) **Due: Students will indicate the due date of their Integrative paper (sign up) as due between Feb 24 and March 24th, 2020 (30%)**

Each student will write an 8- 10 page (double spaced, 12 pt font, 1 inch margins) paper (inclusive of scholarly references) using a standard style guide such as the American Psychological Association (APA), Chicago, or MLA:

<http://www.calstatela.edu/library/styleman.htm>.]

The paper is to demonstrate initial steps towards personal and professional integration of psychotherapeutic and spiritual care theory and practice. Include:

- 1) Choose one or more theories that inform your practice. Describe the theory (s).
- 2) Reflect on why this psychotherapeutic theory resonates with you.
- 3) What evidence is there in the literature as to the populations with whom this form of therapy is helpful or not helpful? (populations, mental health issues or contexts)
- 4) Describe how you currently integrate psychotherapeutic theory into your practice of counselling/spiritual care giving or how you hope to do so.
- 5) Spiritually or theologically reflect on your choice of psychotherapeutic theory – what aspects of this theory align with your beliefs or traditions?

Please note: The paper will be submitted through several paper screening programs to prevent plagiarism on behalf of the student.

Grading System

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

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. One grade (four marks) will be deducted for every week late. 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. A note from an MD is required for situations requiring extensions because of illness. 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 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* (linked from <http://www.tst.edu/content/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. Students 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 are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI 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

COURSE SCHEDULE Winter 2020

(Class - Tuesdays 1330 – 1615)

Required texts

1. Capuzzi, D. and Stauffer, M. (2016). *Counselling and Psychotherapy: Theories and Interventions*, 6th Ed. American Counselling Association.
2. Gottlieb, Lori (2019). *Maybe you Should Talk to Someone: A Therapist, Her Therapist and Our Lives Revealed*. Houghton Mifflin Harcourt. ISBN 978-1-328-66205-7
3. Yalom, Irvin. (1996). *Lying on the couch*. New York: HarperCollins Publishers.

Required journal articles will be posted on Quercus.

Class Schedule

WEEK 1

Tuesday January 7, 2020 Introduction and Orientation

Read Chapter 1 in Capuzzi and Stauffer

Read first half of Yalom

- Introduction to the Course/Syllabus/ Text and Readings
- Timeline of Theories of Personality and Psychotherapies
- The five psychotherapy categories according to CRPO

- Roots of Psychotherapy in Cure of Souls
- Shift to Brief and Integrative Counselling
- Evidence-Based Practice

WEEK 2

Tuesday January 14, 2020 Integration of Psychology and Spirituality

Read Chapter 2 in Capuzzi and Stauffer

Read the Feinstein (2015) article on Quercus

Read the Vanderstelt (2014) article on Quercus

Read the Aten and Mangis (2010) article on Quercus

- What is spiritual care, pastoral care, spiritually-integrated therapy?
- Common factors in psychotherapy (Feinstein article posted on Quercus)
- Do spiritual caregiver's do psychotherapy (Vanderstelt's article/ College of Registered Psychotherapists and the Psychotherapy Act 2007)
- What is the Controlled Act of Psychotherapy? What actions are exempted?
- CRPO Competencies and CASC Competencies
- Changing demography and its impact on counselling

WEEK 3

Tuesday January 21, 2020

Read for class Chapter 3 and 4 in Capuzzi and Stauffer

Read second half of Yalom book

1. Freudian Psychoanalytic Therapy
2. Jungian Analytical Therapy

WEEK 4

Tuesday January 28, 2020 Yalom Paper Due

Read Chapter 5 and 6 in Capuzzi and Stauffer

3. Adlerian Therapy
4. Existential Therapy + Discussion of Yalom's novel *Lying on the Couch*

WEEK 5

Tuesday February 4, 2020

Read Chapter 7 and 8 in Capuzzi and Stauffer

5. Person-Centered Therapy
6. Gestalt Therapy

WEEK 6

Tuesday February 11, 2020

Read Payne et al (2015) article on Quercus

Read Chapter 15 in Capuzzi and Stauffer

7. Somatic Therapy
8. Transpersonal

WEEK 7

Tuesday February 18, 2020 – Reading Week – NO CLASS and NO TUTORIAL

WEEK 8

Tuesday February 25, 2020

Read Chapter 9 and 10 in Capuzzi and Stauffer

9. Cognitive-Behavioral Therapy
10. Dialectical Behavior Therapy (DBT)

WEEK 9

Tuesday March 3, 2020

Read Chapter 12 in Capuzzi and Stauffer

Read Cullin (2008) Article on Quercus

11. Reality Therapy/Choice Theory
12. Acceptance and Commitment Therapy

WEEK 10

Tuesday March 10, 2020

Read Chapter 13 in Capuzzi and Stauffer

13. Family Therapy

WEEK 11

Tuesday March 17, 2020

Read Chapter 16 in Capuzzi and Stauffer

14. Solution-Focused Therapy (de Shazer)
15. Narrative Therapy (White)

WEEK 12

Tuesday March 24, 2020

Read Chapter 17 in Capuzzi and Stauffer

16. Creative Therapy (Art/Music/Play)
 - Adopting a Theory of Psychotherapy that is right for you and your client/member/patient
 - The place of psychotherapy theory in Spiritual Care Practice

WEEK 13

Tuesday March 31, 2020 Take Home Exam Due

Read Petko et al (2016) on Quercus

Read Fife et al (2014) on Quercus

Read Chapter 15 Corey (on Quercus)

16. Integrative Psychotherapy
 - Theory, technique and spirit in spiritual care and counselling
 - Course Evaluation, Feedback and Review

The College of Registered Psychotherapists of Ontario in June 29, 2018 provided the following categories of recognized psychotherapies:

- Cognitive and Behavioural therapies
- Experiential and Humanistic therapies
- Psychodynamic therapies
- Somatic therapies
- Systemic and Collaborative therapies

This course provides content from all five categories.

Two types of practitioners can operate under exceptions or exemptions to the regulation found in the Regulated Health Professions Act. Specifically, practitioners who are:

- individuals treating a person by prayer or spiritual means in accordance with the tenets of the religion of the person giving the treatment;
- Indigenous persons providing traditional healing to other Indigenous persons or members of an Indigenous community.

Registered Psychotherapists will be competent to use a treatment approach or modality that is part of one or more of the prescribed categories, or to use them in an integrative approach. The five categories in the regulation draw on both the history and recent developments in the field of psychotherapy. CRPO's position is that all RPs will be able to find the origins of their practice in one of these broad categories. (information taken from the CRPO website October 30, 2018) <https://www.crpo.ca/wp-content/uploads/2018/08/Controlled-Act-of-Psychotherapy-Final-Documents.pdf>

CRPO Prescribed Therapies

Inclusive Models

The following are examples of therapy modalities that fall under the five categories of psychotherapy that will be listed in regulation. These examples are not intended to be exhaustive, rather they are intended to help RPs situate their own practices within what are intended to be broad categories. CRPO is aware that some of these modalities could reasonably be seen as being part of more than one of the five categories or considered to be more accurately reflected in a category other than the one in which CRPO has situated it for the purposes of this document.

Cognitive and Behavioural Therapies

- Acceptance and Commitment Therapy
- Cognitive Behaviour Therapy
- Dialectical Behaviour Therapy
- Exposure Therapy
- Mindfulness Based Cognitive Therapy
- Rational-Emotive Therapy
- Schema Therapy

Experiential and Humanistic Therapies

- Art Therapy
- Emotion-Focused / Emotionally-Focused Therapy
- Gestalt Therapy
- Multi-cultural Therapy
- Music Therapy
- Play Therapy
- Psychodrama
- Rogerian Person Centred Therapy
- Spiritually Integrated Psychotherapy
- Satir Transformational Systemic Therapy
- Sex Therapy

Psychodynamic Therapies

- Adlerian Therapy
- Existential Therapy
- Psychoanalytic Psychotherapy
- Interpersonal Psychotherapy
- Jungian Analysis
- Object Relations Psychotherapy
- Reichian Therapy
- Relational Psychotherapy

Somatic Therapies

- Biofeedback
- Ericksonian Hypnosis
- Emotional Freedom Therapy
- Eye Movement Desensitization Reprocessing
- Neurolinguistic Programming
- Sensory Motor Therapy
- Somatic Experiencing

Systemic and Collaborative Therapies

- Dialogic Therapy
- Family Systems Theory
- Multi-systemic Therapy
- Narrative Therapy
- Solution Focused Therapy
- Strategic and Structural Therapies

There are over 400 therapeutic modalities. This course will focus on prominent forms of therapy.