

Course Syllabus
KNP3521HS – Psychotherapeutic Theories for Spiritual Care and Counselling
Knox College
Toronto School of Theology
Winter 2022

Instructor Information

Instructors: Mi-Weon Yang, RP, PhD and Olena Darewych, RP, PhD
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Office Hours: By appointment

Course Identification

Course Number: KNP3521HS
 Course Name: Psychotherapeutic Theories for Spiritual Care and Counselling
 Course Location: In person (if permitted) or synchronous remote
 Class Times: Tuesdays 1:10 – 4:00 pm
 Contact Hours: 36 contact hours
 Prerequisites: No prerequisite required. Students would benefit from first completing KNP1512 Foundations in Counselling or EMP1714 Introduction to Counselling prior to this course.

Course Description

This course provides an overview of the essential models of psychotherapy in use today, including psychodynamic, existential, humanistic, cognitive-behavioral, family systems, postmodern, social constructivist, somatic, and creative arts therapies. Techniques and skills associated with each modality will be explored, with an emphasis on how to sensitively and responsibly integrate theory with the practice of spiritual care and psychospiritual therapy. The course provides students with a foundation for ongoing study of specific psychotherapeutic models, and for the ongoing integration of concepts into clinical practice within a supervised learning process. Knowledge of various modalities will also help students make appropriate referrals when a client's needs lie outside their scope of practice. The course supports the competencies of the Canadian Association for Spiritual Care (CASC) and the College of Registered Psychotherapists of Ontario (CRPO) and will also benefit students of theology who wish to augment their spiritual care skills.

Teaching methods: Lectures, readings, discussion, and practical demonstration of skills aligned with the various modalities.

Means of evaluation: Class participation, book review, exams, and final integrative paper.

Course Resources

Required Course Texts

Available at Caversham Booksellers

(Located at Harbord and Spadina; www.cavershambooksellers.com; 416-944-0962)

1. Corey, Gerald. (2017). *Theory and practice of counseling and psychotherapy*, 10th edition. Cengage Learning.
2. Gottlieb, Lori (2019). *Maybe you should talk to someone: A therapist, her therapist and our lives revealed*. Houghton Mifflin Harcourt.
3. Yalom, Irvin (1996). *Lying on the couch*. HarperCollins.

Available online through U of T Libraries

4. Capuzzi, David, & Stauffer, Mark (2016). *Counseling and Psychotherapy: Theories and Interventions*, 6th ed. American Counseling Association.

Required Journal Articles (Posted on Quercus)

- Cullen, C. (2008). Acceptance and commitment therapy (ACT): A third wave behaviour therapy. *Behavioural and Cognitive Psychotherapy*, 36, 667-673.
- Erickson, B. A. (1994). Ericksonian therapy demystified: A Straightforward approach. Chapter 8 in *Ericksonian Methods: The Essence of the Story*. Jeffrey K. Zeig, ed. Brunner/Mazel.
- Feinstein *et al.* (2015). Common factors affecting psychotherapy outcomes: Some implications for teaching psychotherapy. *Journal of Psychiatric Practice* 21(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*, 40(1), 20-33.
- Greenwald, R. (2007). The role of EMDR. Chapter 3 in *EMDR Within a Phase Model of Trauma-Informed Treatment*. Routledge.
- Jaison, B. (2003). *Integrating experiential and brief therapy: How to do deep therapy-briefly and how to do brief therapy-deeply*, (2nd ed). Toronto: Focusing for Creative Living.
- Payne, P., Levine, P.A., & Crane-Godreau, M.A. (2015). Somatic experiencing: Using interoception and proprioception as core elements of trauma therapy. *Frontiers in Psychology*, 6 (93), 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*. O'Connor, Lund and Berendsen, eds. Waterloo Lutheran Seminary.

Select Bibliography of Introductory Texts

- Darewych, O. H. (2020). *Positive psychology arts activities: Creative tools for therapeutic practice and supervision*. Jessica Kingsley Publishers.
- Johnson, R. (2013). *Spirituality in counseling and psychotherapy*. Wiley.
- Jones, S., & Butman, R. (2011). *Modern psychotherapies: A comprehensive Christian appraisal*. (2nd ed.). Intervarsity Press. Academic.
- Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach*, (2nd ed.). Sage.
- O'Connor, T., & Lund, K., & Berendsen, P. (2014). *Psychotherapy: Cure of the soul*. Waterloo Lutheran Seminary.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Counseling and psychotherapy theories in context and practice: Skills, strategies, techniques* (2nd ed.). Wiley.

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: 1.1 Integrate theories of personality and human functioning. 1.2 Work within a framework based upon established psychotherapeutic theory 1.3 Integrate knowledge of comparative psychotherapy relevant to practice. 1.4 Integrate awareness of self in relation to professional role	Through lectures, class presentations, readings, in-class role plays and discussion, reflections paper and research paper students will show how they have integrated their understandings of theory and practice. 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. Theories will be considered from a contextual/cultural point of view. Students will engage in discussion about the

1.5. Integrate knowledge of human and cultural diversity	implications of western psychotherapy across diverse cultural/religious/life experiences.
2. Collegial and Inter-professional Relationships	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.
4. Therapeutic Process demonstrate the following: 4.3 Safe and Effective Use of Self in therapeutic relationship 4.5 Structure and facilitate the therapeutic process	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.
5. Professional Literature and Applied research 5.1 Remain current with professional literature 5.2 Use research findings to inform practice	Research paper requires peer reviewed journals and current evidence-based practice

Evaluation

Requirements

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

1. **Class attendance, class participation, and reading of required texts and articles (10%)**
 - a. Regular attendance and participation in class is essential to the success of the course. Students will practice skills associated with various theories.
 - 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. Journal articles will be posted on Quercus.

2. **Book review (20%)**
Due: Feb 8, 2022 (8-10 pages, including reference list, double spaced, one inch margins, 12 point times new roman font, citations in APA format)
 Using Yalom's novel or Gottlieb's book, explore one to three of the following psychotherapeutic themes:
 - a. Therapeutic alliance in counselling and 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

Include the following elements in your paper:

- 1) Describe the psychotherapeutic theme(s) you have chosen. Expand upon this theme by referring to relevant research sources.
- 2) Discuss how your chosen theme is used or addressed in psychotherapy in general and more specifically in the book.
- 3) Interact with the material in the book and imagine how your chosen theme applies to your practice of counselling and spiritual care, current or future.
- 4) Also describe how the content of the book impacted you personally, in terms of your own self-awareness.
Remember to consult both the text and outside resources (including peer reviewed articles) to help you fully understand your theme. Your paper should include a maximum of six references.

3. Midterm Quiz on Quercus (15%) Week 8

4. Final Quiz on Quercus (15%) Week 12

Students will complete an online midterm (Week 8) and final (Week 12) quiz. Each quiz will consist of multiple choice, true/false, , scenario questions, and matching questions . The goal of each quiz 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.

5. Integrative Professional Theory and Practice Paper (40%)

Proposal Due: Mar 1, 2022 (1-2 pages, double spaced, APA format) (5%)

Paper Due: April 5, 2022 (8-12 pages, not including reference list, double spaced, one inch margins, citations in APA format) (35%)

This paper should demonstrate initial steps towards personal and professional integration of psychotherapy and spiritual care.

- 1) Choose one psychotherapeutic theory that resonates with you most. Provide a general description of the theory. Include a description of some of the psychotherapeutic interventions associated with this modality
- 2) Reflect on why this psychotherapeutic theory resonates with you *personally* – what aspects of this theory align with your unique personality traits?
- 3) Reflect on why this psychotherapeutic theory resonates with you *spiritually or theologically* – what aspects of this theory align with your beliefs or traditions?
- 4) Choose a *primary source reading* from the psychotherapeutic modality you have chosen (either from the optional readings above, or from the “recommended supplementary readings” in the textbook chapters). Discuss in detail a *specific*

theoretical aspect of the primary source reading, and describe how you might integrate it with a specific spiritual or theological teaching/practice. (For example, you could describe Freud’s concept of “repression,” as discussed in his *General Introduction to Psychoanalysis*, and describe how it might be integrated with the Christian practice of confession and forgiveness.) It is the *integration* of psychotherapy and spirituality that is important here. Some aspects of the psychotherapeutic theory might fit well with a spiritual tradition, and others might not. Be clear about this. As well as the primary source text, you may want to include more recent research on the specific theoretical concept you are exploring.

Your 1-2 page paper proposal should give a brief description of the general psychotherapeutic theory, the specific primary source text, and the specific theoretical aspect of that text you will be discussing. Please include at least three references in APA format. After you submit the proposal, you are still free to change the direction or focus of your paper. Nothing is written in stone.

Please note: This paper will automatically be screened for plagiarism in accordance with Knox and UofT policy.

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>. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

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

WEEK 1

Jan 11, 2022

Introduction and Orientation

- Introduction to the course/syllabus/text and readings
- Timeline of theories of personality and psychotherapy
- Five psychotherapy categories according to the CRPO (see below)
- Do spiritual caregivers do psychotherapy? (Vanderstelt; Controlled Act...)
- Changing landscape: deinstitutionalization, brief therapy, integrative therapy
- Common factors and evidence-based practice (Feinstein)
- Western spiritual roots of psychotherapy: incubation, exorcism, the cure of souls, and pastoral counselling
- Self-awareness and attention to your own inner work

Required Reading for Class:

Corey. Part I, Chapters 1-3, pp. 2-53 (51 pages)

Feinstein (2015) article on Quercus

Vanderstelt (2014). Presence or absence of psychotherapy in hospital situated spiritual care - article on Quercus

CRPO on the Controlled Act... (<https://www.crpo.ca/controlled-act-of-psychotherapy/>)

Read most of Gottlieb or Yalom

Optional Primary Source Reading

Rainer M. R. (1934). *Letters to a Young Poet*. Trans. M. Herter Norton. Letter 6 (pp. 35-39). –on Quercus

WEEK 2

Jan 18, 2022

Freudian Psychoanalytic Theory

- Freud and psychoanalysis
- Free association, transference vs countertransference
- Western spiritual roots of the “unconscious mind”
- Post-Freudians: Ego Psychology (Anna Freud), Object Relations (Winnicott, Klein), Self Psychology (Kohut), Relational Psychoanalysis (Stephen Mitchell)

Required Reading for Class:

Corey, Chapter 4: Psychoanalytic Therapy, pp. 57-92 (35 pages)

Finish reading Gottlieb or Yalom**Optional Primary Source Reading:**Augustine. 297-401. *Confessions*. Trans. H. Chadwick. Book 10: “On Memory” (pp. 179-189). – on QuercusFreud. (1930). *Civilization and its discontents*. Trans. Strachey. Part I (pp. 11-21). – on QuercusFreud. (1916-17). *A general introduction to psychoanalysis*. Trans. Hall. Part 3: General theory of the neuroses, Chapter 21: Development of the libido and sexual organizations (pp. 286-295). – on Quercus**Online Source:**Tobe, H. (2019, Dec 6). Transference vs countertransference. YouTube: <https://www.therapistdevelopmentcenter.com/blog/transference-vs-countertransference-whats-the-difference/>**WEEK 3**

Jan 25, 2022

Jungian and Adlerian Theory

- Jung’s break from Freud and the mythical/spiritual unconscious
- Jung’s active imagination and dreamwork
- Adler’s break from Freud and the will to power

Required Reading for Class:

Corey, Chapter 5: Adlerian Therapy, pp. 95-127 (32 pages)

Capuzzi and Stauffer, Chapter 4: Jungian Analytical Theory pp.109-133 (24 pages)

Optional Primary Source Reading:Adler. (1927). *Understanding human nature*.Jung. (1917/1943). *Two essays on analytical psychology*, CW 7 (pp. 9-40). – on QuercusJung. (1911-12/1952). *Symbols of transformation*, CW 5 (pp. 222-236). – on Quercus

Jung. (1936-40). *Children's dreams*. Chapter 1: On the method of dream interpretation (pp. 1-21). – on Quercus

WEEK 4

Feb 1, 2022

Existential and Humanistic Theory

- Victor Frankl and the role of existential meaning
- Carl Rogers and the person-centred approach
- Abraham Maslow, the hierarchy of needs, and peak experiences

Required Reading for Class:

Corey, Chapter 6: Existential Therapy, pp. 129-160 (31 pages)

Corey, Chapter 7: Person-Centred Therapy, pp. 163-193 (30 pages)

Optional Primary Source Reading:

Dostoevsky. 1879-1880. *The Brothers Karamazov*, Book 5, Chapter 5: The Grand Inquisitor (pp. 250-257)- on Quercus

Kierkegaard. 1849. *The Sickness Unto Death*, Table of Contents (pp. v-viii) – on Quercus

Viktor Frankl. 1992. *Man's Search for Meaning*, Part II Logotherapy in a Nutshell (pp.101-136). (available electronically on HathiTrust)

Carl Rogers. 1961. *On Becoming a Person*, Chapter 6: What It Means to Become a Person (pp. 106-124) – on Quercus

Abraham Maslow. 1964. *Religions, Values, and Peak-Experiences*, Chapter 3: The “Core Religious,” or “Transcendent,” Experience (pp. 19-29). – on Quercus

Tillich. 1957. *The Courage to Be*, Chapter 1: Being and Courage (pp. 1-31). – on Quercus – 2000 2nd ed. ebook available thru U of T library.

WEEK 5

Feb 8, 2022

Cognitive Behavioral Theory

- **Book Review Due**
- B.F. Skinner and behaviourism
- Albert Bandura, Albert Ellis, Aaron Beck and CBT

Required Reading for Class:

Corey, Chapter 9: Behavior Therapy, pp. 231-266 (35 pages)

Corey, Chapter 10: Cognitive Behavior Therapy, pp. 269-308 (39 pages)

Optional Primary Source Readings:

Skinner, B.F. (1948). *Walden two*. (U of T)

Skinner, B.F. (1953). *Science and human behavior*. (U of T)

Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press. (U of T)

WEEK 6

Feb 15, 2022 Theory of Change and Goals of Therapy

- Emmons' goal theory; short-term and long-term goals
- Stages of Change model
- Butler's impasse cycle
- Locke and Latham's goal setting
- Wong's double-vision approach
- Goals in therapy

Optional Primary Source Reading:

Darewych, O. H. (2020). *Positive psychology arts activities: Creative tools for therapeutic practice and supervision*. Jessica Kingsley Publishers.

Online source: [The Stages of Change Model – YouTube](#)

WEEK 7

Feb 21-25, 2022 **Reading Week – NO CLASS**

WEEK 8

March 1, 2022 **Third Wave CBT**

- **Midterm-Quiz**
- **Paper Proposal Due**
- Dialectical behavior therapy (DBT)
- Acceptance and commitment therapy (ACT)
- Mindfulness based cognitive therapy (MBCT)
- Positive psychology (PP) and strengths-based therapy

Required Reading for Class:

Capuzzi and Stauffer, Chapter 10: Dialectical Behavior Therapy
Cullen (2008) Article on Quercus

Optional Primary Source Readings:

Linehan, Marsha. 1993. *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press. (U of T)

Hayes, S. C., Kirk D. S., & Wilson. K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change*, (2nd ed.). Guilford Press. (U of T)

Smith, E. J. (2013). *Strengths-based therapy: Connecting theory, practice, and skills*. Sage Publications. (Not in U of T)

Darewych, O. H (2020). *Positive psychology arts activities: Creative tools for therapeutic practice and supervision*. London, UK: Jessica Kingsley Publishers.

Online source:

Just Passing Time (2017, Jun 11). Ten thinking errors. YouTube.
https://www.youtube.com/watch?v=VI3DgbZc7_o

WEEK 9

March 8, 2022 **Family Systems Theory**

- Murray Bowen and multigenerational family therapy
- Virginia Satir and family reconstruction

Required Reading for Class:

Corey, Chapter 14: Family Systems Therapy, pp. 403-424 (21 pages)

Capuzzi and Stauffer, Chapter 13: Family Theory, pp. 398-431 (33 pages)

Optional Primary Source Readings:

Kerr, M., & Bowen, M. (1988). *Family evaluation*. Norton. (Knox)

Satir, V. (1983). *Conjoint family therapy*. Science and Behavior Books. (Knox)

Satir, V. (1988). *The new peoplemaking*. Science and Behavior Books. (Knox)

WEEK 10

March 15, 2022 **Postmodern/Social Constructivist Theories**

- Feminist therapy
- Solution-focused therapy (Steve de Shazer and Insoo Kim Berg)
- Narrative therapy (Michael White)

Required Reading/Watching for Class:

Corey, Chapter 12: Feminist Therapy, pp. 337-366 (29 pages)

Corey, Chapter 13: Postmodern Approaches, pp. 367-399 (32 pages)

Capuzzi and Stauffer, Chapter 14: Feminist Theory, pp. 432-460.

Capuzzi and Stauffer, Chapter 16: Constructivist Theories: Solution-Focused and Narrative Therapy, pp. 493-523.

Counselling and Therapy in Video, Volume 1. Solution focused therapy / with Berg ; [a production of Communications Services, Governors State University].

https://search-alexanderstreet-com.myaccess.library.utoronto.ca/view/work/bibliographic_entity%7Cvideo_work%7C1778915

http://resource.library.utoronto.ca/eir/EIRdetail.cfm?Resources_ID=2543605

Optional Primary Source Readings:

Evans, K.M., Kincade, E.A., & Seem, S.R. (2011). *Introduction to feminist therapy: Strategies for social and individual change*. Sage. (E-book available from library.)

De Shazer, S., & Dolan, Y. M. (1951). *More than miracles the state of the art of solution-focused brief therapy*. Haworth Press.

Michael W., & Epstein, D. (1990). *Narrative means to therapeutic ends*. W.W. Norton & Company.

Online Source:

Black Dog - Narrative Externalizing
<https://dulwichcentre.com.au/lessons/externalising/>

WEEK 11

March 22, 2022 **Somatic and Creative Arts Therapies**

- **Midterm Due March 22**
- Expressive arts therapy, music therapy, play therapy, psychodrama
- Somatic experiencing
- Eye Movement Desensitization and Reprocessing (EMDR)
- Use of psychedelic drugs in therapy

Required Reading for Class:

Capuzzi and Stauffer, Chapter 17: Creative Approaches in Counseling and Psychotherapy

Payne *et al.* (2015) Article on Quercus

Erickson, B.A. (1994) Article on Quercus

Greenwald, R. (2007) Chapter 3 on Quercus (Full book is electronically accessible, U of T).

Optional Reading for Class:

Darewych, O. H (2020). *Positive psychology arts activities: Creative tools for therapeutic practice and supervision*. Jessica Kingsley Publishers.

Online Source:

Sybil MacBeth - Praying in Color: Sybil MacBeth – Praying in Color

<http://www.youtube.com/watch?v=K2WiqoKhhqM>

Dan Tomasulo's Virtual Gratitude Visit: <https://www.youtube.com/watch?v=izGmSvOmYXc>

WEEK 12

March 29, 2022 **Integration of Therapies**

- **Final Quiz**
- Adopting a theory of psychotherapy that is right for you and your client/member/patient
- The place of psychotherapy theory in spiritual care practice

Required Reading for Class:

Corey, Chapter 15: An Integrative Perspective, pp. 427-458 (31 pages)

Petko *et al.* (2016) Article on Quercus

Fife *et al.* (2014) Article on Quercus

WEEK 13

April 5, 2022 **Review and Conclusion**

- Theory, technique, and spirit in spiritual care and counselling
- Course evaluation, feedback, and review

CRPO Prescribed Therapies and Therapeutic Categories

The following content is excerpted from the “Controlled Act Task Group Consultation Documents” of the CRPO, approved June 29, 2018, available at <https://www.crho.ca/wp-content/uploads/2018/08/Controlled-Act-of-Psychotherapy-Final-Documents.pdf>

The College of Registered Psychotherapists of Ontario provides the following categories of recognized psychotherapies:

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

Two types of practitioners can operate under exceptions or exemptions to the regulations 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.

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.

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

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

Psychodynamic Therapies

- Adlerian Therapy

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

This course provides content from all five CRPO categories. While there are over 400 recognized therapeutic modalities, this course will focus on some of the most prominent.

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