

Course Syllabus
Certificate in Spiritual Care and Psychotherapy courses

**KNP3511 – Psycho-Spiritual Assessment and Therapy:
Integrating Theory and Practice**
Knox College
Toronto School of Theology
Winter 2022

Note: courses posted to the Toronto School of Theology website have been approved by the appropriate departments; the word “draft” indicates University of Toronto policy that a professor may adjust the course content up to 20 percent after the course has been approved.

Course Identification

Course Number: KNP3511
Course Name: Psycho-Spiritual Assessment and Therapy: Integrating Theory and Practice
Course Location: Synchronous remote (using Zoom)
Contact Hours: 36 contact hours, 1800-2100 (6-9 PM), Tuesday evenings January through April

Instructor Information

Instructors: Rabbi Dr. Geoffrey Haber, BA, BA, MA, DMin, DD (Hon.)
BCC (NAJC), CSCP (CASC), CSE (CASC), CE (ACPE), RP (CRPO)
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Office Hours: By appointment

Course Prerequisites or Requisites

This course can be taken in conjunction with a Clinical Pastoral Education (CPE) Practicum or on its own. It is recommended that students have taken a previous course in spiritual/pastoral care, and/or human growth and development, or psychology.

Course Description

This course examines diverse models for assessing the acute and chronic distress that stems from the psychological, emotional, social, and/or spiritual dimensions of life. In this program, students are equipped to assess various forms of distress and to develop plans for providing therapy that are based on evidenced-based research and best practices. Students will explore theories in the field of assessment (spiritual assessment, psychological assessment, DSM-V, MMSE, and so forth) and they will engage in experiential learning opportunities (case studies, role plays, and so forth) that develop their assessment and care planning skills. This course has been designed for professionals who practice in institutional contexts (hospital, hospice, schools, prison, and so forth) and in congregational or social ministry contexts. This course includes CRPO entry-to-practice and CASC competencies.

Course Methodology

The class will be conducted in a lecture/large-group discussion format. Students are expected to have read all the weekly readings prior to class. The second 2 hours of each class will be spent in small group learning seminars which will focus on experiential learning and integration of theory and practice including role playing, verbatim discussions, and case study discussions.

Course Learning Objectives

Basic Degree Level

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

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Students who successfully complete the course will:

1. Define psychopathology from a historical and contemporary lens.
2. Understand the role of psychological and spiritual care assessments with clients of all ages.
3. Identify a variety of psychological and spiritual care assessments tools.
4. Demonstrate familiarity with the major classification schema presented within the Diagnostic and Statistical Manual Disorders 5 (DSM-5).
5. Conduct risk assessments and develop treatment/clinical care plans and safety plans for clients of all ages with specific disorders.
6. Critically analyze peer-reviewed assessment-based research articles.
7. Recognize the importance of culture in assessment
8. Demonstrate familiarity with key psychotropic drugs and their effects on clients

CASC Competencies

This course will focus primarily on competency 4.2 Assessment.

ASSESSMENT: Collaboratively gathers and evaluates information as it pertains to clients' presenting issues and is relevant to their life-giving and life-limiting beliefs, thoughts, emotions, behaviours and social needs.

- 4.2.1. Demonstrates an awareness of how social location operates consciously and unconsciously at personal, interpersonal and systemic levels.
- 4.2.2. Implicitly assesses by means of listening to the life narrative of the client.
- 4.2.3. Explicitly assesses by utilizing spiritual assessment tools that are appropriate to context.
- 4.2.4. Explores with clients what is life-limiting and life-giving in their beliefs and values, ways of coping and resources.
- 4.2.5. Assesses spiritual distress, spiritual pain, suffering, grief and loss.

- 4.2.6. Explores sources of strength, hope, resilience and opportunities for transformation.
- 4.2.7. Identifies intra- and interpersonal dynamics related to family history.
- 4.2.8. Identifies intra- and interpersonal dynamics related to present and past trauma.
- 4.2.9. Conducts risk assessments appropriate to one's therapeutic context.
- 4.2.10. Identifies how clients' spiritual, religious, philosophical and cultural beliefs and values may inform treatment choices.
- 4.2.11. Assesses ritual/ceremonial needs and spiritual/religious care appropriate to one's context.
- 4.2.12. Assesses limits of one's professional ability and identifies circumstances when consultation or referral may be beneficial or required.

CPRO Entry-to-Practice Competencies

Numbers refer to *Entry-to-Practice Competency Profile for Registered Psychotherapists, 2014*¹

CRPO Competency			Demonstration
1. Foundations			
1.1 Integrate a theory of human psychological functioning.			
a	Integrate knowledge of human development across the lifespan.	✓	Students develop a framework based upon established spiritual care and psychotherapeutic theories and practice (Foundations 1), through lectures, readings, integrative group activities, and assignments (case studies, role plays, verbatim presentations, etc.). Integration demonstrated through participation in group discussions and in written assignments. (CASC Competency 1)
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	✓	
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	✓	
1.2 Work within a framework based upon established psychotherapeutic theory.			
a	Integrate the theory or theories upon which the therapist's practice is based.	✓	Integration of psychotherapeutic theories upon which their practice of spiritual care is based (1.2a);
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	✓	

¹ Please refer to the website for the College of Registered Psychotherapists of Ontario, www.crho.ca

g	Integrate knowledge of the impact of trauma on psychological functioning.	✓	Integration of knowledge of how human problems develop from a spiritual care perspective (1.2b), while also introducing the psychological and medical understandings that impact on assessment and practice of spiritual care. Integration of understandings of healing and recovery related to assessment and scope of practice (1.2 f) Integration of knowledge of the impact of trauma on psychological functioning. Through lectures, readings, integrative group activities, and assignments (case studies, role plays, verbatim presentations, etc.). Integration demonstrated through participation in group discussions and in written assignments. (CASC Competency 1)
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.			
a	Integrate knowledge of key concepts common to all psychotherapy practice.	✓	Students integrate knowledge of the comparative theories relevant to their spiritual care practice (1.3) including the following: Integrate knowledge of key concepts common to spiritual care and psychotherapeutic practice (1.3a). Integration of knowledge of psychopathology (1.3c) and its relationship with spiritual care. Recognition of major diagnostic categories in current use that pertain to spiritual care (1.3d). Integration demonstrated through participation in group discussions and in written assignments, through lectures, readings, integrative group activities, and assignments (case studies, role plays, verbatim presentations, etc.). (CASC Competency 1)
b	Recognize the range of psychotherapy practised within the province of Ontario.	✓	
c	Integrate knowledge of psychopathology.	✓	
d	Recognize the major diagnostic categories in current use.	✓	
1.4 Integrate awareness of self in relation to professional role.			

a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	✓	Integration of awareness of self in relation to professional role, particularly in the written assignments and small group work. (CASC Competency 2)
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	✓	
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	✓	
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	✓	
1.5 Integrate knowledge of human and cultural diversity.			
a	Integrate knowledge of human diversity.	✓	Integrate knowledge of human and cultural diversity (1.5) particularly in terms of mental health issues, spiritual distress, and other crises that befall human beings. Integration demonstrated through participation in group discussions and in written assignments. (CASC Competency 6)
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	✓	
c	Adapt the therapist's approach when working with culturally diverse clients.	✓	
d	Recognize barriers that may affect access to therapeutic services.	✓	
e	Identify culturally-relevant resources.	✓	
2. Collegial & Inter-professional Relationships			
2.1 Use effective professional communication.			
a	Use clear and concise written communication.	✓	Use of effective communication appropriate to spiritual care practice: Students will learn how to communicate effectively to promote healing through empathic listening and mirroring. Integration demonstrated through participation in group discussions and integrative activities and in written assignments. (CASC Competency 4)
b	Use clear and concise oral communication.	✓	
c	Use clear and concise electronic communication.	✓	
d	Communicate in a manner appropriate to the recipient.	✓	
e	Use effective listening skills.	✓	
f	Differentiate fact from opinion.	✓	
g	Recognize and respond appropriately to non-verbal communication.	✓	
2.2 Maintain effective relationships.			
a	Show respect to others.	✓	Students give and receive counselling in role play practice sessions to understand the dynamics of building trust and safety for those who experience spiritual distress and crises. Integration demonstrated through participation in group discussions and integrative activities. (CASC Competency 1 & 8)
b	Maintain appropriate professional boundaries.	✓	
c	Recognize and address conflict in a constructive manner.		
d	Demonstrate personal and professional integrity.	✓	
3. Professional Responsibilities			
3.4 Evaluate and enhance professional practice.			

a	Undertake critical self-reflection.	✓	Evaluate and enhance spiritual care practice by obtaining feedback during the process of providing spiritual care, with attention given to working at the individual pace of each client. This is especially important for students who are taking this course in conjunction with SPE. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments. (CASC Competency 1 & 3)
b	Solicit client feedback throughout the therapeutic process.		
c	Plan and implement methods to assess effectiveness of interventions.	✓	
d	Obtain feedback from peers and supervisors to assist in practice review.	✓	
e	Identify strengths as a therapist, and areas for development.		
f	Set goals for improvement.		
g	Modify practice to enhance effectiveness.	✓	
h	Participate in relevant professional development activities.		
i	Maintain awareness of resources and sources of support relevant to practice.		
3.5 Obtain clinical supervision or consultation.			
a	Initiate clinical supervision or consultation when appropriate or required.		
b	Articulate parameters of supervision or consultation.		
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.		
d	Initiate a legal consultation when necessary.		
3.7 Maintain client records.			
a	Comply with the requirements of CRPO and relevant professional standards.		
3.9 Provide reports to third parties.			
a	Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.		
b	Recognize ethical and legal implications when preparing third-party reports.		
4. Therapeutic Process			
4.1 Orient client to therapist's practice.			
a	Describe therapist's education, qualifications and role.		
b	Differentiate the role of the therapist in relation to other health professionals.		
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.		
d	Explain the advantages and disadvantages of participating in psychotherapy.		
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.		
f	Explain relevant rules and policies.		
g	Respond to client questions.		
h	Explain and obtain informed consent in accordance with legal requirements.		
4.2 Establish and maintain core conditions for therapy.			
a	Employ empathy, respect, and authenticity.	✓	Encourage respectful therapeutic

b	Establish rapport.	✓	dynamics with clients in dealing with areas of vulnerability and pain: building relationship, listening to the story, conducting spiritual assessment, creating a plan for providing care that builds on the assessment and includes appropriate interventions (CASC Competency 1). Learning to promote empowerment in clients who may have experienced extreme forms of victimization and powerlessness. Demonstrated through interactions in group integrative activities and in written assignments (case studies, etc.).
c	Demonstrate awareness of the impact of the client's context on the therapeutic process.	✓	
d	Demonstrate sensitivity to the setting in which therapy takes place.	✓	
e	Assume non-judgmental stance.	✓	
f	Explain theoretical concepts in terms the client can understand.	✓	
g	Foster client autonomy.	✓	
h	Maintain appropriate therapeutic boundaries.	✓	
i	Define clear boundaries of response to client's requests or demands.	✓	
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	✓	
k	Employ effective skills in observation of self, the client and the therapeutic process.	✓	
l	Demonstrate dependability.	✓	
4.3 Ensure safe and effective use of self in the therapeutic relationship.			
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.		
b	Recognize the impact of power dynamics within the therapeutic relationship.		
c	Protect client from imposition of the therapist's personal issues.		
d	Employ effective and congruent verbal and non-verbal communication.		
e	Use self-disclosure appropriately.		
4.4 Conduct an appropriate risk assessment.			
a	Assess for specific risks as indicated.	✓	Conduct an appropriate risk assessment especially in terms of assessing suicidality and developing safety plans and reporting. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments. (CASC Competency 1)
b	Develop safety plans with clients at risk.	✓	
c	Refer to specific professional services where appropriate.		
d	Report to authorities as required by law.		
e	Follow up to monitor risk over time.		
4.5 Structure and facilitate the therapeutic process.			
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.		Students learn to identify clients' cultural orientation and belief systems. Students learn about the importance
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	✓	

c	Respond non-reactively to anger, hostility and criticism from the client.		of understanding their own countertransference in the therapeutic relationship. Students learn the value of working collaboratively with clients toward their therapeutic goals. In the Introduction, a variety of modalities for conducting a comprehensive spiritual assessment are presented. Students practice assessment skills through the interactive group activities each week and through written assignments. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments. (CASC Competency 1)	
d	Respond professionally to expressions of inappropriate attachment from the client.			
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.			
f	Recognize a variety of assessment approaches.	✓		
g	Formulate an assessment.	✓		
h	Develop individualized goals and objectives with the client.	✓		
i	Formulate a direction for treatment or therapy.	✓		
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.	✓		
k	Focus and guide sessions.			
l	Engage client according to their demonstrated level of commitment to therapy.			
m	Facilitate client exploration of issues and patterns of behaviour.			
n	Support client to explore a range of emotions.			
o	Employ a variety of helping strategies.	✓		
p	Ensure timeliness of interventions.			
q	Recognize the significance of both action and inaction.			
r	Identify contextual influences.	✓		
s	Review therapeutic process and progress with client periodically, and make appropriate adjustments.			
4.6 Refer client.				
a	Develop and maintain a referral network.			
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.			
c	Refer client, where indicated, in a reasonable time.			
5. Professional Literature & Applied Research				
5.1 Remain current with professional literature.				
a	Read current professional literature relevant to practice area.	✓	Though readings and assignments remain current with the best professional practices. Students are exposed to a variety of scholarly research on ethical practice. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments. (CASC Competency 10)	
b	Access information from a variety of current sources.	✓		
c	Analyze information critically.	✓		
d	Determine the applicability of information to particular clinical situations.	✓		
e	Apply knowledge gathered to enhance practice.	✓		
f	Remain current with developments in foundational areas.	✓		
5.2 Use research findings to inform clinical practice.				
a	Integrate knowledge of research methods and practices.	✓	Through final assignments using research findings to inform clinical practice. Student learn how to evaluate	
b	Determine the applicability of research findings to particular clinical situations.	✓		

c	Analyze research findings critically.	✓	the merit of different kinds of research to optimize clinical effectiveness. Integration demonstrated through participation in group discussions, integrative activities, and in written assignments. (CASC Competency 10)
d	Apply knowledge gathered to enhance practice.	✓	

Course Resources

Required Course Texts/Bibliography

- Comer, R. and Comer, J. 2019. Fundamentals of Abnormal Psychology. 9 th edition. New York: Worth Publishers Macmillan Learning. **(N.B. only the 9th edition is keyed to the DSM-5).**
- American Psychiatric Association. 2013. Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Arlington, VA: Author. **(E-book available through U of T libraries).**
- Barnhill, John W., Ed. 2014. DSM-5 Clinical Cases. Washington, DC: American Psychiatric Publishing. **(E-book available through the U of T libraries).**
- Pargament, K. 2011. Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred. New York: The Guilford Press. **(E-book available through U of T libraries).**
- Roberts, S. 2012. Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain’s Handbook. Woodstock, VT: SkyLight Paths Publishing. **(Readings available on Quercus).**

Please note: all course texts should be available at Caversham Booksellers on Harbord west of Spadina.

- Additional Course readings will be posted on Quercus Course Website

Course Website

- 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 Eser Kim, our class TA, eser.kim@mail.utoronto.ca, or our librarian, Joan Pries, joan.pries@utoronto.ca, for further help.
- College of Registered Psychotherapists: <https://crpo.ca>
- Canadian Association of Spiritual Care: <https://spiritualcare.ca>

Evaluation

Requirements

The final grade for the course will be based on evaluations in three areas. Students will be evaluated on:

- **Participation (20%):**
Students are required to demonstrate that they have read and internalized readings and they are expected to engage actively in experiential learning opportunities including role playing and case study discussions;
- **Article Summary:** 5 minute oral presentation due: **March 1, 8, and 15, 2022 (10%):**
Students will choose two articles from the assigned readings and note their choices on a sign-up sheet provided in the first class. Then for each article students will provide a brief (five minute) presentation to the class, describing a) the thesis and b) the main points of the supporting argument in the article;
- **Two Case Studies (Total of 70 %):**
Students are required to demonstrate integration of the course materials and topics, especially as this relates to identifying the spiritual, emotional, psychological, and social issues that manifest within the specific case under study. Each case will be based on a clinical/ministry experience that enables the student to demonstrate understanding and integration of aspects of the course, especially employing the skills of psycho-spiritual assessment and planning a strategy for care/therapy. Each case study must report on a different situation. If the student does not have a congregational or clinical setting to draw from, the instructor will provide an appropriate case for study.
- **Case Study 1:** 8-10 pages due **February 15, 2022 (35%)**

1)	Background Information - The first section of the paper will present the client's/patient's/family's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, religious history, life difficulties, goals, spiritual inclinations.	5%
2)	Description of the Presenting Issues - Describe the problem/symptoms/issues that the client presents with (if in hospital include reason for admission and reason for referral/visit). Describe any physical, emotional, psychological, spiritual, or sensory issues reported by the client. The individual's thoughts, feelings, and perceptions related to the symptoms/issues should also be noted.	5%
3)	Your Assessment – Using any of the tools presented in class, conduct a concise assessment that describes the primary issues with which the person is struggling. Employ diagnostic language such as that used in the DSM-V and other diagnostic assessment tools. Discuss how these issues impact the psychological, emotional, social, and/or spiritual dimensions of the subject's life. Include a short critical reflection regarding the effectiveness of the assessment tool that you chose.	10%
4)	Intervention/Plan – Based on your assessment, describe the primary focus of your planned and/or actual interventions. Include verbatim sections	5%

	(dialogue that took place or might take place) to demonstrate your growing skills in assessment, planning, and building a therapeutic relationship.	
5)	Self Evaluation – What did you do well? What did you learn about your own strengths and limitations? What do you need to work on? Reflect on your thoughts, feelings, and perceptions as they relate to this case. What did you learn about providing spiritual care and psychotherapy? What do you want to learn more about?	10%
		35%

- **Case Study 2:** 8-10 pages due **March 23, 2022** (35%)

1)	Background Information – see Case Study 1.	5%
2)	Description of the Presenting Issues – see Case Study 1.	5%
3)	Your Assessment – same as above. In this second case study, also include a comparative analysis of the assessment tools that were presented in the course. Which ones were most effective as you conducted your assessment for this case study?	10%
4)	Intervention/Plan – What was your plan for care ahead of time? How did you carry out your plan for care? What did you do? This section will focus on the planned and/or actual interventions you used to care for the /client/patient/family. Include verbatim sections (dialogue that took place or might take place).	5%
5)	Self Evaluation – see Case Study 1.	10%
		35%

Grading System

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

Attendance and lateness: Consistent and timely attendance is required. If a student is unable to attend a class, the professor is to be informed by email. More than 2 absences will result in failure to pass the course. Habitual lateness will be regarded as absence. It is expected that students will utilize blackboard for all readings and directions in course. Attendance on Blackboard will be checked.

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>. Students will be assumed to have read the document "Avoidance of plagiarism in the 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

Use of Technology: Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

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 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 **Course Introduction**

- Introduction to the course syllabus, text, and readings
- Overview of psychological abnormality from current and historical perspectives

Readings:

- Comer and Comer, Fundamentals of Abnormal Psychology
 - Chapter 1: Abnormal Psychology: Past and Present

Week 2

Jan 18, 2022 **Models of Abnormality**

- Illness vs wellness – the psychological category of ‘abnormality’ and its limitations
- Positive psychology and prevention programs
- Models of Abnormality
- The place of assessment in CRPO’s competencies and in the new revised CASC competencies

Readings:

- Comer and Comer, Fundamentals of Abnormal Psychology
 - Chapter 2: Models of Abnormality
 - Chapter 3: Clinical Assessment, Diagnosis and Treatment
- Quercus: Casados, A. (2017). Reducing the Stigma of Mental Illness: Current Approaches and Future Directions. *Clinical Psychology: Science and Practice*, 24(3), 306-323.
- CRPO Competencies (listed in syllabus)
- CASC Competencies (listed in syllabus)

Week 3

Jan 25, 2022 **Psychological Assessment and the DSM-V**

- Major Classifications of Mental Health Disorders (Guest lecturer: Dr. Nazila Isgandarova)
- The place of assessment in CRPO competencies and CASC competencies

Readings

- Text: Comer and Comer, Fundamentals of Abnormal Psychology

- Chapter 6: Depressive and Bipolar Disorders
- Chapter 12: Schizophrenia and related disorders
- Chapter 13: Personality Disorders
- Quercus: Rashid, T. and Ostermann, R. 2009. "Strength-Based Assessment in Clinical Practice." *Journal of Clinical Psychology* 65(5): 488-498.
- Quercus: Wakefield, J. C. "DSM-5: An Overview of Major Changes and Controversies." *Clinical Social Work Journal* 41 (2) (2013): 139.
- American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, DSM-5*. Washington, DC: American Psychiatric Association, 2013. [The diagnostic criteria for each of the disorders can be retrieved via the Diagnostic Criteria Mobile APP]. [Electronic resource].

Online source:

- What is schizophrenia? - Anees Bahji - Bing video
<https://www.bing.com/videos/search?q=schizophrenia&&view=detail&mid=ED79FC546D226810F07CED79FC546D226810F07C&&FORM=SVRTC>

Week 4

Feb 1, 2022 **Assessment and Treatment of Anxiety, Stress and Trauma**

Anxiety, Phobias, Antianxiety drugs, PTSD, PTG

- Trauma
- Gantt and Tabone's instinctual trauma response assessment
- Body map assessment and social skills training
- CISM (Critical Incident Stress Management) Debrief

Readings:

- Comer and Comer, *Fundamentals of Abnormal Psychology*
 - Chapter 4: Anxiety, Obsessive-Compulsive, and Related Disorders
 - Chapter 5: Disorders of Trauma and Stress
- Quercus: Liebowitz, M. R. (1987). Social phobia. *Modern Problems of Pharmacopsychiatry*, 22, 141-73.
- Quercus: Eisen, J. L., Phillips, L. B., Beer, D. A., Atala, K. D., & Rasmussen, S. A. (1998). The Brown Assessment of Beliefs Scale: Reliability and Validity. *American Journal of Psychiatry* 155(1), 102-108.

Online sources:

- Could virtual reality help treat anxiety? - BBC News - YouTube
<https://www.youtube.com/watch?v=r7tY07QY66A>
- ITR - Instinctual Trauma Response® - Help For Trauma <https://helpfortrauma.com/itr-instinctual-trauma-response/>

Week 5

Feb 8, 2022 **Assessments and Treatments for Somatic and Eating Disorders**

- Somatic and sleep disorders
- Relaxation training
- Eating disorders
- Body drawing assessment, nutrition record, and eating disorder inventory

Readings:

- Comer and Comer, *Fundamentals of Abnormal Psychology*
 - Chapter 8: Disorders Featuring Somatic Symptoms
 - Chapter 9: Eating Disorders

Online source:

- Progressive Muscle Relaxation - Bing video
<https://www.bing.com/videos/search?q=Progressive+Muscle+Relaxation&&view=detail&mid=A8B01DC497C944C419A2A8B01DC497C944C419A2&&FORM=SVRTCV>

Week 6

Feb 15, 2022 **Assessments and Treatments of Addictive and Sexual Disorders** (Guest lecturer: Shawn Lucas)

- Assessment techniques for clients with addictions
- Treatment approaches to addictions from Twelve Step approaches to Harm Reduction
- Understanding patterns of use and misuse
- Depressants and stimulants
- Sexual dysfunctions and gender variations
- Motivational interviewing (OARS and RULE)

Readings:

- Comer and Comer, Fundamentals of Abnormal Psychology
 - Chapter 10: Substance Use and Addictive Disorders
 - Chapter 11: Sexual Disorders and gender Variations
- Steven D. Passik, PhD Kenneth L. Kirsh, PhD David Casper, BA. "Addiction-Related Assessment Tools and Pain Management: Instruments for Screening, Treatment Planning, and Monitoring Compliance." *Pain Medicine*, Volume 9, Issue suppl_2, 1 July 2008, Pages S145–S166.
<https://doi.org/10.1111/j.1526-4637.2008.00486.x>
- Harvey A. Skinner. "The Drug Abuse Screening Test." *Addictive Behaviors*, Volume 7, Issue 4, 1982, Pages 363-371. (pdf available.)
- AA 20 Questions: http://aahalton.org/pdf/20_questions.pdf (pdf available)
- NA 20 Questions:
https://www.na.org/admin/include/spaw2/uploads/pdf/litfiles/us_english/IP/EN3107.pdf (pdf available)

Online source:

- William Miller - Motivational Interviewing
<https://www.bing.com/videos/search?q=motivational+interviewing+in+therapy&ru=%2fvideos%2fsearch%3fq%3dmotivational%2bin%2btherapy%26FORM%3dHDRSC4&view=detail&mid=8E401B9D864F7AD363B38E401B9D864F7AD363B3&&FORM=VDRVRV>

Week 7

Feb 21-25 **Reading Week NO CLASS**

Week 8

Mar 1, 2022 **Suicide and Domestic Abuse** (Guest lecturer: TBD)

- Suicide prevention
- Warning signs of suicide and how to help
- Meaning and definition of domestic abuse
- Signs of domestic abuse
- Domestic violence evaluation screening and assessment tools

Readings:

- TBD

Week 9

Mar 8, 2022 **Spiritually Integrated Psychotherapy** (Guest lecturer: Shawn Lucas)

- Adding spirituality to the biopsychosocial model
- Spiritual Coping: conservation and transformation
- Spiritual/religious experience: healthy and unhealthy
- Psychosis and mystical experience

Readings:

- Text: Pargament, *Spiritually Integrated Psychotherapy*
 - Preface
 - Chapter 1: A Rationale for a Spiritually Integrated Psychotherapy
 - Chapter 5: In Times of Stress: Spiritual Coping to Conserve the Sacred
 - Chapter 6: In Times of Stress: Spiritual Coping to Transform the Sacred
- Quercus: Bonelli, R.M. & Koenig, H.G. 2013. "Mental Disorders, Religion and Spirituality 1990 to 2010: A Systematic Evidence-Based Review." *Journal of Religion and Health* 52(2): 657-673.
- Quercus: Pierre, Joseph M. 2001. "Faith or Delusion? At the Crossroads of Religion and Psychosis." *Journal of Psychiatric Practice* 7: 163-172.

Week 10

Mar 15, 2022 **Introduction to Spiritual Assessment**

- Pargament on implicit and explicit spiritual assessment
- Pargament on internal images of God

Readings:

- Pargament, *Spiritually Integrated Psychotherapy*
 - Chapter 9: An Orientation to Spiritually Integrated Psychotherapy
 - Chapter 10: Initial and Implicit Spiritual Assessment
 - Chapter 11: Explicit Spiritual Assessment
 - Chapter 14: Addressing Problems of Spiritual Destination
 - Chapter 15 Addressing Problems of Spiritual Pathways
- Quercus: Townsend, Loren L. 2013. "Best Practices: Rethinking Pastoral Diagnosis." *Sacred Spaces: The E-Journal of the American Association of Pastoral Counselors* 5: 66-101.

Week 11

Mar 22, 2022 **Spiritual Assessment Tools**

- The 7x7 Model for Spiritual Assessment
- HOPE Model for Spiritual Assessment
- SPIRIT Model for Spiritual Assessment
- FICA Spiritual Assessment Model
- FACT Spiritual Assessment Model

Readings:

- Quercus: Fitchett, G. 2012. "The 7x7 Model for Spiritual Assessment: A Brief Introduction and Bibliography." Chicago: Rush University Medical Center.
- Quercus: Anandarajah, G. and Hight, E. 2001. "Spirituality and Medical Practice: Using the HOPE Questions as a Practical Tool for Spiritual Assessment." *American Family Physician* 63(1): 81-89.
- Quercus: Eisen, Jane L., et al. "The Brown Assessment of Beliefs Scale: Reliability and Validity." *American Journal of Psychiatry* 155 (1998): 102-108.

- Quercus: Exline, J. J., Pargament, K. I., Grubbs, J. B., & Yali, A. M. 2014. "The Religious and Spiritual Struggles Scale: Development and Initial Validation." *Psychology of Religion and Spirituality* 6(3): 208-222.
- Quercus: Borneman, T., Ferrell B., and Puchalski, C. 2010. "Evaluation of the FICA Tool for Spiritual Assessment." *Journal of Pain and Symptom Management* 40(2): 163-173.
- Quercus: LaRocca-Pitts, M. 2012. "FACT, A Chaplain's Tool for Assessing Spiritual Needs in an Acute Care Setting." *Chaplaincy Today* 28(1): 25-32.

Week 12

Mar 29, 2022 Charting as a Spiritual Assessment Tool

- DARE Notes
- SOAP Notes
- SBAR Notes
- APIE Notes

Readings:

- Quercus: Roberts, S., ed. 2012. Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook. SkyLight Paths.
 - Chapter 6: Chaplains and Charting (pp. 81-91).
- Quercus: ACT Academy. (2020). SBAR Communication Tool. *NHS Improvement*. London, UK: National Health Service.
- Chia, Wong, ST and Hooi, R. (2015). What has BAR, SOAP and A PIE got to do with nursing documentation ... we DARE ask? *KK Women and Singapore: Children's Hospital*. Retrieved from:

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- Essays, UK. (2018). The APIE Approach To Care Planning Nursing Essay. Retrieved from:

<https://nursinganswers.net/essays/the-apie-approach-to-care-planning-nursing-essay.php?vref=1>
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<http://www.ihl.org/resources/Pages/Tools/SBARToolkit.aspx>
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- Vivek, P; Valerie, L; Sassan, G. (2020). SOAP Notes. Riverside, CA: NIH. Retrieved from: <https://www.ncbi.nlm.nih.gov/books/NBK482263/>

Week 13

Apr 5, 2022 From Assessment to Therapeutic Strategy

- Creating a plan for spiritual care and psychotherapy

- Using the plan to communicate with other team members the specific actions that will be taken by the spiritual care practitioner.

Readings:

- Quercus: Fitchett, G. 2012. "Next Steps for Spiritual Assessment in Health Care." In M. Cobb, C. Puchalski, & B. Rumbold (Eds.), *Oxford Textbook of Spirituality in Healthcare* (pp. 299-305). Oxford: Oxford University Press.
- Quercus: Boisen, Anton T. 1952. "The Distinctive Task of the Minister." *Pastoral Psychology* 3(3): 10-15.
- Quercus: Roberts, S., ed. 2012. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. SkyLight Paths.
 - Chapter 5: Creating and Implementing a Spiritual Care Plan (pp. 61-80)

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<http://prc.coh.org/pdf/EvalFICA.pdf>

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- LaRocca-Pitts, Mark. "FACT, A Chaplain's Tool for Assessing Spiritual Needs in an Acute Care Setting." *Chaplaincy Today* 28.1 (2012): 25-32.
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Web Resources:

<http://www.minddisorders.com/Ob-Ps/Person-centered-therapy.html#b>

CASC Manual <http://www.spiritualcare.ca/manual.asp>