

# Course Syllabus - KNP1512HF

## KNP1512HF – Foundations in Counselling and Spiritual Care Practice for Helping Professionals Knox College Toronto School of Theology Fall 2022

### ***Instructor Information***

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Office Hours:	By appointment over video conferencing

### ***Course Identification***

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Course Number:	Course Code – KNP1512HF 6201
Course Format:	Synchronous Remote through video conferencing
Course Name:	Foundations in Counselling and Spiritual Care Practice for Helping Professionals
Course Location:	Video Conferencing; Zoom link will be provided
Class Times:	Thursday mornings 900 - 1200 pm
Prerequisites:	None

### ***Course Description***

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Strong and effective communication and counseling skills are crucial for all helping professionals (therapists, spiritual care practitioners, congregational pastors). This course will combine lectures with experiential learning to provide helping professionals with the foundational skills of building rapport, empathic listening, effective questioning, interviewing and responding skills, structuring a session, and spiritual care giving. The students will practice the skills of building the therapeutic relationship based on Person-Centered, Humanist-Existential and Solution Focused Therapy. We will explore how our own values, beliefs and biases impact the helping relationship and the importance of culturally-sensitive practice. Students will learn to identify aspects of wellness that includes spiritual health and how to integrate spiritually-oriented questions into the therapeutic conversation. Spiritually oriented interventions and practices that promote healing and wholeness will be discussed. And finally, students will develop the skills of ending well. The content of the course aligns with the competencies of the College of Registered Psychotherapists and the Canadian Association for Spiritual Care.

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

Students will utilize practice groups and practice partners during class time to develop counselling skills.

Means of evaluation include reading and participation, a book reflection, reflection on a dying and death seminar, a case study demonstrating some of the skills taught in the course, a spiritual identity paper, and a simulation counselling exam.

## ***Course Resources***

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### Required Course Texts/Bibliography

Please Note – students are expected to have access to each required reading and to come to class prepared. (Approx. 1000 pages of required reading).

- Hutchinson, David (2021). The Essential Counsellor: Process, Skills and Techniques. 4th Ed. Sage Publications.  
(available through Amazon as a paperback or electronic version through Sage). Copy of text in Knox Library.
- Yalom, I. (1989). Love's Executioner. Basic Books. (\$20 new/\$5 used)
- Maginley, David (2016). Beyond Surviving: Cancer and Your Spiritual Journey. Tristen Press.
- Warner, Ronald (2013). Solution-Focused Interviewing: Applying Positive Psychology, A manual for practitioners. University of Toronto Press.

Books may be purchased through Cavershambooksellers.com, amazon or other on-line book sellers.

### Optional Practice Text:

- Evans, David (2003). Essential Interviewing: A Programmed Approach to Effective Communication. Brooks/Cole Publishing. Editions 4 – 10 are acceptable. Feel free to purchase used on-line.

### **The following readings will be posted on Quercus:**

Ahonen, H. (2018). 'Self as instrument' – Safe and effective use of self in music psychotherapy: Canadian music therapists' perceptions. *Approaches: An Interdisciplinary Journal of Music Therapy*. Pages 2-22. DOI: 10.13140/RG.2.2.32947.73768.

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

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

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

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

Kim, J., Jordan, S. S., Franklin, C., & Froerer, A. (2019). Is solution-focused brief therapy evidence-based? An update 10 years later. *Families in Society*, 100(2), 127-138.

Stairs, Jean (2000) Listening for the Soul: Pastoral Care and Spiritual Direction. Chapter 1: Soul Inquiry. Pages 16-35

Wright, N.T. (2020) God and the Pandemic: A Christian Reflection on the Coronavirus and its Aftermath. Chapter 5: Where Do We Go From Here? Pages 52-76

#### Course Website(s)

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

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

## ***Course Learning Objectives/Outcomes***

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### **Knox College**

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

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- Will understand and be able to demonstrate essential communication skills

- Will be able to identify the theoretical underpinning of counselling skills
  - Will be able to articulate the basics of Solution Focused Therapy
  - Will be able to articulate the importance of spiritual inquiry
- (B) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION
- Will develop self-awareness in counselling practice
  - Will be able to identify a minimum of ten spiritually oriented interventions (applicable to a variety of religious traditions) and know when to use appropriately
  - Will attend to the spiritual development and well-being of self and others.
  - Will develop capacity for self-reflexive and spiritual practices within communities of faith.
- (C) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP
- Demonstrate spiritual care giving skills for responsible and accountable specialized leadership in congregational and community contexts (role plays) as well as in therapeutic practice.

***CRPO Competencies (CRPO and CASC competencies will be posted on the Knox College MPS Quercus site)***

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Discipline specific competencies:

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

		when to refer, and the closure process
(CRPO competency 1.5, )	Case papers and class discussion and reflection journals	Students will think theologically about situations of care, dialoging between practice situations in role plays and the theology they currently articulate as close to their own.
4.1 4.2, 4.3, 4.5, 4.7	Lectures, role plays and class discussion and the final simulation test	Students will learn to structure the therapy process, set goals, and facilitate effective closure
5.1, 5.2	Research paper  Case Study	Students will write a research paper on solution focused therapy. Students will read peer viewed journal articles. Readings will inform the case study papers.

### **MPS and MDiv Students anticipating taking CPE:**

MPS students are encouraged to familiarize themselves with the “Competencies Expected for Spiritual Care and Counseling Specialists” through the Canadian Association of Spiritual Care (CASC). The CASC competencies are distinct and it is important to understand that CASC is a professional organization that offers education, certification and professional networking. The College of Registered Psychotherapists of Ontario (CRPO) is a professional licensing college under the Ministry of Health established to protect the public by establishing standards of practice and practitioner registration. Both organizations identify competencies and you will notice significant overlap in the expectations of skills, knowledge and aptitude. The CASC competencies identify how a spiritually-integrated psychotherapist approaches spiritual care and therapy. Recognition in CASC (or certification) does not give you registration in CRPO or vice versa.

## ***Evaluation***

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### Requirements

Format for all papers:

- Use 12 point font, Times New Roman, double spaced with one inch margins (verbatim sections will be single spaced)
- Include a Title page with first and last name, course title, instructor name, assignment title and date
- Include a Header for all remaining pages (e.g. Schmidt, Angela Autobiography Paper Sept 23, 2020)
- Cite all sources and include Author, date using APA guidelines and include a full reference list at the end of the paper

### Submitting Papers

- Upload all papers onto the KNP1512 Quercus site using a word .docx and the instructor will put all comments and feedback directly onto your paper.

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

- (1) Preparation, participation and discussion (0%)**
- (2) Book Reflection (20%)**
- (3) One Page Reflection from Dying and Death Seminar (5%)**
- (4) Peer Interview (25%)**
- (5) Spiritual Identity Paper (20%)**
- (6) Simulation Counselling Exam (30%) – includes the practice session.**

**(1) Preparation, participation, reading (No grade assigned)** – Students will be expected to come to class prepared, having completed the required reading and be ready for small group discussion and application of clinical skills in role plays. Attendance is a necessary requirement for this course as is peer-based skills practice for development of clinical and interview skills.

**(2) Book Reflection on Beyond Surviving (20%) (6-8 pages, double spaced, 1500-2000 words)**

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

**Due on ...**

**(3) Participation in the Centre for Interprofessional Education Seminar on Dying and Death & One Page Reflection (5%) (1 page, double spaced, 200-250 words, no references)**

Students will attend the seminar called “Dying and Death” offered virtually through the IPE curriculum. The date will be confirmed by the first week of class (late October or early November). MPS students will be participating with students from all healthcare areas at UofT, including Nursing, Social Work, Occupational Therapy, and Medicine. This is a new initiative to integrate spiritual care and therapy with training in healthcare. Write a one-page reflection of one aspect of this seminar that impacted you (or stayed with you) and a wondering on why you think this content or experience resonated with you. The latter is to develop your self-awareness competency.

**Due 48 hours after the event. Date to be determined.**

**(4) Peer Interviews/Case Study (25%) (8 pages, double spaced, approx. 2000 words, APA style of references preferred)** – Students will interview a peer from the class and submit a brief case study that demonstrates integration of some of the course materials and topics. The interview will be an hour in length outside of class time in a secure and confidential location or through video conferencing. All students have signed the confidentiality agreement at the beginning of the course.

**Due on .....**

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

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

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

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

**Verbatim** – Include two pages of a verbal exchange, single spaced and identify the speaker with the following – C1 (client), ST1 (spiritual therapist), C2, ST2, C3, ST3..... Include non-verbal (sigh/ looked away/ tears in eyes/reaches for hand) An example of how to do a verbatim will be provided and posted on Quercus.

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

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

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

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

**(5) Spiritual Care Identity and Areas of Continued Growth (20%) (1200-1500 words, double-spaced with 12 pt. font)**

Include the following elements in your paper:

- a) Define and describe what is spiritual care and therapy. Include references.
- b) You are in this course because you have a sense of call or desire to know more about spiritual caregiving. Please describe where in your life you have offered or been a recipient of effective (or ineffective) spiritual care giving.
- c) Describe the ways in which your spiritual and religious beliefs and practices have changed over your lifetime and what has influenced these changes.
- d) Describe how you have been growing emotionally, spiritually and theologically over the last six months (or last few years) – where are you being challenged in your beliefs or in your personal/spiritual life? Optional - how might this make you a more effective spiritual care giver or psycho-spiritual therapist?
- e) What is a goal or two that you would like to focus on in your first/next practicum? Link your goal with one or more of the CASC or the CRPO competencies.

**Due on ....**

**Note: This paper is required as part of the SPE practicum application ([cpe-toronto.ca](http://cpe-toronto.ca))**

**(6) Counselling Simulation Exam (30%)** – A counselling simulation is the practical final exam. During exam week, students will engage in a counselling simulation with an actor who will be role-playing the part of a client. The therapy encounter will be a half hour – long enough to demonstrate a variety of skills, knowledge and aptitude gathered over the semester. The students will have the criteria for evaluation before the simulation, so they know the particular skills they are being asked to demonstrate for their grade. The video will be recorded through video-conferencing (zoom) and only viewed by the professor and/or teaching assistant. The video's will be kept for 40 days and then deleted for protection of privacy.

**One page reflection** – following the final counselling simulation students will submit a one page (200-250 word reflection on what they did well as the counsellor (i.e. skills they used) and what skills, attitudes, or knowledge is needed. Students may also comment on how they experienced being the therapist. Submitted to Quercus. Your grade will be for 25% - completion of simulation and the reflection paper. (The other 5% of the 30% is the practice session which is self-graded).

**Time Management** - Students must be on time for their practical final exam, the same as professionals must be on time to meet clients. Connect on zoom a minimum of five to ten minutes before your session to ensure you are prepared. Your client will stay in role. Begin as you would if they were a real client seeks help and support. Have a means of monitoring your time so that you prepare to end by 30 minutes. Once completed you may both break roles and talk about the experience for five minutes.

**Practice Session** - As part of your grade (5% of the 30%), students will be placed in dyads to do a practice simulation a month before the official simulation. The goal is to ensure that students have an opportunity to be comfortable with recording the session and time to experience a half hour session. This will be a practice session with your peer and students will set up time to connect, offer the half hour practice session, and reflect, and then reverse roles. It will take a minimum of 45 minutes for each student, totaling 90 – 120 minutes for your practice session.



Students will submit a self-grade for the 5%. Criteria will be provided. You will schedule your practice session after Nov. 9<sup>th</sup> and before Dec 1st.

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

**Due Exam Week – December 8-15<sup>th</sup>. Schedule for final exam will be provided late November.**

### 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.

You must be in contact with the instructor prior to the due date to secure an extension for your submission. It is not the responsibility of the instructor to chase down the student to request a submission. Be proactive and ask for what you need if circumstances are preventing a timely submission. Otherwise, grades will decrease by a percentage point per day that a late extension has not been requested.

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.

NOTE: Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete course work by the final submission 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**

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

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

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

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

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://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***

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**Before the course - Feel free to read the first half of the David Maginley book "Beyond Surviving".**

**Each week - Come to class having read the assigned readings (including for week one).**

### **Week 1**

*Thursday, September 15*

**Course introduction. The Relationship is Everything!  
Safe and Effective Use of Self  
What does 'Wellness' look/feel /and behave like?**

*Reading – Hutchinson, Ch 1*

*Reading – Fife et al, "Therapeutic Pyramid" (on Quercus)*

### **Week 2**

*Thursday, September 22*

**Listening and Relationship Development – Therapeutic  
Relationship, Basic Attending, Listening and Action skills  
*Uncovering Emotion***

*Reading – Hutchinson, Ch 2*

*Reading – Evans, Chs 1-3*

*Reading – Maginley, pp.1-54 (Part One)*

### **Week 3**

*Thursday, September 29*

**Skills for Developing the Relationship – Empathic Listening and  
*Effective Responding***

*Reading – Hutchinson, Ch 3*

*Reading – Evans, Chs 4-6*

*Reading – Stairs on spiritual listening (on Quercus)*

### **Week 4**

*Thursday, October 6*

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

*Reading – Hutchinson, Chs 4, 12*

*Reading – Evans, Chs 7-9*

*Reading – Maginley, pp. 57-151 (Part Two)*

### **Week 5**

*Thursday, October 13*

**Impact of Coronavirus on us Spiritually**

*Reading – N.T. Wright on the pandemic (on Quercus)*

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

*Reading – Hutchinson, Ch 11*  
*Reading – Aten et al, Ch 5 (on Quercus)*

**Book Reflection is Due**

**Week 6**

*Thursday, October 20*

**General Assessment, Goal-Setting and Action  
Structuring the therapeutic process  
Place of ‘commitment’ in therapy**

*Reading – Hutchinson, Ch 5*  
*Reading – Aten et al, Ch 1 (on Quercus)*  
*Reading – Evans, Chs 10-13*

**Week 7**

*Thursday, October 27*

**Reading Week**

*Reading – Yalom, Love’s Executioner*

**Week 8**

*Thursday, November 3*

***Class discussion of Yalom’s “Love’s Executioner”*  
Emotional Regulation  
Giving and Receiving Feedback – Affirmations, Challenges and Hunches; Plus....Pulling it all together**

*Reading – Evans, Ch 14*  
*Reading – Yalom, Love Executioner*

**Peer Interview/Case Studies are Due**

**Week 9**

*Thursday, November 10*

**Psychological Resiliency  
Positive Psychology + Intro to Solution Focused Therapy  
Managing Crisis Situations**

*Reading – Hutchinson, Chs 6, 9*

**Schedule practice counselling simulation with your partner**

**Week 10**

*Tuesday, November 17*

**Solution- Focused Therapy + scaling/coping questions/miracle**

*Reading – Warner, Chs 1-5  
Article – Kim et al (2019)*

## **Week 11**

*Thursday, November 24*

### **Solution-Focused Therapy**

*Reading – Warner, Chs 6-7 + Appendices*

## **Week 12**

*Thursday, Dec 1*

### **Spiritual care interventions CASC and CRPO Competencies**

*Reading – Hutchinson, Ch 7*

## **Week 13**

*Thursday, December 8*

### **Ending Well (Closure/Referral Process) Maintaining Records/ Documentation Knowing your limits (when to refer) Multi-cultural counselling**

*Reading – Hutchinson, Chs 8, 10*

## **Exam Week**

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

**Short reflection on counselling simulation is due.**

### **A note about “trigger” warnings:**

You are preparing for a profession that by its nature, you will encounter emotionally stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your professional preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you will protect a person from your own reaction to situations that may be “trigger” a response in you. This is an important aspect of Safe and Effective Use of Self.

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