

Course Syllabus
KNP3521HS/KNP6521– Psychotherapeutic Theories for Spiritual Care and Counselling
Knox College
Toronto School of Theology
Winter 2024

Instructor Information

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| Instructors: | Glenn McCullough, RP, PhD (Section One KNP3521 L0101 and KNP6521 L0101) and Angela Schmidt, RP, DMin (Section Two KNP3521 L6201 and KNP6521 L6201) |
| Teaching Assistants: | YoSep Heo (Section One) and Sileen Phillips (Section Two) |
| E-mail: | glenn.mccullough@utoronto.ca ; angela.schmidt@utoronto.ca yosep.heo@mail.utoronto.ca sileen.phillips@mail.utoronto.ca |
| Office Hours: | By appointment |

Course Identification

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| Course Number: | KNP3521HS/KNP6531HS |
| Course Name: | Psychotherapeutic Theories for Spiritual Care and Counselling |
| Course Location: | Section One In person (Room 4 Knox) and Section Two is synchronous remote Zoom link will be sent to students through Quercus announcement |
| Class Times: | Section One Tuesdays 2:00 – 5:00 pm Section Two Mondays 1000 - 1300 |
| 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, group presentations and practical demonstration of skills aligned with the various modalities.

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

Please note:

A note about “trigger” warnings: You are preparing for a profession that by its nature presents you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your professional preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may be “trigger” a response in you. Much of your education will encounter the varieties of ways professionals handle these responses helpfully, for the person in your care and for yourself. (This skill is part of “safe and effective use of self.”) In this program you will likely not be warned about the kind of “triggering” event that you may encounter. In this introductory course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague is concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance in Knox’s registrar’s office. Staff in the main office have access to immediate assistance. More advanced courses may have other guidelines to follow. In the end, your emotional safety is your own responsibility.

Course Resources

Required Course Texts

The Corey text is available for electronic purchase through the publisher – see Library List on Quercus for the link. Or through Amazon (Edition Ten is less expensive because the new 11th edition is just coming out in January of 2023). You may also purchase both books through online used book sellers such as alibris.

Available through Cengage for electronic text or Caversham Booksellers

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

1. Corey, Gerald. (2020). *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. (Electronic access through Knox Library)

Optional Resource (you do not need to buy):

Available online through U of T Libraries

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

Required Journal Articles (Posted on Quercus)

Campbell, M. (2022). When faith hurts: Clients’ Experience of the Therapeutic Relationship and a Counselor’s way of Being on the Resolution of Religious and Spiritual Struggles. *Journal of Pastoral Care and Counselling*, 76 (4), 234-244.

Updated Jan 4, 2024 (AS)

- Darewych, O. & Bowers, N. (2018). Positive arts interventions: creative clinical tools promoting psychological well-being. *International Journal of Art Therapy*, *y*, 23:2, 62-69, DOI: 10.1080/17454832.2017.1378241
- Doehring, C. & Kestenbaum, A (2022). Interpersonal Competencies for Cultivating Spiritual Trust, Chapter 6 in *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction* (Eds Wendy Cadge and Shelly Rambo). The University of North Carolina Press.
- 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.
- Gaines, A, Goldfried, M., and Constantino, M. (2021). Revived Call for Consensus in the future of Psychotherapy, *Evidence Based Mental Health, Issue 24*, page 2-4 doi: 10.1136/ebmental-2020-300208
- Hearn, B. G., Brubaker, M. D., & Richardson, G. (2022). Counselors' attitudes toward psychedelics and their use in therapy. *Journal of Counseling and Development*, 100(4), 364–373. <https://doi.org/10.1002/jcad.12429>
- Hill, Clara and Norcross, John (2023). Skills and Methods That Work in Psychotherapy: Observations and Conclusions From the Special Issue. American Psychological Association, Vol. 60 (3):407–416. ISSN: 0033-3204 <https://doi.org/10.1037/pst0000487>
- Koenig, Harold (2023). Person-Centered Mindfulness: A Culturally and Spiritually Sensitive Approach to Clinical Practice. *Journal of religion and health*, Vol.62 (3), p.1884-1896; New York: Springer US
- Kuefper, Jane (2022). Supporting Spiritus in Changing Circumstances: Pandemic Lessons for Long-Term Care and Retirement Home. *Religions*, 13, 584. <https://doi.org/10.3390/rel13070584>
- McLean, G. (2022). Spiritual Health Support for Individuals with Serious Mental Illness in the Community. *Journal of Pastoral Care and Counselling*, 76(2), 129-138.
- Norcross, C., Pfund, R., and Cook, D. (2022). The predicted future of psychotherapy: A decennial e-Delphi poll. *Professional Psychology: Research and Practice*, 53(2), 109-115.
- O'Connor, T. St. J., & Meakes, E. (2021). Three Emerging Spiritual Practices in the Canadian Association for Spiritual Care (CASC): From Pastoral Care and Counselling to Multi-Faith, Evidence-Based Spiritual Care and Psycho-Spiritual Therapy. *Journal of Pastoral Care & Counseling*, 75(4), 278-283. <https://doi.org/10.1177/15423050211036662>

- O'Connor, T. & Kirby, M. (2022). Interpersonal Competencies in Spiritual Care, Chapter Seven in Chaplaincy and Spiritual Care in the Twenty-First Century (Eds. Wendy Cadge and Shelly Rambo). The University of North Carolina Press.
- 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.
- Roze des Ordons, A., Steifox, H., Sinuff, T., Grindrod-Millar, K., and Sinclair, S. (2022). Exploring spiritual health practitioners' roles and activities in critical care contexts. *Journal of Health Care Chaplaincy*, 28:1, 41-62, DOI:10.1080/08854726.2020.1734371
- Sandage, S. J., Jankowski, P. J., Paine, D. R., Exline, J. J., Ruffing, E. G., Rupert, D., Stavros, G. S., & Bronstein, M. (2022). Testing a relational spirituality model of psychotherapy clients' preferences and functioning. *Journal of Spirituality in Mental Health*, 24(1), 1-21. <https://doi.org/10.1080/19349637.2020.1791781>
- Schwartz, R. C. (2013). Moving from acceptance toward transformation with internal family systems therapy (ifs). *Journal of Clinical Psychology: In Session*, 69(8), 805-816.
- 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

- Johnson, R. (2013). *Spirituality in counseling and psychotherapy*. Wiley.
- 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.*

Basic Level Learning Outcomes - MPS

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.

Graduate:

(AD) Graduate Level Outcomes

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

| GRADUATE “DEGREE LEVEL EXPECTATIONS” | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
|--|--|---|
| <p>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p> | | |
| <p>1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p> | <p>Students will be able to describe the five major waves of psychotherapy and how each theory informs the other by highlighting a unique aspect of healing so that they are able to compare and contrast the theories and note the efficacy and limitations of each.</p> | <p><i>Lectures, readings, and the two quizzes for consolidation of information.</i></p> |
| <p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p> | <p>Students will be able to describe one or more theories in detail to demonstrate a clear understanding of the foundational ideas of the theory.</p> <p>Students will engage and evaluate the effectiveness of a particular psychotherapeutic theory in consultation with current peer reviewed research to develop the skill of analyzing and appraising the unique character of each modality in terms of its psychological and spiritual contribution.</p> | <p><i>Research paper on a psychotherapeutic theory</i></p> |

| GRADUATE “DEGREE LEVEL EXPECTATIONS” | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
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| <p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p> | <p>Students will apply a spiritual lens to one psychotherapeutic theory and identify the ways in which the theory integrates spirituality into the theory and promotes spiritual health. Students will integrate their own spiritual tradition/perspective with the theory.</p> <p>Students will reflect on the key concepts of transference, boundaries and supervision and how these impact the therapeutic relationship as well as their future practice.</p> | <p>Spiritual integration presentation assignment</p> <p>Book Review and reflection</p> |
| <p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p> | <p>Students will investigate the evidence-based efficacy of a particular theory and be able to describe the population and conditions under which this form of therapy is best suited.</p> | <p>Research Paper final assignment Lectures and readings</p> |
| <p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort</p> | <p>Students will communicate clearly in written and oral forms. Students will use APA style in their papers for citations. Students will explore therapeutic concepts and how they are integrated into practice.</p> | <p>Small group discussion; In class large group discussion; written assignments of book review and research paper.</p> |

| GRADUATE “DEGREE LEVEL EXPECTATIONS” | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
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| formation is a component of all graduate programs. | | |

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 |
|---|---|
| <p>1. Foundations:</p> <p>1.1 Integrate theories of personality and human functioning.</p> <p>1.2 Work within a framework based upon established psychotherapeutic theory</p> <p>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</p> <p>1.4 Integrate awareness of self in relation to professional role</p> <p>1.5. Integrate knowledge of human and cultural diversity</p> | <p>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.</p> <p>Students will read Yalom’s book and engage in self-reflection as they write a reflection paper to increase their developing identity as a psychotherapist.</p> <p>Theories will be considered from a contextual/cultural point of view. Students will engage in discussion about the implications of western psychotherapy across diverse cultural/religious/life experiences.</p> |
| <p>2. Collegial and Inter-professional Relationships</p> | <p>Through class discussions, presentations, and small group work, students will develop capacity for clear communication, maintaining relationships and contributing to a collaborative and productive atmosphere.</p> |
| <p>4. Therapeutic Process demonstrate the following:</p> <p>4.3 Safe and Effective Use of Self in therapeutic relationship</p> <p>4.5 Structure and facilitate the therapeutic process</p> | <p>Through reflection paper, class discussion, research paper the students will explore the implications of various psychotherapeutic theories upon the clinical practice with clients. Students are expected to demonstrate safe and effective use of self. In the research paper students will discuss the appropriate use of therapeutic interventions with specific populations.</p> |
| <p>5. Professional Literature and Applied research</p> <p>5.1 Remain current with professional literature</p> <p>5.2 Use research findings to inform practice</p> | <p>Research paper requires peer reviewed journals and current evidence-based practice</p> |

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Evaluation

The use of Artificial Intelligence (AI) in this course:

- **Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.**
- **Students may not use artificial intelligence tools for taking tests, writing research papers, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.**

The use of inclusive language in this course:

- **Please use inclusive language in your written submissions.**
- https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf

Requirements for Basic Degree Students:

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. Students may be absent for no more than two classes. Students will email their professor to explain absences. More than two absences will put the student at jeopardy of failing the course. A doctor note will be requested if a third absence occurs. Please see the Knox College attendance (file:///C:/Users/aschmidt/Downloads/BD-Policy-Handbook_230825.pdf). Habitual Lateness will be counted as absence.
 - 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 7, 2024 (8-10 pages, including reference list, double spaced, one inch margins, 12 point times new roman font, citations in APA format) (Note this is a Wednesday due date, a day or two after your class).

Using 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:

- Describe the psychotherapeutic theme(s) you have chosen. Expand upon this theme by referring to relevant research sources.
- Discuss how your chosen theme is defined and used in psychotherapy and how the theme is employed in the book.
- Interact with the material in the book. Imagine how your chosen theme applies to your future practice of counselling and spiritual care.
- 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 journal articles) to help you fully understand your theme. Your paper should include a minimum of six references.

3. Group Presentations (30%) Due during Weeks 5-11 depending on sign up schedule

You will choose to join a group of three or four students and will develop a presentation on a modality of psychotherapy. A signup sheet will be provided at the end of the first class. The Presentation will have 2 parts—class presentation to describe the theory and allow time for questions (35-40 minutes) and an experiential exercise based on the theory (15--20 minutes).

The written component also has 2 parts.

Part One - The student group will provide a one-page summary handout to the class based on your modality. The handout will be posted to the Quercus page. Please have this handout ready for posting 48 hours before the class. Part Two - Individually, student group members will also provide a one-page reflection upon their group experience/personal integration of material (three questions will be provided to guide the personal reflection):

Step One – with your group, sign up for one psychotherapeutic model.

Step Two – individually begin reading about the model and then meet with your group to delegate the tasks of the presentation and the experiential portions of the presentation. The 35-40 minute class presentation is an overview of the model and will include the following:

- i. Who is the founder/developers of the model?
- ii. What are the important ideas? Describe the theory and therapeutic goals.
- iii. How are problems in living defined and how is change possible? (Health vs lack of health)
- iv. What is the role of the therapist in this model? Are there specific interventions associated with this model?
- v. How is spirituality addressed in this model or how can it be incorporated? Please find current peer reviewed research to support this section.

Please note – this work cannot be done at the last minute. It takes time and effort to craft a notable presentation for teaching your peers. Share the load among the group members. Do a practice run through so that you are aware of the timing of your presentation.

Step Three - Prepare a one-page handout with a summary of the therapy model.

Step Four - Lead the class in a 20-minute interactive exercise that invites the class to experience or practice a key technique or concept of this therapeutic model.

Step Five - Individual Group members will hand in (within the week following your presentation) a one-page (250-300 words) reflection of your group experience:

- Q1 What was your experience as a participant in this group? (e.g. What worked or didn't work/ Strengths or Growing Edges in collaboration)
- Q2 What did you learn about yourself?
- Q3 What have you learned about this theory or form of therapy that you will apply in your practice of therapy or spiritual care?

Quality Presentations:

Students working at the graduate level are expected to be able to integrate new material and present in a fashion that guides and expands the ideas of others. You are expected to prepare a quality presentation. You are developing competencies in knowledge and collaboration. Your peers will benefit from your preparation and effort.

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

Proposal Due: Friday, Mar 1, 2024 (1-2 pages, double spaced, APA format)

Paper Due: Thursday, April 4, 2024 (8-12 pages, not including reference list, double spaced, one-inch margins, citations in APA format)

Proposal - Your 1-2 page paper proposal will include a brief description of the psychotherapeutic theory you want to write on, the specific primary source text you intend to use, and the specific theoretical aspect of that modality 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.

Integrative Paper - 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 thorough description of the theory. Include a description of some of the psychotherapeutic or spiritual interventions associated with this modality. (35%)
- 2) Reflect on why this psychotherapeutic theory resonates with you *personally* – what aspects of this theory align with your unique personality traits? (15%)
- 3) Discuss the aspects of this theory that align with or contradict your beliefs or traditions (*spiritual or theological reflection*)? (15%)

- 4) Choose a *primary source reading* from the psychotherapeutic modality you have chosen. A primary source is often material written by the author/creator of a modality or people who had direct connection to it. We have included some primary source reference in the optional readings list and in the recommended supplementary readings in the textbook chapters.

Discuss in detail a *specific theoretical aspect* of the modality that is described in the primary source reading (and then you may read about it in other secondary texts and articles), 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. (35%)

Two Alternatives to the Integration Paper:

- 1) You may do the graduate expectations for this paper if you indicate on your paper proposal that you will be doing so (See Graduate paper expectations below).
- 2) You may create a media presentation (Power Point or Other) that is designed to educate psychotherapy professionals on spirituality as a competence. Using peer reviewed literature, you will describe spirituality, its importance or relevance in therapy, the role of spiritual assessment, how it can be integrated into therapy, understanding the perspective of different faiths, and what the research says about spiritually integrated psychotherapy. You may include other aspects that you feel are helpful in delineating a spiritual competence to professionals. This project allows for a lot of creative freedom on behalf of the student and a high quality product would be expected with references included on the bottom of each slide.

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

GRADUATE REQUIREMENTS ARE IN THE GREY BOXES

Requirements for Graduate Level (AD) Students

1. Class attendance, class participation, and reading of required texts and articles (0%)

- a. Graduate students are expected to attend regularly and participate in class discussions.
 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 Wednesday February 7, 2024: (10 pages, including reference list, double spaced, one inch margins, 12 point times new roman font, citations in APA format). Using Gottlieb's book, explore: Transference and countertransference, Boundaries in counselling and spiritual care practice, and engaging supervision in counselling and spiritual care practice

- Briefly summarize the book. Note strengths, limitations or weaknesses of the book. Comment on how this book fits into the genre of psychological literature.
- Describe the psychotherapeutic concepts of transference, countertransference, boundaries and supervision. Cite research articles and texts to inform your descriptions.
- Describe how the theme is used or addressed in psychotherapy in general and provide specific examples from the book.
- How did the book impact you personally? How might your learnings impact your future psychotherapeutic practice?

3. Journal Reading Presentation (10%)

Choose one of the journal article readings and present a five-minute summary of the article. Engage the class in a discussion of the reading in a way that helps them to grasp the content and its application to spiritual care and therapy. Discussion may be 5-10 minutes. Feel free to be as creative as you would like. Create three to four power point slides to accompany your presentation. A sign up sheet will be provided through Quercus.

4. 3. Group Presentations (30%) Choice of Weeks 5-11

You will be assigned to a group of four to develop a presentation on a modality of psychotherapy. A signup sheet will be provided at the end of the first class. The Presentation will have 2 parts—class presentation to describe the theory and allow time for questions (35-40 minutes) and an experiential exercise based on the theory (15--20 minutes).

The written component also has 2 parts. The student group will provide a one-page summary handout to the class based on your modality. The handout will be posted to the Quercus page. Please have this handout ready 48 hours before the class. Individually, student group members will also provide a one-page reflection upon their group experience/personal integration of material (three questions will be provided to guide the personal reflection):

Step One – with your group, sign up for one psychotherapeutic model.

Step Two – individually begin reading about the model and then meet with your group to delegate the tasks of the presentation and the experiential portions of the presentation. The 35-40 minute class presentation is an overview of the model and will include the following:

- i. Who is the founder/developers of the model?
- ii. What are the important ideas? Describe the theory and therapeutic goals.
- iii. How are problems in living defined and how is change possible? (Health vs lack of health)
- iv. What is the role of the therapist in this model? Are there specific interventions associated with this model?
- v. How is spirituality address in this model or how can it be incorporated?

Step Three - Prepare a one page handout with a summary of the therapy model.

Step Four - Lead the class in a 20-minute interactive exercise that invites the class to experience or practice a key technique or concept of this therapeutic model.

Step Five - Individual Group members will hand in (within the week following your presentation) a one page (300 words) reflection of your group experience:

Q 1 What was your experience as a participant in this group? (e.g. What worked or didn't work/ Strengths or Growing Edges in collaboration)

Q2 What did you learn about yourself?

Q3 What have you learned about this theory or form of therapy that you will apply in your practice of therapy or spiritual care?

Quality Presentations:

Students working at the graduate level are expected to be able to integrate new material and then present in a fashion that guides and expands the ideas of others. You are expected to prepare a quality presentation. You are developing the competency of collaboration. Your peers will benefit from your preparation and effort.

5. Research Paper on one/or a combination of two theories of psychotherapy (40%)

Due: Thursday, April 4, 2024

10-12 pages, not including reference list, double spaced, one inch margins, citations in APA format, 11 or 12 font.

- 1) Describe a psychotherapeutic theory in sufficient detail to outline the major ideas of the theory. Cite a primary text written by the author of the theory.
- 2) Describe some of the major psychotherapeutic interventions, when and how they might be used with clients.
- 3) What does current research say about the effectiveness of this form of therapy? What populations would benefit and for what issues?
- 4) How would you describe a spiritually integrated approach based on your own spiritual tradition or practice?

Proposal – include in your 1-2 page proposal: A brief description of the psychotherapeutic theory, name at least one major psychological or spiritual intervention associated with this theory, identify the primary text you will be using, and three to ten peer reviewed articles.

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 |

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

| | | |
|----|----------|--|
| A+ | (90-100) | Profound & creative |
| A | (85-89) | Outstanding |
| A- | (80-84) | Excellent |
| B+ | (77-79) | Very Good |
| B | (73-76) | Good |
| B- | (70-72) | Satisfactory at a post-baccalaureate level |
| FZ | (0-69) | 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.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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 are expected to submit original work and not work that has been generated using artificial intelligence. 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. **Please communicate using the professors email and not internally through Quercus.**

Course Schedule

WEEK 1

Jan 8,9, 2024

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: brief therapy, integrative therapy, online delivery

Required Reading for Class:

Corey. Chapters 1 (Introduction and Overview) and Chapter 2 (The Counselor: Person and Professional) and Chapter 3 (Ethical Issues in Counselling Practice)

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/>)

Begin reading Gottlieb or Yalom

WEEK 2

Jan 15,16, 2024

Integration of Psychology and Spirituality

- What is spiritual care, pastoral care, spiritually-integrated therapy?
- Roots of psychotherapy in cure of souls
- Common factors in psychotherapy (Feinstein article posted on Quercus)
- What is the Controlled Act of Psychotherapy? What actions are exempted?
- Theory of Change

Reading

Feinstein (2015) article on Quercus

Campbell (2022) article on Quercus

Norcross et al (2022) and the Gaines et al (2021) articles on the future of psychotherapy

Continue reading Gottlieb or Yalom book

WEEK Three Jan 22,23, 2024 Psychodynamic **Theory**

- Freud and psychoanalysis + Free association, transference/countertransference
- Western spiritual roots of the “unconscious mind”
- Post-Freudians: Object Relations (Winnicott, Klein) and Self Psychology (Kohut),
- Presentation from Joan Pries on Doing Research

Required Reading for Class:

Corey, Chapter 4: Psychoanalytic Therapy

Finish reading Gottlieb or Yalom

Optional Primary Source Reading:

Freud. (1930). *Civilization and its discontents*. Trans. Strachey. Part I (pp. 11-21). – on Quercus

Freud. (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

Optional Video:

https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/psychodynamic-therapy?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

Access through UofT Libraries – Alexander Street video series (2 hours in length) (2018)

WEEK 4

Updated Jan 4, 2024 (AS)

Jan 29,30, 2024 **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

**McLean (2022) article on Quercus (Article presented by graduate student)

Optional Primary Source Reading:

Adler. (1927). *Understanding human nature*.

Jung. (1917/1943). *Two essays on analytical psychology*, CW 7 (pp. 9-40). – on Quercus

Jung. (1911-12/1952). *Symbols of transformation*, CW 5 (pp. 222-236). – on Quercus

WEEK 5

Feb 5,6, 2024 **Existential and Humanistic Theory**

- **Book Report is Due**
- Victor Frankl and the role of existential meaning
- Carl Rogers and the person-centred approach
- Motivational Interviewing

Required Reading for Class:

Corey, Chapter 6: Existential Therapy

Corey, Chapter 7: Person-Centred Therapy

Optional Primary Source Reading:

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

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.

Optional Video:

On Person-centered Therapy: <https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/client-directed-interaction-adjusting-the-therapy-not-the-person>

Access through UofT Library, Person-Centered Therapy video (2002, 1 ¾ hours)

WEEK 6Feb 12,13, 2024 **Cognitive Behavioral Theory**

- Background on Behaviourism
- Albert Bandura, Albert Ellis, Aaron Beck and CBT
- Mindfulness Based Cognitive Behavior Therapy or Mindfulness based stress management (MBSM)
- Spiritual care and therapy practice in community (2 articles presented by Graduate students)

Required Reading for Class:

Corey, Chapter 9: Behavior Therapy

Corey, Chapter 10: Cognitive Behavior Therapy

**Kuepfer (2022) article on Quercus

**Roze des Ordons article on Quercus

** Koenig, Harold (2023). Person-Centered Mindfulness article on Quercus

Optional Primary Source Readings:Skinner, B.F. (1953). *Science and human behavior*. (U of T)Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. Intern'l Universities Press.**WEEK 7** Feb 19 - 23, 2024 **Reading Week – NO CLASS****WEEK 8**Feb 26,27, 2024 **Third Wave CBT**

- **Paper Proposal Due on Friday March 1, 2024**
- Dialectical behavior therapy (DBT)
- Acceptance and commitment therapy (ACT)

Required Reading and viewing for Class:

Capuzzi and Stauffer, Chapter 10: Dialectical Behavior Therapy – Chapter will be posted on Quercus

Video on Acceptance and Commitment Therapy with Steven Hayes – through UofT Libraries

https://librarysearch.library.utoronto.ca/discovery/fulldisplay?docid=alma991105949588606196&context=L&vid=01UTORONTO_INST:UTORONTO&lang=en&search_scope=UTL_AND_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,acceptance%20and%20commitment%20therapy&offset=0

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*:

Updated Jan 4, 2024 (AS)

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)

WEEK 9

March 4,5, 2024 **Family Systems Theory**

- Murray Bowen and multigenerational family therapy
- Internal Family Systems Theory
- Presentation from IPHSA Hillary or Lydia on their work and the new course

Required Reading for Class:

Corey, Chapter 14: Family Systems Therapy, pp. 403-424 (21 pages)
 Doehring and Kestenbaum chapter from Cadge and Rambo – Chapter 6 - On Quercus
 Schwartz, R. C. (2013). Moving from acceptance toward transformation with internal family systems therapy (ifs). *Journal of Clinical Psychology: In Session*, 69(8), 805-816.

Optional Primary Source Readings:

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

WEEK 10

March 11,12, 2024 **Postmodern/Social Constructivist Theories**

- Positive Psychology and Strength-based
- Solution-focused therapy (Steve de Shazer and Insoo Kim Berg)
- Narrative therapy (Michael White)

Required Reading/Watching for Class:

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

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:

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.

Updated Jan 4, 2024 (AS)

Online Source:

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

WEEK 11

March 18,19, 2024 **Somatic and Expressive Arts Therapies**

- Expressive arts therapy, music therapy, play therapy, psychodrama
- Somatic experiencing
- Use of psychedelic drugs in therapy

Required Reading for Class: All on Quercus

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

**Payne *et al.* (2015) Article on Quercus (Article presented by graduate student)

Darewych, O. & Bowers, N. (2018). Positive arts interventions: creative clinical tools promoting psychological well-being. *International Journal of Art Therapy*, y, 23:2, 62-69, DOI: 10.1080/17454832.2017.1378241

Hearn, B. G., Brubaker, M. D., & Richardson, G. (2022). Counselors' attitudes toward psychedelics and their use in therapy. *Journal of Counseling and Development*, 100(4), 364–373.
<https://doi.org/10.1002/jcad.12429>

Optional Reading for Class:

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

Online Source:

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

WEEK 12

March 25,26, 2024 **Spiritually - Integrated Therapies**

- RSM (Relational Spirituality Model)
- Adopting a theory of psychotherapy that is right for you and your client/member/patient
- The place of psychotherapy theory in spiritual care practice
- An Integrative Perspective

Required Reading for Class:

Corey, Chapter 15: An Integrative Perspective

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

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

Updated Jan 4, 2024 (AS)

Sandage et al (2022) Article on Quercus on Relational Spirituality Model (RSM)

WEEK 13

April 1,2, 2024 **Review and Conclusion**

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

- Final Paper is Due on Thursday April 4th, 2024

Reading:

Hill, Clara and Norcross, John (2023). Skills and Methods That Work in Psychotherapy: Observations and Conclusions From the Special Issue. American Psychological Association, Vol. 60 (3):407–416. ISSN: 0033-3204 <https://doi.org/10.1037/pst0000487>

O'Connor, T. St. J., & Meakes, E. (2021). Three Emerging Spiritual Practices in the Canadian Association for Spiritual Care (CASC): From Pastoral Care and Counselling to Multi-Faith, Evidence-Based Spiritual Care and Psycho-Spiritual Therapy. *Journal of Pastoral Care & Counseling*, 75(4), 278-283. <https://doi.org/10.1177/15423050211036662>

O'Connor, T. & Kirby, M. (2022). Interpersonal Competencies in Spiritual Care, Chapter Seven in *Chaplaincy and Spiritual Care in the Twenty-First Century* (Eds. Wendy Cadge and Shelly Rambo). The University of North Carolina Press.

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.crpo.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;

Updated Jan 4, 2024 (AS)

- 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

Psychodynamic Therapies

- Adlerian Therapy
- Existential Therapy
- Psychoanalytic Psychotherapy

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

Somatic Therapies

- Biofeedback
- Ericksonian Hypnosis
- Emotional Freedom Therapy
- EMDR (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.

Video Resources through the UofT on Psychotherapies:

This on the UTL website. It is an amazing video library with demonstrations of psychotherapy across many forms of therapy and videos from the creators or leaders in various models of psychotherapy. Go to

<https://onesearch.library.utoronto.ca/streaming-video>

Scroll down to the Health and Sciences for the psychotherapy videos

<https://www-psychotherapy-net.myaccess.library.utoronto.ca/stream/utoronto>