

Course Syllabus
KNP3531HF
Worry and Anxiety: Helping Ourselves and Others
With CBT, DBT and ACT
Knox College
Toronto School of Theology
Fall 2024

Instructor Information

Instructor: Mi-Weon Yang, PhD, RP
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Office Hours: by appointment

Course Identification

Course Number: KNP3531HF
Course Format: Online
Course Name: Worry and Anxiety: Helping Ourselves and Others with CBT, DBT and ACT
Course Location: Synchronous through Zoom
Class Times: Thursdays 9:00 AM – 12:00 PM
Prerequisites: KNP1512 (or EMP1741) and KNP3521 (Psychotherapeutic Theories)

Course Description

Experiences of worry and anxiety are a normal part of living, and they can be helpful and adaptive in moderate amounts. But intense worry and anxiety tends to interfere with our ability to cope by creating a negative and paralyzing perception of reality. Anxious thoughts and beliefs can negatively affect our relationships, our ability to work and play, and our spiritual self. Excessive anxiety can be life-limiting until we discover healthy ways of working with these intense thoughts and emotions. This course offers helping professionals an understanding of the therapeutic principles of Cognitive Behavioural Therapy (CBT) as applied to the experience of anxiety. Students will gain an understanding of two recent modalities of CBT, Dialectical Behaviour Therapy (DBT) and Acceptance and Commitment Therapy (ACT) and how these therapies engage worry and anxiety. Students are required to enter this course with a foundational understanding of CBT. Spiritual and theological understandings of worry and anxiety will be discussed with a view toward applying DBT and ACT principles with spiritually-oriented clients.

Teaching methods for this course include lectures, videos, experiential exercises including role playing, group presentations, demonstrations by CBT, DBT, and ACT therapists as applied to anxiety and worry, and group discussion. The means of evaluation include a reflection paper based on a novel,

book reports on three required texts, a group presentation on a special topic related to anxiety and worry, and the application of CBT, DBT, or ACT in a case study or research paper.

This course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam, microphone, and high-speed internet access. Students are always expected to attend the class with their videos turned on unless they have permission from the instructor.

Course Resources

Required Course Texts/Bibliography

Main Texts

- Smith, Daniel. 2012. *Monkey Mind: A Memoir of Anxiety*. New York: Simon & Schuster. (eBook, U of T)
- Free online manual: Cully, J.A., and A.L. Teten. 2008. *A Therapist's Guide to Brief Cognitive Behavioral Therapy*. Houston: Department of Veterans Affairs South Central MIRECC. <https://www.mirecc.va.gov/visn16/guide-to-brief-cbt-manual.asp>

Description: Sponsored by the US Department of Veterans Affairs, this manual was written to provide training therapists with a basic understanding of how to apply CBT concepts in brief therapy for specific issues, including anxiety. It is not intended to provide comprehensive theoretical competence in CBT.

- McKay, Matthew, Michelle Skeen, and Patrick Fanning. 2017. *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications. (eBook, U of T)

Description: This book integrates strategies from Acceptance and Commitment Therapy (ACT), Cognitive Behavioural Therapy (CBT), and Dialectical Behaviour Therapy (DBT) into practical solutions for the range of anxiety problems.

- Van Dijk, Sheri. 2012. *DBT Made Simple: A Step by Step Guide to Dialectical Behavior Therapy*. New Harbinger Publications. (eBook, U of T)

Description: This book gives a brief overview of the theory and research behind DBT, noting how DBT differs from traditional CBT approaches. It then provides strategies that can be used in individual client sessions.

- Harris, Russ. 2019. *ACT Made Simple*. 2nd edition. Forward by Steven C. Hayes. New Harbinger Publications. (eBook, U of T)

Description: This book is a primer on Acceptance and Commitment Therapy. It includes a session-by-session guide to implementing ACT effectively; tips to overcome "therapy roadblocks"; and a wealth of scripts, exercises, metaphors, and

worksheets. Make sure you buy the **second edition**, which is significantly revised and expanded.

- Nieuwsma, J., R. Walser, S. Hayes, & S. Tan. 2016. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press. (eBook, U of T)

Description: People turn to faith leaders, pastoral counsellors and psychotherapists for help during difficult times. This book offers a road map of how to use Acceptance and Commitment Therapy strategies. At the core of ACT is a commitment to change and values-based living which fit seamlessly with spiritually integrated psychotherapy.

- Sears, Richard W. & Segal, Zindel V. *Building competence in mindfulness-based cognitive therapy: transcripts and insights for working with stress, anxiety, depression, and other problems*. New York: Routledge, 2015. (ebook, U of T)

Weekly Required Reading

- Refer to the complete reading list for each week's readings.

Optional Course Texts

- Boehme, Jacob. 1624. *The Key of Jacob Boehme*. [English translation of *Clavis*]. Trans. William Law. Intr. Adam McLean. Edinburgh: Magnum Opus Hermetic Source works, 1981. [Robarts BV5080.B7 C513 1981]
- Clark, David A., and Aaron T. Beck. *The Anxiety and Worry Workbook: The Cognitive Behavioral Solution*. New York: The Guilford Press, 2012.
- Davey, Graham. 2018. *The Anxiety Epidemic: The Causes of Our Modern-Day Anxieties*. Ch. 3: The Anxiety Epidemic, pp.54-96. London: Robinson ((PDF in Quercus, Knox Library)
- Freud, Sigmund. 1926. "Inhibitions, Symptoms, and Anxiety." In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. Ed. J. Strachey. Vol. 20, pp. 77-174. (Online available, U of T)
- Kierkegaard, Søren. 1844. *The Concept of Anxiety: A Simple Psychologically Orienting Deliberation on the Dogmatic Issue of Hereditary Sin*. In *Kierkegaard's Writings*, Vol 8. Ed. Reidar Thomte. Princeton: Princeton University Press, 1980. (Online available U of T)
- Linehan, Marsha. *DBT Skills Training Manual second edition*. The Guilford Press, 2015. (U of T ebook)
- May, Rollo. *The Meaning of Anxiety*. New York: W.W. Norton & Company, 1977.
- Rosmarin, David H. *Spirituality, Religion, and Cognitive-Behavioral Therapy*. New York, London: The Guilford Press, 2018.

- Wright, Jesse, Gregory Brown, Michael Thase, and Monica Ramirez Basco. *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. 2nd edition. Arlington, VA: American Psychiatric Association Publishing, 2017.

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 experiencing difficulties accessing Quercus should contact the registrar's office of their college.

Course Schedule (subject to change)

Week 1: Sep. 12, 2024

Introduction

- The Anxiety Epidemic Today
- The impact of Covid-19: anxiety, resilience, stress management
- Optional Reading:
 - Davey, Graham. 2018. *The Anxiety Epidemic: The Causes of Our Modern-Day Anxieties*, Ch. 3: The Anxiety Epidemic, pp.54-96. London: Robinson (PDF in Quercus, Knox Library)

Week 2: Sep. 19, 2024

Theological and Therapeutic History of the Concept of Anxiety

- Required Reading:
 - Comer, R. and Comer, J. 2019. *Fundamentals of Abnormal Psychology*. 9th edition. New York: Worth Publishers Macmillan Learning. Chapter 4: Anxiety, Obsessive-Compulsive, and Related Disorders, pp.101-137. (PDF in Quercus)
- Optional Reading:
 - Kierkegaard, Søren. *The Concept of Anxiety: A Simple Psychologically Orienting Deliberation on the Dogmatic Issue of Hereditary Sin*. (Online available, U of T)
 - Freud, Sigmund. 1926. "Inhibitions, Symptoms, and Anxiety." In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. Ed. J. Strachey. Vol. 20, pp. 77-174. (Online available, U of T)

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Week 3: Sep 26, 2024

Introduction to Cognitive Behavioural Therapy

- Reading: Culley and Teten (2008) *A Therapist's Guide to Brief Cognitive Behavioral Therapy*. Houston: Department of Veterans Affairs.
<https://www.mirecc.va.gov/visn16/guide-to-brief-cbt-manual.asp>
- Discussion: Come to class having read Daniel Smith, *Monkey Mind: A Memoir of Anxiety*. New York: Simon & Schuster. (Reflection Paper Due: Sep.25)

Week 4: Oct. 3, 2024

Cognitive Behavioural Therapy and its Application to Anxiety I

- Reading: McKay, Matthew, Skeen, Michelle, and Fanning, Patrick. 2017. *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications. (Ch.1-6)
- Journal article: Hoffman et al. (2009). "Is it Beneficial to Add Pharmacotherapy to Cognitive-Behavioral Therapy When Treating Anxiety Disorders? A Meta-Analytic Review, *International Journal of Cognitive Therapy*, 2(2), 160-175. (PDF in Quercus)

Week 5: Oct. 10, 2024

Cognitive Behavioural Therapy and its Application to Anxiety II

- [Student Presentations 1:](#)
- Reading: McKay, Matthew, Skeen, Michelle, and Fanning, Patrick. 2017. *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications. (Ch.7-11)
- Practice Counselling with CBT

Week 6: Oct. 17, 2024

MBCT (Mindfulness-based Cognitive Therapy)

- [Student Presentations 2:](#)
- Reading:
 - Sears, Richard W. & Segal, Zindel V. *Building competence in mindfulness-based cognitive therapy : transcripts and insights for working with stress, anxiety, depression, and other problems*. New York : Routledge, 2015. (e-book, Uof T)

Edited July 2, 2024

- Practice Counselling with MBCT

Week 7: Oct. 24, 2024

Dialectical Behaviour Therapy and its Application to Anxiety I

- Student Presentations 3:

- Reading: Van Dijk, Sheri. 2012. *DBT Made Simple: A Step by Step Guide to Dialectical Behavior Therapy*. New Harbinger Publications. (Ch. 1-6)
- Book Chapter: Gratz, et al. 2005, "Applying DBT Mindfulness Skills to the Treatment of Clients with Anxiety Disorders," in *Acceptance and Mindfulness-based approaches to Anxiety: Conceptualization and Treatment*. Edited by Susan M. Orsillo & Lizabeth Roemer, Springer Science +Business Media, LLC: Ch. 6, pp.147-161 (PDF in Quercus) also in electronic copy available in U of T.

Reading Week (No Class)

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Week 8: Nov. 7, 2024

Dialectical Behaviour Therapy and its Application to Anxiety II

- Student Presentations 4:

- Reading: Van Dijk, Sheri. 2012. *DBT Made Simple: A Step by Step Guide to Dialectical Behavior Therapy*. New Harbinger Publications. (Ch. 7-12)
- Practice Counselling with DBT

Week 9: Nov. 14, 2024

Acceptance and Commitment Therapy and its Application to Anxiety I

- Student Presentations 5 : Illness Anxiety Disorder (formerly Hypochondriasis)

- Reading: Harris, Russ. 2019. *ACT Made Simple*. 2nd edition. Forward by Steven C. Hayes. New Harbinger Publications. (Ch. 1-16)
- Video: Working With Depression and Anxiety With Acceptance and Commitment Therapy - <https://psyctherapy-apa-org.myaccess.library.utoronto.ca/apa/view/777700244-001>
- Journal article: Vollestad et al 2012 Mindfulness and Acceptance for Anxiety Meta (PDF in Quercus)

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Week 10: Nov. 21, 2024

Acceptance and Commitment Therapy and its Application to Anxiety II

- **Student Presentations 6:**

- Reading: Harris, Russ. 2019. *ACT Made Simple*. 2nd edition. Forward by Steven C. Hayes. New Harbinger Publications. (Ch. 17-32)
- Journal Article: Arch et al 2012 CBT and ACT for Anxiety (PDF in Quercus)
- Practice Counselling with ACT

Week 11: Nov. 28, 2024

ACT for Spiritual Care

- Readings: Nieuwsma, J., R. Walser, S. Hayes, & S. Tan. 2016. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press. (Ch. 1-8)
- Practice Counselling with ACT for Spiritual Care

Week 12: Dec. 5, 2024

Spiritual Integration of CBT, DBT, ACT for Worry and Anxiety

- Readings: Nieuwsma, J., R. Walser, S. Hayes, & S. Tan. 2016. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press. (Ch. 9-16)
- *Readings:* - Journal article: Koenig et al 2015 Religiously Integrated CBT Depression (PDF in Quercus)

Evaluation

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

Requirements

Format for all papers:

- Use 12 point font, Times New Roman, double spaced with one inch margins
- Include a Title page with first and last name, course title, instructor name, assignment title and date (Title page is not counted as a number of pages of each paper.)
- Include a Header for all remaining pages
- 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 KNP3531H Quercus site using a word.docx and the instructor will put all comments and feedback directly onto your paper.

Assignment and Evaluative Criteria

1. Preparation, participation, reading (10%) – Students will be expected to come to class prepared, having completed the required reading, and be ready for small group discussions and activities. Attendance is a requirement for this course as is peer-based skills practice for developing clinical skills.

2. Book Reflection Paper (15%) – Due on Sep. 25, 2024

Daniel Smith, *Monkey Mind: A Memoir of Anxiety*.

Write a five-page, double-spaced reflection paper after reading the book.

- 1) Briefly summarize the premise of the book, note strengths and weaknesses (25%)
- 2) What therapeutic modalities can you find in the book? For whom, for what symptoms and situations, were the modalities used? What was the result? (25%)
- 3) What spiritual themes are present in the book explicitly or implicitly, as the causes, symptoms, and treatments of anxiety? (25%)
- 4) Focus the reflection on how this book impacted you personally and professionally, demonstrating how your reflection relates to the book's contents. (25%)

3. Group Presentation (25%) – will be scheduled in the class. Students present in dyads. Choose one of the topics listed below. The treatment should also include spiritual integration and theological reflection. Prepare a 20-minute presentation on the content, followed by a 10 minute integration exercise in which the class will participate, followed by 10 minutes of questions and discussion. Please provide a one-page summary for class members so that they can focus on your content. You will have 40-45 minutes in total for your presentation so please pay close attention to time.

Rubrics: Comprehensive understanding and clear delivery of the topic (15%)

Leading the relevant integrative exercise (5%)

Leading the questions and discussion time (5%)

Topics: (Choose one from among the following)

- 1) Panic Attacks and Panic Disorder with CBT
- 2) Obsessive-Compulsive and Related Disorders with CBT
- 3) Substance Use Disorder (SUD) with DBT
- 4) Borderline Personality Disorder (BPD) with DBT
- 5) Shyness and Social Anxiety Disorder with ACT
- 6) Illness Anxiety Disorder (formerly Hypochondriasis) - listed under "Somatic Symptom and Related Disorders" in the DSM-5 with ACT

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4. Critical Book Reviews (15%) – Students will write a 3-page book review on three textbooks - each book review (5%).

You need to demonstrate how your findings relate to the contents of the book. Have no footnote or endnote but the author's name and page in the bracket, for example, (McKay, p.45).

1. Who is this book for and how could it be used? Note the strengths and limitations of the book.
2. What might be the implications for clinical work and spiritual care and psychotherapy?
3. How did the content of the book impact you personally and professionally?

Due on:

- 1) The CBT Anxiety Solution Workbook: Oct. 9, 2024
- 2) DBT Made Simple: Nov. 6, 2024
- 3) ACT Made Simple: Nov. 20, 2024

5. Final paper (35%) – Due on December 12, 2024

Complete a 10-page, double-spaced paper. Include a separate title page and reference page. Please choose either the research paper or the case study option (not both)! You need to relate your findings to the theories you have learned in this course. Have no footnote or endnote but the author's name and page in the bracket (McKay, p.45).

Option One – Case Study

Watch one of the following movies:

- The King's Speech 2012 (with Colin Firth) ---- Amazon
- Safe 1995 (with Julianne Moore)
- As Good as it Gets 1997 (with Jack Nicholson) ---U of T
- 28 Days (with Sandra Bullock) – U of T

Imagine you are the main character's therapist. Write a case study with the following categories:

1. Background (1 page)

Describe the main character and their circumstances.

2. Assessment (2-3 pages)

General Assessment (e.g., how do you assess their disorders or symptoms?) Describe how their disorder/symptom is impacting their life and the lives of those around them – cognitively, emotionally, physiologically, and spiritually. How is it affecting their vocation, relationships, and quality of life? How long have they been living with this? Who are the important people in their life that form a support system? Where do you see resilience? What are the strengths that they can draw upon? What gives them hope?

Specific assessment (e.g., When do anxiety attacks mostly occur, where, who is present or absent, how long do they last, what are the immediate symptoms, what are the consequences, what could be reinforcing the symptoms (i.e., how does the client benefit from them)? What seems to mitigate, calm or reduce the symptoms? Were there any antecedent events? Are there triggers for anxiety attacks? What have they tried that has not been successful? What seems to be somewhat successful?

3. Theoretical Foundation (1 page)

Describe the form of therapy you will be applying with this client (CBT, DBT, or ACT to the main character) and summarize the therapeutic approach. Indicate why you are choosing this form of therapy for this particular client.

4. Planning and Intervention (2-3 pages)

Describe the specific intervention you will be applying (you can include sample worksheets if you choose). Outline the anticipated process of therapy. What do you anticipate will happen?

5. Spiritual/theological reflection on the case study (1 page)

6. References

Evaluative Criteria	Points
<p>This criterion is linked to a Learning Outcome Organization and Format A logical, detailed, and flowing self-reflective essay with an inviting introduction and solid conclusion paragraph Solid use of APA format with corrective spelling and syntax.</p>	5
<p>Assessment General Assessment (e.g., how do you assess their disorder?) Describe how their disorder impacts their life and those around them – cognitively, emotionally, physiologically, and spiritually. How is it affecting their vocation, relationships, and quality of life? How long have they been living with this? Who are the important people in their life that form a support system? Where do you see resilience? What are the strengths that they can draw upon? What gives them hope? Specific assessment (e.g., When do anxiety attacks mostly occur, where, who is present or absent, how long do they last, what are the immediate symptoms, what are the consequences, what could be reinforcing the symptoms (i.e., how does the client benefit from them)? What seems to mitigate, calm or reduce the symptoms? Were there any antecedent events? Are there triggers for anxiety attacks? What have they tried that has not been successful? What seems to be somewhat successful?</p>	10
<p>Theoretical Foundation Describe the therapy you will be applying with this client (CBT, DBT, or ACT to the main character) and summarize the therapeutic approach. Indicate why you are choosing this form of therapy for this particular client.</p>	5

Planning and Intervention Describe the specific intervention you will be applying (you can include sample worksheets if you choose). Outline the anticipated process of therapy. What do you anticipate will happen?	10
Spiritual/Theological Reflection Spiritual/theological reflection on the case study	5

OR

Option Two – Research Paper

The paper will evaluate the outcome literature for one of the following – the application of CBT, DBT, or ACT to persons experiencing worry and anxiety.

Outcome literature refers to research studies that evaluate the effectiveness of a particular form of therapy as applied to a particular group of people experiencing particular symptoms. You may also use books and websites. Your paper will reference a minimum of five to eight peer-reviewed journal articles in addition to any books and websites. Please see the following website for a simple description of how to write a research paper that is either expository or analytical (not argumentative).
<https://www.grammarly.com/blog/how-to-write-a-research-paper/>

Process:

1. Topic – choose a topic you are interested in
2. Research – Look for empirical research on your topic from peer-reviewed journals. Use an academic database like PSYCHinfo. Please consult a librarian. You may also use books and websites. Include a minimum of five to eight peer-reviewed journal articles referenced in your paper.
3. Body of the paper – Provide an introduction that summarizes your topic and includes your thesis. Briefly summarizes the particular form of therapy you are researching. As you comment on research studies also briefly describe the study at hand followed by the results.
4. Brief spiritual/theological reflection from your perspective on the content
5. Conclusions
6. References

Grading System

- 1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the TST BD Handbook):
 - 90-100 (A+) Exceptional
 - 85-89 (A) Outstanding
 - 80-84 (A-) Excellent
 - 77-79 (B+) Very Good
 - 73-76 (B) Good
 - 70-72 (B-) Acceptable
 - 0-69 (FZ) Failure
- Please see the handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Policies

“Trigger” warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational 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 “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter. In this 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 are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A

student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. **Late submission of assignments:** 1 point to be deducted per day unless you have permission from the instructor. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner. 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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Inclusive Language. Knox College has an inclusive language policy, available at https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. 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

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is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. 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: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of Generative AI, e.g., ChatGPT

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing assistants, is prohibited, and will be considered an academic offense.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

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. 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. Students in non-conjoint programs should contact the Registrar of their college of registration.

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 in conjoint programs 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 for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Course Learning Objectives/Outcomes

BD Level

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

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
1. Be able to incorporate spiritual integration into CBT, DBT, and ACT modalities and theological Reflection	Case Study, Discussion
2. Understand and describe CBT, DBT, and ACT and make therapeutic interventions using these three modalities	Case Study, Group Presentation, Role Playing
3. Be able to understand how CBT, DBT, and ACT impact you personally and professionally	Book Reflection, Book Reviews
4. Demonstrate competency in research on the treatment of an anxiety related disorder with CBT, DBT or ACT	Case Study, Group Presentation

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
MDiv	MTS	MPS
<input type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i>
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i>
<input type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i>

<input type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God’s work and justice in a diverse and changing world. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i>
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TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge	Will understand and be able to describe Cognitive Behavioural Therapy (CBT) as a therapeutic modality	<i>Lectures, readings, seminars</i>
2. Knowledge of methodologies	Will be able to identify the main tenets of Dialectic Behavioural Therapy (DBT) and Acceptance and Commitment Therapy (ACT) as theoretical approaches to counselling practice	Lectures, readings, seminars
3. Application of Knowledge	Will be able to apply CBT, DBT, or ACT to a case study and integrate assessment planning and intervention skills	Role playing, Case Study
4. Communication Skills	Will be able to co-lead the presentation to develop a treatment for anxiety related disorder	Discussion, Group Presentation
5. Awareness of Limits of Knowledge	Will be able to critically reflect upon these three forms of therapy	<i>Book Reviews</i>
6. Autonomy and Professional Capacity	Will be able to research on a chosen topic and develop a therapeutic plan for	<i>Role Playing, Case Study</i>

CRPO Entry to Practice competencies

CPRO competency	Demonstrated through	Discipline specific student learning outcome
CRPO competencies 1.1, 1.2, 1.3	Lectures, discussion in class, critical book report, case study and/or research paper	Students will gain knowledge of Cognitive Behavioural Theory and two theories that have emerged from CBT – Dialectic Behaviour Therapy and

		Acceptance and Commitment Therapy. - able to identify the strengths and limitations; able to state the appropriate populations to apply CBT, DBT or ACT in relation to the experience of anxiety; become familiar with the DSM-V-TR diagnostic category of anxiety disorders.
CRPO competencies 1.4, 1.5, 2.1, 2.2, 2.3	Lectures, class participation in role play, discussions, reflection journals, and research paper or case study	Students will consider the concept of worry and anxiety from a cultural and spiritually diverse perspective. They will assess the helpfulness of their own and other's responses in relationships of care.
CRPO competency 1.5	Reflection papers and class discussion	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.
CRPO competencies 4.1 4.2, 4.3, 4.5, 4.7	Lectures, role plays and class discussion	Students will learn to structure the therapy process, set goals, and facilitate effective closure.
CRPO competencies 5.1, 5.2	Research paper, Case Study	Students will write either a research paper on CBT, DBT, ACT or a case study using one of these therapies. Students will read peer viewed journal articles. Readings will inform the case study papers or research paper