

**Course Syllabus**  
**KNP1512 – Foundations in Counselling and Spiritual Care Practice**  
**Knox College**  
**Toronto School of Theology**  
**Fall 2024**

***Instructor Information***

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***Course Identification***

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Course Number: KNP1512HF  
Course Format: *In person*  
Course Name: Foundations in Counselling and Spiritual Care Practice for Helping Professionals  
Course Location: Knox College, Room 4  
Class Times: Tuesdays 2:00-5:00pm  
Prerequisites: None

***Course Description***

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Strong and effective counseling skills are crucial for all helping professionals (therapists, spiritual care practitioners, congregational leaders). This course will combine lectures with experiential learning to provide helping professionals with foundational skills: building rapport, empathetic listening, effective questioning, guiding and structuring sessions, formulating treatment plans, and integrating spirituality. Students will also be introduced to the basic tenets of certain therapeutic modalities, including Person-Centered, Humanistic, Existential, and Solution Focused approaches. We will explore how self-awareness of our own values, beliefs, and biases can promote culturally-sensitive practice, while also learning the basic tenets of spiritually-oriented assessment and intervention to promote healing and wholeness. Finally, students will learn skills for making referrals, and crafting effective therapeutic endings. The content of the course aligns with the competencies of the College of Registered Psychotherapists and the Canadian Association for Spiritual Care.

Methodologies include lectures, discussion (whole class and small groups), case studies, experiential learning (i.e. simulations, role plays) and reading/journaling. Students will utilize practice groups and practice partners during class time to develop counselling skills.

## Course Resources

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### Required Course Texts

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

- Hutchinson, D. (2022). *The Essential Counsellor: Process, Skills and Techniques, 4th edition*. San Diego, CA: Cognella Academic Publishing. (Available for print or electronic purchase through the publisher at <https://store.cognella.com> or through Amazon as a paperback. Copy of text in Knox Library.)
- Maginley, D. (2016). *Beyond Surviving: Cancer and Your Spiritual Journey*. Halifax, NS: Tristen Press.
- Yalom, I. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Perennial.
- Bannink, F. *1001 Solution-Focused Questions*. New York: W.W. Norton & Company.

### Select Bibliography

Aten, J.D., McMinn, M., & Worthington Jr. E. (2011). *Spiritually Oriented Interventions for Counseling and Psychotherapy*. Washington, DC: American Psychological Association.

Cadge, W., & Rambo, S., eds. (2022). *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction*. Chapel Hill: University of North Carolina Press.

Fife, S., Whiting, J., Bradford, K., & Davis, S. (2014). "The Therapeutic Pyramid: A Common Factors Synthesis of Techniques, Alliance, and Way of Being." *Journal of Marital and Family Therapy* 40(1): 20–33.

Jung, C.G. (1951). "Appendix: On Synchronicity." *In Vol. 8 of The Collected Works of C.G. Jung: The Structure and Dynamics of the Psyche*. Pages 520-531.

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

### 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)***

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

### **Week 1**

*September 10*

#### **Introduction: Self, Other, and Spirit**

Readings: Hutchinson, Ch 1  
Fife et al (2104) "The Therapeutic Pyramid" (on Quercus)  
Shedler (2010) "The Efficacy of Psychodynamic Psychotherapy"  
(on Quercus)  
Maginley, Part One, pp.1-54

CRPO Competencies:

<https://www.crpo.ca/wp-content/uploads/2017/08/RP-Competency-Profile.pdf>

CASC Competencies:

<https://www.spiritualcare.ca/uploads/1/3/9/8/139872819/competencies-of-casc-acss-certified-professionals-june-2019.pdf>

CRPO Standard 3.7:

<https://www.crpo.ca/standard-3-7/>

Topics: CRPO and CASC Competencies  
Safe and Effective Use of Self  
The Bio-Psycho-Social-Spiritual Model  
Therapeutic Modalities  
Common Factors  
Gender and Sexuality

### **Week 2**

*September 17*

#### **Therapeutic Relationship: Openings**

Readings: Hutchinson, Ch 2  
Maginley, Part Two, pp. 57-101

Skills: Nonverbal Behaviour  
Fact-finding (Closed) Questions  
Engagement (Open-Ended) Questions  
Silence  
Simple Prompts

### **Week 3**

*September 24*

#### **Therapeutic Relationship: First Steps**

Readings: Hutchinson, Ch 3  
Jung, "Appendix: On Synchronicity" (on Quercus)  
Stairs, Listening for the Soul, Chapter 1 (on Quercus)  
Maginley, Part Three, pp. 115-151

Skills: Empathy  
Deep Listening  
Reflecting and Paraphrasing  
Reflecting Feelings  
Self-Differentiation and Boundaries

## **Week 4**

*October 1*

### **Social Location and Ethics**

Readings: Hutchinson, Ch 4  
Schipani, Ch 2: Aboriginal Caregiving (on Quercus)  
Maginley, Part Four, pp. 155-226

Topics: Intersectional Power Dynamics  
Multicultural Awareness  
Multireligious Awareness

## **Week 5**

*October 8*

### **Therapeutic Process: Mapping the Journey**

Readings: Hutchinson, Ch 5  
Aten et al., Ch 5: Spiritual Assessment (on Quercus)  
Bannink, Ch 1: Solution-Focused Interviewing

Skills: Psychological Assessment  
Spiritual Assessment  
Strengths-Based Goal Setting  
Action Planning

**Book Review on Maginley is Due Fri Oct 11**

## **Week 6**

*October 15*

### **Therapeutic Process: Journeying Together**

Readings: Hutchinson, Ch 6  
Bannink, Ch 3: The First Session  
Aten et al., Ch 1: Meaning Making (on Quercus)

Skills: Focusing  
Personalizing to Promote Responsibility  
Immediacy  
Self-disclosure  
Using hunches  
Affirming and validating  
Using Challenges  
Meaning Making

## **Week 7**

October 22

### **Therapeutic Process: Working Toward Goals**

Readings: Hutchinson, Ch 7  
Bannink, Ch 4: The Subsequent Session  
Cadge & Rambo, Ch 5: Meaning Making and Ritual (on Quercus)

Skills: Examination of Action-Consequence Sequences  
Reorganizing Unhelpful Thought Patterns  
Reframing  
Paradox  
Relaxation Training  
Mindfulness  
Role-Playing  
Brainstorming and Little Experiments  
Homework  
Appealing or Cheerleading  
Use of Ritual

**Spiritual Identity Paper Due Fri Oct 25**

## **Reading Week**

Oct 28 – Nov 1

Reading: Yalom, *The Gift of Therapy*  
**Complete SPE Learning Module**

## **Week 8**

November 5

### **Therapeutic Process: Advanced Skills**

Readings: Hutchinson, Ch 8  
Dykstra, "Therapeutic Imagination..." (on Quercus)  
Von Franz on Dreams (on Quercus)

Topics: Narrative, Poetry, Symbolism, and Interpretation  
Dreamwork  
Humour  
Dance and Movement  
Music  
Visual Arts  
Sandplay  
Philosophy  
Journaling and Creative Writing  
Mystery  
Working with Children and Adolescents

## **Week 9**

November 12

### **Professional Self-Care**

Readings: Hutchinson, Ch 12

Topics: **Meet with partners for counselling simulation**

## **Week 10**

November 19

### **Crisis Care**

Readings: Hutchinson, Ch 9

Levine, Ch 16: Emotional First Aid (on Quercus)

Roberts & Ashley, Intro: Disaster Spiritual Care (on Quercus)

CRPO Duty to Warn Document (on Quercus)

Suicide and Self-Harm Risk Assessment Tools:

<http://depts.washington.edu/uwbrtc/resources/assessment-instruments/>

Other Screening Tools (browse these):

<https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html>

Judith Herman on Trauma (FaithTrust Institute):

[https://youtu.be/EY\\_1gIJI0](https://youtu.be/EY_1gIJI0)

Topics: Disaster Spiritual Care

CRPO Duty to Warn/Report

Suicide, Self-Harm, and Risk Assessment

Domestic Violence

Trauma

## **Week 11**

November 26

### **Challenging Clients**

Readings: Hutchinson, Ch 10

Bannink, Ch 2: Motivation and Cooperative Relationship

Rohr, "Breathing Under Water" (on Quercus)

Watch Video on Managing Trauma and Drug Use (1hr 30min):

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991106255440406196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106255440406196)

Borderline Symptom List:

<http://depts.washington.edu/uwbrtc/resources/assessment-instruments/>

Topics: Reluctant Clients

Conflict

Substance Use and Comorbidity

12-Step Spirituality

Motivational Interviewing

"Borderline" and other Personality Disorders

## **Week 12**

December 3

### **Ending Well: Closure and Referrals**

Readings: Hutchinson, Ch 11

Skim CRPO Standards:

<https://www.crpo.ca/standards-regulations/>

Topics: Appropriate Endings

Sensitive Referrals

CRPO Professional Practice Standards (2024)

## **Exam Week**

**Peer Counselling Role Plays Due Tues Dec 10**

## **Evaluation**

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Format for all papers:

- Use 12-point font, Times New Roman, double spaced, with one-inch margins. Any verbatim sections or quotations longer than four lines should be single spaced.
- Include a title page with your first and last name, course title, instructor name, assignment title and date.
- Number all pages, beginning with page one on the page after the title page.
- Cite sources in Chicago/Turabian format and include a full reference list at the end of the paper.
- Completed papers should be uploaded to the KNP1512 Quercus site in word (.docx) format and the instructor will put all comments and feedback directly onto your paper.

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

### **(1) Preparation and Participation (20%)**

Students are expected to come to class prepared, having completed the required reading, and to be ready for small group discussion and application of clinical skills in role plays. Quality of verbal contributions is valued over quantity. Attendance is a necessary requirement for this course.

### **(2) Book Review of *Beyond Surviving* (25%) 6-8 double-spaced pages. Due: Fri Oct 11**

- a) Briefly summarize the contents of the book. You will not be able to include everything in this summary, so note what stood out to you as unique, important, and interesting, and attempt to encapsulate the spirit of the book.
- b) Reflect on how the book impacted you personally and spiritually.
- c) Note key insights from the book that you will bring into your practice of spiritual caregiving.
- d) Describe Maginley's understanding of death, and reflect on whether you find the evidence for NDEs convincing.
- e) What effect does Maginley's belief in NDEs, and the soul's survival of bodily death, have on his practice of caregiving, and on his theological understanding of the Christian doctrine of atonement? Do you agree with Maginley on this point?

**(3) Spiritual Care Identity and Areas of Continued Growth (20%)** 5-6 double-spaced pages. **Due: Fri Oct 25**

Include the following elements in your paper, and please be concise:

- a) Describe your definition of spiritual caregiving and therapy.
- b) Briefly describe how you make room for those of other spiritual and/or religious traditions from within your own tradition.
- c) Briefly describe the ways in which your spiritual and religious beliefs and practices have changed over your lifetime.
- d) Describe the development of your sense of calling to the work of therapy and spiritual care.
- e) Describe your present growing areas both theologically and spiritually.
- f) Describe three learning goals that you would like to focus on in your first/next practicum?  
Link your goal(s) with one or more CASC and/or CRPO competencies.

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

**(4) Peer Counselling Role Play (35%)** 9-11 double-spaced pages. **Due: Tues Dec 10**

In groups of three you will record (through Zoom is likely easiest) three different 20-minute role plays with a 10-min debrief. Suggested scenarios will be provided for you to choose from or you can collectively create your own “low intensity” scenario. You will rotate roles between each role play so that each person plays the careseeker, the caregiver, and the silent observer. The bulk of your assignment will be based on the role play in which you are the caregiver. You will reflect on your learning/experience as a caregiver through a case study (following the format provided). Please remember that your case study reflection on the role play and the learning demonstrated there is more important than doing a “perfect” role play. Also, keep in mind that the role play does not need to deal with intense issues to be helpful and effective. **Please place a link to your video at the beginning of your reflection paper.**

### Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale:

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate Conjoint Degree handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

### ***Policies***

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***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. You must be in contact with the instructor prior to the due date to secure an extension for your submission. Be proactive and ask for what you need if circumstances are preventing a timely submission. Otherwise, assignment grades will decrease by a percentage point per day.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); 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 and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week 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](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 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.** 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.

**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 assignments before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me 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 must 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.

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

### **Basic Degrees – Knox and TST**

<b><i>This course has the following course-level learning outcomes</i></b>	
<b>Outcome</b>	<b>Evaluation</b>
1. Demonstrate foundational knowledge of counselling and spiritual care theories.	Participation; Book Review; Identity Paper; Counselling Role Play
2. Demonstrate foundational counselling and spiritual care skills.	Participation; Book Review; Identity Paper; Counselling Role Play
3. Demonstrate awareness of personal and professional identity, including growing edges.	Participation; Book Review; Identity Paper; Counselling Role Play
4. Demonstrate the ability to synthesize readings and lecture material in assignments.	Participation; Book Review; Identity Paper; Counselling Role Play

<b><i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i></b>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input checked="" 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> Book Review; Identity Paper	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	<input checked="" 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> Book Review; Identity Paper; Counselling Role Play
<input checked="" type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> Book Review; Identity Paper	<input checked="" 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> Book Review; Identity Paper; Counselling Role Play
<input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i>	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Preparation and Participation	<input checked="" type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Identity Paper; Counselling Role Play

Book Review; Identity Paper; Counselling Role Play		
<input checked="" 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> Book Review; Identity Paper; Counselling Role Play	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> Preparation and Participation; Book Review; Identity Paper; Counselling Role Play	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Preparation and Participation; Book Review; Identity Paper; Counselling Role Play
<b>TST BASIC "DEGREE LEVEL EXPECTATIONS"</b>	<b>CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)</b>	<b>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</b>
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play
<b>2. Knowledge of methodologies</b>	Course goals 1 and 4.	Book Review; Identity Paper; Counselling Role Play
<b>3. Application of Knowledge</b>	Course goals 2 and 3.	Book Review; Identity Paper; Counselling Role Play
<b>4. Communication Skills</b>	Course goal 4.	Participation; Book Review; Identity Paper; Counselling Role Play
<b>5. Awareness of Limits of Knowledge</b>	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play
<b>6. Autonomy and Professional Capacity</b>	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play

### CRPO Entry to Practice Competencies

CPRO competency	Demonstrated through	Discipline specific student learning outcome
(CRPO competencies: 1.1, 1.2, 1.3)	Discussion in class, role plays, and written submissions.	Students will gain knowledge of the theories that undergird basic counselling skills. They

		will learn solution-focused therapy from constructivist tradition in depth and be able to identify the limitations.
(CRPO competencies: 1.4, 1.5, 2.1, 2.2, 2.3)	Discussion in class, role plays, and written submissions.	Students will engage constructively in a reflective community of learners. They will assess the helpfulness of their own and other's responses in relationships of care.
(CRPO competencies: 2.1, 2.2, 3.1, 3.2, 3.5, 3.10, 4.6)	Discussion in class, role plays, and written submissions.	Students will demonstrate clear and effective communication, interview techniques, rapport building and listening skills and know when to refer, and the closure process
(CRPO competency 1.5)	Discussion in class, role plays, and written submissions.	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)	Discussion in class, role plays, and written submissions.	Students will learn to structure the therapy process, set goals, and facilitate effective closure
(CRPO competencies: 5.1, 5.2)	Discussion in class, role plays, and written submissions.	Students will read relevant texts and journal articles. Readings will inform the case studies in written submissions.

**CASC Competencies**

Students are encouraged to familiarize themselves with the “Competencies of CASC/ACSS Certified Professionals” at <https://www.spiritualcare.ca/uploads/1/3/9/8/139872819/competencies-of-casc-acss-certified-professionals-june-2019.pdf>. CASC competencies are distinct from CRPO competencies although there is significant overlap. The Canadian Association for Spiritual Care (CASC) is a professional organization that offers education, certification, and professional networking mainly for chaplains, spiritual care practitioners, and psychospiritual therapists. The College of Registered Psychotherapists of Ontario (CRPO) is a professional licensing college under the Ministry of Health,

established to protect the public by maintaining and enforcing professional practice standards. Certification in CASC does not confer registration in CRPO or vice versa.