

Course Syllabus
KNP3521HS/KNP6521– Psychotherapeutic Theories for Spiritual Care and Counselling
Knox College
Toronto School of Theology
Winter 2025

Instructor Information

Instructors:	Glenn McCullough, RP, PhD (Section Two KNP3521 L0101 and KNP6521 L0101) and Angela Schmidt, RP, DMin (Section One KNP3521 L6201 and KNP6521 L6201 on Monday mornings and Section Three KNP3521 L0102 and KNP6521 L0102 on Wednesday evenings from 600 – 900 with possibly moving to 530 if all agree
Teaching Assistants:	Konnie Vissers (Section One on Mondays) ; Sileen Phillips (Section Two on Tuesdays); Luna Harlow (Section Three on Wednesdays)
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Office Hours:	By appointment

Course Identification

Course Number:	KNP3521HS/KNP6531HS
Course Name:	Psychotherapeutic Theories for Spiritual Care and Counselling
Course Location:	Section One On-Line through zoom Section Two In person (Room 4 Knox) Section Three is In Person (Room 4 Knox College) – link on Quercus
Class Times:	Section One Mondays 1000 – 1300 Section Two Tuesdays 1400 – 1700 (2:00– 5:00 pm) Section Three Wednesday evenings 1800 – 2100 (600 pm-900 pm unless the class votes unanimously to start at 530 pm and end at 830 pm.
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 and test.

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

1. Corey, Gerald. (2023). *Theory and practice of counseling and psychotherapy*, Eleventh Edition. Soft cover. Caversham will have texts in by the beginning of January. To order, contact Caversham Booksellers – click on link or call 416-944-0962

<https://www.cavershambooksellers.com/search/9781328662057>

You may order an electronic copy from the Cengage publisher (about 75\$ cheaper but you only have access for a limited time). <https://www.cengage.ca/c/theory-and-practice-of-counseling-and-psychotherapy-11e-corey/9780357764428/?filterBy=Student>.

You also may find a used copy on Amazon or another used bookstore of the 10th edition.

Could try alternative text that we are considering for next year called "Counseling Theory and Practice" by Edward Neukrug and Danica Hays (2023 Third Edition). It is available for electronic purchase or soft cover purchase through the publisher – Cognella Academic Publishing.

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 or

purchase a copy through Caversham Booksellers located at Harbord and Spadina; You can order your copy with the following link:

<https://www.cavershambooksellers.com/search/9780357764428>

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.

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.
- Norcross, J. & Alexander, E. (2019) A Primer on Psychotherapy Integration. (3rd Edition). In Handbook of Psychotherapy Integration.
- 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>
- Schmidt, A. E., & O'Connor, T. S. J. (2024). Exploring Spiritually Integrated Psychotherapy as a Modality: How it is Evolving in the Ontario, Canada Context and the Relevance of Contributions from the Fields of Theology and Spiritual Care. *Journal of Pastoral Care & Counseling*, 78(3). <https://doi.org/10.1177/15423050241275475>
- 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.

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 Schedule

WEEK 1

Jan 6,7,8, 2025 **Introduction and Orientation**

- Introduction to the course/syllabus/text and readings
- Timeline of theories 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:

Read Corey Chapter 1 Introduction and Overview

Chapter 2 The Counselor: Person and Professional – A review of Intro to Counselling course

*Chapter 3 Ethical Issues in Counselling Practice – *If you have not completed the Professional Ethics course please read this chapter

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/>)

Alternative read - Neukrug and Hays. Chapters 1 (Introduction and Overview)

WEEK 2

Jan 13, 14, 15, 2025

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

Schmidt and O'Connor (2024) article on Quercus

Norcross and Alexander (2019) article on Quercus

Begin reading Gottleib book

WEEK Three Jan 20,21,22, 2025 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:**Begin reading Gottlieb**

Corey, Chapter 4: Psychoanalytic Therapy

Shedler, J. (2010). The efficacy of psychodynamic therapy. *American Psychologist* 6(2): 98-109.

American Psychological Association

Alternative Text – N & H, Chapter 2: Psychoanalytic Therapy

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 4Jan 27,28, 29, 2025 **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

Capuzzi and Stauffer, Chapter 4: Jungian Analytical Theory pp.109-133 (24 pages)

**McLean (2022) article on Quercus

Finish Reading Gottlieb Book

Alternative Text reading – N & H, Chapter 3 and 4: Jungian and Adlerian Therapy

WEEK 5Feb 3,4,5 2025 **Existential and Humanistic Theory**

- **Book Report is Due on Friday February 7, 2025**
- Victor Frankl and the role of existential meaning
- Carl Rogers and the person-centred approach

Required Reading for Class:

Corey, Chapter 6: Existential Therapy
 Corey, Chapter 7: Person-Centred Therapy
 Interview with Irvin Yalom on Quercus

Alternative Text Reading - N & H, Chapter 5: Existential Therapy
 N & H, 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 ¼ hours)

WEEK 6

Feb 10,11,12, 2025 **Cognitive Behavioral Theory**

- CBT
- Mindfulness Based Cognitive Behavior Therapy or Mindfulness based stress management (MBSM)

Required Reading for Class:

Corey, Chapter 10: Cognitive Behavior Therapy

**Roze des Ordons article on Quercus

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

Alternative Text - N & H, Chapter 9: Cognitive Behavior Therapy

WEEK 7 Feb 17 - 23, 2025 **Reading Week – NO CLASS**

WEEK 8

Feb 24,25,26, 2025 **Third Wave CBT**

Updated Dec 2, 2024 (AS)

- **Paper Proposal Due on Friday March 7, 2025**
- Dialectical behavior therapy (DBT)
- Acceptance and commitment therapy (ACT)

Required Reading and viewing for Class:

N & H, Chapter 14, Dialectical Behavior Therapy - on Quercus

N & H, Chapter 15, Acceptance and Commitment Therapy – on Quercus

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

https://librarysearch.library.utoronto.ca/discovery/fulldisplay?docid=alma99110594958860619&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:*

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 3, 4,5, 2025 **Family Systems Theory**

- Murray Bowen and multigenerational family therapy
- Internal Family Systems Theory

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 10,11,12, 2025

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

Alternative text reading - N & H, Chapter 11: Narrative Therapy

N & H, Chapter 12: Solution Focused Therapy

Counselling and Therapy in Video, Volume 1. Solution focused therapy / with Berg ; [a production of Communications Services, Governors State University].

[https://search-alexanderstreet-](https://search-alexanderstreet-com.myaccess.library.utoronto.ca/view/work/bibliographic_entity%7Cvideo_work%7C1778915)

[com.myaccess.library.utoronto.ca/view/work/bibliographic_entity%7Cvideo_work%7C1778915](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.

Online Source:

Black Dog - Narrative Externalizing Black Dog – Narrative Externalizing

<https://dulwichcentre.com.au/lessons/externalising/>

WEEK 11

March 17,18,19, 2025

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:

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>

Updated Dec 2, 2024 (AS)

Alternative text – N & H Chapter 16 – Neurocounselling

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 24,25,26, 2025

Finding a Theoretical Home

- 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

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

WEEK 13

March 31, April 1,2, 2025

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 Monday April 7th, 2025

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.

Updated Dec 2, 2024 (AS)

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 (25%)

Due: Friday Feb 7, 2025 (title page, 7-10 pages, including reference list, double spaced, one inch margins, 12 point times new times roman font, citations in APA format). Using Gottlieb's book, explore the concepts of transference and countertransference, boundaries in counselling and spiritual care practice, and engaging supervision in counselling and spiritual care practice.

 - Briefly summarize the book content. 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 peer-review articles and texts to inform your descriptions.
- Describe how each of the four concepts are used or addressed in psychotherapy in the book, providing specific examples from the book.
- How did the book impact you personally? How might your learnings impact your future psychotherapeutic practice?

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:

- Who is the founder/developers of the model?
- What are the important ideas? Describe the theory and therapeutic goals.
- How are problems in living defined and how is change possible? (Health vs lack of health)
- What is the role of the therapist in this model? Are there specific interventions associated with this model?
- 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?

The Group Experience Reflection is brief and will be graded as complete/incomplete with grade linked to Attendance/Participation Rubric.

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.

Contributions by all group members:

In all groups, members bring different skills. Organizers organize, researchers help to find quality material, creative types bring life to presentations. It is expected that all group members will be present for group presentation meetings and will contribute. The grade is a group grade – however, if a group member does not show up for preparation meetings and expects others to do all of their work, that group member will be docked a letter grade. You are building your leadership and collaboration skills and that requires participation by all group members, each bringing your own unique strengths.

4. **Research Paper on one/or a combination of two theories of psychotherapy** (35%)

Due: Monday, April 7, 2025

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 associated with this modality, and describe 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 using this form of therapy? You can explore SIP based on your own spiritual tradition or practice or spirituality in general.
- 5) Reflect on why this modality resonates with you.

Proposal (Due Friday March 7, 2025) – 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.

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

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).

Policies

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. **One letter grade (four percent) for every week late without expressed permission of 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 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.

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 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 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 and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by me and posted to the course Quercus site. This includes ChatGPT and other AI writing assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

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. 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

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
1. Students will be able to describe one or more counselling modalities in detail and demonstration foundational knowledge of the tenets of the modality	Group Presentation, Final Paper and Class discussion
2. 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	Book Report, Class Discussion
3. Students will <i>able to describe the concepts of spirituality, spiritual care and spiritually-integrated psychotherapy, self-awareness, and SEUS (Safe and Effective Use of Self).</i> And begin to articulate their growing sense of professional identity as spiritually-integrated practitioners.	Class discussion and final paper
4. 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	Book Report, Final Paper, Group Presentation Hand out

A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:

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 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> Final Paper, Class Discussion
<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 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 Report and Final Paper
<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 checked="" type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Book Report, Final Paper and Class Discussion
<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 checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Book Report, Final Paper, Hand out for Group Presentation; Oral portion of Group Presentation
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	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.	<i>Group Discussion</i>
2. Knowledge of methodologies	Students will be able to describe one or more theories in detail to demonstrate a	Group Presentation

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
	clear understanding of the foundational ideas of the theory	Final Paper
3. Application of Knowledge	<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.</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>Final Paper</p> <p>Book Report</p>
4. Communication Skills	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>Group Presentation</p> <p>Book Report</p> <p>Class Discussion</p> <p>Final Paper</p>
5. Awareness of Limits of Knowledge	<i>Students will identify the population for whom a theory is best suited and contraindications</i>	<p><i>Final Paper</i></p> <p><i>Group Presentation</i></p>
6. Autonomy and Professional Capacity	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>Final Paper</p> <p>Lectures and Discussion</p>

Graduate Degrees – TST only

TST GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge	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.	<i>Group Discussion</i>

TST GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
2. Research and Scholarship	Students will be able to describe one or more theories in detail to demonstrate a clear understanding of the foundational ideas of the theory	Group Presentation Final Paper
3. Level of Application of Knowledge	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 reflect on the key concepts of transference, boundaries and supervision and how these impact the therapeutic relationship as well as their future practice.	Final Paper Book Report
4. Professional Capacity or Autonomy	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.	Final Paper Lectures and Discussion
5. Level of Communication Skills	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.	<i>Book Report</i> <i>Group Presentation</i> <i>Class Discussion</i> <i>Final Paper</i>
6. Awareness of the Limits of Knowledge	<i>Students will identify the population for whom a theory is best suited and contraindications</i>	Final Paper Group Presentation

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
1. Foundations: 1.1 Integrate theories of personality and human functioning.	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>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>Students will read Gottlieb’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 book report, class discussion, group presentations and the research paper, 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.</p> <p>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>Book Report and Research paper requires peer reviewed journals and current evidence-based practice; The Group Presentation requires research</p>

CRPO Prescribed Therapies and Therapeutic Categories

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;

- 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>