Course Syllabus

KNP3521HS– Psychotherapeutic Theories for Spiritual Care and Counselling
(Section 6201)
Knox College
Toronto School of Theology
Winter 2026

Instructor Information

Instructor:	Konnie Vissers, PhD ABD
Teaching Assistant:	
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Office Hours:	By appointment

Course Identification

Course Number:	KNP3521HS/KNP6521HS
Course Name:	Psychotherapeutic Theories for Spiritual Care and Counselling
Course Location:	Online
Class Times:	Mondays 10-1
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 role playing -practical demonstration of skills aligned with the various modalities.

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

Please note:

A note about "trigger" warnings: You are preparing for a profession that by its nature presents you

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

Course Resources

Required Course Texts

The Corey text is available for electronic purchase through the publisher – see Library List on Quercus for the link. Or through Amazon (Edition Ten is less expensive because the new 11th edition is just coming out in January of 2023).

Available through Cengage for electronic text or Caversham Booksellers
(Located at Harbord and Spadina; www.cavershambooksellers.com; 416-944-0962)

1. Corey, Gerald. (2023). *Theory and practice of counseling and psychotherapy,* 11th edition. Cengage Learning.
    https://www.cavershambooksellers.com/search/9780357764428

2. Gottlieb, Lori (2019). *Maybe you should talk to someone: A therapist, her therapist and our lives revealed*. Houghton Mifflin Harcourt.   Electronic access through Knox Library or purchase at https://www.cavershambooksellers.com/search/9781328662057

Optional:
Available online through U of T Libraries
3. Capuzzi, David, & Stauffer, Mark (2016). *Counseling and Psychotherapy: Theories and Interventions*, 6th ed. American Counseling Association.

Required Journal Articles or Book Chapters (Posted on Quercus or online available)

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.

Canfield, Brian.(ed) *Intercultural Perspectives on Family Counseling*. Routledge, 2020. (ebook, U of T), Ch.1.

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.

Neukrug, Edward and Hays, Danica. (2023) Counseling Theory and Practice

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.

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

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.

Yalom, Irvin D. The Theory and Practice of Group Psychotherapy, 6th edition. New York: Basic Books, 2020. (UT, eBook), Ch. 2-4.

Optional Primary Source Reading:

Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press. (U of T)

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

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)

Linehan, Marsha. 1993. *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press. (U of T)

Maslow, Abraham. 1964. *Religions, Values, and Peak-Experiences*, Chapter 3: The "Core Religious," or "Transcendent," Experience (pp. 19-29). – on Quercus

Rogers, Carl. 1961. *On Becoming a Person*, Chapter 6: What It Means to Become a Person (pp. 106-124) – on Quercus

Skinner, B.F. (1953). *Science and human behavior. (U of T)*

Smith, E. J. (2013). *Strengths-based therapy: Connecting theory, practice, and skills.* Sage Publications. (Not in U of T)

Tillich, Paul. 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.

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
Introduction and Orientation
● Introduction to the course/syllabus/text and readings
● Timeline of theories of personality and psychotherapy and roots of psychotherapy in cure of souls
● Five psychotherapy categories according to the CRPO (see below)
● Do spiritual caregivers do psychotherapy? (Vanderstelt; Controlled Act…)
● Changing landscape: deinstitutionalization, brief therapy, integrative therapy

Required Reading for Class:
Corey. Chapters 1 (Introduction and Overview)
Chapter 2 (The Counselor: Person and Professional)
Chapter 3 (Ethical Issues in Counselling Practice)
Vanderstelt (2014). Presence or absence of psychotherapy in hospital situated spiritual care -article on Quercus
CRPO on the Controlled Act… (https://www.crpo.ca/controlled-act-of-psychotherapy/)

Begin reading Gottleib book

WEEK 2
Integration of Psychology and Spirituality
• What is spiritual care, pastoral care, the place of psychotherapy theory in spiritual care practice, spiritually integrated therapy?

- 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
Theory of Change reading –
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
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.

Schmidt and O'Connor (2024) article on Quercus

Continue reading Gottleib

WEEK 3 Psychoanalytic and Psychodynamic Theory
- Freud and psychoanalysis + Free association, transference/countertransference
- Western spiritual roots of the "unconscious mind"
- Post-Freudians: Ego Psychology (Anna Freud), Object Relations (Winnicott, Klein), Self Psychology (Kohut), Relational Psychoanalysis (Stephen Mitchell)

Required Reading for Class:
Corey, Chapter 4: Psychoanalytic Therapy
Shedler, J. (2010). The efficacy of psychodynamic therapy. *American Psychologist 6*(2): 98-109. American Psychological Association

Optional Video: Psychodynamic Theory
   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)

Continue reading Gottlieb

WEEK 4 Jungian and Adlerian Theory

- Jung's break from Freud and the mythical/spiritual unconscious
- Jung's active imagination and dreamwork
- Adler's break from Freud and the will to power

Required Reading for Class:
Corey, Chapter 5: Adlerian Therapy

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

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

Finish Reading Gottlieb Book

WEEK 5 Existential and Humanistic Theory

- Class Discussion on Gottlieb Book: You are expected to have submit the book review on Gottlieb by JAN. 30, 2026 so you can participate in class discussion on the book in the class on Feb. 2, 2026.
- 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

Optional Primary Source Reading:
Frankl, Viktor. 1992. *Man's Search for Meaning,* Part II Logotherapy in a Nutshell (pp.101-136).
  (available through UofT libraries)
Maslow, Abraham. 1964. *Religions, Values, and Peak-Experiences*, Chapter 3: The "Core Religious,"
or "Transcendent," Experience (pp. 19-29). – on Quercus

Rogers, Carl. 1961. *On Becoming a Person*, Chapter 6: What It Means to Become a Person (pp.
  106-124) – on Quercus
Tillich, Paul. 1957. *The Courage to Be*, Chapter 1: Being and Courage (pp. 1-31). – on Quercus
  – 2000 2nd ed. ebook available thru U of T library.

Optional Video:
On Person-centered Therapy: https://video-alexanderstreet-
com.myaccess.library.utoronto.ca/watch/client-directed-interaction-adjusting-the- therapy-
not-the-person Access through UofT Library, Person-Centered Therapy video (2002, 1 ¾ hours)

WEEK 6 Cognitive Behavioral Theory

- B.F. Skinner and behaviourism
- Albert Bandura, Albert Ellis, Aaron Beck and CBT
- Mindfulness Based Cognitive Behavior Therapy or Mindfulness based stress management (MBSM)
- Spiritual care and therapy practice in community - 2 articles (Kuepfer and Roze des Ordons) presented by Graduate students

Required Reading for Class:
Corey, Chapter 10: Cognitive Behavior Therapy
Koenig, Harold (2023). Person-Centered Mindfulness article on Quercus

**Kuepfer (2022) article on Quercus
**Roze des Ordons article on Quercus

Optional Primary Source Readings:
Skinner, B.F. (1953). *Science and human behavior. (U of T)*
Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press. (U of T)

WEEK 7
Feb 16-20, 2026 **Reading Week – NO CLASS**

WEEK 8 Third Wave CBT

- **Paper Proposal Due on March 2, 2026**
- Dialectical behavior therapy (DBT)
- Acceptance and commitment therapy (ACT)

Required Reading and viewing for Class:

Neukrug, Edward and Hays, Danica. (2023) Counseling Theory and Practice, Chapters 14 & 15 on Quercus

Video on Acceptance and Commitment Therapy with Steven Hayes – through UofT Libraries
https://librarysearch.library.utoronto.ca/discovery/fulldisplay?docid=alma991105949588606196&context=L&vid=01UTORONTO_INST:UTORONTO&lang=en&search_scope=UTL_AND_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,acceptance%20and%20commitment%20therapy&offset=0

Optional Primary Source Readings:
Linehan, Marsha. 1993. *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press. (U of T)
Hayes, S. C., Kirk D. S., & Wilson. K. G. (2011). *Acceptance and commitment therapy: 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 Family Systems Theory and Intercultural Perspectives

- Murray Bowen and multigenerational family therapy
- Intercultural Perspectives on family counselling

● 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
Canfield, Brian.(ed) *Intercultural Perspectives on Family Counseling*. Routledge, 2020. (ebook, U of T), Ch. 1
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 Postmodern/Social Constructivist Theories
        ● Positive Psychology and Strength-based
        ● Solution-focused therapy (Steve de Shazer and Insoo Kim Berg)
        ● Narrative therapy (Michael White)

Required Reading/Watching for Class:
Corey, Chapter 13: Postmodern Approaches, pp. 367-399 (32 pages)

Counselling and Therapy in Video, Volume 1. Solution focused therapy / with Berg; [a production of
Communications Services, Governors State University].
https://search-alexanderstreet-
com.myaccess.library.utoronto.ca/view/work/bibliographic_entity%7Cvideo_work%7C1778915

http://resource.library.utoronto.ca/eir/EIRdetail.cfm?Resources__ID=2543605

Optional Primary Source Readings:
De Shazer, S., & Dolan, Y. M. (1951). *More than miracles the state of the art of solution-focused brief
therapy.* Haworth Press.
Michael W., & Epstein, D. (1990). *Narrative means to therapeutic ends*. W.W. Norton & Company.

Online Source:
Black Dog - Narrative Externalizing Black Dog – Narrative Externalizing
https://dulwichcentre.com.au/lessons/externalising/

WEEK 11 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

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 Group Therapy
- Historical overview of Group Therapy
- Integrating Psychotherapeutic Theories with Group Therapy

Required Reading for Class:
Yalom, Irvin D. The Theory and Practice of Group Psychotherapy, 6th edition. New York: Basic Books.2020 (UT,
ebook), Ch. 2-4.

Week 13 Review and Conclusion: Integration and Eclecticsm
- Adopting a theory of psychotherapy that is right for you and your
client/member/patient

Required Reading for Class:
Corey, Chapter 15: An Integrative Perspective
Petko *et al.* (2016) Article on Quercus
Fife *et al*. (2014) Article on Quercus
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.

Evaluation

- **Please use inclusive language in your written submissions.** 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

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

1. **Class Attendance, Participation, Readings, and Role-Playing (15%)**

    1) Attendance and Participation (5%)
    Regular attendance and active participation are essential to the success of this course. Students will practice counselling skills associated with various theories during class. Students may miss no more than two classes during the term. If absent, students must email the instructor to explain their absence. A doctor's note is required for a third absence, and more than two absences may result in a failing grade. Habitual lateness will be recorded as an absence. Please refer to the Knox College Attendance Policy for further details (file:///C:/Users/aschmidt/Downloads/BD-Policy-Handbook_230825.pdf).

    2) Readings (5%)
    Students are expected to complete all assigned readings before class. Readings will be discussed in class and serve as a foundation for weekly exercises. Active engagement with the readings is expected and contributes to participation grades.

    3) Weekly Role-Playing (5%)
    As part of the MPS program's commitment to experiential learning, this course includes weekly role-playing exercises. Students will rotate through the roles of therapist, client, and observer. Role-plays must demonstrate the theoretical framework presented that week. Active participation is required for full credit. Please note: you will be graded on participating in role plays, not the quality of your counselling ability in role plays. They are meant to give you practice, not to be a test of your skills.

2. **Book review (20%): Due: JANUARY 30, 2026 11:59 PM**

    - Include Title page, Body of paper: 8-10 pages, and Page of reference list, double spaced, one inch margins, 12 point times new roman font, citations in APA format)

    • 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.

    • Explore three to four of the following psychotherapeutic themes in the book, providing specific examples from the book.

    a. Therapeutic alliance in counselling and spiritual care practice
    b. Ethics in counselling and spiritual care practice
    c. Boundaries in counselling and spiritual care practice
    d. Safe and effective use of self in personal and professional practice
    e. Consulting peers and colleagues in counselling and spiritual care practice
    f. Being under supervision in counselling and spiritual care practice
    g. Transference and countertransference in personal and professional practice

- How did the book impact you personally? How might your learnings impact your future psychotherapeutic practice?

Include the following elements in your paper:
- Describe the psychotherapeutic theme(s) you have chosen. Expand upon this theme by referring to relevant research sources.
- Discuss how your chosen theme is defined and used in psychotherapy and how the theme is employed in the book.
- Interact with the material in the book. Imagine how your chosen theme applies to your future practice of counselling and spiritual care,.
- Also describe how the content of the book impacted you personally, in terms of your own self-awareness.
  Remember to consult both the text and outside resources (including peer reviewed journal articles) to help you fully understand your theme. Your paper should include a minimum of six references.

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

Students will form groups of 3-4 members and choose a modality of psychotherapy for their group presentation. A sign-up sheet will be provided at the end of the first class. Group presentations will take place each week during the second hour of class. Rather than explaining the modality or summarizing concepts, this presentation is meant to be a *creative application of the modality to demonstrate possible effectiveness of the modality in a particular context*. A meaningful spiritual or theological reflection should be incorporated into the presentation, as well as some type of engagement with the class in discussion/Q&A, etc. Group presentations will be allotted 45 minutes for all aspects of the presentation. Please email the instructor ahead of time with a basic proposal for your presentation.

The purpose of the group presentation is to help students develop a deeper understanding of a specific therapeutic approach by engaging with the theory both intellectually and experientially. Preparing and delivering the presentation encourages students to apply their knowledge creatively and practically, fostering a dynamic link between theory and clinical practice.

Examples:
A group presentation on CBT group may include a 30-minute group CBT session for the class *as if* their classmates are patients at CAMH in group treatment for addiction and mental health. And then follow up for the remaining 15 minutes with a debrief and questioning.

A group presentation on Jungian analysis may perform (either live or recorded) a role play of a Jungian therapist in context with a client sharing dream sequences and bringing those to the conscious. This might be followed up with a discussion on the efficacy of this modality in the context of a post-modern world.

A group presentation on DBT might include hosting an interview-style podcast with an actual practitioner of DBT who uses DBT with individuals who live with the effects of borderline personality disorder. The interview may be edited to 30 minutes long and shared with the class in podcast form, followed by 15 minutes of in-class discussion where the group leaders generate questions to further the discussion.

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.

3. **Research Paper on one/or a combination of two theories of psychotherapy (35%)**
   - **Proposal Due: Mar 2, 2026 Monday 11:59 PM** (1-2 pages, double spaced, APA format): 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: 5%

   - **Paper Due: April 7, 2026 Tuesday 11:59 PM** (8-12 pages, not including reference list, double spaced, one-inch margins, citations in APA format): 30%

     • This paper should demonstrate initial steps towards personal and professional integration of psychotherapy and spiritual care. Choose a *primary source reading* from the psychotherapeutic modality you have chosen (either from the optional readings above, or from the "recommended supplementary readings" in the textbook chapters). Discuss in detail a *specific theoretical aspect* of the primary source reading, and describe how you might integrate it with a specific spiritual or theological teaching/practice.

       1) Describe a psychotherapeutic theory or two theories in sufficient detail to outline the major ideas of the theory(ies). 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 psychotherapeutic theory resonates with you *personally* – what aspects of this theory align with your unique personality traits?
6) Reflect on why this psychotherapeutic theory resonates with you *spiritually or theologically* – what aspects of this theory align with your beliefs or traditions?

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. Learning happens through the back-and-forth discourse with the instructor. Therefore, the instructor's commitment is to get assignments back within two weeks of submitting them (normally sooner). This requires assignments to be submitted on time. Should an extension be needed, the student must email the course instructor ahead of the deadline requesting an extension. If an assignment is submitted late, it will be graded with the next batch of assignments.

If a student does not submit a request for an extension ahead of the deadline, or an assignment misses the new agreed upon deadline, the assignment will receive a grade deduction of 2 % per day, up to failure on the assignment at the discretion of the instructor.

A penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. A note from an MD is required for situations requiring extensions because of illness.

The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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/

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.

*Some of the material we will be reading in the course was written in an era that did not value inclusive language. It is important to be informed on the history of psychotherapeutic theories, even if the language is antiquated. A major critique of older theories and a critical focus of newer theories is the over-identification of the educated, White male as the archetype for *all* humans. This is something that will be noted and challenged throughout the course. I encourage you to read with a critical eye to the presumptions of social location and normativity with regards to the use of language.

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 his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Use of Generative AI, e.g., ChatGPT, Copilot, Gemini, Claude.

The use of Generative AI (like chatGPT and other forms of artificial intelligence) **is not permitted** in this course. Though there are ways that AI can be useful and helpful in some educational contexts, this course is specifically designed around *your* personal growth and learning within the framework of psychotherapeutic theories and their application in real-world contexts. Though AI has proven quite adept at learning and developing tools within certain contexts, it lacks what many people refer to as "soul" or "spirit." Given the nature of this course, and the need for you to be able to critically apply theories to practice with humans, your own content and growth is expected without the use of AI.

Your professional capacity as a practitioner is dependent on your ability to show up for people who need care with compassion, a soul that bears witness to their story, and a spirit that enables the client to engage with their own spirituality. These capacities are uniquely human, and therefore, it is expected that you will participate fully in this course as a human and without the use of AI.

*Please also see MIT's new study on AI use and cognitive decline. If you have concerns about writing without the use of AI, particularly if you have accessibility needs or if English is not your first language, please speak with the course instructor for further guidance.

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 are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses. 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

This course has the following course-level learning outcomes	
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 *able to describe the concepts of spirituality, spiritual care and spiritually-integrated psychotherapy, self-awareness, and SEUS (Safe and Effective Use of Self). 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
☐ Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. *Evaluation:* *Click or tap here to enter text.*	☐ Demonstrates knowledge at a basic level in various theological disciplines. *Evaluation:* *Click or tap here to enter text.*	☒ Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] *Evaluation:* Final Paper, Class Discussion
☐ Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. *Evaluation:* *Click or tap here to enter text.*	☐ Finds, selects, reads, and appropriately integrates theological information. *Evaluation:* *Click or tap here to enter text.*	☒ Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. *Evaluation:* Book Report and Final Paper
☐ Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) *Evaluation:* *Click or tap here to enter text.*	☐ Engages respectfully and constructively in a theological community of scholarship. *Evaluation:* *Click or tap here to enter text.*	☒ Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. *Evaluation:* Book Report, Final Paper and Class Discussion
☐ 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. *Evaluation:* *Click or tap here to enter text.*	☐ Writes and speaks in English sufficiently well to engage in theological discourse. *Evaluation:* *Click or tap here to enter text.*	☒ Writes and speaks in English sufficiently well to engage in professional practice. *Evaluation:* 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: *In this course students are expected to demonstrate the following:*			
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.		*Group Discussion*
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	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.	Final Paper
	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
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.	Group Presentation Book Report Class Discussion Final Paper
5. Awareness of Limits of Knowledge	*Students will identify the population for whom a theory is best suited and contraindications*	*Final Paper* *Group Presentation*
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.	Final Paper Lectures and Discussion

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.

1.2 Work within a framework based upon established psychotherapeutic theory 1.3 Integrate knowledge of comparative psychotherapy relevant to practice. 1.4 Integrate awareness of self in relation to professional role 1.5. Integrate knowledge of human and cultural diversity	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. 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.
2. Collegial and Inter-professional Relationships	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.
4.Therapeutic Process demonstrate the following: 4.3 Safe and Effective Use of Self in therapeutic relationship 4.5 Structure and facilitate the therapeutic process	Through book report, class discussion, group presentations and the research pape, students will explore the implications of various psychotherapeutic theories upon the clinical practice with clients. Students are expected to demonstrate safe and effective use of self. In the research paper students will discuss the appropriate use of therapeutic interventions with specific populations.
5. Professional Literature and Applied research 5.1 Remain current with professional literature 5.2 Use research findings to inform practice	Book Report and Research paper requires peer reviewed journals and current evidence-based practice; The Group Presentation requires research

CRPO Prescribed Therapies and Therapeutic Categories

The following content is excerpted from the "Controlled Act Task Group Consultation Documents" of the CRPO, approved June 29, 2018, available at https://www.crpo.ca/wp-content/uploads/2018/08/Controlled-Act-of-Psychotherapy-Final-Documents.pdf

The College of Registered Psychotherapists of Ontario provides the following categories of recognized psychotherapies: • Cognitive and Behavioural therapies; • Experiential and Humanistic therapies; • Psychodynamic therapies; • Somatic therapies; • Systemic and Collaborative therapies

Two types of practitioners can operate under exceptions or exemptions to the regulations found in the *Regulated Health Professions Act*. Specifically, practitioners who are:

• individuals treating a person by prayer or spiritual means in accordance with the tenets of the religion of the person giving the treatment;
• 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 Programing

• 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.