

Course Syllabus
KNP1512 – Foundations in Counselling and Spiritual Care Practice
Knox College
Toronto School of Theology
Fall 2025

Instructor Information

Instructor: Glenn McCullough, PhD, RP, Assistant Professor
Office Location: Emmanuel College 112
Telephone: 416 585 4547
E-mail: glenn.mccullough@utoronto.ca
Office Hours: By appointment. Please email me.

Course Identification

Course Number: KNP1512HF
Course Format: *In-class*
Course Name: Foundations in Counselling and Spiritual Care Practice for Helping Professionals
Course Location: Room 4, Knox College
Class Times: Wednesdays 9:00am-12:00pm
Prerequisites: None

Course Description

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

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

Course Resources

Required Course Texts

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

- Hutchinson, David. 2022. *The Essential Counsellor: Process, Skills and Techniques, 4th edition*. San Diego, CA: Cognella Academic Publishing. (Available for print or electronic purchase through the publisher at <https://store.cognella.com> or through Amazon as a paperback. Copy of text in Knox Library.)
- Maginley, David. 2016. *Beyond Surviving: Cancer and Your Spiritual Journey*. Halifax, NS: Tristen Press.
- Yalom, Irvin. 2002. *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Perennial.
- Bannink, Fredrike. 2010. *1001 Solution-Focused Questions*. New York: W.W. Norton & Company.

Select Bibliography

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

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

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

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

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

Von Franz, M. 1998. *Dreams*. Chapter 1: "The Hidden Source of Self-Knowledge." Boston: Shambhala.

Course Website

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students experiencing difficulties accessing Quercus should contact the registrar's office of their college.

Course Schedule (subject to change)

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

Week 1

September 10

Introduction: Self, Other, and Spirit

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

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

CASC Competencies:

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

CRPO Standard 3.7:

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

Topics: CRPO and CASC Competencies (Needed for Spiritual Care Identity Paper)
Safe and Effective Use of Self
The Bio-Psycho-Social-Spiritual Model
Therapeutic Modalities
Common Factors
Gender and Sexuality

Week 2

September 17

Therapeutic Relationship: Openings

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

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

Week 3

September 24

Therapeutic Relationship: First Steps

Readings: Hutchinson, Ch 3
Jung, "Appendix: On Synchronicity" (on Quercus)
Stairs, Listening for the Soul, Chapter 1 (on Quercus)

Maginley, Part Three, pp. 115-151

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

Week 4

October 1
(Rosh Hashanah)

Social Location and Ethics

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

Topics: Intersectional Power Dynamics
Multicultural Awareness
Multireligious Awareness

Book Review on Maginley is Due Mon Oct 6

Week 5

October 8
(Yom Kippur
begins at sundown)

Therapeutic Process: Mapping the Journey

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

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

Week 6

October 15

Therapeutic Process: Journeying Together

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

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

Meaning Making

Week 7

October 22

Therapeutic Process: Working Toward Goals

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

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

Spiritual Identity Paper Due Fri Oct 24

Reading Week

Oct 27 – Oct 31

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

Week 8

November 5

Therapeutic Process: Advanced Skills

Readings: Hutchinson, Ch 8
Dykstra, "Therapeutic Imagination..." (on Quercus)
Von Franz, "The Hidden Source of Self Knowledge" (on Quercus)

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

Week 9

November 12

Professional Self-Care

Readings: Hutchinson, Ch 12

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

Week 10

November 19

Crisis Care

Readings: Hutchinson, Ch 9

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

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

CRPO Duty to Warn Document (on Quercus)

Suicide and Self-Harm Risk Assessment Tools:

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

Other Screening Tools (browse these):

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

Judith Herman on Trauma (FaithTrust Institute):

https://youtu.be/EY_1gIJIt0

Topics: Disaster Spiritual Care

CRPO Duty to Warn/Report

Suicide, Self-Harm, and Risk Assessment

Domestic Violence

Trauma

Week 11

November 26

Challenging Clients

Readings: Hutchinson, Ch 10

Bannink, Ch 2: Motivation and Cooperative Relationship

Rohr, "Breathing Under Water" (on Quercus)

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

https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106255440406196

Borderline Symptom List:

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

Topics: Reluctant Clients

Conflict

Substance Use and Comorbidity

12-Step Spirituality

Motivational Interviewing

"Borderline" and other Cluster B Personality Disorders

Week 12

October 3

Ending Well: Closure and Referrals

Readings: Hutchinson, Ch 11

CRPO Professional Practice Standards:

<https://crpo.ca/wp-content/uploads/2024/09/Professional-Practice-Standards-Jan124.pdf>

Topics: Appropriate Endings

Sensitive Referrals

CRPO Professional Practice Standards (2024)

Exam Week

Peer Counselling Role Plays Due Tues Dec 9

Evaluation

Format for all papers:

- Use 12-point font, Times New Roman, double spaced, one-inch margins, indented paragraphs, with no extra spaces between paragraphs. Any verbatim sections or quotations longer than four lines should be single spaced.
- Include a title page with your first and last name, course title, instructor name, assignment title and date.
- Number all pages, beginning with page one on the page after the title page.
- Cite sources in Chicago/Turabian style and include a full reference list at the end of the paper.
- Completed papers should be uploaded to the KNP1512 Quercus site in word (doc or docx) or pdf format and the instructor will put all comments and feedback directly onto your paper.

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

(1) Preparation and Participation (20%)

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

(2) Book Review of *Beyond Surviving* (20%) 6-8 double-spaced pages. Due: Mon Oct 6

- a) Briefly summarize the contents of the book. You will not be able to include everything in this summary, so note what stood out to you as unique, important, and interesting, and attempt to encapsulate the spirit of the book.
- b) Reflect on how the book impacted you personally and spiritually. How does it intersect with your own spiritual journey?
- c) Note key insights from the book that you will bring into your practice of spiritual caregiving.
- d) Reflect on Maginley's understanding of death and Near Death Experiences (NDEs). What difference might this understanding make for careseekers and caregivers?

(3) Spiritual Care Identity and Areas of Continued Growth (20%) 5-6 double-spaced pages. Due: Fri Oct 24

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

- a) Briefly summarize how your spiritual and religious beliefs and practices have changed over your lifetime. Include a description of your current beliefs and practices.
- b) Briefly summarize how you make room for those of other spiritual and/or religious traditions from within your own tradition. Are there texts, or concepts in your own tradition that are helpful for including others?
- c) Describe your definition of spiritual caregiving and therapy.
- d) Describe the development of your sense of calling to the work of caregiving and therapy.
- e) Describe your present growing edges both personally and spiritually/theologically.
- f) Describe three learning goals that you would like to focus on in your first/next practicum. Link your goal(s) with one or more CASC and/or CRPO competencies.

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

(4) SPE Learning Module (Complete/Incomplete). Due: Fri Nov 14

Read through the module carefully. When you are finished, take a screen shot of the second last slide and post it to Quercus as a signed contract that you have completed and understood the module.

(5) Peer Counselling Role Play (40%) 9-11 double-spaced pages. Due: Tues Dec 9

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

Grading System - Basic Degree Students

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

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

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

Policies

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

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

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Late assignments will lose one percentage point per day. 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.

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>.

Use of Generative AI, e.g., Chat GPT. Students may use artificial intelligence tools to assist with research for their assignments, but the actual writing of the assignment must be done entirely on your own, using your own words. The final submitted assignment must be original work produced by the individual student alone.

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

Back-up copies. Please make back-up copies of assignments before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. 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.

A note about “trigger warnings”: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature will present you with difficult situations, including domestic violence, child abuse and neglect, sexual abuse, addictions, and other traumatic situations. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you will have to protect persons in your care from your own reactions to these situations. In your studies, you may encounter descriptions of traumatic or triggering events without warning. Students who feel undue stress from these descriptions are urged to process their feelings with a therapist. The Ecumenical Chaplains, the staff of the Registrar’s Office, and your faculty advisor are also available for consultation. Students are advised to take responsibility for their own emotional health and wellbeing.

Course Learning Objectives/Outcomes

Basic Degrees – Knox and TST

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

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
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. <i>Evaluation:</i> Book Review; Identity Paper	☒ Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	☒ Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play

☒ Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	☒ Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> Book Review; Identity Paper	☒ Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play
☒ Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	☒ Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Preparation and Participation	☒ Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Identity Paper; Counselling Role Play
☒ Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> Book Review; Identity Paper; Counselling Role Play	☒ Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> Preparation and Participation; Book Review; Identity Paper; Counselling Role Play	☒ Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Preparation and Participation; Book Review; Identity Paper; Counselling Role Play
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	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play
2. Knowledge of methodologies	Course goals 1 and 4.	Book Review; Identity Paper; Counselling Role Play
3. Application of Knowledge	Course goals 2 and 3.	Book Review; Identity Paper; Counselling Role Play
4. Communication Skills	Course goal 4.	Participation; Book Review; Identity Paper; Counselling Role Play
5. Awareness of Limits of Knowledge	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
6. Autonomy and Professional Capacity	Course goals 1, 2, 3, and 4.	Book Review; Identity Paper; Counselling Role Play

CRPO Entry to Practice Competencies

CPRO competency	Demonstrated through	Discipline specific student learning outcome
(CRPO competencies: 1.1, 1.2, 1.3)	Discussion in class, role plays, and written submissions.	Students will gain knowledge of the theories that undergird basic counselling skills. They will learn solution-focused therapy from constructivist tradition in depth and be able to identify the limitations.
(CRPO competencies: 1.4, 1.5, 2.1, 2.2, 2.3)	Discussion in class, role plays, and written submissions.	Students will engage constructively in a reflective community of learners. They will assess the helpfulness of their own and other's responses in relationships of care.
(CRPO competencies: 2.1, 2.2, 3.1, 3.2, 3.5, 3.10, 4.6)	Discussion in class, role plays, and written submissions.	Students will demonstrate clear and effective communication, interview techniques, rapport building and listening skills and know when to refer, and the closure process
(CRPO competency 1.5)	Discussion in class, role plays, and written submissions.	Students will think theologically about situations of care, dialoging between practice situations in role plays and the theology they currently articulate as close to their own.
(CRPO competencies: 4.1, 4.2, 4.3, 4.5, 4.7)	Discussion in class, role plays, and written submissions.	Students will learn to structure the therapy process, set goals, and facilitate effective closure
(CRPO competencies: 5.1, 5.2)	Discussion in class, role plays, and written submissions.	Students will read relevant texts and journal articles.

		Readings will inform the case studies in written submissions.
--	--	---

CASC Competencies

Students are encouraged to familiarize themselves with the “Competencies of CASC/ACSS Certified Professionals” at <https://www.spiritualcare.ca/uploads/1/3/9/8/139872819/competencies-of-casc-acss-certified-professionals-june-2019.pdf>. CASC competencies are distinct from CRPO competencies although there is significant overlap. The Canadian Association for Spiritual Care (CASC) is a professional organization that offers education, certification, and professional networking mainly for chaplains, spiritual care practitioners, and psychospiritual therapists. The College of Registered Psychotherapists of Ontario (CRPO) is a professional licensing college under the Ministry of Health, established to protect the public by maintaining and enforcing professional practice standards. Certification in CASC does not confer registration in CRPO or vice versa.