

Course Syllabus

KNP 3545/6545 HS – Group Therapy: Theory and Practice

Knox College

Toronto School of Theology

Fall 2026

Instructor Information

Instructor: Mi-Weon Yang, Ph.D, RP
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 Office Location: Upper corridor, Knox College
 Office Hours: By appointment

Course Identification

Course Number: KNP3545/6545 HS
 Course Name: Group Therapy: Theory and Practice
 Course Location: Room to be assigned at Knox College
 Class Times: Tuesdays 2:5 pm
 Contact Hours: 36 contact hours

Course Description

KNP3545 is only for MPS students and KNP6545 is only for MMUS students. This course provides an in-depth exploration of the foundational theories and practical applications of group therapy, with an emphasis on psychospiritual integration. Through a combination of theoretical study, practical group facilitation, and reflective writing, students will gain the skills necessary to effectively design, lead, and evaluate therapy groups.

Students will critically engage with the dynamics of group development, cultural and spiritual diversity, and the challenges posed by various group member behaviors. Assignments include active class participation, reflective and integration papers, as well as collaborative group design, didactics, and group facilitation, fostering both Safe and Effective Use of Self (SEUS) and psychospiritual growth.

By synthesizing theoretical concepts with hands-on practice, students will emerge prepared to design and lead meaningful, structured therapy groups that address diverse needs while integrating spiritual and theological dimensions into their practice.

Course Methodology

Lectures, readings, discussion, role playing, small group work, group presentation, case study

Required Course Texts/Bibliography

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

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Optional Reading

Corey Gerald. Theory & Practice of Group Counseling, 10th edition. Cengage.

Required Selected Reading

Brown, Nina W. Creative Activities for Group Therapy, New York: Routledge, 2013. (UT, e-book)

Required Readings: Journal Articles

The following are examples of peer-reviewed journal articles provided for your reference.

You are expected to conduct research based on your own interests and selected topics for assignments and presentations.

Ball Samuel A. et al. Substance abuse and personality disorders in homeless drop-in center clients (2005).

Kalhori Fatemeh et al. Effect of Mindfulness-Based Group Counseling on Depression in Infertile Women (2019)

Pistorello, Jacqueline et al. Dialectical Behavior Therapy (DBT) Applied to College Students: A Randomized Clinical Trial (2012).

Tutty, Leslie M.. “It Was one of the Most Revealing Experiences of My Life:” women’s views on Group Counseling for Survivors of Intimate Partner Violence (2024).

Wang Chenxi et al. Effectiveness of Solution-Focused Group Counseling on Depression and Cognition Among Chinese Older Adults (2023).

Young, Jami F. et al. A Randomized Depression Prevention Trial Comparing Interpersonal Psychotherapy – Adolescent Skills Training to Group Counseling in Schools (2016).

Course Schedule

Week 1: Introduction and Historical Overview of Group Therapy

- Historical Overview of Group Therapy
- Theoretical Integration
- Required: Yalom, Ch. 1
- Optional: Corey, Ch. 1

Week 2: Therapeutic Factors in Group Therapy

- Required: Yalom, Ch. 2-4
- Optional: Corey, Ch. 4
- SEUS Group time
- Journal Article:

- Ball et al. (2005) - *Substance abuse and personality disorders in homeless drop-in center clients*

Week 3: The Group and the Therapist

- Required: Yalom, Ch. 5, 7
- Optional: Corey, Ch. 2
- SEUS Group time
- Journal Article:
 - Young et al. (2016) - *IPT-AST vs. Group Counseling in Schools*

Week 4: Ethical and Professional Issues in Group Practice

- Selected Readings:
Corey, Ch. 3
Brown, *Creative Activities for Group Therapy*, Ch. 2 Ethical Considerations
- SEUS Group time
- Journal Article:
 - Kalhori et al. (2019) - *Mindfulness-Based Group Counseling on Depression in Infertile Women*

Week 5: Various Groups and Diverse Approaches to Group Therapy

- Selected: Brown, *Creative Activities for Group Therapy* (Choose chapters based on your interest on group focus)
- Optional: Corey, Part II
- SEUS Group time
- Journal Article:
 - Pistorello et al. (2012) - *DBT Applied to College Students*

Week 6: Designing and Forming Groups

- Required: Yalom, Ch. 8-9
- Selected: Brown, *Creative Activities for Group Therapy*, Ch. 3: Group Leader's Preparation
- Optional: Corey, Ch. 5
- SEUS Group time
- Journal Article:
 - Tutty (2024) - *Group Counseling for Survivors of Intimate Partner Violence*

Week 7: Early Stages in Group Development

- Required: Yalom, Ch. 10
- Optional: Corey, Ch. 6
- Journal Article:
 - Wang et al. (2023) - *Solution-Focused Group Counseling for Older Adults*

Week 8: Working Stage in Group Development

- Required: Yalom, Ch. 6
- Optional: Corey, Ch. 7-8

Week 9: Later Stages in Group Development

- Required: Yalom, Ch. 11
- Optional: Corey, Ch. 9

Week 10: The Challenging Group Member

- Required: Yalom, Ch. 12
- Optional: Corey, Ch. 10

Week 11: Specialized Therapy Groups

- Required: Yalom, Ch. 13–15

Week 12: Culture, Spirituality, and Theology in Group Therapy

- Suggested: Corey, Ch. 11
- Selected: Brown, *Creative Activities for Group Therapy*, Ch. 5 Cultural and Diversity Sensitivity
- Review and Conclusion

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

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

Requirements

Format for all papers:

- Use 12-point font, Times New Roman, double spaced with one-inch margins
- Include a Title page with Student's first and last name, the course title, instructor name, assignment title, and date (Title page is not counted as a number of pages of each paper.)
- Include a Header and Page number for all remaining pages
- Cite all sources and include Author, date using APA guidelines, and include a full reference list at the end of the paper (Reference page is not counted for the number of pages.)
- Use APA Style
- Use inclusive language: Refer to Knox College website for inclusive language policy.

Submitting Papers

- Upload all papers onto the Quercus site using a word.docx and the instructor will put all comments and feedback directly onto your paper and/or rubrics if used.

Assignment and Evaluative Criteria

1. Active participation (10%)

Students will be expected to come to class prepared, have completed the required reading, and be ready for small group discussions or activities. Confidentiality must be maintained. Also, active and constructive participation is expected.

Evaluative Criteria: active participation in class and group work, constructive comments and questions from readings on presentations, insights, and respect for others.

2. Journal Article Review (10%)

Students will select one journal article from the weekly reading list and write a 4-page review (excluding title page and references). The paper should demonstrate understanding of the article and its relevance to group therapy and spiritual psychotherapy.

Due Date: The review is due on the date the selected article appears in the weekly course schedule.

Evaluation Criteria

1. Purpose and Summary of the Article
 - Clearly identify the article's purpose, main arguments, and key findings.
2. Critical Analysis
 - Evaluate the strengths and limitations of the article.
 - Discuss the quality of the evidence, concepts, or research presented.
3. Personal Reflection
 - Reflect on insights gained from the article and its relevance to your understanding of group therapy.
4. Application to Spiritual Psychotherapy
 - Discuss how the article's concepts or findings may inform spiritual or psychospiritual therapy practice.
5. Writing Quality and APA Style
 - Demonstrate clear organization, professional writing, and appropriate APA (7th edition) formatting.

3. Reflective Paper on “The SEUS Group” Experience - 20% (Due Date: By the 7th week’s class begins)

You will be assigned to a SEUS Group consisting of five members and will participate in this group for five consecutive weeks. Each week, you will engage in approximately 30 minutes of group time during class. The group may choose to focus on a single topic throughout the five weeks or explore a different topic each week.

Each member will have the opportunity to facilitate one session and participate as a group member in the remaining sessions. This experiential activity is designed to deepen your understanding and application of Safe and Effective Use of Self (SEUS) in both facilitator and participant roles.

Assignment Requirements:

You are required to submit an 8-page reflective paper (excluding the title and reference pages) that critically examines your experiences in the SEUS Group. Your paper should demonstrate thoughtful integration of theory and practice, and include the following components:

- Reflect on your role as both a facilitator and a participant. Highlight key moments, challenges, and insights, particularly in relation to your area of interest within psychospiritual therapy.
- Analyze how your group experience contributed to your growth as a psychospiritual therapist, with attention to your evolving understanding of SEUS.
- Incorporate and reflect on key course concepts, including:
 - Group cohesiveness
 - The group therapist's tasks
 - Working in the here-and-now
 - Transference and countertransference
 - Cultural factors
 - Stages and processes of group development
 - Managing challenging group members
 - Use of virtual platforms and group dynamics
 - Spiritual and theological reflection

Support your reflections with references to course materials and at least three peer-reviewed journal articles, preferably published within the last five years.

Your paper should demonstrate critical thinking, self-awareness, and the ability to synthesize theory with lived experience in a group therapy context.

4. Dyad-led Group Project – 40 minutes-Group facilitation - 30% (Schedule will be decided during the 2nd week class.)

You will facilitate with your partner 40-minutes psychospiritual therapy group. Complete the following components in collaboration with one other student:

1) Proposal - 5% (Group Mark) – (Due Date: Oct. 12th)

- Submit a 400-500 words of written proposal outlining your group's focus. This should include:

- Name of the psychospiritual therapy group
- The theoretical framework guiding your group.
- The objectives and intended outcomes.
- A brief overview of the techniques you plan to implement.

2) Didactic Session (Psychoeducation) - 5% (Group Mark)

- Deliver a 10-minute didactic session to the class. This presentation should:

- Describe your group proposal.
- Explain the theoretical foundation behind your group.
- Demonstrate at least one technique you plan to use.
- Discuss anticipated group dynamics and outcomes.

3) Group Facilitation - 10% (Group Mark)

-You and your partner will lead a 20-minute simulated group session. The rest of the class will act as group members. To prepare:

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Develop approximately five to six one-page life-history scripts representing diverse client backgrounds and issues.

Distribute these scripts to classmates to guide their role-play during the session.

Ensure the session reflects realistic group dynamics and facilitation techniques.

4) Discussion and Q&A - 5% (Group Mark)

-Immediately following your facilitation, lead a 10-minute class discussion. This should include:

Reflection on the facilitation process.

Engagement with peer feedback.

Clarification of your group's goals and methods.

5) Individual Reflection Paper - 5% (Individual Mark) (Due Date: within a week of your presentation)

-After your group facilitation, submit a reflection paper of 400-500 words discussing:

Your personal experience as a group facilitator.

Insights gained about group dynamics and leadership.

Areas for personal and professional growth.

5. Integration Paper-30% (Due Date: By the exam week).

Construct a 12-page (body of the paper) detailed and complete written plan for a multi-session counselling group. Incorporate your understanding of group therapy theories and practical applications, including spiritual and theological integration. The paper should synthesize key theoretical concepts with insights gained from the course, your group participation experience, and your group assignment activities.

The plan should explain how group members will be selected and prepared for participating in the groups, how the group will be structured, the goals of the group, the role of the group leader(s), what will happen in each session, and how leaders will handle typical critical incidents that are likely to arise. The group should be structured and theme-oriented (e.g., focusing on depression, anxiety, domestic violence, social phobia, eating disorders, addictions, anger management, cultural diversity, teen parenting, social skills, bullying, career issues, relationship problems, medical illness, grief, or some other relatively well-defined problem) rather than a general-purpose, unstructured psychotherapy group. If you are not sure if your topic is appropriate, discuss it with the instructor before you begin.

Begin by introducing the significance of group therapy in psychospiritual practice, with its integration with spiritual and theological dimensions. Discuss foundational theories and models of group therapy, such as Yalom's principles, cognitive-behavioral approaches, or psychodynamic perspectives, and explain how these inform the facilitation of group sessions in ways that respect and incorporate spirituality and theology.

Analyze the processes and dynamics involved in group therapy, including group development stages, cohesiveness, interpersonal learning, and the cultural factors, navigating diverse spiritual perspectives within the group. Provide examples of how theological principles or spiritual practices, such as prayer, reflection, or scriptural insights, can inform strategies for overcoming these challenges.

Conclude by reflecting on how your group experience helped you integrate theoretical, spiritual, and theological perspectives into your practice. Highlight how this holistic understanding has contributed to

your development as a psychospiritual therapist. Summarize the key insights and discuss how they shape your approach to group therapy and your future professional practice.

Include at least five scholarly sources, including course materials, peer-reviewed journals, and theological or spiritual resources published recently.

Coursework Completion

All course work must be completed by the end of Exam Week. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an SDF extension be considered and this must be authorized by the Knox Faculty. A request for a SDF extension must be submitted in writing by the last day of the class to the Registrar or the Director of Academic Programs who will refer the matter with a recommendation, to the faculty for final decision.

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate.

Degree students are expected to hand in assignments by the date given in the course outline.

Policy of late submission of assignment: One point per assignment to be deducted per day

Grading System

A+ (90-100)
 A (85-89)
 A- (80-84)
 B+ (77-79)
 B (73-76)
 B- (70-72)
 Failure

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

Course grades. Consistent 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.

Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

"Trigger" warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be

warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter. In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence. Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

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

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. **Late submission of assignments:** 1 point to be deducted per day unless you have permission from the instructor. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

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

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

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism 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, Copilot, Gemini, Claude.

The use of Generative AI (like ChatGPT and other forms of artificial intelligence) is **not permitted** for completing assignments, exercise, or presentation 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.

If you use a GenAI tool for your own research, you should use the version of Microsoft Copilot licensed to the University of Toronto, which doesn't retain data for training purposes. Other tools may and do use data entered by users to train the AI, and unless you hold the rights to the prompts you use, you may be entering copyrighted material without the rights-holder's permission.

All of this said, I encourage you to think about the moral, ethical, and pedagogical implications of using GenAI. A first step is to complete the University of Toronto's "[Coursework and GenAI: A Practical Guide for Students](#)" in Quercus. Another step is to read the University of Alberta Library's "[Ethical Considerations for Using Generative AI](#)." You might also read this research paper, "[Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task](#)," which reports on experiments showing that using GenAI literally makes students stupider.

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.

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

Course Outcomes

Basic Degrees – Knox and TST

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Outcome	Evaluation
1. Comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development, and ethical issues involved in conducting a group therapy	Lectures, Readings, Class Discussion
2. Compare major theoretical approaches of group work and develop the skills of designing and facilitating structured, theme-oriented therapy groups based on sound theoretical foundations and empirical research	Lectures, Group Assignments and Presentation
3. Enhance awareness of Safe and Effective Use of Self (SEUS) as both a facilitator and a group participant and develop the effective group leadership skills through critical engagement with group participation and facilitation experiences.	Small Group experiences and Reflective Papers
4. Integrate spiritual and theological principles into group therapy practice, demonstrating respect for diverse cultural and spiritual perspectives	Lectures, Integration Paper

<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> <i>Click or tap here to enter text.</i>	☐ Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☒ 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> Class Discussion and Integration Paper

☐ 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>	☐ Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☒ 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> Group Assignments and Presentation
☐ 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>	☐ Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☒ Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Group Experience and Reflective Paper
☐ 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>	☐ Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	☒ Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Reflective paper, Group assignments and Presentations, Integration paper

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 comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development, and ethical issues involved in conducting a group therapy	Lectures and Group Discussion
2. Knowledge of methodologies	Students will compare major theoretical approaches of group work and diverse specialized groups	Lectures and Group Assignments and Presentation
3. Application of Knowledge	Students will develop the skills of designing and facilitating structured, theme-oriented therapy groups based on sound theoretical foundations and empirical research	Group Assignments and Presentation
4. Communication Skills	Students will communicate clearly in written and oral forms. Students will use APA style in their papers for citations.	Group Experience Assignment Paper Presentation

TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
5. Awareness of Limits of Knowledge	Students will identify the population for whom a theory is best suited and contraindications	Lectures, Group Presentation and Integration Paper
6. Autonomy and Professional Capacity	Students will enhance awareness of Safe and Effective Use of Self (SEUS) as both a facilitator and a group participant and develop the effective group leadership skills	Group experience and reflective paper, Group Assignments and Presentation

CPRO Entry-to-Practice Competencies

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:

(Please see the College of Registered Psychotherapists of Ontario Entry-to-Practice Competencies, www.crho.ca for numbers referred to throughout this list and for the full listing of competencies.)

Competency	How the competency will be demonstrated
1. Foundations 1.1 Integrate a theory of human psychological functioning 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.	Through lectures, readings, SEUS group activities, Reflective paper, and integrative paper
2. Collegial & Interprofessional Relationships 2.1 Use effective professional communication 2.2. Maintain effective relationships 2.3 Contribute to a collaborative and productive atmosphere	Through SEUS group activity, Dyad-led project presentation
3. Professional Responsibilities 3.1. Comply with legal and professional obligations 3.2 Apply an ethical decision making process 3.3 Maintain self-care and level of health necessary for responsible therapy 3.4 Evaluate and enhance professional practice	Through lectures, SEUS group activity, reflective paper and integration paper
4. Therapeutic Process 4.1 Orient client to therapist’s practice 4.3 Ensure safe and effective use of self in the therapeutic relationship 4.5 Structure and facilitate the therapeutic process 4.7 Conduct an effective closure process	SEUS group activity, dyad-led project presentation, and integration paper

5. Professional Literature & Applied Research	Lecture, reading books and
5.1. Remain current with professional literature	articles, and researching for
5.2 Use research findings to inform clinical practice	integrative paper