

# Course Syllabus—Certificate in Spiritual Care and Counselling/Psychotherapy courses Toronto School of Theology

## ***Course Identification***

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Course Number:       **KNP2548HS**  
Course Name:         Self, Family, Cultures: Spiritual Care in Context  
Campus:               Knox College, St. George  
Contact hours:       24 contact hours, 11-1 pm Wednesdays, Winter Semester

## ***Instructor Information***

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Instructor:           Esther Acolatse, PhD  
  
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## ***Course Prerequisites or Requisites***

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For Knox students KNP1443, *Human Growth and Spiritual Journey*; for other students an introductory course in human growth and development or by permission of instructor.

## ***Course Description***

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This course introduces students to practices of care with an emphasis on self-awareness, systems theories, assessment and inter-culturality in spiritual care and the helping professions. The first part of the course will focus on systems theories. Students will explore their own families and cultures of origin and their social identities as a means to learn the related theories and to develop self-awareness for pastoral/ spiritual care practice. The second part of the course will relate systems and intercultural approaches to care in the face of grief and loss, death and dying, aging and dementia while deepening students' understanding of the therapeutic relationship and assessment in spiritual/pastoral care. This course is suitable for students preparing for work in spiritual care and counselling and for students preparing for social and congregational ministry.

## ***Course Methodology***

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Lectures, readings, discussion, small-group work, mid-term self-assessment paper, case studies, verbatim report, role play.

## Course Outcomes

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By successfully completing this course a student will meet the following Knox College (MPS – ATS) outcomes:

### Religious Heritage

- identify, define and describe at least 3 family systems principles in relation to one's spiritual/theological tradition and personal development
- describe and compare principle theories and practices in pastoral care and counseling

### Cultural Context

- demonstrate sensitivity to family and culture systems and traditions different from one's own
- demonstrate links between family cultures & larger social-ethnic cultural contexts
- show an emerging understanding of what it looks like to work pastorally within multicultural/intercultural contexts
- openness to learn from cultures/perspectives different from one's own

### Personal Spiritual Formation

- gather and select information from one's 3 generational family and illustrate an understanding of how family systems principles provide ways of interpreting one's own motivation, functioning, leadership and faith formation
- willingness to assess one's own personal and spiritual/theological formation
- demonstrate ability to self assess one's functioning in a pastoral role

### Capacity for Ministry

- demonstrate ability to self evaluate and assess evaluate and assess one's functioning in relation to peers and provision of pastoral care
- identify how one's family of origin influences how one functions in ministry
- identify one's vulnerabilities and strengths for ministry with recommendations for addressing vulnerabilities
- effective verbal and non-verbal expression in pastoral care communications
- ability to make appropriate referrals

## CPRO Entry-to-Practice Competencies<sup>1</sup>

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CRPO Entry-To-Practice Competencies	How the competency is demonstrated
1. Foundations 1.1 Further integrate knowledge of human psychological functioning 1.2 Work within a framework based on established psychotherapeutic theory	-Course lectures and papers -case studies, role plays, verbatims, discussion, research paper -readings, discussion, lecture

<sup>1</sup> Please see The College of Registered Psychotherapists of Ontario Entry-to-Practice Competencies, [www.crho.ca](http://www.crho.ca) for numbers referred to throughout this list and for the full listing of competencies.

<p>1.3 Integrate knowledge of comparative psychotherapy</p> <p>1.4 Integrate awareness of self in relation to professional role</p> <p>1.5 Integrate knowledge of human and cultural diversity</p>	<p>-self-assessment assignment, paper, discussion, case studies</p> <p>-lectures and discussion</p>
<p>2. Collegial &amp; Inter-Professional Relationships</p> <p>2.1 Use of effective professional communication</p> <p>2.2 Build and maintain effective relationships</p>	<p>-written work, presentations, small group work, role plays, lecture.</p> <p>- through small group work and discussion of practice</p>
<p>3. Professional Relationships</p> <p>3.2 Apply ethical decision making</p> <p>3.3 Maintain self-care</p> <p>3.4 Evaluate and enhance professional practice</p> <p>3.8 Assist client with needs for advocacy and support</p>	<p>- through readings, case studies, self assessment assignment, verbatims, research paper, lecture</p>
<p>4. Therapeutic Process</p> <p>4.2 Establish and maintain effective therapeutic relationship</p> <p>4.3 Apply safe and effective use of self</p> <p>4.5 Structure and facilitate the therapeutic process</p> <p>4.6 Identify how to refer clients appropriately</p> <p>4.7 Conduct an effective closure process to end a course of therapy</p>	<p>- through lecture, self assessment assignment, role play, case study/verbatim, discussion, readings, research</p>
<p>5. Professional Literature and Applied Research</p> <p>5.1 Remain current with professional literature</p> <p>5.2 Use research findings</p>	<p>– through research paper, case study/verbatim, readings, lectures.</p>

## ***Course Resources***

### **Required Course Texts**

Doehring, Carrie. *The Practice of Pastoral Care, Revised and Expanded*. Westminster John Knox, 2014.

Lartey, Emmanuel Yartekwei. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2<sup>nd</sup> ed. Jessica Kingsley Publishers, 2002.

Required for Spiritual Care/Counselling:

McGoldrick, Monica, Giordano, Joe, Garcia-Preto, Nydia, eds. *Ethnicity and Family Therapy*. Guilford Press (3<sup>rd</sup> ed), 2005. (Spiritual Care)

Required for congregational/ ministry:

Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis: Fortress Press, 2005.

and

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis: Fortress Press, 1996.

Articles/website links on Blackboard

### **Recommended Texts**

Kujawa-Holbrook, Sheryl & Karen B. Montagno, eds. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Augsburg Fortress Press, 2009.

Congregational: McGoldrick, Monica, Giordano, Joe, Garcia-Preto, Nydia, eds. *Ethnicity and Family Therapy*. Guilford Press (3<sup>rd</sup> ed), 2005. (Congregational)

Poling, James Newton and Kim, Heesung. *Korean Resources for Pastoral Theology: Dance of Han, Jeong, and Salim*. Eugene Oregon: Pickwick Pub., 2012

Spiritual Care: Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis: Fortress Press, 2005.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis: Fortress Press, 1996.

Congregational & Spiritual Care: Stairs, Jean. *Listening For the Soul: Pastoral Care and Spiritual Direction*. Minneapolis: Fortress, 2000.

### **Course Website(s)**

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask the librarian for further help.

## **Evaluation**

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### **Requirements**

#### **Self-as-Caregiver Assessment Presentation – 10%**

**Before the end of reading week** students will have met in a threesome to present and discuss the contents of each others' papers. Ensure confidentiality and safety is maintained for all. Each presenter will evaluate herself/himself and the group with the "Self as Caregiver Presentation Feedback Form." Submit feedback from with Self-as-Caregiver Analysis Paper/Multi-media Presentation, Due March 15, 2018.

See also <http://www.genopro.com/academic/> for an online genogram format.

#### **Self-as-Caregiver Assessment Paper (or Multi-media Presentation) - 35%**

Write a summary of your awareness of your family origin, your culture of origin and your social identity and how these identities impact your theology and your practice of spiritual/pastoral care. Use the genogram tool (week 2) and theory of family/culture of origin (weeks 2, 3, 4), the social identity inventory (week 5), the helping styles inventory (week 6), your Profile of Ministry (as applicable) and other tools (as applicable) to help you in the analysis. Use the items in the "Self-as-Caregiver Presentation Feedback Form" to frame the content of your paper/multi-media presentation. Identify areas of gifts/skills/comfort and areas of ongoing growth/ triggers/blind spots and provide recommendations for further integration and competency development.

10 pages or submit as a multi-media presentation (including notes). **Due March 15, 2018**

#### **Role Plays - 20% final mark**

In a small group engage in regular role plays and discussion throughout classes to demonstrate learning (5%). Role play a pastoral/spiritual caregiving conversation for the class that demonstrates caregiving skills (attentive listening, open-ended questions, safe and ethical practices, appropriate understanding of situation, assessment and developing a plan for care etc.) and awareness of theories (regarding death and dying, grief and bereavement, crisis care, aging and dementia, etc). Be prepared to talk about personal and contextual awareness and process in the scenario. (15%) **Completed in class**

#### **Case Study or Verbatim Report - 25% final mark**

Case Study – Complete 2 Case Studies based on cases to be handed out in class. This should demonstrate self awareness (self-as-caregiver awareness) and how this affects your care for the person/people in the case. As well it should demonstrate intercultural awareness and theories and concepts of care covered in class and in readings (developing and maintaining a caregiving relationship, assessment and plan for care, listening, life review, ethical practices grief, and bereavement, crisis care, spiritual counseling, use of rituals, etc.)

Or

#### Verbatim Report

Visit someone in your community/congregation/long-term care. Follow the Verbatim Report template and analyse the visit from all the perspectives identified. This should demonstrate self awareness (self-as-caregiver awareness) and how this affects your care for the person/people in the case. As well it should demonstrate intercultural awareness and theories and concepts of care covered in class and in readings (developing and maintaining a caregiving relationship, assessment and plan for care, listening, life review, ethical practices grief, and bereavement, crisis care, spiritual counseling, use of rituals, etc.) For those in TFE this must be a different visit than that used for the TFE Verbatim Report.

## ***Due Exam week, April 2018***

**Participation** - 10% - Regular attendance and engagement in course.

### **Completion of Course work:**

All course work must be completed by the due date of final case studies paper (April 2018). 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 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. One grade (4 marks) deducted per week late.

**Attendance and lateness:** Consistent and timely attendance is required. If a student is unable to attend a class the professor is to be informed by email. More than 2 absences will result in failure to pass the course. Habitual lateness will be regarded as absence.

### **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***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that

both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

**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>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Email correspondence:** Multi-media presentations can be submitted electronically. Papers are accepted in hard copy only, preferably **on recycled or re-used paper**. Communication by email can ONLY take place through UTOR email accounts.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

## **Weekly Descriptions**

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**Week 1 – Introduction and Overview – Spirituality, Religion and Well-Being**, an intercultural perspective

Required: Barbara McClure, "Pastoral Care," *Wiley-Blackwell Companion to Practical Theology*, pp 269-278  
Koenig, Harold, Handout  
Lartey – Introduction & chapters 1-3, pp. 11-59.  
Doehring – Introduction, chapter 1

**Week 2 – Family of Origin, Cultures of Origin, Genograms**

Required: McGoldrick et al, *Ethnicity and Family Therapy*  
Richardson, *Becoming a Healthier Pastor*, Intro & PART 1, pp.iv-33  
Richardson, *Becoming a Healthier Church*, Intro, ch 1. pp. 1-40.

**Week 3 – Family of Origin, Cultures of Origin – Responses to Anxiety, Triangles**

Required:  
McGoldrick et al, *Ethnicity and Family Therapy*  
Richardson, *Pastor*, chapters 3-10, pp. 37-112  
Richardson, *Church*, pp. 41-130

**Week 4 – Family of Origin, Culture of Origin – Sibling Order**

Required:

McGoldrick et al, *Ethnicity and Family Therapy*  
Richardson, *Pastor*, pp.115-148.  
Richardson, *Church*, pp. 131-157

**Week 5 – Social Identities in Context, self as caregiver**

Required Reading - Handout: *Injustice and the Care of Souls*, ch. 1 & 3  
Karen B. Montagno, “Midwives and Holy Subversives”,  
Brita L. Gill-Austern, “Engaging Diversity and Difference”  
Doehring, *The Practice of Pastoral Care*, chapter 6, pp. 97-109

**Week 6 - Discerning your Helping/Caregiving Preferences and Cultural Contexts**

Handout: Van Katwyk, “Helping Styles Inventory,” *Journal of Pastoral Care and Counseling/*  
*Spiritual Care and Therapy*, Wilfred Laurier University Press, 2003.  
Lartey chapter 4, pp 60-78

-----Reading Week-----

**Week 7 – Spiritual Care in Context: Developing and sustaining spiritual care relationships - Listening, open-ended questions, non-verbal communication**

Required: Lartey, *In Living Color*, Intro & ch. 5-6, pp.79-139  
Doehring, *The Practice of Pastoral Care*, Intro, ch. 1-2

Recommended: Stairs, *Listening for the Soul*, pp. 1-72

**Week 8– Spiritual Care in Context: Spiritual Assessment, developing plans for care**

Required: Lartey, *Color*, ch 7- pp.140-152  
Doehring, *Practice*, chapters 3-4

Recommended: Stairs, *Listening*, ch. 3&4 – pp.73-134

**Week 9 – Spiritual Care in Context: Aging and Dementia, life review, use of senses**

Required: Lartey, *Color*, ch. 8-9, pp. 153-177.  
Doehring, *Practice*, ch.5-6, pp. 65-95

Blackboard links: Helpguide; Canadian Association of Mental Health; Centre for Addiction and Mental Health

Recommended: Stairs, *Listening*, ch. 5-7, pp. 135-196 & Epilogue, Appendix  
*Still Alice* – film or book  
*Away from Her* – film  
*The Iron Lady* – film  
*Stone Angel*, by Margaret Lawrence - book

**Week 10 – Spiritual Care in Context: Loss and Grief, being there interculturally - \*\*Role Play**

Required: Doehring, *Practice*, ch. 7-8, pp. 111-142

Blackboard links to HelpGuide

**Week 11 – Spiritual Care in Context: Death/Dying, - end-of-life care, ethical considerations**

Required: Doehring, *Practice*, ch. 9, pp.143-164.

Blackboard links: HelpGuide;

[http://www.huffingtonpost.com/kenneth-j-doka/spiritual-needs-of-the-dy\\_b\\_831123.html](http://www.huffingtonpost.com/kenneth-j-doka/spiritual-needs-of-the-dy_b_831123.html)

**Week 12 - Spiritual Care in Context: Rituals of transition and closure \*\*Role Play**

Required: Lartey, *Color*, ch. 8, case study

Doehring, *Practice*, conclusion

## **Bibliography**

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### **Spiritual Care/ Pastoral Theology – classic and contemporary texts**

Clinebell, Howard. *Basic Types of Pastoral Care and Counseling*, updated and revised, 3<sup>rd</sup> ed. Nashville: Abingdon Press, 2011.

Cooper, Terry D., *Dimensions of Evil: Contemporary Perspectives*. Minneapolis: Fortress, 2007.

-----, *Sin, Pride and Self Acceptance: The Problem of Identity in Theology and Psychology*. London: Intervarsity Press, 2003.

Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*. Minneapolis: Fortress Press, 2004.

Fitchett, George & Steve Nolan, eds. *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy*. London: Jessica Kingsley Pub., 2015.

Fitchett, George. *Assessing Spiritual Needs*. Academic Renewal Press, 2002.

Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.

Killen, James L. Jr. *Pastoral Care in the Small Membership Church*. Nashville: Abingdon, 2005.

Koenig, Harold. *Medicine, Religion and Health: Where Science and Spirituality Meet*. Templeton Press, 2008.

- Koenig, Harold, Carson, Verna, King, Dana. *Handbook of Religion and Health*, 2<sup>nd</sup> ed. Oxford University Press, 2012.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Pilgrim Press, 2006.
- Louw, Daniël J. and Takaaki David Ito, Ulrike Elsdörfer. *Encounter in Pastoral Care and Spiritual Healing: Towards an Integrative and Intercultural Approach*. LIT Verlag Münster, 2012.
- Miller-McLemore, Bonnie J., ed. *The Wiley Blackwell Companion to Practical Theology*. London: Wiley Blackwell Pub., 2012.
- Miller-McLemore, Bonnie J. & Gill-Austern, Brita L. *Feminist and Womanist Pastoral Theology*. Nashville: Abingdon, 1999.
- Pargament, Kenneth I. *Spiritually Integrated Psychotherapy*. New York: Guilford Press, 2007.
- Pattinson, Stephen. *Pastoral Care and Liberation Theology*. Cambridge University Press, 1994.
- Patton, John. *Pastoral Care in Context: An Introduction to Pastoral Care*. Reprint edition, Louisville: Westminster John Knox Press, 2005.
- Patton, John. *Pastoral Care: An Essential Guide*. Nashville: Abingdon, 2005.
- Pembroke, Neil. *Pastoral Care in Worship: Liturgy and Psychology in Dialogue*. London: T&T Clark, 2010.
- Pruyser, Paul. *Minister as Diagnostician*. Louisville: Westminster John Knox, 1976.
- Roberts, Stephen B., ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. SkyLight Paths, 2001
- Schipani, Daniel S., ed. *Multifaith Views in Spiritual Care*. Kitchener: Pandora Press, 2013.
- Stevenson-Moessner, Jeanne. *A Primer in Pastoral Care*. Minneapolis: Fortress, 2005.
- Stone, Howard W. *Crisis Counseling*, 3rd Edition. Minneapolis: Fortress, 2009.
- St. James O'Connor, Thomas, Lind, Kristine, Berendsen, Patricia, eds. *Psychotherapy: Cure of the Soul*. Waterloo: WLS Pub., 2014
- Thornton, Sharon G. *Broken Yet Beloved: A Pastoral Theology of the Cross*. Chalice Press, 2002.
- Van Katwyk, Peter. *Spiritual Care and Therapy: Integrative Perspectives*. Wilfred Laurier University Press, 2003.
- Way, Peggy. *Created by God: Pastoral Care for all God's People*. Chalice Press, 2005.
- Gregory the Great, *The Book of Pastoral Rule*, c. 590 CE.

## Family Systems

The Bowen Centre for the Study of the Family - <https://www.thebowncenter.org/theory/>

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behaviour*. Virginia: Alban Institute, 1999.

Friedman, Edwin. *Leadership in the Age of the Quick Fix: A Failure of Nerve*. 2<sup>nd</sup> ed. Seabury Books, 2007.

Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. Guilford Press, 1985 or more recent edition.

Gilbert, Roberts. *The Eight Concepts of Bowen Theory*. Leading Systems Press, 2006.

McGoldrick, Monica. *Genograms: Assessment and Intervention*. 3<sup>rd</sup> ed. New York: Norton & Co., 2008.

McGoldrick, Monica. *You can Go Home Again*. Borthon, 1995.

Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Virginia: Alban Institute, 2006.

Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Rowman & Littlefield Pub., 2006.

Stevens, R. Paul & Phil Collins. *The Equipping Pastor: A Systems Approach to Congregational Leadership*. Virginia: Alban Institute, 1993.

## Death and Dying, Grief and Bereavement

Callahan, Maggie, Kelley, Patricia. *Final Gifts: Understanding the Special Awareness, Needs and Communications of the Dying*. Simon & Schuster reprint, 2012

Chochinov, Harvery Max. *Dignity Therapy: Final Words for Final Days*. Oxford: Oxford University Press, 2012

Kissane, David & Bloch, Sidney. *Family Focussed Grief Therapy*. Open University Press, 2002.

Kubler-Ross, Elisabeth. *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and their Families*. Scribner Reprint, 2014.

Nolan, Steve. *Spiritual Care at the End of Life*. London: Jessica Kingsley Pub., 2011.

Sparks, David. *A Good Ending: Compassionate Guide to Funerals, Pastoral Care, and Life Celebrations*. Toronto: United Church Pub. House, 2013

Wolfelt, Alan. *Understanding Your Grief*. Companion Press, 2004.

Worden, William. *Grief Counseling and Grief Therapy*, 4<sup>th</sup> ed. Springer Pub. Co., 2008>

## **Aging and Dementia**

Koenig, Harold, *Aging and God. Spiritual Pathways to Mental Health in Midlife and Later Years*. NY,NY" The Hathworth Press. 2007

Koenig, Joanne and Robert Butle. *Learning to Speak Alzheimer's: A Groundbreaking Approach for Everyone Dealing with the Disease*. Chicago, IL: Houghton Mifflin Harcourt, 2008

McKim, Donald. *God Never Forgets: Faith, Hope and Alzheimer's Disease* .Louisville, KT: Westminster John Knox Press (April 15 1998)

Swinton, John. *Dementia: Living in the Memories of God*. Eerdmans, 2012

Weaver, Andrew and Harold Koenig. *Counseling Troubled Older Adults*. Nashville, TN: Abingdon Press. 2005

<http://www.youtube.com/watch?v=AvVqhX7E0nU&list=PL8dBd7sfo45eYwGn-bjYUjzfFG4EwqvEI&index=13> John Swinton about "Theology and Dementia" at 2012 Summer Institute on Theology and Disability, Bethesda Institute, Watertown, WI

<http://www.alzheimer.ca/en> Alzheimer's Society Canada

<http://www.youtube.com/user/AlzheimersSociety> link to multiple educational youtube videos

[http://www.disabilitytraining.com/product-list.php?Aging\\_Alzheimers-pg1-cid36.html](http://www.disabilitytraining.com/product-list.php?Aging_Alzheimers-pg1-cid36.html) many practical resources (DVDs)

<b>1. Foundations</b>		
<b>1.1 Integrate a theory of human psychological functioning.</b>		
a	Integrate knowledge of human development across the lifespan.	✓
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	✓
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	✓
<b>1.2 Work within a framework based upon established psychotherapeutic theory.</b>		
a	Integrate the theory or theories upon which the therapist's practice is based.	✓
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	✓
c	Identify circumstances where therapy is contraindicated.	✓
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	✓
e	Establish a therapeutic relationship informed by the theoretical framework.	✓
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	✓
g	Integrate knowledge of the impact of trauma on psychological functioning.	✓
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</b>		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	✓
b	Recognize the range of psychotherapy practised within the province of Ontario.	✓
c	Integrate knowledge of psychopathology.	✓
d	Recognize the major diagnostic categories in current use.	✓
e	Recognize the major classes of psychoactive drugs and their effects.	✓
<b>1.4 Integrate awareness of self in relation to professional role.</b>		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	✓
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	✓
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	✓
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	✓
<b>1.5 Integrate knowledge of human and cultural diversity.</b>		
a	Integrate knowledge of human diversity.	✓
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	✓
c	Adapt the therapist's approach when working with culturally diverse clients.	✓
d	Recognize barriers that may affect access to therapeutic services.	✓
e	Identify culturally-relevant resources.	✓
<b>2. Collegial &amp; Inter-professional Relationships</b>		
<b>2.1 Use effective professional communication.</b>		
a	Use clear and concise written communication.	✓
b	Use clear and concise oral communication.	✓
c	Use clear and concise electronic communication.	✓
d	Communicate in a manner appropriate to the recipient.	✓
e	Use effective listening skills.	✓
f	Differentiate fact from opinion.	✓
g	Recognize and respond appropriately to non-verbal communication.	✓

<b>2.2 Maintain effective relationships.</b>		
a	Show respect to others.	✓
b	Maintain appropriate professional boundaries.	✓
c	Recognize and address conflict in a constructive manner.	✓
d	Demonstrate personal and professional integrity.	✓
<b>2.3 Contribute to a collaborative and productive atmosphere.</b>		
a	Create and sustain working relationships with other professionals encountered in practice.	
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities.	
c	Initiate inter-professional collaborative practice.	
<b>3. Professional Responsibilities</b>		
<b>3.1 Comply with legal and professional obligations.</b>		
a	Comply with applicable federal and provincial legislation.	
b	Comply with CRPO legislation and professional standards.	
c	Address organizational policies and practices that are inconsistent with legislation and professional standards.	
d	Comply with relevant municipal and local bylaws related to private practice.	
<b>3.2 Apply an ethical decision making process.</b>		
a	Recognize ethical issues encountered in practice.	✓
b	Resolve ethical dilemmas in a manner consistent with legislation and professional standards.	✓
c	Accept responsibility for course of action taken.	✓
<b>3.3 Maintain self-care and level of health necessary for responsible therapy.</b>		
a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	✓
b	Build and use a personal and professional support network.	✓
c	Maintain personal hygiene and appropriate professional presentation.	✓
<b>3.4 Evaluate and enhance professional practice.</b>		
a	Undertake critical self-reflection.	✓
b	Solicit client feedback throughout the therapeutic process.	✓
c	Plan and implement methods to assess effectiveness of interventions.	✓
d	Obtain feedback from peers and supervisors to assist in practice review.	✓
e	Identify strengths as a therapist, and areas for development.	✓
f	Set goals for improvement.	✓
g	Modify practice to enhance effectiveness.	✓
h	Participate in relevant professional development activities.	✓
i	Maintain awareness of resources and sources of support relevant to practice.	✓
<b>3.5 Obtain clinical supervision or consultation.</b>		
a	Initiate clinical supervision or consultation when appropriate or required.	
b	Articulate parameters of supervision or consultation.	
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	
d	Initiate a legal consultation when necessary.	
<b>3.6 Provide education and training consistent with the therapist's practice.</b>		
a	Recognize when to provide education and training to clients and others.	
b	Recognize therapist's limits of professional expertise as a trainer /educator.	
c	Plan and implement effective instructional activities.	
<b>3.7 Maintain client records.</b>		
a	Comply with the requirements of CRPO and relevant professional standards.	
<b>3.8 Assist client with needs for advocacy and support.</b>		
a	Identify when advocacy or third-party support may be of value to the client, and advise client accordingly.	✓

b	Support client to overcome barriers.	✓
<b>3.9 Provide reports to third parties.</b>		
a	Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.	
b	Recognize ethical and legal implications when preparing third-party reports.	
<b>3.10 Establish business practices relevant to professional role.</b>		
a	Comply with the requirements of CRPO and relevant professional standards.	
b	Explain limitations of service availability.	
<b>4. Therapeutic Process</b>		
<b>4.1 Orient client to therapist's practice.</b>		
a	Describe therapist's education, qualifications and role.	
b	Differentiate the role of the therapist in relation to other health professionals.	
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	
d	Explain the advantages and disadvantages of participating in psychotherapy.	
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.	
f	Explain relevant rules and policies.	
g	Respond to client questions.	
h	Explain and obtain informed consent in accordance with legal requirements.	
<b>4.2 Establish and maintain core conditions for therapy.</b>		
a	Employ empathy, respect, and authenticity.	✓
b	Establish rapport.	✓
c	Demonstrate awareness of the impact of the client's context on the therapeutic process.	✓
d	Demonstrate sensitivity to the setting in which therapy takes place.	✓
e	Assume non-judgmental stance.	✓
f	Explain theoretical concepts in terms the client can understand.	✓
g	Foster client autonomy.	✓
h	Maintain appropriate therapeutic boundaries.	✓
i	Define clear boundaries of response to client's requests or demands.	✓
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	✓
k	Employ effective skills in observation of self, the client and the therapeutic process.	✓
l	Demonstrate dependability.	✓
<b>4.3 Ensure safe and effective use of self in the therapeutic relationship.</b>		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	✓
b	Recognize the impact of power dynamics within the therapeutic relationship.	✓
c	Protect client from imposition of the therapist's personal issues.	✓
d	Employ effective and congruent verbal and non-verbal communication.	✓
e	Use self-disclosure appropriately.	✓
<b>4.4 Conduct an appropriate risk assessment.</b>		
a	Assess for specific risks as indicated.	
b	Develop safety plans with clients at risk.	
c	Refer to specific professional services where appropriate.	
d	Report to authorities as required by law.	
e	Follow up to monitor risk over time.	
<b>4.5 Structure and facilitate the therapeutic process.</b>		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	✓
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	✓
c	Respond non-reactively to anger, hostility and criticism from the client.	✓

d	Respond professionally to expressions of inappropriate attachment from the client.	✓
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	✓
f	Recognize a variety of assessment approaches.	✓
g	Formulate an assessment.	✓
h	Develop individualized goals and objectives with the client.	✓
i	Formulate a direction for treatment or therapy.	✓
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.	✓
k	Focus and guide sessions.	✓
l	Engage client according to their demonstrated level of commitment to therapy.	✓
m	Facilitate client exploration of issues and patterns of behaviour.	✓
n	Support client to explore a range of emotions.	✓
o	Employ a variety of helping strategies.	✓
p	Ensure timeliness of interventions.	✓
q	Recognize the significance of both action and inaction.	✓
r	Identify contextual influences.	✓
s	Review therapeutic process and progress with client periodically, and make appropriate adjustments.	✓
t	Recognize when to discontinue or conclude therapy.	✓
<b>4.6 Refer client.</b>		
a	Develop and maintain a referral network.	✓
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.	✓
c	Refer client, where indicated, in a reasonable time.	✓
<b>4.7 Conduct an effective closure process.</b>		
a	Prepare client in a timely manner for the ending of a course of therapy.	✓
b	Outline follow-up options, support systems and resources.	✓
<b>5. Professional Literature &amp; Applied Research</b>		
<b>5.1 Remain current with professional literature.</b>		
a	Read current professional literature relevant to practice area.	✓
b	Access information from a variety of current sources.	✓
c	Analyze information critically.	✓
d	Determine the applicability of information to particular clinical situations.	✓
e	Apply knowledge gathered to enhance practice.	✓
f	Remain current with developments in foundational areas.	✓
<b>5.2 Use research findings to inform clinical practice.</b>		
a	Integrate knowledge of research methods and practices.	✓
b	Determine the applicability of research findings to particular clinical situations.	✓
c	Analyze research findings critically.	✓
d	Apply knowledge gathered to enhance practice.	✓