

Course Syllabus
KNP3521HS – Psychotherapeutic Theories for Spiritual Care and Counselling¹
Knox College
Toronto School of Theology
Winter 2018

Instructor Information

Instructor: Angela Schmidt, DMin Director of Experiential and Innovative Learning and Assistant Professor of Leadership

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Course Identification

Course Number: KNP3521HS

Course Name: Psychotherapeutic Theories for Spiritual Care and Counselling

Course Location: Knox College

Class Times: Tuesdays 900 am – 1100 am CLASS

Contact Hours: 24 contact hours

Prerequisites: No prerequisite required.

Course Description

This course is an overview of the essential models of psychotherapy covering psychodynamic, cognitive-behavioral, family systems, constructivist, and spiritually-integrated forms of therapy. Peter VanKatwyk's (2003) Therapeutic Strategies Map will be used as an orienting framework. The techniques and skills associated with the various psychotherapeutic theories will be explored while also sensitively and responsibly relating theory to the practice of spiritual care. The overview provides a foundation for students to go on to study a particular psychotherapeutic model in more depth and integrate concepts into their practice through a supervised learning process. Knowledge of psychotherapeutic theories will also assist helping professionals to know when the client's needs are outside of their scope of practice and to make appropriate referrals. The course contributes to a knowledge base for clinical practice, supports the competencies for the Canadian Association for Spiritual Care (CASC) and College of Registered Psychotherapists of Ontario (CRPO), and will benefit students of theology who wish to augment their spiritual care skills.

¹ This course design has been drawn significantly from Alida vanDijk's course "Integrating Psychotherapy and Spiritual Care: Theory and Practice" taught through Waterloo Lutheran Seminary Winter 2017.

Methodologies: Lectures, readings, discussion, presentations to engage diverse learning styles and introducing and practicing skills aligned with the various psychotherapies in a tutorial setting.

Means of evaluation: Class participation, novel study, interactive/experiential presentation (individually or in groups depending on class size), integrative paper.

Course Resources

Required Course Texts

Corey, Gerald. (2017). *Theory and practice of counseling and psychotherapy*. 10th edition. Boston, MA: Cengage Learning.

VanKatwyk, Peter L. (2003). *Spiritual care and therapy: Integrative perspectives*. Waterloo, ON: Wilfrid Laurier University Press.

Yalom, Irvin. (1996). *Lying on the couch*. New York: HarperCollins Publishers.

Required journal articles will be posted Blackboard <https://weblogin.utoronto.ca/>

Selected Bibliography recommended:

Johnson, Rick. *Spirituality in Counseling and Psychotherapy*. Wiley, 2013.

Jones, Stanton and Butman, Richard (2011)). *Modern Psychotherapies: A Comprehensive Christian Appraisal*. Second Revised Edition. Intervarsity Press. Academic.

Jones-Smith, Elsie. *Theories of Counseling and Psychotherapy: An Integrative Approach*, 2nd ed., Sage, 2016.

O'Connor, Thomas St. James & Lund, Kristine & Berendsen, Patricia. *Psychotherapy: Cure of the Soul*. Waterloo Lutheran Seminary, 2014.

Pargament, Kenneth. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. Guilford Press, 2007.

Sommers-Flanagan, John & Sommers-Flanagan, Rita. *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, Techniques*, 2nd ed. Wiley, 2015.

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 Joan Pries, Librarian at Knox, for further help.]

Course Learning Objectives

Students who successfully complete the course will:

- 1. Be aware of the range of psychotherapeutic theories.*
- 2. Be able to identify the five major waves of psychotherapy.*
- 3. Use insights from psychotherapeutic theory to enhance their practice of spiritual care.*
- 4. Be able to assess, strategize, intervene, and evaluate their therapeutic interactions, relevant to their clinical context or ministry setting.*
- 5. Begin to articulate their growing sense of professional identity as practitioners and clinicians who integrate theory from psychotherapeutic models.*

Demonstrate initial steps towards personal and professional integration of psychotherapeutic and spiritual care theory and practice

MPS (ATS) Learning Outcomes

Religious Faith and Heritage

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to spiritual practices).

Culture and Context

- Demonstrate critical understanding for one's area of specialization of the relationship between faith practices and cultural contexts.
- Give evidence of critical self-awareness, with regard to their own – and others' – faith perspectives and practices of care and service.

Spiritual/Vocational Formation

- Attend to the spiritual development and well-being of self and others.
- Display capacity for self-reflexive and spiritual practices within communities of faith.
- Identify and respect the diversity of theological viewpoints and practices within their religious tradition.

Practices of Area of Specialization

- Demonstrate initiative, responsibility and accountability in personal relationships and group contexts.
- Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization.
- Demonstrate skills for responsible and accountable specialized leadership in congregational and community contexts.

For those registered in the MPS, Spiritual Care and Psychotherapy Certificate program, the following CRPO Entry-to-Practice Competencies will be demonstrated and built upon in this course:

Competency	How the competency will be demonstrated
<p>1. Foundations :</p> <p>1.1 Integrate theories of personality and human functioning.</p> <p>1.2 Work within a framework based upon established psychotherapeutic theory</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>Through lectures, class presentations, readings, in-class role plays and discussion, reflections paper and research paper students will show how they have integrated their understandings of theory and practice.</p> <p>The class presentation and research paper enable the student to learn one or more theories in depth.</p> <p>Students will read Yalom’s book and engage in self-reflection as they write a reflection paper to increase their developing identity as a psychotherapist.</p> <p>Theories will be considered from a contextual/cultural point of view. Students will engage in discussion about the implications of western psychotherapy across diverse cultural/religious/life experiences.</p>
<p>2. Collegial and Inter-professional Relationships</p>	<p>Through class discussions, presentations, and small group work, students will develop capacity for clear communication, maintaining relationships and contributing to a collaborative and productive atmosphere.</p>
<p>4. Therapeutic Process demonstrate the following:</p> <p>4.3 Safe and Effective Use of Self in therapeutic relationship</p> <p>4.5 Structure and facilitate the therapeutic process</p>	<p>Through reflection paper, class discussion, research paper the students will explore the implications of various psychotherapeutic theories upon the clinical practice with clients. Students are expected to demonstrate safe and effective use of self.</p> <p>In the research paper students will discuss the appropriate use of therapeutic interventions with specific populations.</p>
<p>5. Professional Literature and Applied research</p> <p>5.1 Remain current with professional literature</p> <p>5.2 Use research findings to inform practice</p>	<p>Research paper requires peer reviewed journals and current evidence based practice</p>

Evaluation

Requirements

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

1. Class attendance, class participation and readings of required text and journal articles as assigned in course schedule (10%).
 - a. Regular attendance and participation in class: Each student will read the assigned readings from the required texts and be ready to engage in class discussion. Students' weekly attendance and participation in class discussions is expected. To be able to fully participate in the discussions and interactive exercises, students are required to have read the assigned reading before class.
 - b. See course schedule for the weekly reading that is expected to be completed before class each week. The required texts are available for purchase on-line. Note that there may be a journal article to be read in addition to the weekly reading from the required text. The journal articles will be posted on Blackboard.
 - c. Evaluation: On the last day of class, students will complete a self-evaluation of how they assess their class participation and fulfillment of the reading assignments. This self-evaluation provides information to the instructor regarding the final grade for class participation and readings, but the instructor reserves the right to make the final decision on the grade.

2. Reflective Paper (6-8 pages, double spaced) - Using Yalom's novel, explore a psychotherapeutic theme that is relevant to your practice of spiritual care. (25%) **Due: mid-semester (Tuesday, February 13th)**

Some examples/suggestions: (This is not an exhaustive list.)

 - a. Therapeutic alliance in spiritual care practice
 - b. Ethics in spiritual care practice
 - c. Boundaries in spiritual care practice
 - d. Safe and Effective Use of Self in spiritual care practice
 - e. Consulting peers and colleagues in spiritual care practice
 - f. Being under supervision in spiritual care practice
 - g. Transference and countertransference in spiritual care practice

3. Class presentation —may be done in small groups at the discretion of the instructor depending on class size (25%) (3 parts—class presentation 15%, handout 5%, experiential exercise 5%):
 - a. Select one psychotherapeutic model and prepare a 30 minute class presentation on an overview and introduction of the model that includes the following:
 - i. founder of the model
 - ii. key figures who developed the model
 - iii. problem definition and problem resolution in the model (ie., therapeutic goals and strategies)
 - iv. role of the therapist in the model

- v. Evaluate the model from a spiritual perspective
2. Prepare a one page (one side) handout with a summary of the therapy model.
3. Lead the class in a 15 minute interactive exercise that invites the class into an experiential learning of one key aspect or concept of this therapeutic model.

Please look for the symbol ** on the course schedule to indicate the therapies you can choose from for your presentations.

4. Integrative Professional Theory and Practice Paper (40%) — 12 pages, **Due: Exam week**
 Each student will write a 12 page (double spaced, 12 pt font, 1 inch margins) paper (inclusive of scholarly references) using a standard style guide such as ones used by universities, seminaries, or the American Psychological Association (APA) [Note: The following web site offers information and down-loadable guides for standard styles such as – APA, Chicago, and MLA: <http://www.calstatela.edu/library/styleman.htm>.] The paper is to demonstrate initial steps towards personal and professional integration of psychotherapeutic and spiritual care theory and practice. Your paper will include:
 - 1) A reflection on which psychotherapeutic theory most resonates with you and why.
 - 2) A description of how you integrate psychotherapeutic theory into your practice of counselling or spiritual care giving using an example from your clinical context or spiritual caregiving setting. (Please include a one page description of the clinical case including non-identifying description of person, background/ description of clinical encounter, assessment/ interventions and very brief evaluation). If you do not have experience in a clinical or ministry setting, you can write about how you would integrate spirituality with psychotherapeutic theory in clinical or ministry practice.
 - 3) A spiritual or theological reflection on your integration of psychotherapeutic theory with spiritual care theory and practice.

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).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. One grade (four marks) will be deducted for every week late. 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. A note from an MD is required for situations requiring extensions because of illness. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. 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

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.

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).

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>).

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

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

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

Course Schedule

COURSE SCHEDULE Winter 2018

(Class - Tuesdays 9:00 a.m. – 11:00 a.m.)

Required texts

Corey, Gerald. (2017). *Theory and practice of counseling and psychotherapy*. 10th edition. Boston, MA: Cengage Learning.

VanKatwyk, Peter L. (2003). Chapter 4 What to Know: Therapeutic Models. In *Spiritual care and therapy: Integrative perspectives*. Waterloo, ON: Wilfrid Laurier University Press.
(electronic copy will be made available)

Vanderstelt, H. (2014). The Presence and Absence of Psychotherapy in Hospital Situated Spiritual Care. In T. S. O'Connor, K. Lund, & P. Berendsen (Eds.), *Psychotherapy: Cure of the Soul*. (pp. 211–228). Waterloo, ON: Waterloo Lutheran Seminary. (electronic copy will be made available)

Yalom, Irvin. (1996). *Lying on the couch*. New York: HarperCollins Publishers.

Required journal articles will be posted Blackboard <https://weblogin.utoronto.ca/>

Class Schedule

Note – ** indicates the therapies students may present as a small group of 2, max 3 persons

WEEK 1

Tuesday January 9, 2018 Introduction and Orientation

Read Van Katwyk (2003) Chapter 4

Read Chapter 1 in Corey

- Introduction to the Course/Syllabus
- Timeline of Theories of Personality and Psychotherapies
- Introduction to Van Katwyk's orienting framework

WEEK 2

Tuesday January 16, 2018 Integration of Psychology and Spirituality

Read Chapter 2 and Chapter 3 in Corey

Read Vanderstelt (2014) article

- Roots of Psychotherapy in Cure of Souls
- Psychology emerging out of Philosophy and Religious care
- Do spiritual caregiver's do psychotherapy (Vanderstelt's article/ College of Registered Psychotherapists and the Psychotherapy Act 2007)

WEEK 3

Tuesday January 23, 2018 Psychodynamic Therapies

Read for class Chapter 4, Chapter 5 and Chapter 6 in Corey

Read Yalom book

1. Psychodynamic Therapy
2. Existential Therapy
3. What can we learn from Yalom's novel "Lying on the Couch"?

WEEK 4

Tuesday January 30, Quadrant #1 Intrinsic Problem Definition/ Objective Problem Resolution

Read Chapter 9 in Corey

4. Behaviour therapy
5. Introduction to Family Systems
6. Strategic/Structural Family Therapy (MRI)**

WEEK 5

Tuesday February 6, 2018

Read Chapter 10 in Corey

7. Cognitive- Behavioral Therapy**
8. Acceptance and Commitment Therapy

WEEK 6

Tuesday February 13 Quadrant #2 Extrinsic Problem Def'n / Objective Problem Resolution

Read Chapter 5 in Corey

9. Jungian theory/therapy

10. Adlerian**

Reflective Paper Due

WEEK 7

Tuesday February 20th, 2018 – Reading Week – NO CLASS and NO TUTORIAL

WEEK 8

Tuesday February 27, 2018

Read Chapter 12 in Corey

11. Integrating psychotherapy theory into Spiritual Care Practice

12. Natural Systems Family Theory (Bowen)**

WEEK 9

Tuesday March 6 Quadrant #3 Extrinsic Problem Def'n/ Subjective Problem Resolution

Read Chapter 7 and Chapter 8 in Corey

13. Person-Centered Therapy**

14. Gestalt**

WEEK 10

Tuesday March 13

Read Chapter 14 in Corey

15. Experiential Family Therapy (Satir and Johnson)**

16. Introduction to a postmodern worldview and constructivist therapies

WEEK 11

Tuesday March 20 Quadrant #4 Intrinsic Problem Def'n/ Subjective Problem Resolution

Read Chapter 13 in Corey

17. Solution-Focused Therapy (de Shazer)

18. Narrative Therapy (White)**

WEEK 12

Tuesday March 27, 2018 Integrative Perspective

Read Chapter 15 in Corey

19. Adopting a Theory of Psychotherapy that is right for you and your client/member/patient

20. Strategic Pastoral Counselling: A Short-term Structured Model

WEEK 13

Tuesday April 3, 2018 Conclusion

21. Theory, technique and spirit in spiritual care and counselling

22. Course Evaluation, Feedback and Review