

**Course Syllabus**  
**KNP3521HS – Psychotherapeutic Theories for Spiritual Care and Counselling**  
**Knox College**  
**Toronto School of Theology**  
**Winter 2017**

***Instructor Information***

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***Course Identification***

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Course Number: KNP3521HS  
Course Name: Psychotherapeutic Theories for Spiritual Care and Counselling  
Course Location: TBC  
Class Times: 30 contact hours over 5 days (9:00 a.m. – 3:00 p.m.)  
Prerequisites: Human Growth and Spiritual Journey (KNP1443) is required and Self, Family, Culture: Spiritual Care in Contexts (KNP 2548) is recommended. For students from other colleges an introductory course in spiritual/pastoral care is a required prerequisite.

***Course Description***

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Insights from psychotherapeutic theory, sensitively and responsibly applied, can enhance the practice of spiritual care and counselling. This course provides spiritual caregivers with an overview of the basic theoretical models of psychotherapy in use today. It uses Peter VanKatwyk's (2003) "therapeutic strategies map" as an orienting and integrating framework for these theories. The goal of the course is to provide students with a foundational theoretical landscape, which can then be used to situate various therapeutic concepts, and to pursue particular therapeutic models in more depth. Students will be encouraged to integrate theoretical concepts with spiritual care and counselling practice within a supervised learning process. Knowledge of psychotherapeutic theories will also assist spiritual and pastoral providers in making necessary referrals when client needs fall outside their scope of practice. For Supervised Pastoral Education (SPE) learners, the course contributes to a knowledge base for clinical practice, Canadian Association for Spiritual Care (CASC) competencies, College of Registered Psychotherapists of Ontario (CRPO) membership, and development of professional identity. This course will also benefit students of theology who wish to augment their spiritual care skills. Teaching methods will attempt to engage a variety of learning styles through lectures, assigned readings, group discussion, experiential exercises, student presentations, and written assignments. Evaluation is based on participation in group discussion, participation in experiential exercises, a 6-8-page mid-term reflection paper, an interactive class presentation (individually or in groups depending on class size), and a 12-page final integrative research paper.

## Course Resources

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### Required Course Texts

- Corey, Gerald. 2013. *Theory and Practice of Counseling and Psychotherapy*, 10<sup>th</sup> edition. Belmont, CA: Brooks/Cole.
- 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 on Blackboard.

### Course Website

- 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 email the instructor for further help.]

### Bibliography (recommended readings)

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

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

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

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

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

### Course Learning Objectives/Outcomes

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Students who successfully complete this course will demonstrate (through group discussion, experiential exercises, class presentations, and written assignments, including discussion of case examples) the ability to:

1. articulate a basic understanding of current models of psychotherapeutic theory and practice;
2. situate basic psychotherapeutic concepts within the appropriate theoretical model;
3. begin to use psychotherapeutic concepts to describe particular events and dynamics in the practice of spiritual care and counselling in a particular context and setting;
4. articulate how aspects of psychotherapeutic theory and practice might be integrated with aspects of spiritual care and counselling theory and practice;

5. recognize the strengths and limitations of different psychotherapeutic models in relation to different situations in spiritual care and counselling, and the need for appropriate referrals;
6. articulate how and why a particular psychotherapeutic model resonates with their own sense of psycho-spiritual identity;
7. show basic awareness of both cognitive and emotional dimensions of human psycho-spiritual existence, behavior, and development;
8. remain cognizant and tolerant of the fact that different psychotherapeutic theories can offer competing and even contradictory explanations of spiritual and therapeutic dynamics;
9. show basic interpersonal and professional competence in regard to listening, communication, and organization.

Please note: These learning outcomes represent a minimum standard for successful completion of the course. It is hoped that in demonstrating these outcomes, students will also feel free to move beyond them, particularly by demonstrating *creativity* in both analysis and synthesis of the course material.

These Entry-to-Practice competencies are taken from the College of Registered Psychotherapists of Ontario (CRPO): [www.crpo.ca](http://www.crpo.ca)

<b><i>At entry-to-practice the RP is able to:</i></b>		<b><i>How the competency will be demonstrated</i></b>
<b>1. Foundations</b>		
<b>1.1 Integrate a theory of human psychological functioning.</b>		Through group discussion, experiential exercises, class presentations, and written assignments, including discussion of case examples, students will demonstrate a basic ability to articulate theories of human psychological functioning, and to integrate these theories with the practice of spiritual care and counselling, including aspects of a, b, and c listed to the left.
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>		Through group discussion, experiential exercises, class presentations, and written assignments, including discussion of case examples, students will demonstrate a basic knowledge of current models of psychotherapeutic theory and practice, including aspects of a, b, c, d, e, f, and g listed to the left. This includes recognizing the strengths and limitations of different psychotherapeutic models in relation to different situations in spiritual care and
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.	counselling, and the need for appropriate referrals;
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>		Through group discussion, experiential exercises, class presentations, and written assignments, including discussion of case examples, students will demonstrate a basic knowledge of comparative psychotherapy relevant to the practice of spiritual care and counselling, including aspects of a, b, c, and d listed to the left.
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.	

**Alignment with CASC (Canadian Association for Spiritual Care) Competencies:**

[www.spiritualcare.ca](http://www.spiritualcare.ca)

<b>1.</b>	<b>Spiritual Assessment and Care:</b> Spiritual Assessment and Care are distinct but inter-related activities. Spiritual Assessment is an extensive, in-depth, ongoing process of actively listening to and summarizing a client's story, spiritual strengths, needs, hopes and coping strategies as they emerge over time. Spiritual Care is the professional relationship established with a client that provides a framework for ongoing assessment and inter-professional interventions that help meet the wellness needs and goals of the client.
<b>1.1</b>	<b>Theoretical Foundations:</b> The professional relationship is established upon historical, theological, philosophical, spiritual, psychological and socio-cultural frameworks that encompass knowledge of human development and transitions in life.
1.1.1	Integrates spiritual/religious and psycho-social theories.
1.1.2	Integrates relevant knowledge including contextual and systemic factors that facilitate or impair human functioning, theories of change, the impact of trauma, and psychopathology.
1.1.4	Recognizes the benefits, limitations, and contraindications of differing therapeutic approaches.
<b>1.2</b>	<b>Relational Approach:</b> Provides a relational and patient/family-centred approach to assessment and care that sensitively encounters the client(s) and engages them in their healing process.
1.2.1.	Establishes a therapeutic relationship of trust informed by the theoretical framework.
1.2.2.	Establishes rapport by engaging with the client's experience.

1.3	<b>Assessment:</b> Gains an understanding of a client's source(s) of spiritual strength, hope, needs, wellness goals, risks and methods/ways of coping through encountering the client.
1.3.1	Identifies circumstances where therapy is contraindicated.
1.3.1	Formulates an assessment.
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1.4	<b>Planning:</b> Co-develops with the client(s) a spiritual care plan that complements and is integrated with the inter-professional care plan, treatment and interventions.
1.4.1	Determines the type and level of care/intervention appropriate and formulates a therapeutic direction(s), drawing upon culturally-relevant resources.
1.4.2	Develops personalized goals and objectives where relevant and appropriate to the client situation.
1.4.3	Ensures interventions are timely, based on informed therapeutic approaches and are related to appropriate community resources.
1.4.4	Integrates the practices of assessment, intervention and outcomes.
1.4.5	Evaluates the therapeutic effectiveness of the Spiritual Care plan and interventions.
1.5	<b>Intervention:</b> Provides a variety of interventions and approaches to spiritual care related to needs assessment and co-developed inter-professional care plans.
1.6	<b>Evaluation of Effectiveness:</b> Reviews therapeutic process and progress with client periodically, and makes appropriate adjustments.
2.	<b>Self-awareness:</b> Assesses the impact of one's own spirituality, beliefs, values, assumptions and power dynamics in relationships with clients.
3.	<b>Spiritual and Personal Development:</b> Continues to develop and maintain personal and professional growth, awareness and self-understanding and makes oneself appropriately accountable.
4.	<b>Multi-Dimensional Communication:</b> Employs communication strategies that include active and attentive listening, awareness of the non-verbal, appropriateness, and relevant content.
4.9	Explains theoretical concepts in everyday language.
4.11	Communicates assessment information so the client understands its relationship to care giving goals and outcomes.
5.	<b>Documentation and Charting:</b> Documents clinical assessments, interventions and referrals in a way that is understood by members of the inter-professional team. Keeps records and statistics in a timely manner; demonstrates clarity, skill and appropriate confidentiality in all paper/electronic correspondence.
5.1	Identifies the referral source and reason for initial assessment.
5.2	Differentiates fact from opinion.
10.	<b>Research:</b> Sees research as integral to professional functioning and in keeping with one's area of expertise.
10.1	Reads research articles as continuing education pertinent to one's area of practice.

## **Evaluation**

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

1. **Attendance, preparation, participation and reading** (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 or from Crux books. 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**

Possible themes:

- 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 10%, handout 5%, experiential exercise 10%).
    - 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
    - b. Prepare a one page (one side) handout with a summary of the therapy model.

- c. Lead the class in a 20 minute interactive exercise that invites the class into an experiential learning of one key aspect or concept of this therapeutic model.

#### 4. Final Integrative Research Paper (40%)

##### **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:

- a. A reflection on which psychotherapeutic theory most resonates with you and why.
- b. A description of how you integrate psychotherapeutic theory into your practice of spiritual care using an example from your clinical context or spiritual caregiving setting. (The description of the clinical case study will be no more than one page in length). 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.
- c. 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**

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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.

**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)).

**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](http://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***

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### **Day 1:** Introduction and Orientation

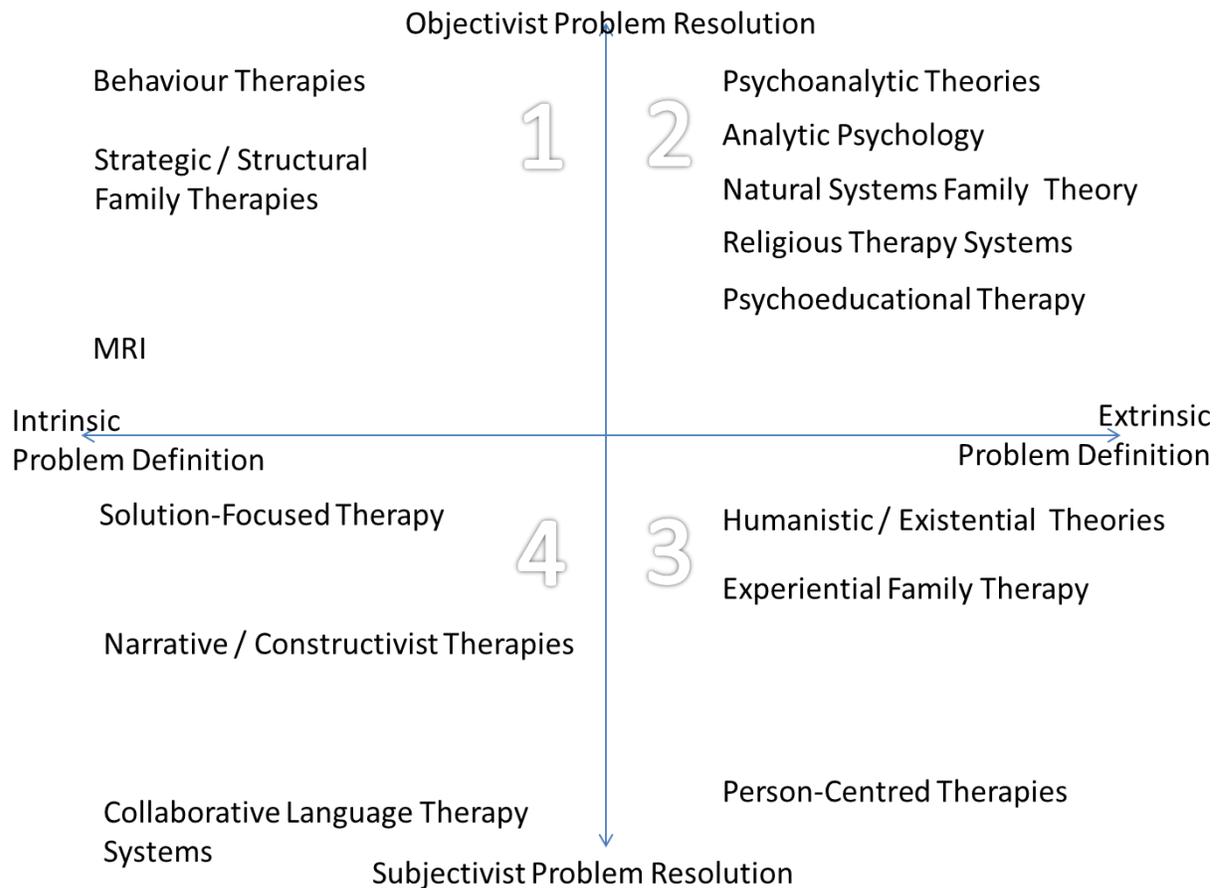
Read for class (435 pages):

Corey, Part I, Chapters 1 – 3, pp. 3 – 58 (56 pages)

Yalom, I. D. (1996). *Lying on the couch*. New York: Harper Collins Publishers. (369 pages)

1. Introduction
2. Psychotherapy: Origins, Definitions, Models
3. VanKatwyk's Orienting Framework (see below)
4. Overview of Irving Yalom's novel *Lying on the Couch*

Figure 4.1 Therapeutic Strategies Map, VanKatwyk, 2003, p.46



**Day 2:** Quadrant 1—Intrinsic Problem Definition and Objectivist Problem Resolution

Read for class (116 pages):

Corey, Chapter 9, Behavior Therapy, pp. 244-286

Corey, Chapter 10, Cognitive Behavior Therapy, pp. 287-332

Corey, Chapter 11, Reality Therapy, pp. 333-359

1. Quadrant 1: Behaviour Therapies (Albert Ellis and Aaron Beck)
2. Quadrant 1: Strategic / Structural Family Therapies & MRI
3. Quadrant 1: Integrating psychotherapeutic theory with spiritual care and counselling practice

**Day 3:** Quadrant 2—Extrinsic Problem Definition and Objectivist Problem Resolution

Read for class (68 pages):

Corey, Chapter 4, Psychoanalytic Therapy, pp. 62-100

Corey, Chapter 14, Family Systems Therapy, pp. 432-461

1. Quadrant 2: Psychoanalytic Therapy (Freud)
2. Quadrant 2: Analytic Psychology Therapy (Jung)

3. Quadrant 2: Natural Systems Family Therapy (Bowen)
4. Quadrant 2: Integrating psychotherapeutic theory with spiritual care and counselling practice

**Day 4:** Quadrant 3—Extrinsic Problem Definition and Subjectivist Problem Resolution

Read for class (108 pages):

Corey, Chapter 6, Existential Therapy, pp. 136-171

Corey, Chapter 7, Person-Centred Therapy, pp.172-209

Corey, Chapter 8, Gestalt Therapy, pp. 210-243

1. Quadrant 3: Humanistic / Existential Theories (Rogers)
2. Quadrant 3: Experiential Family Therapy (Satir, Johnson)
3. Quadrant 3: Person-Centred Therapies
4. Quadrant 3: Integrating psychotherapeutic theory with spiritual care and counselling practice

**Day 5:** Quadrant 4—Intrinsic Problem Definition and Subjectivist Problem Resolution

Read for class (76 pages):

Corey, Chapter 13, Postmodern Approaches, pp. 395-431

Corey, Chapter 15, An Integrative Perspective, pp. 464-502

Corey, Chapter 16, Case Illustration, pp. 503-521 (OPTIONAL)

1. Quadrant 4: Introduction to a postmodern worldview and postmodern family therapies
2. Quadrant 4: Solution-Focused Therapy (de Shazer)
3. Quadrant 4: Narrative / Constructivist Therapy (White)
4. Quadrant 4: Integrating psychotherapeutic theory with spiritual care and counselling practice

**Day 6:** Conclusion

1. Integrating all four quadrants in a wholistic view of psychotherapy and the practice of spiritual care and counselling
2. Theory, technique, humility, and Spirit in spiritual care and counselling
3. Course evaluation, feedback and review