



**Trinity College
Faculty of Divinity
in the Toronto School of Theology**

THE CONTENT OF THIS DESCRIPTION IS NOT A LEARNING CONTRACT AND THE INSTRUCTOR IS NOT BOUND TO IT. IT IS OFFERED IN GOOD FAITH AND INTENDED AS A HELPFUL GUIDE TO THE STUDENT.

TITLE: TRP 3523H/6523H Foundations in the Psychology of Counselling

PROFESSOR: Marsha Hewitt

COURSE DESCRIPTION:

Foundations in the psychology of pastoral counselling, emphasizing the interpersonal, intersubjective and relational dynamics operative in the dyad in a faith-based context. Focus of the course will be on case studies where students will examine multiple perspectives of effective communication in the pastoral setting. Strong focus on heightened awareness of not only what persons seeking counseling brings to the relationship, but equally important, on what the counselor brings, and the multiple levels of conscious and unconscious communication mobilized in therapeutic encounters.

COURSE OUTCOMES:

Students successfully completing this course will be able to:

- listen effectively to another
- distinguish between one's own feelings, fantasies and thoughts and that of the other
- understand the difference between helping and rescuing the other

CRPO compatible competencies: Please note that this course covers several of the entry-to-practice competencies for the College of Registered Psychotherapists of Ontario, especially in comparative theories.

PREREQUISITES:

- None

TEXTS:

- No required texts; handouts.

WRITTEN & ORAL ASSIGNMENTS/TESTS:

- Discussion of case presentations; some reading from outside case studies; short papers; class participation
- **Advanced Degree students, registering in TRP 6523H, will have to write a longer research paper, 15-20pp, including bibliography and footnotes.**

CLASSROOM PROCEDURES:

Seminars and class discussion

GRADING PROCEDURES:

For TRP3523H: Four short papers, 20% each; class participation, 20%

For TRP6523H: One extended research paper, 15-20pp, including bibliography and footnotes

ATTENDANCE:

Required

ACADEMIC INTEGRITY:

- All TST students are subject to U of T's "Code of Behaviour on Academic Matters." Copies of the code are available at <www.governingcouncil.utoronto.ca/policies/behaveac.htm>. Please take special note of the section on plagiarism. For a helpful set of guidelines on how to avoid plagiarism, see <www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. This is part of a more general—and equally helpful—website that provides advice on academic writing (<<http://www.writing.utoronto.ca/advice>>).

PROGRAM OUTCOMES:

COURSE OUTCOMES: KNOWLEDGE OF THE AREA OF CONCENTRATION	COURSE ELEMENT	PROGRAM OUTCOMES
Students successfully completing this course will be able to:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the Basic Degree Learning Outcomes
<ul style="list-style-type: none"> • ability to listen effectively to others 	<ul style="list-style-type: none"> • weekly readings and class • presentations/discussions 	<ul style="list-style-type: none"> • Religious heritage • Cultural context • Personal well-being, vocational formation, and spiritual practices • Leadership in ecclesial and public contexts

<ul style="list-style-type: none"> • ability to distinguish between one's own feelings, thoughts and fantasies and those of the other 	<ul style="list-style-type: none"> • student presentations and case discussions; some role-playing 	<ul style="list-style-type: none"> • Personal well being and religious sensitivity
<ul style="list-style-type: none"> • ability to understand the difference between helping and rescuing the other 	<ul style="list-style-type: none"> • class presentations, discussions and papers 	<ul style="list-style-type: none"> • Personal well-being and development of leadership skills

COURSE OUTCOMES: ABILITY WITH SCHOLARLY TOOLS AND SKILLS*	COURSE ELEMENT	PROGRAM OUTCOMES
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation 	To be determined
2. Research and Scholarship	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation 	To be determined
3. Level of Application of Knowledge	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation 	To be determined
4. Professional capacity/autonomy	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation 	To be determined
5. Level of communication skills	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation 	To be determined
6. Awareness of limits of knowledge	<ul style="list-style-type: none"> • course as a whole • short paper • student presentation] 	To be determined

SELECT BIBLIOGRAPHY:

Kenneth I. Pargament, (2007). *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*, New York: The Guilford Press.

Neville Symington, (1994). *Emotion and Spirit: Questioning the Claims of Psychoanalysis and Religion*, New York: St. Martin's Press.

Philip M. Bromberg, (2006). *Awakening the Dreamer: Clinical Journeys*, Mahwah, NJ: The Analytic Press.

* Please see the Degree Level expectations for the Province of Ontario.

Marsha Aileen Hewitt, (2004). To Never Wholly Die, To Never Fully Live: Death and Rebirth in the Emergence of Self in the Therapeutic Process, *The Psychoanalytic Review*, 91/4, 517-541.

R.D. Laing, (1968). *The Politics of Experience*, Harmondsworth: Penguin Books.

Russell D'Souza & Kuruvilla George, (2006). Spirituality, religion and psychiatry: its application to clinical practice. *Australian Psychiatry*, 14/4, 408-412.

P. Huguelet, S. Mohr, L. Borrás, C. Gillieron, P. Brandt. (2006). Spirituality and religious practices among outpatients with schizophrenia and their clinicians, *Psychiatric Services*, 57/3, 366-372.

S. Mohr, P. Huguelet. (2004). The Relationship between Schizophrenia and Religion and its Implications for Care, *Swiss Medical Weekly*, 134, 369-376.

COURSE OUTLINE:

Session 1: introduction to course, definition of goals/aims, clarification of methodology and evaluation

Session II: focus on interpersonal theory and practice

Session III: focus on relational theory and practice

Session IV: explanations/definitions of transference & countertransference

Session V: what is fantasy, conscious and unconscious?

Session VI: What is communication? What constitutes conscious and unconscious communication?

Session VII: Enactment: definitions, conscious and unconscious enactments, how they work in a therapeutic context.

Session VIII: Trauma and memory, how trauma impairs memory.

Session IX: Dissociation, dissociation disorders. How to recognize this phenomenon, how to be aware of it in both members of the pastoral therapeutic relationship.

Session X: Mentalization, the capacity for critical thought, capacity to distinguish between internal and external realities.

Session XI: Therapeutic implications of spirituality, religious faith, religious practices.

Session XII: Review and integration of course themes.