Course Syllabus
EMP2581 HS Psychopathology in Mental Health Syllabus
College Name: Emmanuel College Toronto School of Theology
Winter 2019

Instructor Information

Instructor: Nazila Isgandarova, Ph. D, D. Min., RP, RSW
Office Location: Emmanuel College
E-mail: nazila.isgandarova@mail.utoronto.ca
Office Hours: by appointment

Course Identification

Course Number: EMP 2581HS
Course Name: Psychopathology in Mental Health
Course Location: EM
Class Times: 14:00-17:00
Prerequisites: A base of knowledge or work experience that includes familiarity with the DSM 5 or mental health issues are the prerequisite for this course.

Course Description

As an introduction to the major mental disorders, this course aims to prepare students for working with clients with serious mental health problems in private, institutional and community settings. The course focuses on a biopsychosocial and spiritual understanding of mental health and well-being. Utilizing the holistic approach to mental health, this course will explore classifications and symptomatology of the more severe and chronic forms of psychiatric disorder, their etiology and nature, and their diagnosis. The Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) will be used as a reference point.

The students will also be introduced to the critical influence of culture, class, race and ethnicity, religion, and social values of the individual, family, group, and social institutions in the assessment of mental health disorders. The course will critically review current classification systems and major theories regarding the nature of mental disorders, their diagnoses and etiologies, the treatment approaches available to help people in their recovery, and culturally relevant variables. As a result, the students will be able to critically utilize terminology and concepts in the DSM-5 and identify best practices in psychotherapy practice.

Course Resources

Required Course Texts/Bibliography


**Optional Readings:**


**Class Format**

In order to help students integrate the knowledge and skills necessary for psychopathology, this practice course will be taught using the following formats:

**Class discussions** of relevant topics such as course readings, previous experience working with in health care, prison, school, etc., settings. Class discussion is intended to help you develop your skills in critical thinking and effective communication that honours diverse points of view. Assigned readings provide a foundation for class discussions.

**Lectures** designed to expand upon, highlight, and clarify important theoretical knowledge and practice skills in regard to psycho-spiritual care.

**Role-play exercises** designed to help you transfer knowledge to practical skills. In order to do so, we will use clinical cases to apply spiritual and psychotherapeutic theory or theories.

**Course Learning Objectives**

Emmanuel College Outcomes
**GRADUATE “DEGREE LEVEL” EXPECTATIONS** | **CORRESPONDING COURSE GOALS AND OUTCOMES** | **CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS**
---|---|---
**EXPECTATIONS:** In this course students are expected to demonstrate the following:

1. **Depth and Breadth of Knowledge** is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.

   - Interpret key sources of Islam using a variety of methods, sources, and norms in psycho-spiritual care context;
   - Learn Islamic understanding of mental illness, life crisis and spirituality;
   - Acquire skills in the area of clear and effective communication in both oral and written forms (such as the construction of a logical argument; the making of informed judgments on complex issues; the use of standard conventions of style for scholarly writing);
   - Familiarity with various sources of the Islamic tradition;
   - Familiarity with theological and practical perspectives in Islamic spiritual care and its place in Islam in relation to other Islamic disciplines – tafsir, fiqh, philosophy, ethics and mysticism;
   - Familiarity with theology, spiritual/religious theories and the social and human sciences in understanding the human experience in Islamic spiritual care;
   - Familiarity with Islamic theology with a focus on suffering, sickness, loneliness, grief and death;
   - Familiarity with the diversity of theological viewpoints and practices within the Islamic tradition;
   - Familiarity with contemporary Islamic psycho-spiritual care and counselling literature.

   - Lectures, readings.

2. **Research and Scholarship** is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.

   - Identify researchable questions as these arise from the course.
   - Apply appropriate methodologies when conducting research.
   - Competence in the use of a library and in the construction of a bibliography;
   - Familiarity with pertinent web-based resources and skills.
   - Demonstrate research-informed practice to strengthen client capacity and well-being through assessments that identify strengths and address obstacles.
   - Identify the situations, as well as ethical issues and decisions that arise in the psychotherapy

   - Reflection papers, case studies, short research paper proposal and statement.
<table>
<thead>
<tr>
<th>GRADUATE “DEGREE LEVEL” EXPECTATIONS</th>
<th>CORRESPONDING COURSE GOALS AND OUTCOMES</th>
<th>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Level of Application of Knowledge</strong> is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</td>
<td>practice with clients with mental illness. Identify situations that require seeking supervision and consultation to monitor professional judgments and behavior when working with clients with mental illness. Demonstrate skills to work with diverse client population with mental illness and learn how their life narratives at the micro, mezzo, and macro levels shape their experiences of mental illness.</td>
<td>Case studies, role plays, written assignments.</td>
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<tr>
<td></td>
<td>Apply in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical and theological frameworks to engage with clients with mental illness. Apply practice experience and theory to inform holistic interventions in the area of focus. Practice as a learner to clients, and engage them as experts of their own culture and experience in the area of focus. Apply research-informed critical thinking in analysis of research methods and research findings to inform holistic practice. Recognize and identify symptoms of mental illness. Demonstrate a holistic understanding of mental illness by recognizing and identifying the ways that biological, psychological, social and spiritual factors affect the experience and severe mental disorders. Demonstrate understanding of the DSM-5. Compare and examine symptoms and diagnoses in reference to the DSM-5 criteria. Articulate and critically apply conceptual frameworks to guide the process of assessment and evaluation. Demonstrate the ability to formulate assessments of clients with serious mental disorders.</td>
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<tr>
<td><strong>4. Professional Capacity or Autonomy</strong> is defined as the ability to translate the</td>
<td>Acquire competency in psychotherapy and spiritual care, assessments tools and</td>
<td>Role plays, case studies, application of learning</td>
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<tr>
<td>GRADUATE “DEGREE LEVEL EXPECTATIONS”</td>
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<td>knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</td>
<td>interventions; Act as a change agent within their own communities and disciplines; Provide leadership on an ongoing basis related to psycho-spiritual care and counselling; Respectful collaboration with cognate disciplines involved in service delivery to individuals; Awareness of how attitudes, values and assumptions affect the psycho-spiritual care practice; Awareness of their own personhood in the practice of Islamic psycho-spiritual care; Sensitivity to ecumenical, multifaith and multicultural issues in Islamic psycho-spiritual care.</td>
<td>during the class discussions.</td>
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<tr>
<td><strong>5. Level of Communication Skills</strong> is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</td>
<td>Demonstrate competency in critical thinking skills related to the analysis, interpretation, and criticism of messages in the Islamic tradition and social sciences; Demonstrate competency in effective communication with diverse others and an understanding of the impact of culture on communication; Describe, present and write on how to appreciate and responsibly use resources within the practice of Islamic psycho-spiritual care.</td>
<td>Reflection papers, case studies; role plays and open problems.</td>
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<tr>
<td><strong>6. Awareness of the Limits of Knowledge</strong> is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</td>
<td>Practice continual self-reflection and self-awareness in order to understand personal values, beliefs and biases regarding mental illness. Recognize how diversity may play the potential role they in working with diverse clients with mental illness. Practice empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients with mental illness.</td>
<td>Case studies, class discussions, written assignments.</td>
</tr>
</tbody>
</table>

Students successfully completing this practice course will be able to demonstrate the following learning outcomes.
### CPRO Entry-to-Practice Competencies

Numbers refer to *Entry-to-Practice Competency Profile for Registered Psychotherapists, 2014.*

<table>
<thead>
<tr>
<th>CRPO Competency</th>
<th>Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Foundations</strong></td>
<td></td>
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<tr>
<td><strong>1.1 Integrate a theory of human psychological functioning.</strong></td>
<td></td>
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<tr>
<td>A</td>
<td>Integrate knowledge of human development across the lifespan.</td>
</tr>
<tr>
<td>B</td>
<td>Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</td>
</tr>
<tr>
<td>C</td>
<td>Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.</td>
</tr>
<tr>
<td><strong>1.2 Work within a framework based upon established psychotherapeutic theory.</strong></td>
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</tr>
<tr>
<td>A</td>
<td>Integrate the theory or theories upon which the therapist's practice is based.</td>
</tr>
<tr>
<td>F</td>
<td>Integrate a theory of change consistent with the therapist's theoretical orientation.</td>
</tr>
<tr>
<td>G</td>
<td>Integrate knowledge of the impact of trauma on psychological functioning.</td>
</tr>
<tr>
<td><strong>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</strong></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Integrate knowledge of key concepts common to all psychotherapy practice.</td>
</tr>
<tr>
<td>B</td>
<td>Recognize the range of psychotherapy practised within the province of Ontario.</td>
</tr>
<tr>
<td>C</td>
<td>Integrate knowledge of psychopathology.</td>
</tr>
</tbody>
</table>

1 Please refer to the website for the College of Registered Psychotherapists of Ontario, [www.crpo.ca](http://www.crpo.ca)
1. Recognize the major diagnostic categories in current use. ✓

Integration of knowledge of psychopathology (1.3c) and its relationship with spiritual care. Recognition of major diagnostic categories in current use that pertain to spiritual care (1.3d). Integration demonstrated through participation in group discussions and in written assignments, through lectures, readings, integrative group activities, and assignments (case studies, role plays, verbatim presentations, etc.). (CASC Competency 1)

1.4 Integrate awareness of self in relation to professional role.

A Integrate knowledge of the impact of the therapist’s self on the therapeutic process. ✓

Integration of awareness of self in relation to professional role, particularly in the written assignments and small group work. (CASC Competency 2)

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.

1.5 Integrate knowledge of human and cultural diversity.

A Integrate knowledge of human and cultural diversity. ✓

Integrate knowledge of human and cultural diversity (1.5) particularly in terms of mental health issues, spiritual distress, and other crises that befall human beings. Integration demonstrated through participation in-group discussions and in written assignments. (CASC Competency 6)

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.

2. Collegial & Inter-professional Relationships

2.1 Use effective professional communication.

A Use clear and concise written communication. ✓

Use of effective communication appropriate to spiritual care practice: Students will learn how to communicate effectively to promote healing through empathic listening and mirroring. Integration demonstrated through participation in group discussions and integrative activities and in written assignments. (CASC Competency 4)

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.

2.2 Maintain effective relationships.

A Show respect to others. ✓

Students give and receive counselling in role-play
<table>
<thead>
<tr>
<th></th>
<th>Maintain appropriate professional boundaries.</th>
<th>✓</th>
<th>practice sessions to understand the dynamics of building trust and safety for those who experience spiritual distress and crises. Integration demonstrated through participation in group discussions and integrative activities. (CASC Competency 1 &amp; 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Recognize and address conflict in a constructive manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Demonstrate personal and professional integrity.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Professional Responsibilities

#### 3.4 Evaluate and enhance professional practice.

| A | Undertake critical self-reflection. | ✓ | Evaluate and enhance spiritual care practice by obtaining feedback during the process of providing spiritual care, with attention given to working at the individual pace of each client. This is especially important for students who are taking this course in conjunction with SPE. Integration demonstrated through participation in-group discussions, integrative activities, and in written assignments. (CASC Competency 1 & 3) |
| 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. | | |

#### 3.5 Obtain clinical supervision or consultation.

| 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. | | |

#### 3.7 Maintain client records.

| A | Comply with the requirements of CRPO and relevant professional standards. | | |

#### 3.9 Provide reports to third parties.

| 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. | | |

### 4. Therapeutic Process

#### 4.1 Orient client to therapist’s practice.

| 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. |

### 4.2 Establish and maintain core conditions for therapy.

| 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. |

### 4.3 Ensure safe and effective use of self in the therapeutic relationship.

| 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. |

### 4.4 Conduct an appropriate risk assessment.

| A | Assess for specific risks as indicated. |
| B | Develop safety plans with clients at risk. |
| C | Refer to specific professional services where appropriate. |

Encourage respectful therapeutic dynamics with clients in dealing with areas of vulnerability and pain: building relationship, listening to the story, conducting spiritual assessment, creating a plan for providing care that builds on the assessment and includes appropriate interventions (CASC Competency 1). Learning to promote empowerment in clients who may have experienced extreme forms of victimization and powerlessness. Demonstrated through interactions in-group integrative activities and in written assignments (case studies, etc.). Conduct an appropriate risk assessment especially in terms of assessing suicidality and developing safety plans and reporting. Integration demonstrated through participation in-group activities.
## 4.5 Structure and facilitate the therapeutic process.

<table>
<thead>
<tr>
<th>A</th>
<th>Communicate in a manner appropriate to client’s developmental level and socio-cultural identity.</th>
<th>Students learn to identify clients’ cultural orientation and belief systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Identify and respond appropriately to client’s strengths, vulnerabilities, resilience and resources.</td>
<td>Students learn the importance of understanding their own countertransference in the therapeutic relationship.</td>
</tr>
<tr>
<td>C</td>
<td>Respond non-reactively to anger, hostility and criticism from the client.</td>
<td>Students learn the value of working collaboratively with clients toward their therapeutic goals.</td>
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<tr>
<td>D</td>
<td>Respond professionally to expressions of inappropriate attachment from the client.</td>
<td>In the Introduction, a variety of modalities for conducting a comprehensive spiritual assessment are presented. Students practice assessment skills through the interactive group activities each week and through written assignments. Integration demonstrated through participation in-group discussions, integrative activities, and in written assignments. (CASC Competency 1)</td>
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<tr>
<td>E</td>
<td>Anticipate and respond appropriately to the expression of intense emotions and help the client to understand and management.</td>
<td>Integration demonstrated through participation in-group discussions, integrative activities, and in written assignments. (CASC Competency 1)</td>
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<td>F</td>
<td>Recognize a variety of assessment approaches.</td>
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<tr>
<td>G</td>
<td>Formulate an assessment.</td>
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<tr>
<td>H</td>
<td>Develop individualized goals and objectives with the client.</td>
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<tr>
<td>I</td>
<td>Formulate a direction for treatment or therapy.</td>
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<tr>
<td>J</td>
<td>Practise therapy that is within therapist's level of skill, knowledge and judgement.</td>
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<tr>
<td>K</td>
<td>Focus and guide sessions.</td>
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<tr>
<td>L</td>
<td>Engage client according to their demonstrated level of commitment to therapy.</td>
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<tr>
<td>M</td>
<td>Facilitate client exploration of issues and patterns of behaviour.</td>
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<tr>
<td>N</td>
<td>Support client to explore a range of emotions.</td>
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<tr>
<td>O</td>
<td>Employ a variety of helping strategies.</td>
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<tr>
<td>P</td>
<td>Ensure timeliness of interventions.</td>
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</tr>
<tr>
<td>Q</td>
<td>Recognize the significance of both action and inaction.</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Identify contextual influences.</td>
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<tr>
<td>S</td>
<td>Review therapeutic process and progress with client periodically, and make appropriate adjustments.</td>
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</tbody>
</table>

## 4.6 Refer client.

| 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. | |

## 5. Professional Literature & Applied Research

### 5.1 Remain current with professional literature.

| A | Read current professional literature relevant to practice area. | Though readings and assignments remain current with the best professional practices. Students are exposed to a variety of scholarly research on ethical practice. Integration demonstrated through participation in-group discussions, integrative activities, and in written assignments. |
| B | Access information from a variety of current sources. | |
| C | Analyze information critically. | |
| D | Determine the applicability of information to particular clinical situations. | |
Apply knowledge gathered to enhance practice. ✓ (CASC Competency 10)

Remain current with developments in foundational areas. ✓

5.2 Use research findings to inform clinical practice.

Integrate knowledge of research methods and practices. ✓

Determine the applicability of research findings to particular clinical situations. ✓

Analyze research findings critically. ✓

Apply knowledge gathered to enhance practice. ✓


Please refer to the website for the Canadian Association for Spiritual Care, available at https://www.spiritualcare.ca/manual.asp.

Evaluation

Requirements

The requirements of this course are:

1. Class-Participation: Regular, on-time attendance and participation in various group activities, attentive and respectful listening, constructive and collegial contributions to discussions, role-plays and discussions. Students are expected to avoid distractions such as cell phones, instant/text messaging, email, web surfing, facebooking, or other electronic media during class time (10% of final grade).

2. Reaction Paper (weekly) (1-2 pages): your reflection on reading materials before the class. Students should submit their reaction papers by the beginning of the class. This assignment should address some aspect of mental illness, mental health treatment, or DSM-5 and reflect your position on the development of DSM-5, treatment modalities, changing understandings of mental illness, ethical concerns relevant to the psychotherapy practice, and the extent to which it addresses concerns related to privilege, oppression, diversity and social justice. Please refer to the bibliography section for a sample of books, journals, etc., but feel free to choose others based on your interests (10% of final grade).

3. Four in class short quizzes on terminology and definitions, etc. (40% of final grade) (TBA).

4. Final Assignment: A biopsychosocial and spiritual conceptualization of the case study. The major paper (10-12 pages) should be formulated based on this format: Introduction of client; Biopsychosocial and spiritual assessment of problem area; Evidence-based review and discussion of intervention; and follow-up Treatment Plan or Recommendation. The case study can include an illness narrative based on an account of mental illness as found in film/documentary, or DSM-5 and reflect your position on the development of DSM-5, treatment modalities, changing understandings of mental illness, ethical concerns relevant to the psychotherapy practice, and the extent to which it addresses concerns related to privilege, oppression, diversity and social justice. Please refer to the bibliography section for a sample of books, journals, etc., but feel free to choose others based on your interests (10% of final grade).

Please, make sure to respect confidentiality and privacy in all class discussions. In all instances, the presentation of all case materials is to adhere to the CRPO Professional Practice Standards for Registered Psychotherapists and Canadian Association for Spiritual Care. This means that students will learn about what constitutes “confidential information” and about the necessity to protect clients’ confidentiality -- only non-identifying information is to be presented and discussed. If it is not possible to conceal identifying information then the case is not to be used. Divulging information from agency cases should comply with agency rules and students will be informed that the rules regarding confidentiality also apply to discussions outside of the classroom.
<table>
<thead>
<tr>
<th>Rubric for Assessing Class Participation</th>
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<tbody>
<tr>
<td><strong>Frequency of participation in class</strong></td>
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<tr>
<td>Student initiates contributions more than once in each class.</td>
</tr>
<tr>
<td><strong>Quality of comments</strong></td>
</tr>
<tr>
<td>Letter Grade</td>
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<tr>
<td>--------------</td>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
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</tbody>
</table>

**Grading scale**

**A RANGE:** Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td>Excellent</td>
<td>Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td>Very Good</td>
<td>Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td>Good</td>
<td>Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
<td>Satisfactory at a post-baccalaureate level.</td>
<td></td>
</tr>
<tr>
<td>FZ</td>
<td>0-69</td>
<td>0</td>
<td>Failure</td>
<td>Failure to meet the above criteria</td>
</tr>
</tbody>
</table>

**Grading System - Graduate Degree Students**

5000, 6000 and 7000 level courses use the following alpha grading scale;

- **A+** (90-100) Profound & creative
- **A** (85-89) Outstanding
- **A-** (80-84) Excellent
- **B+** (77-79) Very Good
- **B** (73-76) Good
- **B-** (70-72) Satisfactory at a post-baccalaureate level
- **FZ** (0-69) 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.
The instructor should stipulate the penalty for late work. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner. This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); 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 and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week 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.

**Late work (Graduate).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student’s college Graduate Director, not the instructor of the course. Nevertheless, the instructor’s signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/GoverningCouncil+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/GoverningCouncil+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

**Policies**

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at [http://www.accessibility.utoronto.ca/](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 and the Graduate program Handbooks (linked from [http://www.tst.edu/academic/resources-forms/handbooks](http://www.tst.edu/academic/resources-forms/handbooks) and [http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871](http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges [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](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 in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](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. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.
Course Schedule

WEEK 1:
January 10, 2019

Introduction to the Course: Addressing Basic Foundational Concepts

Readings:


Optional Readings:


http://www.youtube.com/watch?v=C9pru53UcbA https://www.youtube.com/watch?v=Pr5adt78zB0
WEEK 2:
January 17, 2019
Interviewing, Mental Status Examination, and Psycho-Spiritual Assessment

Readings:

DSM-5: Topics-- Assessment Measures, Other Conditions that may be the Focus of Clinical Attention, and Cultural Formulation Interview, 715-727 & 733-759.


Optional Readings:


https://www.youtube.com/watch?v=7wiZF1F4Ev8
https://www.youtube.com/watch?v=IqFr5p56VIp8&app=desktop
http://aitlvideo.uc.edu/aitl/MSE/MSEkm.swf

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**January 24, 2019**

**Depressive Disorders**

**Readings:**

DSM-5: Topics—Depressive Disorders, 155-188.


Pomeroy, E. *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis*, 2015. Chapter 5, Cases 5.1 and 5.2


**Optional Readings:**

Sadock, B. J., Sadock, V. A., & Ruiz, P. *Kaplan and Sadock’s Synopsis of Psychiatry: Behavioral Sciences/Clinical*
Readings:

DSM-5: Topics—Anxiety Disorders, 189-223.


Optional Readings:


Chapter 9, pages 387-417 and Chapter 31, pages 1253-1263.


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**WEEK 5:**
February 7, 2019

**Obsessive-Compulsive and Related Disorders**

**Readings:**


Chapter 10, pages 418-436, and Chapter 31, pages 1263-1267.


**Optional Readings:**


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**WEEK 6:**
February 14, 2019

**Substance Use**
Readings:

DSM-5: Topics—Substance-Related and Addictive Disorders, 481-589.


Optional Readings:


IN CLASS QUIZ ONE

FEBRUAR 21, 2019 – READING WEEK

WEEK 7:
February 28, 2019
Psychotic and Cognitive Disorders

Readings:


Optional Readings:


### WEEK 8: March 7, 2019

**Bipolar and Related Disorders**

**Readings:**

DSM-5: Topics—Bipolar and Related Disorders, 123-154.


**Optional Readings:**


Readings:

DSM-5: Topics--Personality Disorders, 645-684.

DSM-5: Topic—Trauma-and Stress Related Disorders, 265-290.


Optional Readings:


http://www.mhhe.com/socscience/psychology/faces
Kline, A. “Gender Differences In The Risk And Protective Factors Associated With PTSD: A Prospective Study Of National Guard Troops Deployed To Iraq.” Psychiatry 76 (2013): 256-272.


WEEK 10: March 21, 2019
Schizophrenia Spectrum and Other Psychotic Disorders

Readings:

DSM-5: Topic—Schizophrenia Spectrum and Other Psychotic Disorders, 87-122.


Optional Readings:

Nolan, Jennifer A. Religious Coping and Quality of Life Among Individuals Living With Schizophrenia.” Psychiatric services 63 (10) (2012): 1051-1054.


http://www.youtube.com/watch?v=T14neSm599g

**WEEK 11:**
March 28, 2019
Challenges in Childhood, Adolescence, and Ageing

**Readings:**


**Optional Readings:**


**WEEK 12:**
April 4, 2019
Psychosomatic conditions: Conditions related to the body

**Readings:**


Optional Readings:


http://www.youtube.com/watch?v=C9pru53UcbA https://www.youtube.com/watch?v=Pr5ad7z80 https://www.youtube.com/watch?v=wzknlyqnlQg
BIBLIOGRAPHY

American Psychiatric Association. (Diagnosis and Statistical Manual of Mental Disorders, DSM-5. Washington, DC: American Psychiatric Association. (2013). [the diagnostic criteria for each of the disorders can be retrieved via the Diagnostic Criteria Mobile APP.]


Kline, A. “Gender Differences in the Risk And Protective Factors Associated With PTSD: A Prospective Study Of National Guard Troops Deployed To Iraq.” *Psychiatry* 76 (2013): 256-272.


Most Recent Studies.” Current Opinion Psychiatry, 24, 549-555.


Suicide Risk Assessment Guide—
http://www.mentalhealth.va.gov/docs/Suicide_Risk_Assessment_Reference_Guide.pdf


**BOOKS- Personal Stories of Mental Illness**


**Additional Resources**


List of Movies

A Beautiful Mind
American Beauty
American Splendor
As Good as it Gets
Bartleby
Black Swan
Catch Me if You Can
Crazy Heart
Fearless
Fight Club
Garden State
Girl Interrupted
Grey Gardens
Good Will Hunting
Leaving Las Vegas
Matchstick Men
Monster
Monster’s Ball
One Hour Photo
Rachel Getting Married
Ray
Silver Linings Playbook
The Cooler
The Grand Budapest Hotel
The Hours
The Hurt Locker
The Last King of Scotland
The King’s Speech
The Royal Tannebaums
The Soloist
Wolf of Wall Street
CRPO Competency Checklist

1. Foundations

1.1 Integrate a theory of human psychological functioning.
   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. ✔

1.2 Work within a framework based upon established psychotherapeutic theory.
   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. ✔

1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
   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. ✔

1.4 Integrate awareness of self in relation to professional role.
   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. ✔

1.5 Integrate knowledge of human and cultural diversity.
   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. ✔

2. Collegial & Inter-professional Relationships

2.1 Use effective professional communication.
   a Use clear and concise written communication. ✔
   b Use clear and concise oral communication. ✔
   c Use clear and concise electronic communication.
<table>
<thead>
<tr>
<th></th>
<th>Communicate in a manner appropriate to the recipient.</th>
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</thead>
<tbody>
<tr>
<td>e</td>
<td>Use effective listening skills.</td>
</tr>
<tr>
<td>f</td>
<td>Differentiate fact from opinion.</td>
</tr>
<tr>
<td>g</td>
<td>Recognize and respond appropriately to non-verbal communication.</td>
</tr>
</tbody>
</table>

### 2.2 Maintain effective relationships.

<table>
<thead>
<tr>
<th>a</th>
<th>Show respect to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Maintain appropriate professional boundaries.</td>
</tr>
<tr>
<td>c</td>
<td>Recognize and address conflict in a constructive manner.</td>
</tr>
<tr>
<td>d</td>
<td>Demonstrate personal and professional integrity.</td>
</tr>
</tbody>
</table>

### 2.3 Contribute to a collaborative and productive atmosphere.

<table>
<thead>
<tr>
<th>a</th>
<th>Create and sustain working relationships with other professionals encountered in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Create and sustain working relationships with colleagues of diverse socio-cultural identities.</td>
</tr>
<tr>
<td>c</td>
<td>Initiate inter-professional collaborative practice.</td>
</tr>
</tbody>
</table>

### 3. Professional Responsibilities

#### 3.1 Comply with legal and professional obligations.

<table>
<thead>
<tr>
<th>a</th>
<th>Comply with applicable federal and provincial legislation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Comply with CRPO legislation and professional standards.</td>
</tr>
<tr>
<td>c</td>
<td>Address organizational policies and practices that are inconsistent with legislation and professional standards.</td>
</tr>
<tr>
<td>d</td>
<td>Comply with relevant municipal and local bylaws related to private practice.</td>
</tr>
</tbody>
</table>

#### 3.2 Apply an ethical decision making process.

<table>
<thead>
<tr>
<th>a</th>
<th>Recognize ethical issues encountered in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Resolve ethical dilemmas in a manner consistent with legislation and professional standards.</td>
</tr>
<tr>
<td>c</td>
<td>Accept responsibility for course of action taken.</td>
</tr>
</tbody>
</table>

#### 3.3 Maintain self-care and level of health necessary for responsible therapy.

<table>
<thead>
<tr>
<th>a</th>
<th>Maintain personal physical, psychological, cognitive and emotional fitness to practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Build and use a personal and professional support network.</td>
</tr>
<tr>
<td>c</td>
<td>Maintain personal hygiene and appropriate professional presentation.</td>
</tr>
</tbody>
</table>

#### 3.4 Evaluate and enhance professional practice.

<table>
<thead>
<tr>
<th>a</th>
<th>Undertake critical self-reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Solicit client feedback throughout the therapeutic process.</td>
</tr>
<tr>
<td>c</td>
<td>Plan and implement methods to assess effectiveness of interventions.</td>
</tr>
<tr>
<td>d</td>
<td>Obtain feedback from peers and supervisors to assist in practice review.</td>
</tr>
<tr>
<td>e</td>
<td>Identify strengths as a therapist, and areas for development.</td>
</tr>
<tr>
<td>f</td>
<td>Set goals for improvement.</td>
</tr>
<tr>
<td>g</td>
<td>Modify practice to enhance effectiveness.</td>
</tr>
<tr>
<td>h</td>
<td>Participate in relevant professional development activities.</td>
</tr>
<tr>
<td>i</td>
<td>Maintain awareness of resources and sources of support relevant to practice.</td>
</tr>
</tbody>
</table>

#### 3.5 Obtain clinical supervision or consultation.

<table>
<thead>
<tr>
<th>a</th>
<th>Initiate clinical supervision or consultation when appropriate or required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Articulate parameters of supervision or consultation.</td>
</tr>
<tr>
<td>c</td>
<td>Protect client privacy and confidentiality, making disclosure only where permitted or required.</td>
</tr>
<tr>
<td>d</td>
<td>Initiate a legal consultation when necessary.</td>
</tr>
</tbody>
</table>
### 3.6 Provide education and training consistent with the therapist's practice.
- 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.

### 3.7 Maintain client records.
- a. Comply with the requirements of CRPO and relevant professional standards.

### 3.8 Assist client with needs for advocacy and support.
- 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.

### 3.9 Provide reports to third parties.
- 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.

### 3.10 Establish business practices relevant to professional role.
- a. Comply with the requirements of CRPO and relevant professional standards.
- b. Explain limitations of service availability.

### 4. Therapeutic Process

#### 4.1 Orient client to therapist's practice.
- 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.

#### 4.2 Establish and maintain core conditions for therapy.
- 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.

#### 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 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.

4.4 **Conduct an appropriate risk assessment.**

| 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. |

4.5 **Structure and facilitate the therapeutic process.**

| 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. |

4.6 **Refer client.**

| 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. |

4.7 **Conduct an effective closure process.**

| a | Prepare client in a timely manner for the ending of a course of therapy. |
| b | Outline follow-up options, support systems and resources. |

5. **Professional Literature & Applied Research**

5.1 **Remain current with professional literature.**
<table>
<thead>
<tr>
<th></th>
<th>Read current professional literature relevant to practice area.</th>
<th>✓</th>
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</thead>
<tbody>
<tr>
<td>b</td>
<td>Access information from a variety of current sources.</td>
<td>✓</td>
</tr>
<tr>
<td>c</td>
<td>Analyze information critically.</td>
<td>✓</td>
</tr>
<tr>
<td>d</td>
<td>Determine the applicability of information to particular clinical situations.</td>
<td>✓</td>
</tr>
<tr>
<td>e</td>
<td>Apply knowledge gathered to enhance practice.</td>
<td>✓</td>
</tr>
<tr>
<td>f</td>
<td>Remain current with developments in foundational areas.</td>
<td>✓</td>
</tr>
</tbody>
</table>

5.2 **Use research findings to inform clinical practice.**

|   | 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.                 | ✓ |