Course Syllabus
Toronto School of Theology

Course Identification

Course Number: EMP3514HF
Course Name: Working with Couples in Pastoral Counselling and Marriage and Family Therapy
Campus: Emmanuel College

Instructor Information

Instructor: Lawrence (Larry) Beech, Ph.D.
E-mail: lawrence.beech@sympatico.ca

Course Prerequisites or Requisites

As the course is highly experiential and interactive, course participants are invited to share through their own examples of the interventions used by them in their work with individuals/couples/families. As a preparation for and foundation for the course, it is highly recommended that participants begin reading some of the material provided as references for the different theoretical models.

Course Description

This course will focus on approaches to couple therapy from both systemic and relational psychodynamic perspectives. Special attention will be given to family systems theory and the use of genograms, attachment theory including eco-maps, the theory and practice of Imago Therapy, intimacy and sexuality in couple relationships, narrative therapy, and emotionally focused couple therapy. Students will be invited to identify and integrate spiritual and theological themes in working with couples, as well as be provided the opportunity to develop and practice their clinical skills in couple therapy. This course will be of interest to students preparing for registration in the College of Registered Psychotherapists of Ontario and/or working to fulfill the requirements to be certified as registered marriage and family therapists.

Course Methodology

Class lectures, practice interventions, case discussions, Video Demonstrations

Attendance Policy 100%

Book Reflections:

- Choose at least three concepts/ insights/ themes from the book which you would identify as important with respect to the theory and practice of pastoral counseling/ marriage and family therapy.
• Reflect on the relevance and importance to you of each of these concepts/insights/themes with respect to your developing understanding of the theory and practice of pastoral counselling/marriage and family therapy.
• Identify biblical images/stories and/or theological/spiritual images/themes that relate to and enhance your understanding of each of these concepts/insights/themes?
• How will you seek to integrate these concepts/insights/themes into your work as a pastoral counselor/marriage and family therapist?

CRPO Entry-To-Practice Competencies included in this course:

<table>
<thead>
<tr>
<th>CRPO Entry-To-Practice Competencies</th>
<th>How the competency is demonstrated</th>
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<tbody>
<tr>
<td><strong>1. Foundations</strong></td>
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<tr>
<td>1.1 B. Knowledge of contextual and systemic factors that facilitate or impair human functioning.</td>
<td>This foundational knowledge is acquired through: Lectures, Power Point Presentations and relevant readings.</td>
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<tr>
<td>1.2 A. The theory or theories upon which the therapist's practice is based.</td>
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<td>1.3 A. Knowledge of key concepts common to all psychotherapy practice</td>
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<td>1.4 A. Knowledge of the impact of the therapist's self on the therapeutic process.</td>
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<td>1.5 A. Knowledge of human diversity</td>
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<td><strong>2. Collegial and Interprofessional Relationships</strong></td>
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<tr>
<td>2.1 B. Use of clear and concise written communication</td>
<td>These competencies are learned through feedback in small interactive learning groups.</td>
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<tr>
<td>2.1 C. Use of clear and concise oral communication</td>
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<tr>
<td>2.2 D. Demonstrate personal and professional integrity</td>
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<tr>
<td><strong>3. Professional Responsibility</strong></td>
<td><strong>4. Therapeutic Process</strong></td>
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<tr>
<td>3.2 A. Ethical issues encountered in practice.</td>
<td>Competence in these clinical skills is learned through case presentations, demonstration and video therapy sessions, small interactive learning groups, and relevant readings</td>
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<td>3.3 B. Build a personal and professional support network.</td>
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<td>3.4 E. Identify strengths as a therapist and areas for development.</td>
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<td>3.5 A. Obtain clinical supervision when appropriate or required.</td>
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**Such deepening awareness including safe and effective use of self is developed and fine-tuned through feedback received in small interactive learning groups.**

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<tr>
<th><strong>3. Professional Responsibility</strong></th>
<th><strong>4. Therapeutic Process</strong></th>
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<tr>
<td>4.1 Orient client to therapist’s practice</td>
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<tr>
<td>4.2 A. Employs empathy and authenticity</td>
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<td>4.2 E. Assumes nonjudgmental stance</td>
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<td>4.2 K. Employs effective skills in observation of self, and the therapeutic process</td>
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<td>F. Explains theoretical concepts in terms the client can understand</td>
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<td>4.3 B. Recognizes the impact of power dynamics within the therapeutic relationship</td>
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<td>4.2 E. Uses self-disclosure appropriately</td>
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<tr>
<td>4.5 A. Communicates in a manner that recognizes client's developmental level and cultural identity.</td>
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<tr>
<td>4.5 B. Identifies and respond to client's strengths, vulnerabilities, resilience and resources.</td>
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<td>4.5 E. Anticipates and responds appropriately to the expression of intense emotions.</td>
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<td>4.6 B Identify situations in which referral or specialized treatment may benefit the client.</td>
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<td>4.7 A. Prepares client in a timely manner for the ending of a course of therapy.</td>
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5. **Professional Literature and Applied Research**

| 5.1 A. Reads current professional literature relevant to practice area | Competence in research is obtained through power point presentations, directed readings, and in interactive learning groups |
| 5.1 C. Analyzes information critically |
| 5.1 E. Applies knowledge gathered to enhance practice |
| 5.2 A. Integrates knowledge of research methods and practices |
| 5.2 C. Analyzes research findings critically |

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**Assignment #1** – Couple Genogram – Doing the genogram with one of the couples that the student has been working with, due May 28th.

**Assignment #2** - Book reflection (3-5 pages) from the last three topics, due June 6th.

**Final Assignment** – Case study (10-15 pages), due June 30

A case study will be provided, and the students will develop a dynamic formulation, then draw up a treatment plan and propose concrete interventions for the case taking into consideration Family Systems Theory (Bowen), Attachment Theory, Imago Therapy, Intimacy and Sexuality, Emotionally Focused Couple Therapy, and Narrative Therapy.

**Tuesday, May 21st, 2019 (9:30 am – 3:30 pm)**

**Family Systems Theory – Bowen Theory**


**The Use of the Genogram in pre-marital and couple therapy**


**Thursday, May 23rd, 2019 (9:30 am – 3:30 pm)**

**Attachment Theory**

**Power and Control in Couple and Family Relationships**

Tuesday, May 28, 2019 (9:30 am – 3:30 pm)
Imago Therapy: A Therapeutic Model for Working with Pre-Marital and Couple Relationships.

Thursday, May 30, 2019 (9:30 am – 3:30 pm)
Intimacy and Sexuality

Tuesday, June 4, 2019 (9:30 am – 3:30 pm)
Narrative Therapy: Sharing and Re-Creating our Relational Stories

Thursday, June 6, 2019 (9:30 am – 3:30 pm)
Emotionally Focused Couple Therapy

Course Outcomes

Foundational objectives: This course will help the students to: Understand and work with narrative therapy. To understand and work with emotionally focused couple therapy. To become attuned to and comfortable with intimacy and sexual issues in working with couples. To identify and work with spiritual themes in therapeutic work with couples.

Religious heritage: The students through learning these various theoretical models and their theological implications will be able to enhance their capacity to move between the empirical and spiritual, and work towards a spiritually integrated approach in psychotherapeutic practice. They will also learn to discern the biblical/theological/spiritual themes implicit in each of these therapeutic approaches utilized in pastoral counselling and Marriage and family therapy.

(1) Cultural context: These various theoretical modalities involve variables such as individual, family, societal, and ethno-cultural contexts. Learning to minister to "living documents" in the struggles, joys, anxieties and yearnings that are present, students will recognize their own life issues that demand attention. In working with the lives of others and at the same time working with parallel issues in their own lives, students clarify their own sense of self and define who they are as professionals.
(2) **Leadership:** This program emphasizes the practice of pastoral counselling within ministry and other public agency settings. The theoretical methodology involves issues related to multiple-role relationships, clarity of boundaries, confidentiality, recognition of the limits of one’s own competence, and issues of power and authority. The objective of this course is to develop the highest standards of personal integrity and professional competence, whether persons are engaged in whole or in part in the practice of pastoral counselling.

(3) **Formation of character:** There is a holistic perspective within the learning context in this course, comprising physical, emotional, intellectual, psychological, relational, spiritual and cultural dimensions of the human person. The focus is on the learner, the integration of learning and the development of the whole person. Learning is discerning meaning and relating content to experience. The course aims to integrate knowledge and experience, theory and practice, reflection and action, support and challenge. Within each person, there is an attempt to integrate reason and imagination, the cognitive and the affective, the body, the mind, and the spirit, and to integrate all these within the individual’s life history, and the socio-cultural milieu, which has shaped and continues to shape the human person.

**Course Resources**


Goldberg, A (1985). *Progress in self psychology.* (A Series published annually since 1985 with different editors and under different titles. Each volume contains articles by a variety of authors writing on themes in self-psychology.)


**Evaluation**

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Assignments 1&amp;2</td>
<td>40%</td>
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<tr>
<td>Final Assignment</td>
<td>40%</td>
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</tbody>
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**Grading System**

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

**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 spiritual 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).