Course Syllabus Draft

Integrating Theory and Practice: Spiritual Care/Psycho-spiritual Therapy
Capstone course for MPS Program

EMP3541

Emmanuel College
Toronto School of Theology
Fall 2017

Instructor Information

Instructor: Pamela McCarroll, PhD, Associate Professor
           RP (CRPO); Certified Supervisor-Educator (CASC)

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Course Identification

Course Number: EMP 3541
Course Name: Integrating Theory and Practice: Spiritual Care/Psycho-spiritual Therapy
Contact Hours: 36 hours (3 hours each week over 12 weeks)
Course Location: TBD
Class Times: Tuesdays, 9am-12noon
Prerequisites: Students should have completed a minimum of 75% of their MPS program, including preferably 2 SPE units (4 credits), including Professional Ethics

Course Description

This course provides students opportunities to demonstrate the MPS outcomes, all the CASC and CRPO entry-to-practice competencies. Early in the semester, in consultation with professor and small group members, students will develop a portfolio and learning covenant to identify specific learning goals, including a bibliography and process/timeline for achieving identified goals. The goals will be established in relation to their learning through the program based on their ability to demonstrate the MPS Outcomes, CRPO and/or CASC/ACSS Competencies. The course will culminate in 4 papers which will be merged into one large paper and submitted at the end of the course. In the assignments students will articulate and give evidence for their safe and effective use of self, the psycho-spiritual theory base for their practice and will demonstrate integration of their spiritual care/psycho-spiritual practice into a theological/spiritual/religious framework.

1 Please note – some details of this syllabus are subject to change up to the first day of class. Please contact instructor if you have questions prior to that time.
**Method:** Small group process – discussion, presentations, engagement and feedback; lectures; self-identified readings, interviews, mentoring opportunities; role play, case studies; integration papers.

**Course Resources**

**Required Course Texts/Bibliography** - it is anticipated these texts have been covered in the students' programs but are highlighted here for the purpose of their import in the field. Please refer to bibliography distributed in class for a complete summary of central texts for the field. **required text.


- Students will also develop their own bibliographies based on their self-assessment of their ability to demonstrate knowledge and practice of the CRPO/CASC/ACSS Competencies.

- Individual bibliographies will be drawn from the MPS (Spiritual care, SCP cert. and social service) course syllabi bibliographies and bibliography for program from class.

**Course Website(s)**

- Blackboard [https://weblogin.utoronto.ca/](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](http://portal.utoronto.ca) and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you’ll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at
http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

- Personal Website http://individual.utoronto.ca/jsmith

Course Learning Objectives

BD Level
Students successfully completing this course will be able to demonstrate the following learning outcomes, based on MPS Outcomes.

A) Religious Faith and Heritage
   - Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to spiritual practices).
   - Interpret religious texts and traditions using a variety of methods, sources and norms in a way that engages lived experience and practice
   - Identify and respect the diversity of theological viewpoints and practices within their religious tradition and in other religious traditions

B) Culture and Context
   - Demonstrate critical understanding for one’s area of specialization of the relationship between faith practices and cultural contexts.
   - Employ diverse methods of analysis in relating to the cultural contexts of one’s specialization.
   - Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices of care and service.

C) Spiritual/Vocational Formation
   - Display capacity for self-reflexive and spiritual practices within communities of faith and with various populations.
   - Attend to the spiritual development and well-being of self and others.
   - Demonstrate understanding of the variety of callings and spiritual practices within their own and other religious traditions, and an ability to reflect critically on their own sense of vocation to leadership and service

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

Students will identify areas of demonstrated competence and areas for further learning and integration in the Learning Covenant based on the following CASC/ACSS and CRPO competencies.

Professional Competencies, Canadian Association for Spiritual Care (CASC) April 2016

Competency #1. Spiritual Assessment and Care (including integration of the four sub-categories – i.e. Relational Approach,
Assessment, Planning and Intervention). See CASC website for itemized points.

**Competency #2. Self-awareness:** Assesses the impact of one’s own spirituality, beliefs, values, assumptions and power dynamics in relationships with clients. See CASC website for itemized points.

**Competency #3. Spiritual and Personal Development:** Continues to develop and maintain personal and professional growth, awareness and self-understanding and makes oneself appropriately accountable. See CASC website for itemized points.

**Competency #4. Multi-Dimensional Communication:** Employs communication strategies that include active and attentive listening, awareness of the non-verbal, appropriateness, and relevant content. See CASC website for itemized points.

**Competency #5. Documentation and Charting:** 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. See CASC website for itemized points.

**Competency #6. Brokering Diversity:** Understands, values, promotes diversity and inclusion, and advocates for equitable care. Provides care that takes into account culture, bias, and the specific needs of clients. See CASC website for itemized points.

**Competency #7. Ethical Behaviour:** Ethical behaviour is congruent with the values of the CASC/ACSS Code of Ethics reflecting justice, compassion and healing for all. See CASC website for itemized points.

**Competency #8. Collaboration and Partnerships:** Is accountable to the public, faith communities, employers and professionals in all professional relationships. See CASC website for itemized points.

**Competency #9. Leadership:** Exhibits leadership that provides advocacy and support as an integral team member. See CASC website for itemized points.

**Competency #10. Research:** Sees research as integral to professional functioning and in keeping with one’s area of expertise. See CASC website for itemized points.

CRPO Competencies – Through the Learning Covenant process, students are to identify, point-by-point with reference to CRPO and CASC competencies, areas of demonstrated competence and those requiring further learning/training (see template at back of Syllabus). By the end of the course all competencies are required to have been demonstrated, with specific emphasis on competencies #1 and 4 below.

<table>
<thead>
<tr>
<th>1. Foundations</th>
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<tbody>
<tr>
<td><strong>1.1 Integrate a theory of human psychological functioning.</strong></td>
</tr>
<tr>
<td>a Integrate knowledge of human development across the lifespan.</td>
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<tr>
<td>b Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</td>
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<tr>
<td>c Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.</td>
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<tr>
<td><strong>1.2 Work within a framework based upon established psychotherapeutic theory.</strong></td>
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<tr>
<td>a Integrate the theory or theories upon which the therapist’s practice is based.</td>
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<td>b Integrate knowledge of how human problems develop, from the viewpoint of the therapist’s theoretical orientation.</td>
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<tr>
<td>c Identify circumstances where therapy is contraindicated.</td>
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<tr>
<td>d Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</td>
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<tr>
<td>e Establish a therapeutic relationship informed by the theoretical framework.</td>
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</tbody>
</table>
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. ✓
- **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. ✓
- **b.** Maintain appropriate professional boundaries. ✓
- **c.** Recognize and address conflict in a constructive manner. ✓
- **d.** Demonstrate personal and professional integrity. ✓

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

- **a.** Create and sustain working relationships with other professionals encountered in practice. ✓
- **b.** Create and sustain working relationships with colleagues of diverse socio-cultural identities. ✓
- **c.** Initiate inter-professional collaborative practice. ✓

### 3. Professional Responsibilities

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

- **a.** Comply with applicable federal and provincial legislation. ✓
- **b.** Comply with CRPO legislation and professional standards. ✓
- **c.** Address organizational policies and practices that are inconsistent with legislation and professional standards. ✓
- **d.** Comply with relevant municipal and local bylaws related to private practice. ✓
### 3.2 Apply an ethical decision making process.
- a. Recognize ethical issues encountered in practice. ✔
- b. Resolve ethical dilemmas in a manner consistent with legislation and professional standards. ✔
- c. Accept responsibility for course of action taken. ✔

### 3.3 Maintain self-care and level of health necessary for responsible therapy.
- a. Maintain personal physical, psychological, cognitive and emotional fitness to practice. ✔
- b. Build and use a personal and professional support network. ✔
- c. Maintain personal hygiene and appropriate professional presentation. ✔

### 3.4 Evaluate and enhance professional practice
- 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. ✔

### 3.6 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.

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| 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.

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| 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.

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| 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.

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| 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 understand 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.  

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I:\Emmanuel College\Course Syllabi\2017-2018 Academic Year\2017 Fall\MPS Integration Capstone Syllabus.Doc  
Up-dated: November 12, 2012
| 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.
- a. Read current professional literature relevant to practice area. ✓
- b. Access information from a variety of current sources. ✓
- c. Analyze information critically. ✓
- d. Determine the applicability of information to particular clinical situations. ✓
- e. Apply knowledge gathered to enhance practice. ✓
- f. Remain current with developments in foundational areas. ✓

#### 5.2 Use research findings to inform clinical practice.
- a. 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. ✓
**Evaluation**

**Requirements**

The final grade for the course will be based on evaluation in the following areas:

1. **Portfolio (15%) and Learning Covenant (LC) (15%) – Due Week 3**

   Using the checklist (see back of syllabus) present and submit:
   
   a. **Portfolio** that includes artifacts that demonstrate MPS Outcomes, CASC/ACSS and/or CRPO Competencies;
   
   b. **Learning covenant** that identifies outcomes and competencies (MPS, CASC, CRPO) requiring further learning/demonstration;
      
      i. Articulates a plan for achieving the outstanding outcomes/ competencies through the course.
      
      ii. Identifies a bibliography for required weekly readings throughout the course. Identifies resource people and learning activities (outside class) that will be accessed (and the timing of these) throughout course.
      
      iii. Engages the small group in their learning process.

2. **Engaged participation in class & small group learning, presentations and discussions (10%)**

   Students will participate in small groups, offer presentations of their own work and engage the work of others. As well, students may arrange for experiences outside of class to help achieve their learning goals. Regular attendance and active participation in class are required.

3. **Self-in-practice (1000-1500 words) (15%) Due Week 5**

   Using yourself as the subject write your autobiographical paper utilizing psycho-spiritual theories learned in your program (including theories/paradigms you use in your practice).² Include how you utilize the theory base in practice. Demonstrate critical self-awareness, with regard to your own – and others’ – perspectives (incl. spiritual/religious) and demonstrate practices of care and service. Demonstrate an ability to reflect critically on their own sense of vocation to leadership and service.³

   I. Include in your discussion CRPO and CASC/ACSS competencies demonstrated and how they apply as necessary.
   
   II. Identify goals for further learning.

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³ See MPS Outcomes B)Culture and Context; C) Spiritual/vocational Formation and d) demonstrate knowledge of theories and practices relevant to leadership in your area of specialization.
(4) **Belief system and Spiritual Care/Therapy Paper (1000-1500 words) (15%)**

Due Week 7

Highlight belief system as this pertains to the work of Spiritual Care/Psycho-spiritual therapy, demonstrating your knowledge of your religious-spiritual heritage. Articulate clearly your own theological/spiritual positions and how these relate to working in pluralistic contexts.4

Give examples of how the expression of your belief system, values, spirituality/theology, etc. are demonstrated in your service/ spiritual care psychotherapeutic work.

I. Give examples of a deepening self-awareness of your internal belief systems.

II. Show how you attend to the spiritual development and well-being of yourself and others.

III. Include in your discussion CRPO and CASC/ACSS competencies demonstrated and how they apply as necessary.

IV. Identify goals for further learning.

(5) **Theory Base of Practice Paper (1000 - 1500 words) (15%) Due week 10**

Highlight how your learning in the MPS, including your practicum experiences, have informed your practice of Spiritual Care / Psycho-Spiritual Therapy. Show how you demonstrate leadership, initiative, and accountability and knowledge of theory base for practice.5

I. Show how your practicum experiences have impacted and informed how you provide Spiritual care/Psycho-spiritual Therapy.

II. Show how your educational process (esp. theory base) informs your Spiritual care/Psycho-Spiritual Therapy practice so far.

III. Include a discussion of CRPO and CASC/ACSS competencies as they apply, as necessary.

IV. Identify goals for further learning.

(6) **A case study (1000 - 1500 words) (15%) Due Exam week – with papers above combined into one long paper (4000-5500 words total)**

Demonstrate your work with a client/patient/family/group within your current area of specialization or practice (Spiritual Care/ Psycho-Spiritual Therapy). Please include reference to demonstrated CRPO and CASC/ACSS Competencies (as necessary) and MPS Outcomes through the case study.6

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is a means by which you demonstrate through your practice all the learning outcomes/competencies of your program.

<table>
<thead>
<tr>
<th>RATING</th>
<th>DEFINITION OF RATING</th>
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<tbody>
<tr>
<td>FZ</td>
<td>Not Demonstrated</td>
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<tr>
<td></td>
<td>Minimal Demonstration</td>
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<tr>
<td>B-</td>
<td>Well Demonstrated</td>
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<tr>
<td>A-</td>
<td>Demonstrated with Excellence</td>
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<tr>
<td>A/A+</td>
<td>Exceptional Demonstration</td>
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Grading System

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

Rubric for papers and case study (adapted from CASC/ACSS Policy and Procedure Manual, Forms, 2.18, 2.19 – Step 2 Report Form, Specialist CPE and Specialist PCE

http://www.spiritualcare.ca/page.asp?ID=269 )
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. Late marks will be deducted – a grade per week. This penalty is not applied to students with medical difficulties who provide a note from a medical doctor. The absolute deadline for the course is the day scheduled for the final assignment to be submitted for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

**Policies**

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and faith-based 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.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

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

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

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and will not be responded to.

### Course Schedule

**Week 1**
- **Course introduction**
  - Learning Covenant
  - MPS Outcomes, CRPO & CASC/ACSS Competencies and their demonstration
  - Identifying shared areas for further learning

**Week 2**
- **CRPO/CASC Competencies and MPS Outcomes**
  - Together identify outstanding areas for presentation/focus in the course
  - Reading: Review Bibliographies in degree courses, identify your areas of competence in theory and practice, your areas for further learning, establish a timeline (in relation to papers due).
  - Learning Covenants with reading lists, resource people/activities presented in small groups

**Week 3**
- **Safe and Effective Use of self**
  - Building toward Autobiographical paper
  - Reading: as indicated on Learning Covenant
  - Present Draft Self-in-practice papers for engagement and feedback
  - **Learning Covenants Due**

**Week 4**
- **Theory Base and use of Self**
  - Building toward Self-in-practice paper
  - Reading: as indicated in Learning Covenant
  - Present Draft Self-in-Practice papers for engagement and feedback

**Week 5**
- **Belief System and Spiritual Care/Psychotherapy practice**
  - Building toward Belief System Paper
  - Reading: as Indicated in Learning Covenant
  - Share belief systems
  - **Self-in-Practice Paper Due**

**Week 6**
- **Belief System and Spiritual Care/Psychotherapy Practice**
  - Building toward Belief System Paper
  - Reading: as Indicated in Learning Covenant
  - Present Draft Belief System and Practice Paper
READING WEEK

Week 7  Belief System and Spiritual Care/Psychotherapy Practice
  o  Building toward Belief System Paper
  o  Reading: as Indicated in Learning Covenant
  o  Present Draft Belief System and Practice Paper

Week 8  Theory Base and Practice
  o  Building toward Psycho-spiritual Theory base paper
  o  Reading: as Indicated in Learning Covenant
  o  Share and discuss ideas for paper

Week 9  Theory Base and Practice
  o  Building toward Psycho-spiritual Theory base paper
  o  Reading: as Indicated in Learning Covenant
  o  Present Draft Theory Base and Practice Paper

Week 10 Theory Base and Practice
  o  Building toward Psycho-spiritual Theory base paper
  o  Reading: as Indicated in Learning Covenant
  o  Present Draft Theory Base and Practice Paper

Week 11  Case Studies
  o  Building toward Case study paper
  o  Reading: as Indicated in Learning Covenant
  o  Present Working Case Study for feedback and engagement

Week 12  Case Studies
  o  Building toward Case study paper
  o  Reading: as Indicated in Learning Covenant
  o  Present Working Case Study for feedback and engagement

Exam Week – Long paper (4000-5500 words) due with Case Study as final section

For MPS, Spiritual care and SCP Cert students - re. Spiritual care/ Psycho-spiritual Theory Base Paper

Theories for Spiritual Care/Psycho-spiritual therapy
It is understood that most Spiritual Care Practitioners and Psycho-Spiritual Therapists have an eclectic approach that includes use and integration of a few approaches/modalities framed within a spiritual-religious belief system. Please prepare to demonstrate understanding and integration of at least 3 of the following modalities/approaches (see #1 below) in your papers plus an understanding of spiritual assessment practices (#3 below), theory of human development, and spiritual practices for care (#2
below). As well, spiritual-religious sources (#5 below) should provide a framework for your integration of psycho-spiritual theories and practice. Please review your courses to date for bibliographic resources.

1. **Modalities and theories for Spiritual care/Psycho-spiritual Therapy to be spiritually integrated**

   **Psychoanalytic Approaches**
   - Freud, Horney
   - Transference/Counter transference
   - Object relations: Winnicott, Klein
   - Attachment Theory: Bowlby
   - Psycho-dynamic approaches
   - Relational approach – Self Psychology: Kohut

   **Behavioural Approaches**
   - Cognitive Behavioural Therapy (CBT)
   - Dialectical Behavioural Therapy (DBT)
   - Acceptance and Commitment Therapy (ACT)

   **Existentialist Approaches**
   - Logotherapy: Viktor Frankl
   - Rollo May

   **Humanistic Approaches – Person Centered**
   - Classical approach: Carl Rogers
   - Contemporary approaches: focusing therapy, emotion-focused therapy, Motivational Interviewing

   **Family Systems (Family of Origin, Cultures of Origin)**
   - McGoldrick
   - Bowen
   - Richardson

   **Transpersonal Approaches**
   - Wilber
   - Washburn
   - Lukoff
   - Ferrer

   **Post-Modern and Constructivist Approaches**
   - Solution-Focused Brief Therapy (SFBT)
   - Narrative Theory: White, Epstein
   - Feminist Therapy

   **Theories of Human Growth and Development**
   - Golink, James and other sources from Human growth/development courses
   - Erikson
   - Kohlberg
   - Fowler
2. **Spiritual Practices for self care and therapeutic use**
   - Prayer
   - Mindfulness Meditation
   - Spiritual Journalling
   - Co-created Rituals/Practices
   - Traditional Rituals/Spiritual Practices from spiritual-religious tradition(s)
     - Buddhism
     - Christianity
     - Islam
     - Judaism
     - other

3. **Spiritual Assessment**
   Please demonstrate understanding of the differences between Spiritual Screen, Spiritual History, and Spiritual Assessment and demonstrate tools used in practice. Be sure to consider how spiritual assessment relates to your preferred psychotherapeutic modalities and your belief system.

   Implicit and Explicit Spiritual Assessment, the Spiritual Story: Pargament, Kenneth

   HOPE: Anandarajah, Gowri and Ellen Hight.

   INSPIRIT: Vandecreek, Larry.

   7x7 Model: Fitchett, George.

   Pruysre, Paul: *The Minister as Diagnostician*

   FICA: Borneman, Tami & Betty Ferrell, & Christina M. Puchalski.

   Religious/Spiritual Struggles Scale: Exline, J. J., Pargament, K. I., Grubbs, J. B., & Yali, A. M.

   FACT: LaRocca-Pitts, Mark.

   SAIL: Meezenbroek, Eltica de Jager & Bert Garssen, Machteld van den Berg.

4. **Presenting Issues/Contexts of Care/Psychopathologies**
   When discussing your context of care/therapy it is important to demonstrate your understanding of the presenting issues of those you serve. The following is a list of some of the key presenting issues taught through the program.

   Psycho-Spiritual Distress and Crises:
   - Loss/Grief/Mourning
   - Death and Dying
   - Aging/dementia
   - Trauma/PTS/PTG
   - Crisis/Crisis Intervention
   - Suicidality/Suicide Assessment
Relational Distress
Discernment
Shame/guilt, despair/hopelessness, resentment/bitterness
Mood Disorders – Depression, Bi-polar Disorder, Anxiety Disorders, Borderline Personality Disorder, etc.

5. **Spiritual-Religious worldview**

Please refer to your course bibliographies in these areas.

**SELF-ASSESSMENT TEMPLATES** (MPS Outcomes, CASC Competencies, CRPO Competencies – use only the ones relevant for your program)

Identify one-by-one outcomes/competencies demonstrated through your program. Develop a portfolio of assignments, evaluations, experiences that show how you have demonstrated the outcomes/competencies.

Identify the outcomes/competencies requiring further learning/training within the timeframe of the course.

By end of course all outcomes/competencies should be demonstrated. Please submit self-assessment with Portfolio and Learning Covenant and plan for addressing any outstanding competencies/Outcomes within the timeframe of the course.

Please note that the MPS Outcomes, the CASC Competencies and CRPO Competencies can be mapped onto each other (see *MPS, SCP Cert. Handbook Appendices*).

**For all students in MPS – template for assessing MPS Outcomes (please note most CASC and CRPO Competencies can be mapped onto the MPS outcomes)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Y/N</th>
<th>How? Artifact? Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Religious Faith and Heritage</td>
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<tr>
<td>Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to spiritual practices).</td>
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<td></td>
</tr>
<tr>
<td>Interpret religious texts and traditions using a variety of methods, sources and norms in a way that engages lived experience and practice</td>
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</tbody>
</table>
Identify and respect the diversity of theological viewpoints and practices within their religious tradition and in other religious traditions

B. Culture and Context
Demonstrate critical understanding for one’s area of specialization of the relationship between faith practices and cultural contexts.
Employ diverse methods of analysis in relating to the cultural contexts of one’s specialization.
Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices of care and service.

C. Spiritual/Vocational Formation
Display capacity for self-reflective and spiritual practices within communities of faith and with various populations.
Attend to the spiritual development and well-being of self and others.
Demonstrate understanding of the variety of callings and spiritual practices within their own and other religious traditions, and an ability to reflect critically on their own sense of vocation to leadership and service.

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

<table>
<thead>
<tr>
<th>For Students seeking further CASC training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Competencies, Canadian Association for Spiritual Care (CASC) April 2016</strong></td>
</tr>
<tr>
<td>See full listing in CASC Manual.</td>
</tr>
</tbody>
</table>

**Competency #1. Spiritual Assessment and Care** (including integration of the four sub-categories – i.e. Relational Approach, Assessment, Planning and Intervention). See CASC website for itemized points.

**Competency #2. Self-awareness:** Assesses the impact of one’s own spirituality, beliefs, values, assumptions and power dynamics in relationships with clients. See CASC website for itemized points.

**Competency #3. Spiritual and Personal Development:** Continues to develop and maintain personal and professional growth, awareness and self-understanding and makes oneself appropriately accountable. See CASC website for itemized points.

**Competency #4. Multi-Dimensional Communication:** Employs communication strategies that include active and attentive listening, awareness of the non-verbal, appropriateness, and relevant content. See CASC website for itemized points.

**Competency #5. Documentation and Charting:** 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. See CASC website for itemized points.

**Competency #6. Brokering Diversity:** Understands, values, promotes diversity and inclusion, and advocates for equitable care. Provides care that takes into account culture, bias, and the specific needs of clients. See CASC website for itemized points.

**Competency #7. Ethical Behaviour:** Ethical behaviour is congruent with the values of the CASC/ACSS Code of Ethics reflecting justice, compassion and healing for all. See CASC website for itemized points.

**Competency #8. Collaboration and Partnerships:** Is accountable to the public, faith communities, employers and professionals in all professional relationships. See CASC website for itemized points.

**Competency #9. Leadership:** Exhibits leadership that provides advocacy and support as an integral team member. See CASC website for itemized points.

**Competency #10. Research:** Sees research as integral to professional functioning and in keeping with one’s area of expertise. See CASC website for itemized points.

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**For students seeking CRPO membership - Template for assessing CRPO Entry-to-Practice Competency**

1. Foundations
1.1 Integrate a theory of human psychological functioning.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>How? Artifact? Plan?</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>Integrate knowledge of human development across the lifespan.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</td>
<td></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>
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</tbody>
</table>

1.2 Work within a framework based upon established psychotherapeutic theory.

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<th></th>
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<tbody>
<tr>
<td>a</td>
<td>Integrate the theory or theories upon which the therapist’s practice is based.</td>
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<tr>
<td>b</td>
<td>Integrate knowledge of how human problems develop, from the viewpoint of the therapist’s theoretical orientation.</td>
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<tr>
<td>c</td>
<td>Identify circumstances where therapy is contraindicated.</td>
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<tr>
<td>d</td>
<td>Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</td>
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<tr>
<td>e</td>
<td>Establish a therapeutic relationship informed by the theoretical framework.</td>
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<tr>
<td>f</td>
<td>Integrate a theory of change consistent with the therapist's theoretical orientation.</td>
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<tr>
<td>g</td>
<td>Integrate knowledge of the impact of trauma on psychological functioning.</td>
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1.3 Integrate knowledge of comparative psychotherapy relevant to practice.

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<tbody>
<tr>
<td>a</td>
<td>Integrate knowledge of key concepts common to all psychotherapy practice.</td>
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</tr>
<tr>
<td>b</td>
<td>Recognize the range of psychotherapy practised within the province of Ontario.</td>
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</tr>
<tr>
<td>c</td>
<td>Integrate knowledge of psychopathology.</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Recognize the major diagnostic categories in current use.</td>
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</tr>
<tr>
<td>e</td>
<td>Recognize the major classes of psychoactive drugs and their effects.</td>
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</table>

1.4 Integrate awareness of self in relation to professional role.

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<tbody>
<tr>
<td>a</td>
<td>Integrate knowledge of the impact of the therapist’s self on the therapeutic process.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Recognize how the therapist’s values and attitudes, both in and out of awareness, may impact diverse clients.</td>
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</tr>
<tr>
<td>c</td>
<td>Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Recognize instances where the therapist’s life experiences may enhance or compromise therapeutic effectiveness.</td>
<td></td>
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</tbody>
</table>

1.5 Integrate knowledge of human and cultural diversity.

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<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>Integrate knowledge of human diversity.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Adapt the therapist’s approach when working with culturally diverse clients.</td>
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</tr>
<tr>
<td>d</td>
<td>Recognize barriers that may affect access to therapeutic services.</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Identify culturally-relevant resources.</td>
<td></td>
</tr>
</tbody>
</table>

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.
- **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.
- **b** Maintain appropriate professional boundaries.
- **c** Recognize and address conflict in a constructive manner.
- **d** Demonstrate personal and professional integrity.

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

- **a** Create and sustain working relationships with other professionals encountered in practice.
- **b** Create and sustain working relationships with colleagues of diverse socio-cultural identities.
- **c** Initiate inter-professional collaborative practice.

### 3. Professional Responsibilities

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

- **a** Comply with applicable federal and provincial legislation.
- **b** Comply with CRPO legislation and professional standards.
- **c** Address organizational policies and practices that are inconsistent with legislation and professional standards.
- **d** Comply with relevant municipal and local bylaws related to private practice.

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

- **a** Recognize ethical issues encountered in practice.
- **b** Resolve ethical dilemmas in a manner consistent with legislation and professional standards.
- **c** Accept responsibility for course of action taken.

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

- **a** Maintain personal physical, psychological, cognitive and emotional fitness to practice.
- **b** Build and use a personal and professional support network.
- **c** Maintain personal hygiene and appropriate professional presentation.

#### 3.4 Evaluate and enhance professional practice

- **a** Undertake critical self-reflection.
- **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.
<table>
<thead>
<tr>
<th></th>
<th>Identify strengths as a therapist, and areas for development.</th>
</tr>
</thead>
<tbody>
<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.**

<table>
<thead>
<tr>
<th>a</th>
<th>Recognize when to provide education and training to clients and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Recognize therapist's limits of professional expertise as a trainer /educator.</td>
</tr>
<tr>
<td>c</td>
<td>Plan and implement effective instructional activities.</td>
</tr>
</tbody>
</table>

**3.7 Maintain client records.**

<table>
<thead>
<tr>
<th>a</th>
<th>Comply with the requirements of CRPO and relevant professional standards.</th>
</tr>
</thead>
</table>

**3.8 Assist client with needs for advocacy and support.**

<table>
<thead>
<tr>
<th>a</th>
<th>Identify when advocacy or third-party support may be of value to the client, and advise client accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Support client to overcome barriers.</td>
</tr>
</tbody>
</table>

**3.9 Provide reports to third parties.**

<table>
<thead>
<tr>
<th>a</th>
<th>Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Recognize ethical and legal implications when preparing third-party reports.</td>
</tr>
</tbody>
</table>

**3.10 Establish business practices relevant to professional role.**

<table>
<thead>
<tr>
<th>a</th>
<th>Comply with the requirements of CRPO and relevant professional standards.</th>
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<tbody>
<tr>
<td>b</td>
<td>Explain limitations of service availability.</td>
</tr>
</tbody>
</table>

**4. Therapeutic Process**

**4.1 Orient client to therapist's practice.**

<table>
<thead>
<tr>
<th>a</th>
<th>Describe therapist's education, qualifications and role.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Differentiate the role of the therapist in relation to other health professionals.</td>
</tr>
<tr>
<td>c</td>
<td>Explain the responsibilities of the client and the therapist in a therapeutic relationship.</td>
</tr>
<tr>
<td>d</td>
<td>Explain the advantages and disadvantages of participating in psychotherapy.</td>
</tr>
<tr>
<td>e</td>
<td>Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.</td>
</tr>
<tr>
<td>f</td>
<td>Explain relevant rules and policies.</td>
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<td></td>
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<td>---</td>
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<tr>
<td>g</td>
<td>Respond to client questions.</td>
</tr>
<tr>
<td>h</td>
<td>Explain and obtain informed consent in accordance with legal requirements.</td>
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</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>Employ empathy, respect, and authenticity.</td>
</tr>
<tr>
<td>b</td>
<td>Establish rapport.</td>
</tr>
<tr>
<td>c</td>
<td>Demonstrate awareness of the impact of the client's context on the therapeutic process.</td>
</tr>
<tr>
<td>d</td>
<td>Demonstrate sensitivity to the setting in which therapy takes place.</td>
</tr>
<tr>
<td>e</td>
<td>Assume non-judgmental stance.</td>
</tr>
<tr>
<td>f</td>
<td>Explain theoretical concepts in terms the client can understand.</td>
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<tr>
<td>g</td>
<td>Foster client autonomy.</td>
</tr>
<tr>
<td>h</td>
<td>Maintain appropriate therapeutic boundaries.</td>
</tr>
<tr>
<td>i</td>
<td>Define clear boundaries of response to client's requests or demands.</td>
</tr>
<tr>
<td>j</td>
<td>Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.</td>
</tr>
<tr>
<td>k</td>
<td>Employ effective skills in observation of self, the client and the therapeutic process.</td>
</tr>
<tr>
<td>l</td>
<td>Demonstrate dependability.</td>
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### 4.3 Ensure safe and effective use of self in the therapeutic relationship.

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<table>
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<tbody>
<tr>
<td>a</td>
<td>Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.</td>
</tr>
<tr>
<td>b</td>
<td>Recognize the impact of power dynamics within the therapeutic relationship.</td>
</tr>
<tr>
<td>c</td>
<td>Protect client from imposition of the therapist's personal issues.</td>
</tr>
<tr>
<td>d</td>
<td>Employ effective and congruent verbal and non-verbal communication.</td>
</tr>
<tr>
<td>e</td>
<td>Use self-disclosure appropriately.</td>
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</table>

### 4.4 Conduct an appropriate risk assessment.

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<tbody>
<tr>
<td>a</td>
<td>Assess for specific risks as indicated.</td>
</tr>
<tr>
<td>b</td>
<td>Develop safety plans with clients at risk.</td>
</tr>
<tr>
<td>c</td>
<td>Refer to specific professional services where appropriate.</td>
</tr>
<tr>
<td>d</td>
<td>Report to authorities as required by law.</td>
</tr>
<tr>
<td>e</td>
<td>Follow up to monitor risk over time.</td>
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</table>

### 4.5 Structure and facilitate the therapeutic process.

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<tr>
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<tbody>
<tr>
<td>a</td>
<td>Communicate in a manner appropriate to client’s developmental level and socio-cultural identity.</td>
</tr>
<tr>
<td>b</td>
<td>Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.</td>
</tr>
<tr>
<td>c</td>
<td>Respond non-reactively to anger, hostility and criticism from the client.</td>
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<tr>
<td>d</td>
<td>Respond professionally to expressions of inappropriate attachment from the client.</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 understanding and management.</td>
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<tr>
<td></td>
<td>Recognize a variety of assessment approaches.</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>g</td>
<td>Formulate an assessment.</td>
</tr>
<tr>
<td>h</td>
<td>Develop individualized goals and objectives with the client.</td>
</tr>
<tr>
<td>i</td>
<td>Formulate a direction for treatment or therapy.</td>
</tr>
<tr>
<td>j</td>
<td>Practise therapy that is within therapist's level of skill, knowledge and judgement.</td>
</tr>
<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>
</tr>
<tr>
<td>n</td>
<td>Support client to explore a range of emotions.</td>
</tr>
<tr>
<td>o</td>
<td>Employ a variety of helping strategies.</td>
</tr>
<tr>
<td>p</td>
<td>Ensure timeliness of interventions.</td>
</tr>
<tr>
<td>q</td>
<td>Recognize the significance of both action and inaction.</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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<tr>
<td>t</td>
<td>Recognize when to discontinue or conclude therapy.</td>
</tr>
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</table>

### 4.6 Refer client.

<table>
<thead>
<tr>
<th></th>
<th>Develop and maintain a referral network.</th>
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<tbody>
<tr>
<td>a</td>
<td>Identify situations in which referral or specialized treatment may benefit the client, or be required.</td>
</tr>
<tr>
<td>b</td>
<td>Refer client, where indicated, in a reasonable time.</td>
</tr>
</tbody>
</table>

### 4.7 Conduct an effective closure process.

<table>
<thead>
<tr>
<th></th>
<th>Prepare client in a timely manner for the ending of a course of therapy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Outline follow-up options, support systems and resources.</td>
</tr>
</tbody>
</table>

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Access information from a variety of current sources.</td>
</tr>
<tr>
<td>b</td>
<td>Analyze information critically.</td>
</tr>
<tr>
<td>c</td>
<td>Determine the applicability of information to particular clinical situations.</td>
</tr>
<tr>
<td>d</td>
<td>Apply knowledge gathered to enhance practice.</td>
</tr>
<tr>
<td>e</td>
<td>Remain current with developments in foundational areas.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Integrate knowledge of research methods and practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Determine the applicability of research findings to particular clinical situations.</td>
</tr>
<tr>
<td>b</td>
<td>Analyze research findings critically.</td>
</tr>
<tr>
<td>c</td>
<td>Apply knowledge gathered to enhance practice.</td>
</tr>
</tbody>
</table>