Course Syllabus
Toronto School of Theology

Course Identification

Course Number: EMP3546HF
Course Name: Theories and Methods in Pastoral Counselling and Marriage & 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 explore six theoretical modalities in pastoral counselling and marriage and family therapy: Family Systems Theory (Bowen), Structural Family Therapy (Minuchin) Attachment Theory, Relational Self Psychology, Solution Focused Brief Therapy, and Narrative Therapy. Consideration will be given to spiritual themes implicit in each theoretical modality, and the course will include the use of case studies and therapy demonstrations. 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

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>
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<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>
<td>This foundational knowledge is acquired through: Lectures, Power Point Presentations and relevant readings.</td>
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<td>1.5 A. Knowledge of human diversity</td>
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<tr>
<td><strong>2. Collegial and Interprofessional Relationships</strong></td>
<td>These competencies are learned through feedback in small interactive learning groups.</td>
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<tr>
<td>2.1 B. Use of clear and concise written communication</td>
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<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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### 3. Professional Responsibility

| 3.2 A. | Ethical issues encountered in practice. |
| 3.3 B. | Build a personal and professional support network |
| 3.4 E. | Identify strengths as a therapist and areas for development. |
| 3.5 A. | Obtain clinical supervision when appropriate or required. |

Such deepening awareness including safe and effective use of self is developed and fine-tuned through feedback received in small interactive learning groups.

### 4. Therapeutic Process

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

Competence in these clinical skills is learned through case presentations, demonstration and video therapy sessions, small interactive learning groups, and relevant readings.
5. Professional Literature and Applied Research

5.1 A. Reads current professional literature relevant to practice area
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

Competence in research is obtained through power point presentations, directed readings, and in interactive learning groups.

Assignment #1 – Book reflection (3-5 pages) from the first three topics, due June 2, 2018.

Assignment #2 - Book reflection (3-5 pages) from the last three topics, due June 16, 2018.

Final Assignment – Case study (10-15 pages), due July 8, 2018.
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 & Minuchin), Attachment Theory, Relational Self-Psychology, Solution Focused Brief Therapy, and Narrative Therapy.

Tuesday, May 22, 2018 (9:30 am – 3:30 pm)
Family Systems Theory – Bowen Theory

Thursday, May 24, 2018 (9:30 am – 3:30 pm)
Structural Family Therapy - Minuchin


Tuesday, May 29, 2018 (9:30 am – 3:30 pm)
Attachment Theory
Thursday, May 31, 2018 (9:30 am – 3:30 pm)

Relational Self-Psychology

Tuesday, June 5, 2018 (9:30 am – 3:30 pm)

Solution Focused Brief Therapy

Thursday, June 7, 2018 (9:30 am – 3:30 pm)

Narrative Therapy

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**Course Outcomes**

Foundational objectives: This course will help the students to understand the core concepts in Family Systems Theory (Bowen), Structural Family Theory (Munichin), Attachment Theory, Relational Self-Psychology, Solution Focused Brief Therapy, and Narrative Therapy. The students will also learn to integrate theory into practice through practice interventions, case studies and book reflections.

(1) **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.

(2) **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.

(3) **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.

(4) **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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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<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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**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/](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).