

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.
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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?

Assignment #1 – Book reflection (3-5 pages) from the first three topics, due June 3/16

Assignment #2 - Book reflection (3-5 pages) from the last three topics, due June 17/16

Final Assignment – Case study (10-15 pages), due June 30/16

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 24, 2016 (9:30 am – 3:30 pm)

Family Systems Theory – Bowen Theory

Gilbert, R. (2006). *The eight concepts of Bowen theory* [Paperback], ISBN-13: 978-0976345510.

CRPO Competencies met through this Theory are: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1

Monday, May 30, 2016 (9:30 am – 3:30 pm)

Structural Family Therapy - Minuchin

Aponte, H. J. (1981). Structural family therapy. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy* (pp. 310-360) New York: Brunner/Mazel.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press

CRPO Competencies met through this Theory are: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1

Tuesday, May 31, 2016 (9:30 am – 3:30 pm)

Attachment Theory

Ref: Eagle, M. (2013). *Attachment and psychoanalysis: theory, research and clinical implications*. New York: Guilford Press.

CRPO Competencies met through this Theory are: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3, 5.1, 5.2

Monday, June 6, 2016 (9:30 am – 3:30 pm)

Relational Self-Psychology

Ref: Laseem, P.A. (2005). *Self-psychology: an introduction*. New York: Jason Aronson or Oxford UK, Rowman & Littlefield.

CRPO Competencies met through this Theory are 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2

Tuesday, June 7 2016 (9:30 am – 3:30 pm))

Solution Focused Brief Therapy

Ref: De Shazer & Dolan et al. (2007) *More than Miracles: The State of the Art of SFBT*. New York: Routledge.

CRPO Competencies met through this Theory are: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2

Monday, June 13, 2016 (9:30 am – 3:30 pm)

Narrative Therapy

Ref: White, C. and Denborough, D. (1998). *Introducing narrative therapy: A collection of practice-based writings*. Adelaide: Dulwich Centre Publications.

CRPO Competencies met through this Theory are: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1

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

Aponte, H. J. (1981). Structural family therapy. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy* (pp. 310-360) New York: Brunner/Mazel.

Bacal, H. (1998). *Optimal responsiveness: How therapists heal their patients*. Northvale, N.J.: Jason Aronson.

Bacal, H. A & Newman, K. (1990) *Theories of object relations: Bridges to self-psychology*. New York: Columbia University Press

Basch, M. F. (1995). *Doing brief psychotherapy*. New York: Basic Books.

Beavers, W. R., *Successful marriage: A family systems approach to couples therapy*. New York: W.W. Norton, 1985.

Berzon, B., *Permanent partners: Building gay and lesbian relationships that last*. New York: Plume Books, 1990.

Buirski, P. & Kottler, A. (2007). *New development in self-psychology practice*. New York, Toronto: Jason Aronson.

Bertolino, B. and O'Hanlon, B. (2002). *Collaborative, competency-based counseling and therapy*. Boston: Allyn and Bacon.

Book, H. E. (1998). *How to practice brief psychodynamic psychotherapy*. Washington DC: American Psychological Association.

Cade, B. and O'Hanlon, W. H. (1993). *A brief guide to brief therapy*. New York: W.H. Norton and Co.

- Childs, B. H. (1990). *Short term pastoral counselling: A guide*. Nashville: Abingdo Press.
- Chapman, G. (1992). *The five love languages*. Moody Press.
- De Shazer & Dolan et al. (2007) *More than Miracles: The State of the Art of SFBT*. New York: Routledge.
- Eagle, M. (2013). *Attachment and psychoanalysis: theory, research and clinical implications*. New York: Guilford Press
- Elson, M. (1986). *Self-psychology in clinical social work*. New York: W.W. Norton.
- Eron, J. B. and Lund, T. W. (1996). *Narrative solutions in brief therapy*. New York: The Guilford Press.
- Fisch, R., Weakland J. H., and Segal, L. (1982). *The tactics of change: Doing therapy briefly*. San Francisco: Jossey-Bass Publishers.
- Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
- Fukuyama, M. A. & Sevig, T. D. (1999). *Integrating spirituality into multicultural counselling*. London: Sage Publications.
- Gilbert, R. (2006). *The eight concepts of Bowen theory* [Paperback], ISBN-13: 978-
- 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.)
- Greenberg, L. S., & Johnson, S. M. (1988). *Emotionally focused therapy for couples*. New York: Guilford Press
- Griffen, W. and Greene, S. (1998). *Models of family therapy*. New York: Brunner/Mazel.
- Hendrix, H. (2002). *Getting the love you wan: A guide for couples* .Owl Books.
- Hubble, M. A., Duncan, B. L. and Miller, S. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.
- Jackson, H. (1994). *Using self psychology in psychotherapy*. Northvale, New Jersey: Jason Aronson.
- Jaison, B. (2002). *Integrating experiential and brief therapy: How to do deep therapy briefly and how to do brief therapy deeply: A tool for therapists and counselors*. Toronto: Focusing for Creative Living.
- Johnson, S. M. (2002). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. New York: Guilford Press.
- Kahn, M. (1991). *Between therapist and client: The new relationship*. New York: W. H. Freeman.
- Kohut, H. (1984). *How does analysis cure?* Chicago: University of Chicago Press.

- Kollar, C. A. (1997). *Solution focused pastoral counseling: An effective short-term approach for getting people back on track*. Grand Rapids: Zondervan.
- _____ (1971). *The analysis of the self*. New York: International Universities Press.
- _____ (1977). *The restoration of the self*. New York: International Universities Press
- Lee, R. R. and Martin, J. C. (1991). *Psychotherapy after Kohut: A textbook of self psychology*. Hillsdale, N.J.: Analytic Press
- Laseem, P. A. (2005). *Self Psychology: An Introduction*. New York: Jason Aronson
- McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention*. (third edition). New York & London: W.W. Norton & Company.
- Miller, J. P. III (1996). *Using self Psychology in child psychotherapy: The restoration of the child*. Northvale, NJ: Jason Aronson
- Miller, W. R. (ed.) (1999). *Integrating Spirituality into treatment*. Washington: American Psychological Association.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press
- Mollon, P. (2001). *Releasing the self: The healing legacy of Heinz Kohut*. London: Whurr
- Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Adelaide: Dulwich Centre Publications.
- Napier, A. and Whitaker, C. (1988). *The family crucible*. New York: Harper and Row.
- Nichols, M. P. and Schwartz, R. C. (2005). *The essentials of family therapy (2nd ed.)*. Boston, MA: Pearson-Allyn & Bacon.
- Ornstein, P. (1988). "Heinz Kohut's legacy", *Partisan Review*, Fall 1996, p.614-626
- Richards, P. S., Bergin, A. E. (2007). *A spiritual strategy for counselling and psychotherapy*. Washington, DC: American Psychological Association.
- Richardson, R. (1999). *Family ties that bind: A self-help guide to change through family of origin therapy*. North Vancouver: Self-Counsel Press.
- Rowe, C. E. and MacIssac, D.S. (1991). *Empathic attunement. The "technique" of psychoanalytic self psychology*. Northvale, NJ: Jason Aronson.
- Shane, M., Shane, E., and Gales, M. (1997). *Intimate attachments: Towards a new self Psychology*. New York: Guilford
- Shaddock, D. (2000). *Contexts and connections: An intersubjective systems approach to couples therapy*. Basic Books.
- _____ (1998/2005). *From impasse to intimacy: How understanding unconscious needs can transform relationships*. New York: A Jason Aronson Book.

- Siegel, A. M. (1996). *Heinz Kohut and the psychology of the self*. London/New York: Routledge.
- Stone, H. W. (1994). *Brief pastoral counseling: Short-term approaches and strategies*. Minneapolis: Fortress Press.
- Thomas, F. and Cockburn, J. (1998). *Competency based counselling: Building on client strengths*. Minneapolis: Fortress Press.
- Walsh, F. (ed.) (1999). *Spiritual resources in family therapy*. New York: Guilford Press.
- Walter, J. L. and Peller, J. E. (2000). *Recreating brief therapy: Preferences and possibilities*. New York: W.W. Norton and Co.
- White, C. and Denborough, D. (1998). *Introducing narrative therapy: A collection of practice-based writings*. Adelaide: Dulwich Centre Publications.
- White, M. and Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W.W. Norton and Co.
- Wolf, E. S. (2002). *Treating the self. Elements of clinical self psychology*. New York: The Guilford Press.
- Worden, M. (1998). *Family therapy basics*. Brooks Grove, CA: Brooks-Cole.
- Zimmerman, J. L. and Dickerson, V. (1996). *If problems talked: Narrative therapy in action*. New York: Guilford Press.

Evaluation

Class Participation 20%
Assignments 1&2 40%;
Final Assignment 40%

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>).