Course Syllabus
Postmodern Counselling & Spiritual Care
Regis College, Toronto School of Theology
Fall, 2016
(Offered Every Second Year)

Course Identification

Course Number: RGP3561 + RGP6561
Course Name: **Postmodern Counselling and Spiritual Care**
Campus: St. George
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Office Hours: By appointment

Instructor Information

Instructor: Desmond Buhagar, S.J., RP, Ph.D.
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Course Prerequisites or Requisites

None, however, prior course work or clinical experience counselling and spiritual care an asset.

Course Description

This interdisciplinary course will examine the major postmodern, constructivist psychotherapies and spiritual care issues, with introductory exposure to: Narrative Therapy (White, Epston); Brief Solution-Focused Therapy (de Shazer, Kim Berg); Symbolic-Experiential Family Therapy (Whittaker) and the Human Validation Process Model (Satir); Collaborative Language Systems Therapy (Goolishian, Anderson); Social Constructionist Therapy (Gergen & Lyddon); Integrative Meaning and Strengths-Based Therapies (Seligman, Frankl, Wong).

This enriched theoretical and practical course (3-credit hours) is designed to fulfill the course requirements for the College of Registered Psychotherapist of Ontario (CRPO), the Canadian Association for Spiritual Care (CASC), and the American Association for Marriage and Family Therapy (AAMFT). Theological and spiritual reflection in multicultural contexts is encouraged. Lectures, class discussions, practice counselling and clinical interviewing, instructional videos, reflection papers, final research paper (AD).

FALL 2016 (Tuesdays): Sept 20, 27 // Oct 4, 11, 18, 25 // Nov 1, 8, 15, 22, 29 // Dec 6, **(TOTAL: 12 classes, 3 hours each. 6:30 -9:30 pm)**.

Course Methodology

The course will be comprised of lectures, discussions on assigned readings and instructional videos, reflection papers, practice counselling and clinical interviewing exercises, and a final research paper.

Course Outcomes

Course Objectives

BD/3000 Level Students will be able to:

1) To acquire a **basic grasp** of the various postmodern models of psychotherapy and to select from among these the most applicable for one clinical practice, and to work using this model in class exercises and practice counselling.
2) To **reflect upon oneself** in terms of how one's inherent biases and worldview (including things like gender, faith, ethnicity, etc.) impinge upon the one's ability to work effectively as a psychotherapist.
3) To **consider one's past and present clinical practice** and how these theories, practices and guidelines may be best used in current contexts, such as private practice and institutional settings.
4) To **make useful links** between the major themes of professional theory and praxis from an interdisciplinary standpoint – particularly how religious faith, spirituality and values can effectively integrated into religious and non-religious and evidence-based research and practice.
5) To **engage in classroom exercises** with one's peers, designed to concretize the modalities and foster a collaborative sensibility for working in multidisciplinary teams.

At the AD/6000 Level students will be able to:

1) To **acquire a high level of knowledge** of the various postmodern models of psychotherapy and to select from among them the most applicable modality for one's clinical work, and to practice using this model in class exercises and practice counselling.
2) To **acquire greater depth of understanding oneself** in terms of how one's inherent biases and worldview (including things like gender, faith, ethnicity, etc.) impinge upon the one's ability to work effectively as a psychotherapist.
3) To **acquire a more nuanced conceptualization** concerning past and present clinical work and how these theories, practices and guidelines may be best used in current contexts, such as private practice and institutional settings.
4) To **explore with greater sophistication** the links between the major theories and praxis from an interdisciplinary standpoint – particularly how religious faith, spirituality and values can be more effectively integrated into religious and non-religious evidence-based research and practice.
5) To **engage in classroom exercises** with one's peers, **demonstrating leadership** in using the modalities, and fostering a collaborative sensibility for working in multidisciplinary teams.

Course Resources

Required Course Texts

Neimeyer, R. *Constructivism in Psychotherapy (*American Psychological Association, 1995).

* This course is substantively based on current, peer reviewed journal articles as required reading for each class.

Course Website(s)

- Blackboard 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 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 willl 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 difficulty accessing Blackboard should ask their Registrar for further help.

- Personal Website: http://www.regiscollege.ca/faculty/desmond_buhagar

Evaluation

Requirements

Basic Degree (3000)
Students will be required to complete:

1) **Ten Reflection Papers** (2 pages each) (50%) (see schedule). A numerical mark out of 100 for each.
3) **Class Participation**, attendance, punctuality (10%).

Reflection Papers and Final Paper will be graded using the following guide:
1) Clarity, Conciseness, and Fidelity to Chicago Manual Style. (16th edition, 2010, and other Instructions (25%)
2) Accuracy & Critical Thinking Ability (25%)
3) Creativity and Scope (25%)
4) Pastoral and Spiritual Reflection and Integration (25%):

TOTAL 100%

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Advanced Degree (6000)

Students will be required to complete:

1) **Five Reflection Papers** (2 pages each) (50%) (see schedule). A numerical mark out of 100 for each.
2) **Final Research Paper:** 12-15 pages, maximum (40%). Students will be docked 5% for every for every day that papers are late, except in the case of documented medical reasons or emergencies.
3) **Class Participation**, attendance, punctuality (10%).

Reflection Papers and Final Paper will be graded using the following guide:

1) Clarity, Conciseness, and Fidelity to Chicago Manual Style. (16th edition, 2010), and other formatting instructions (25%)
2) Accuracy & Critical Thinking Ability (25%)
3) Creativity and Scope (25%)
4) Pastoral and Spiritual Reflection and Integration (25%):

TOTAL 100%

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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	(69 and below)

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD & AD). No late Reflection Papers will be accepted except in the case of documented illnesses or emergencies, or prior accommodations for disability reasons. My policy regarding late Final Research Papers (AD) is a 5% reduction per-day, up to a maximum of three days. After three days, accepting any assignment is strictly at the discretion of the professor, and will usually result in a "0" or Failure (FZ) for the item(s) in question. All situations of genuine disability are considered in grading, provided the student provides either physician's note explaining the situation, or is duly registered with the University of Toronto's Accessibility services http://www.accessibility.utoronto.ca/.

Course grades. Consistent with the policy of the University of Toronto, course grades are 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 or college grading policy. http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

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. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics.

An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (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.

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).

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 also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

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