

Toronto Centre For Psychotherapy And Counselling Education
TCP 5201 Cognitive Modalities in Psychotherapy
Winter – Year Two
Mondays, 9:00 am – 12:00 pm
Instructor: TBD

COURSE DESCRIPTION

This graduate level course (36 academic course credit hours) will focus on theories and methods related to cognitive-based therapeutic interventions. The modalities presented include cognitive behavioural therapy (CBT), stress reduction (MBSR), self-compassion therapy (MSC), acceptance and commitment therapy (ACT), dialectical behaviour therapy (DBT), and eye movement desensitization and reprocessing (EMDR). Attention will be given to the integration of mindfulness practice into the therapeutic relationship. Priority is given to the safe and effective use of self as each therapeutic model is presented. This course will be of interest to students preparing for certification in the College of Registered Psychotherapists of Ontario.

COURSE FORMAT

The class will meet weekly on Monday mornings from 9:00 am to 12:00 pm. The course format will consist of the following: theory presentations, skills development, discussions of readings, and in course training utilizing the format of supervised practice therapy sessions.

COURSE OUTCOMES

This course presents a variety of cognitive therapy models currently being practiced in the Province of Ontario. This is a survey course where students will be introduced to many different cognitive therapy models. As students progress through this course they will:

- Learn about several cognitive therapy models currently practiced in Ontario
- Understand the efficacy of various cognitive models of therapy with specific population groups and client issues
- Develop an understand of additional training that they may want to obtain in any of the psychotherapy models presented
- Continue to develop their toolkit of theories and methods of psychotherapy
- Apply their knowledge to assessment, treatment and the safe and effective use of self in the therapeutic relationship

RELATIONSHIP TO CURRICULUM

This is a required course for students pursuing a certificate in psychotherapy from the Toronto Centre for Psychotherapy and Counselling Education (TCPCE).

PREREQUISITES

The pre-requisite for this course is the successful completion of Year One of the TCPCE program including a “Foundations in Psychotherapy” course.

REQUIRED READING

- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. (2nd ed.). New York: Guilford press.
- CRPO Competencies, found on CRPO website, www.CRPO.ca
- Shapiro, F. (2013). *Getting past your past: Take control of your life with self-help techniques from EMDR therapy*. Emmaus, PA: Rodale.

SUGGESTED ADDITIONAL READING SPECIFIC TO COURSE TOPICS

- Baer, R. A. (Ed.). (2015). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications*. Amsterdam: Elsevier.
- David, D., Lynn, S.J., Ellis A. (2010). *Rational and irrational beliefs: Research, theory, and clinical practice*. New York: Oxford University Press.
- Ellis, A. & Dryden, W. (2007). *The practice of Rational Emotive Behavior Therapy* (2nd Ed). New York: Springer Publishing Company, Inc.
- Foa, E., Hembree, E.A., Rothbaum, B.O., Rauch, S., (2019). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences - Therapist guide*. New York: Oxford University Press.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change*. New York: Guilford Press.
- Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D. (2010). The effect of mindfulness-based therapy on anxiety and depression: A meta-analytic review. *Journal of consulting and clinical psychology*, 78(2), 169.
- Linehan, M.M. (2014). *DBT skills training manual* (2nd ED). New York: Guilford Press.
- Neff, K. D., & Germer, C. K. (2013). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of clinical psychology*, 69(1), 28-44.
- Pargament, K. I. (2011). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. New York: Guilford Press.
- Polk, K. L., Schoendorff, B., Webster, M., & Olaz, F. O. (2016). *The essential guide to the ACT Matrix: A step-by-step approach to using the ACT Matrix model in clinical practice*. Oakland: New Harbinger Publications.
- Swenson, C. R. (2016). *DBT® principles in action: Acceptance, change, and dialectics*. New York: Guilford Publications.
- Young, J.E., Klosko, J.S., Weishaar. M.E. (2006). *Schema therapy: A practitioner's guide*. New York: Guilford Press.

ASSIGNMENTS:

Assignment #1 (30%) DUE: Class 6

This assignment involves a 5 to 8-page case review paper involving a client from the student's own experience. The student is asked to create a "cognitive conceptualization" of their client and apply CBT theory in their written case presentation. The student is asked to use the template created by Judith Beck

from the class reading. Beck (2011) stated, "It is important to put yourself in your patients' shoes, to develop empathy for what they are undergoing, to understand how they are feeling, and to perceive the world through their eyes" (p. 38). In view of this, the student is also asked to reflect on how empathy for their client was integrated into their therapeutic relationship.

Assignment #2 (30%) DUE: Class 10

This assignment involves an 8-page paper with references cited. The student is asked to select 2-3 recently published, (within 3 years) peer-reviewed, journal articles on one of the modalities presented in the course (CBT, EMDR, MBCBT, ACT, DBT, ST, NLP and ET), and review the article with respect to the integration (or lack of integration) of mindfulness and /or spirituality in the selected therapeutic approach. In what ways has this research study enhanced your knowledge and informed your psychotherapeutic best practice?

Practice Psychotherapy Sessions (20%)

Practice psychotherapy sessions provide an opportunity for students to participate experientially as therapists, observers, and clients on a rotational basis. Confidentiality and SEUS is essential throughout and following the practice therapy sessions. Assessment is based on the student's ability, where possible depending on client issue presented, to integrate an awareness of the theory component of the week into the practice therapy. Students are expected to participate fully in the practice psychotherapy sessions, whether in the role of client, therapist or observer. Students are expected to integrate the feedback received from all participants to inform their future practice. Throughout the course students will participate in the following ways:

Student Therapist: The student will function in the role of the student therapist for the practice session(s). The session length will be 25-30 minutes. Following the session, the student therapist will verbally assess their own performance in the session and respond to questions from observers. The feedback component of each session will be approximately 30 min in length. More detailed instructions about the feedback format will be given in class.

Student Client: The student will function in the role of the client for a practice session. While this exercise is somewhat artificial, as it is being done in a classroom setting, it is **NOT** role – play. The client is to choose and discuss an issue that is real to them and pertinent to their lives. Students are to take care of themselves and choose issues that they are comfortable talking about in the class.

Observers: When the student is not in either the student therapist or student client role they will function as observers. Students will keep track of the session as it progresses. At the end of the session they will engage in meaningful discussion with to the student therapist. Students are expected to provide feedback and ask questions relevant to the session observe

Class participation and attendance (10%)

Class participation and attendance are central components of this course. Students must attend a minimum of 10 classes each semester to pass this course.

ASSIGNMENT STYLE GUIDE

APA Style Guide, 6th Edition.

LATE SUBMISSIONS / EXTENSIONS

Students are expected to submit assignments on their due dates. If a student is unable to meet an assignment deadline, they are required to request an extension from the instructor prior to the assignment due date. Extensions granted by the instructor will be no more than 1- 2 weeks.

GRADING

TCPCE courses use the following system of grading.

Grading System

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

CONFIDENTIALITY AGREEMENT

Early in the course, the issues related to confidentiality will be discussed. This will be most relevant to the in course training, practice therapy segments of the classes. Students will agree that they will not discuss any confidential or identifying information shared in class with others. Once this confidentiality agreement is discussed in class and verbally agreed to by the student, it will be understood that the student will comply with this agreement. Failure to comply will be considered ethical misconduct and will result in an incomplete grade for the course.

ACADEMIC INTEGRITY AND POLICIES

Unless otherwise stated, the course follows established policies with respect to academic integrity and misconduct. The student is required to know these guidelines. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the program for cheating and the offence may appear on one's transcript.

Plagiarism: Students submitting written material in courses are expected to provide full citation of sources of both words and ideas. Direct quotations should be placed within quotation marks or indented as per the APA Style Guide. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic and professional ethics.

COURSE SCHEDULE

Class	Topics	Required Reading
Week 1	Rational Emotive Brief Therapy (REBT) Part 1	Beck, J. (2011) – Chapters 1-2
Week 2	Rational Emotive Brief Therapy (REBT) Part 2	Beck, J. (2011) – Chapters 3-4
Week 3	Cognitive Behavioural Therapy (CBT) Part 1	Beck, J. (2011) – Chapters 5-6
Week 4	Cognitive Behavioural Therapy (CBT) Part 2	Beck, J. (2011) – Chapters 7-8
Week 5	Mindfulness-based Cognitive Behavioral Therapy (MBCBT)	Beck, J. (2011) – Chapters 9-10
Week 6	Acceptance and Commitment Therapy (ACT) DUE: Assignment #1	Beck, J. (2011) – Chapters 11-12
Family Day – No Class		
Week 7	Dialectical Behaviour Therapy (DBT)	Beck, J. (2011) – Chapters 13-14
Week 8	Exposure Therapy	Beck, J. (2011) – Chapters 15-16
Week 9	Schema Therapy	Beck, J. (2011) – Chapters 17-18
Week 10	Neurolinguistic Programming (NLP) DUE: Assignment # 2	Shapiro, F. (2013) – Chapters 1-4
Week 11	Eye Movement Desensitization and Reprocessing (EMDR)	Shapiro, F. (2013) – Chapters 5-8
Week 12	Spiritually Integrated Psychotherapy	Shapiro, F. (2013) – Chapters 9-11

Note: When Easter Monday falls during the dates of this course, there will be no class that day.

RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES

FOR REGISTERED PSYCHOTHERAPISTS

CRPO Entry-To-Practice Competencies		Addressed In Human Development Course
1. Foundations		
1.1 Integrate a theory of human psychological functioning		
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	As each of the therapeutic modalities and techniques are presented, the underlying factors of context and impaired human functioning will also be discussed.
1.2 Work within a framework based upon established psychotherapeutic theory		

a	Integrate the theory or theories upon which the therapist's practice is based.	This course presents many theories and modalities of cognitive psychotherapy. As the various modalities are presented, students continue to formulate the working theory or theories of psychotherapy with which they most resonate and upon which they will build their practice of the profession.
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	Several of the cognitive therapy models include theories as to how human problems develop. These theories will be presented to the students as we discuss each of the cognitive therapies. Students will begin to integrate this knowledge as they develop their working theoretical orientation.
c	Identify circumstances where therapy is contraindicated	Students will become familiar with the circumstances under which cognitive psychotherapy should be performed and the times in which it is contraindicated.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	As each cognitive therapy is presented, students will learn which specific client populations and issues are best treated with the various models presented. They will also learn when cognitive therapy is not the most helpful option to use in treatment.
e	Establish a therapeutic relationship informed by the theoretical framework.	The in class training / practice therapy sessions will afford students the opportunity to experiment with the establishing of a theoretical framework according to the various models presented.
f	Integrate a theory of change consistent with the therapist's theoretical orientation	Several of the cognitive therapies presented have therapeutic objectives and a model of change that they want to accomplish in treatment. These models of change will be presented as each theory / modality is discussed.
g	Integrate knowledge of the impact of trauma on psychological functioning	Students will learn the impact that trauma has on psychological functioning and how this is relevant to cognitive therapies. They will learn when it is helpful to use cognitive based therapies with clients who have experienced trauma.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	Each cognitive therapy discussed has key concepts. Many of these are similar across all psychotherapeutic modalities. These concepts will be discussed as each theory / modality is presented. Students will have opportunity to practice these key concepts in the class training / practice therapy sessions.
b	Recognize the range of psychotherapy practised within the province of Ontario	As several different models of psychotherapy are presented in this course, the students will develop the ability to recognize the range of cognitive therapies that are practised in Ontario.
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.	Throughout this course, SEUS is always a primary concern. During the in course training / practice therapy sessions issues of SEUS relevant to the skill practice will be discussed during the

		feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	SEUS specifically pertaining to the student therapist's own values, attitudes etc. will be discussed as they pertain to the various in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	Many of the presentations in this course include some experiential exercises. These exercises afford students the opportunity to consider their own cognitive, emotional and behavioural patterns. Students will be encouraged to discuss these patterns in their own psychotherapy and also in supervision. When these patterns are relevant to the in course training / practice therapy sessions, they will be discussed during the practice session feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	SEUS pertaining to the therapist's life experiences and their effect, both positive and negative will be discussed as relevant to the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
2. Collegial & Interprofessional Relationships		
2.1 Use effective professional communication		
a	Use clear and concise written communication.	Students are required to write both a research paper and a case review paper during this course. Students are required to demonstrate clear graduate level writing skills.
b	Use clear and concise oral communication.	Students will practice good oral communication skills during class discussions and also during the in course training / practice therapy sessions.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and also with their student peers.
d	Communicate in a manner appropriate to the recipient.	Students engage in communication with each other and with the instructor during the class presentations and discussion. During the in course training / practice therapy sessions the student will learn to communicate therapeutically with student clients. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will learn to adopt communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class presentations but also during the in course training / practice therapy sessions especially when they are functioning in the student therapist role.

f	Differentiate fact from opinion.	As the cognitive theories are presented, students will learn to differentiate the facts of the theory from their own personal opinions and biases.
g	Recognize and respond appropriately to non-verbal communication.	During the in course training / practice therapy sessions, students will learn to notice and respond appropriately to the non-verbal communication of their student clients. Issues pertaining to this will be discussed as relevant to the practice sessions during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
2.2 Maintain effective relationships		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during the class presentations and also during the in course training / practice therapy sessions.
b	Maintain appropriate professional boundaries.	Students will learn appropriate professional boundaries during the in course training / practice therapy sessions. As relevant to the practice sessions, boundary issues will be discussed during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Recognize and address conflict in a constructive manner.	While conflict will not normally expected in this course, should conflict arise, it will be dealt with by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate their personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by submitting written assignments as required and by following the guidelines of academic integrity in those assignments.
2.3 Contribute to a collaborative and productive atmosphere		
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Our students come from a variety of diverse socio – cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of diverse people.
3. Professional Responsibilities		
3.2 Apply and ethical decision making process		
a	Recognize ethical issues encountered in practice.	Ethical issues relevant to the in course training / practice therapy sessions will be discussed in the feedback section of those sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
3.4 Evaluate and enhance professional practice		
a	Undertake critical self-reflection.	During the in course training / practice therapy sessions, students will receive and give feedback

		to the student therapist. This feedback will enable the student therapist to engage in critical self-reflection related to their skills. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Solicit client feedback throughout the therapeutic process.	During the in course training / practice therapy sessions, the person functioning in the role of student client will have opportunity to give the student therapist feedback on their performance during the session. This will enable students to learn how to solicit client feedback during the therapeutic process. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Plan and implement methods to assess effectiveness of interventions.	During the in course training / practice therapy sessions, student will learn to assess the effectiveness of the interventions that they use in their sessions. The effectiveness of the interventions will be discussed in the feedback section of the sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Obtain feedback from peers and supervisors to assist in practice review.	A component of the in course training / practice therapy sessions is feedback from peers and supervisors specific to the practice sessions. This enables students to begin to learn how to obtain and integrate feedback received into their professional functioning. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Identify strengths as a therapist, and areas for development.	During the in course training / practice therapy sessions, there will be ample opportunity for students to identify their strengths and areas for development. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
f	Set goals for improvement.	As students identify the areas of development that they want to work on, they will begin to set goals for improvement of these skills. Students can practice their skills in the in course training / practice therapy sessions and can also discuss these goals in their clinical supervision sessions.
3.5 Obtain clinical supervision or consultation		
b	Articulate parameters of supervision or consultation.	While not a formal supervisory relationship, there will normally be at least one RP Clinical Supervisor in the room during the in course training / practice therapy sessions who will give feedback on the practice sessions. This will enable students to understand the value and parameters of supervision or consultation. Students in this course will also be providing direct client care and will also be engaged in clinical supervision. In so doing, they will develop an understanding of the parameters of supervision.

c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	Students are required to agree to hold private and confidential and not discuss outside of the class any personal or identifying information shared during this course.
4. Therapeutic Process		
4.2 Establish and maintain core conditions for therapy		
a	Employ empathy, respect, and authenticity.	Students practice the skills of empathy, respect and authenticity during the in course training / practice therapy sessions. These issues are discussed as relevant to the practice session in the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Establish rapport.	Students will practice the skill of rapport building during the in course training / practice therapy sessions. Students will receive feedback regarding this and other skills in the feedback section of this course component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Demonstrate sensitivity to the setting in which therapy takes place.	The practice sessions take place in a classroom setting with observers present which is not ideal. However, students will practice being sensitive to the setting during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Assume non-judgmental stance.	Students practice a non-judgmental stance when functioning in the role of student therapist during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
f	Explain theoretical concepts in terms the client can understand.	Periodically theoretical concepts are discussed during an in course training / practice therapy session. The student functioning in the role of therapist will have opportunity to practice the skill of explaining the concept in a way that the client can understand. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. Students will also have opportunity to practice this skill when providing direct client care under supervision.
g	Foster client autonomy.	During the in course training / practice therapy sessions, students will practice the skills of fostering client autonomy especially as it pertains to the direction of the session material. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
h	Maintain appropriate therapeutic boundaries.	Boundary issues relevant to the practice sessions will be discussed during the feedback section of the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice

		sessions.
i	Define clear boundaries of response to client's requests or demands.	Students will practice the skills of responding to client requests or demands during the in course / practice therapy sessions when these are relevant to the practice session. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. Students will also practice these skills when providing direct client care under supervision.
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	Our students are physically safe during the clinical practice sessions. Students will practice containment and other skills related to emotional safety during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. Students will also attend to the physical and emotional safety of their clients during their provision of direct client care under supervision.
k	Employ effective skills in observation of self, the client and the therapeutic process.	Effective skills of observation are practiced during the in course training / practice therapy sessions. These skills will be discussed, as relevant to the practice session, during the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
l	Demonstrate dependability.	Students are expected to attend classes regularly and to be on time. They are also expected to complete written assignments on time as scheduled. During the in course training / practice therapy sessions, students will practice beginning and ending the sessions on schedule. All of these activities contribute to the student learning / demonstrating dependability. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
4.3 Ensure safe and effective use of self in the therapeutic relationship		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	During the in course training / practice therapy sessions, students will practice the skill of awareness of their subjective context and its impact on the practice therapy sessions. This skill will be discussed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Recognize the impact of power dynamics within the therapeutic relationship.	During the in course training / practice therapy sessions, students will begin to understand the impact of power dynamics. Students will function in the roles of student therapist, student client and observers. They will experience the different power positions in the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.

c	Protect client from imposition of the therapist's personal issues.	There is a feedback component to the in course training / practice therapy sessions. Issues related to imposition of therapist's personal issues will be discussed as relevant to the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
d	Employ effective and congruent verbal and non-verbal communication.	Students will practice congruency awareness skills during the in course training / practice therapy sessions. These skills will be discussed, as relevant to the practice sessions, during the feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Use self-disclosure appropriately.	Students will practice the judicious use of self-disclosure during the in course training / practice therapy sessions. Where there are issues that arise with this skill in the practice sessions, these will be addressed in the feedback component of the classes. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
4.5 Structure and facilitate the therapeutic process		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	During the in course training / practice therapy sessions, students begin to practice the skills of communicating to a variety of people. Where there are issues that arise with this skill, it will be addressed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Students practice their response skills during the in course training / practice therapy sessions. Concerns regarding these skills are address in the feedback component of the practice session. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
c	Respond non-reactively to anger, hostility and criticism from the client.	These skills are practiced as they arise during the in course training / practice therapy sessions and the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	Students will practice these skills during the in course training / practice therapy sessions. Issues related to these skills will be discussed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. Students may ask for assistance if necessary.
f	Recognize a variety of assessment approaches.	Many of the cognitive therapy models presented utilize various assessment approaches. Students will be exposed to those assessment approaches as the therapeutic modalities are presented.

j	Practice therapy that is within therapist's level of skill, knowledge and judgement.	During the in course training / practice therapy sessions, students will begin practicing a wide variety of therapeutic skills. As their skill level increases, they will progress to attempting more complex skills. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. As this is a second year course, students will also be providing direct client care under supervision. This will give them many opportunities to learn new skills but also to ensure that they are
k	Focus and guide sessions.	Students will practice the skills of tracking, focusing and guiding sessions during the in course training / practice therapy sessions. Where there are issues relating to these skills, they will be addressed in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
m	Facilitate client exploration of issues and patterns of behaviour.	During the in course training / practice therapy sessions, students will practice the skills of facilitating client exploration of issues and applicable patterns of behaviour. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
n	Support client to explore a range of emotions.	Students will practice the skills related to supporting a client in exploring a range of emotions during the in course training / practice therapy sessions. Where there are difficulties in this area, they will be discussed in the feedback component of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
o	Employ a variety of helping strategies.	During the in course training / practice therapy sessions, students will practice these skills. The feedback time affords an opportunity to discuss what other strategies or skills might be utilized. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
q	Recognize the significance of both action and inaction.	Students will practice and develop their awareness of the significance of both action and inaction with regards to their functioning as a therapist and also as applicable to the student client's situation. This will largely happen during the in course training / practice therapy sessions There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.
5. Professional Literature And Applied Research		
5.1 Remain current with professional literature		
a	Read current professional literature relevant to practice area.	Students are required to prepare written assignments which require them to read current professional literature pertaining to the topic of the assignment.

b	Access information from a variety of current sources.	Students are encouraged to access information from a variety of books, journals and online publications.
c	Analyze information critically.	In the research for assignments, students learn to analyze the information gained critically. They learn what information is solid and sound and what information is based on biased opinion.
d	Determine the applicability of information to particular clinical situations.	As students learn about the various cognitive therapy models and the relevant current research, they will come to understand how this information is applicable to their clinical situations.
e	Apply knowledge gathered to enhance practice.	Students are in the process of developing a toolkit from which to draw in their psychotherapeutic practice. The knowledge gained in this course will be part of their toolkit to be utilized as necessary in their practice.
f	Remain current with developments in foundational areas.	The various presenters in this course are up to date with the relevant literature in their field. They present from their up to date knowledge of the areas being presented.
5.2 Use research findings to inform clinical practice.		
a	Integrate knowledge of research methods and practices.	Students learned basic research methods and design in a foundational course. They will be able to use this knowledge in their reading and research for the assignments in this course.
b	Determine the applicability of research findings to particular clinical situations.	Students will learn to apply the current research and literature read to their specific client populations and to specific clinical situations.
c	Analyze research findings critically.	In the research paper for this course, students are required to critically analyze the journal articles read.
d	Analyze research findings critically.	Students will integrate the knowledge gathered in their research into their toolkit for practice.