

**Toronto Centre for Psychotherapy and Counselling Education  
TCP 5101 Foundations in Psychotherapy**

**Fall Year One**

**Mondays, 1:00 pm – 4:00 pm**

**Instructor**

**(Contact information)**

**COURSE DESCRIPTION**

This graduate level course (36 academic course credit hours) teaches foundational concepts and theories of psychotherapy. Students learn of evidence-based and empirically supported therapies, clinical assessment procedures and the development of treatment goals while maintaining a process of ethical decision-making when working with clients. Issues related to transference and countertransference, culture and diversity, and the development of a healthy therapeutic alliance are examined. Students are introduced to anger management theory and motivational interviewing. Priority is placed on safe and effective use of self (SEUS), the importance of confidentiality, and reflective self-care in a clinical setting.

**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 lectures, class presentations, skills development scenarios, discussion of readings, a research paper and personal reflections.

**COURSE OUTCOMES**

This course teaches basic psychotherapy theory, concepts and skills to students who are preparing to work with clients. The student will learn to integrate theory into practice through lectures, discussions, case studies, a book reflection and a research paper. The safe and effective use of self is highlighted, as is the care and well-being of the client in a therapeutic relationship. In addition, the student will develop awareness of the following in relation to their practice:

- Articulate an understanding of therapy modalities that inform their practice,
- Integrate an understanding of cultural and social contexts that influence a therapeutic relationship in clinical practice,
- Work within the guidelines and requirements of the College of Registered Psychotherapists of Ontario (CRPO),

**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 an entrance interview by TCPCE supervisors.

## REQUIRED READING

- The Professional Ethics Code of the College of Registered Psychotherapist of Ontario,  
The CRPO Professional Competencies, found on CRPO website, [www.CRPO.ca](http://www.CRPO.ca)
- Corey, G., Corey, M. S., & Corey, C. (2019). *Issues & ethics in the helping professions. (selected chapters)*
- Kahn, M. D. (1997). *Between therapist and client: The new relationship (Rev. ed.)*. New York: Henry Holt & Co.
- Nichols, M. P. (2009). *The lost art of listening: How learning to listen can improve relationships*. Guilford Press.
- Olthuis, J. H. (2001). *The beautiful risk: A new psychology of loving and being loved*. Grand Rapids, Mich: Zondervan.
- Preston, J., & Johnson, J. (2019). *Clinical psychopharmacology made ridiculously simple*. Miami, Fla: MedMaster. (Selected Chapters)
- Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper. (Selected Chapters)

## ASSIGNMENTS

### **Assignment #1 - Research paper (30%)**

This assignment involves an 8-page academic paper with references cited on the relevance of transference and countertransference in the psychotherapeutic conversation. The student is expected to include their own life experience in terms of attachments, power dynamics, and personal and cultural bias within a theoretically integrated framework

### **Assignment #2 – Theory Presentation (30%)**

Each student prepares and presents a theory presentation on one of the weekly topics to be discussed in class. Dates for the presentations are determined on the first day of class. The student is asked to follow the presentation and discussion template that is handed out in class.

### **Assignment #3 - Personal “Growing Edge” Reflection (30%)**

This assignment involves a 6 to 8-page theory-integrated reflection paper on the Safe and Effective Use of Self in the development of psychotherapeutic relationships. The student is asked to discern which professional competencies are already within the student’s skillset and identify which competencies require additional attention through academic and clinical development.

### **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, 6<sup>th</sup> 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

#### 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. Students will agree to the non-disclosure of any identifying specifics of their work with clients. Students will also agree that they will not discuss any confidential 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.

**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 and professional ethics.

## COURSE SCHEDULE

### **Class 1: Evidence-based Practice and Empirically Supported Therapies**

Reading: CRPO Competencies, found on CRPO website, [www.CRPO.ca](http://www.CRPO.ca)

### **Class 2: Ethical Decision-making and Confidentiality**

Reading: The CRPO Professional Code of Ethics  
Corey CH 1

### **Class 3: The Therapeutic Alliance**

Reading: Nichols CH 1, 2, 3

### **Class 4: Clinical Assessment**

Reading: Nichols CH 4, 5, 6  
Corey CH 3

### **Class 5: Development of Treatment Goals**

Reading: Nichols CH 7, 8, 9

### **Class 6: Transference and Countertransference Theory**

Reading: Kahn CH 2, 3, 4 and 6

### **Class 7: Critical Self-Reflection**

Reading: Kahn CH 7  
Olthuis CH 7, 8, 9, 10, 11

### **Class 8: Best Practices in Crisis Management and Understanding Your Own Response to Crisis**

Reading: TBC

### **Class 9: Anger Management Theory**

Reading: TBC

### **Class 10: Motivational Interviewing**

Reading:

Center for Substance Abuse Treatment. Enhancing Motivation for Change in Substance Abuse Treatment. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 1999. (Treatment Improvement Protocol (TIP) Series, No. 35.) Chapter 3—Motivational Interviewing as a Counseling Style. Available from:  
<https://www.ncbi.nlm.nih.gov/books/NBK64964/>

### **Class 11: Cultural and Diversity Issues**

Reading: Corey CH 4  
Olthuis, J. (2000). *Towards an ethics of community: Negotiating differences in a pluralist society*. Waterloo: Wilfred Laurier University Press. (*selected chapters*)

### **Class 12: Overview of Psychopharmacology Basics**

Reading: Preston (*Selected Chapters*)

**RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES  
FOR REGISTERED PSYCHOTHERAPISTS**

<b>CRPO Entry-To-Practice Competencies</b>		<b>Addressed In Psychopathology Course</b>
<b>1. Foundations</b>		
<b>1.2 Work within a framework based upon established psychotherapeutic theory</b>		
c	Identify circumstances where therapy is contraindicated	Classes 3 and 4 teach students clinical assessment and the development of treatment goals with clients. Students will learn how to identify circumstances where therapy is contraindicated.
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	As students consider the various evidence-based treatment approaches in working with clients, they will come to understand the benefits, limitations and contraindications in relation to the different approaches.
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	Students will learn to integrate a theory of change consistent with the therapist's theoretical orientation.
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice</b>		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	The key concepts common to all psychotherapeutic practice are introduced in the theory sessions.
b	Recognize the range of psychotherapy practiced within the province of Ontario.	Students will learn fundamental psychotherapeutic concepts related to various other evidence-based methods of psychotherapy currently practised in Ontario.
c	Integrate knowledge of psychopathology	Students will learn about the strengths and counter-indications of evidence-based approaches to psychotherapy.
<b>1.4 Integrate awareness of self in relation to professional role</b>		
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.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	As students reflect on their own personal history in the written assignments and in-class discussions, the student will become aware of patterns of behaviour related to that history.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	Students will write a paper about their own awareness of transference and countertransference issues. SEUS pertaining to the therapist's life experiences and their effect, both positive and negative, will be discussed in class sessions. Students will address what steps they will take to ensure SEUS in their practice.
<b>1.5 Integrate knowledge of human and cultural diversity</b>		
b	Recognize how oppression, power and social injustice may affect the client and the therapeutic process.	The student will learn how the awareness of power dynamics and issues related to social injustice are relevant in the therapeutic process.
d	Recognize barriers that may affect access to therapeutic services.	The student will learn to recognize the barriers that may affect access to therapeutic services through in-class discussion and self-reflection.

<b>2. Collegial &amp; Interprofessional Relationships</b>		
<b>2.1 Use effective professional communication</b>		
a	Use clear and concise written communication.	Students are required to write both a research and reflection paper during this course. They 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 presentations.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and 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. As our student body and instructors come from a variety of ethnic, cultural and gender groups, the student will learn to use communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class lectures and presentations. Students are graded on class participation and listening skills.
f	Differentiate fact from opinion.	As each theory class is presented, students will learn to differentiate the facts of the theory from their personal opinions, biases or misunderstandings.
<b>2.2 Maintain effective relationships</b>		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during the class presentations and theory lessons.
b	Maintain appropriate professional boundaries.	Students will learn appropriate professional boundaries during the theory and discussions.
c	Recognize and address conflict in a constructive manner.	If conflict does arise, it will be addressed by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate 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, maintaining confidentiality and following a model of ethical decision making.
<b>2.3 Contribute to a collaborative and productive atmosphere</b>		
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Students are 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 people.
<b>3. Professional Responsibilities</b>		
<b>3.2 Apply and ethical decision making process</b>		
a	Recognize ethical issues encountered in practice.	Ethical issues relevant to the theory lectures will be discussed in class. The student will learn to follow a model of ethical decision making.
<b>3.3 Maintain self-care and level of health necessary for responsible therapy</b>		

a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	Students are introduced to the concepts of vicarious trauma and compassion fatigue. They will learn to maintain a self-reflective posture to preserve SEUS in their clinical practice.
b	Build and use a personal and professional support network.	In the class, students begin to develop a professional support network that may continue after their training is complete. Students learn the importance of having ethical collegial support systems in place.
<b>3.4 Evaluate and enhance professional practice</b>		
a	Undertake critical self-reflection.	During the class, students give and receive feedback. This feedback will enable the student to engage in critical self-reflection related to their skills.
c	Plan and implement methods to assess effectiveness of interventions.	Students learn to assess the effectiveness of the interventions related to evidence-based practice.
d	Obtain feedback from peers and supervisors to assist in practice review.	A component of the in-class presentations is feedback from peers and supervisors. This enables students to learn how to obtain and integrate feedback received into their professional functioning.
e	Identify strengths as a therapist, and areas for development.	During assignments, students will identify their strengths and areas of development.
f	Set goals for improvement.	All students will be expected to recognize where they need more training and become aware of their growing edges in the practice of psychotherapy.
<b>3.5 Obtain clinical supervision or consultation</b>		
b	Articulate parameters of supervision or consultation.	Weeks 1 and 2 of the course focus on ethics and the CRPO competencies in relation to client work and supervision. All students are expected to develop awareness of the parameters and boundaries of ethical clinical supervision and consultation.
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	Students are required to agree to uphold confidential, and not discuss outside of the class, any personal or identifying information shared during this course.
<b>4. Therapeutic Process</b>		
<b>4.2 Establish and maintain core conditions for therapy</b>		
a	Employ empathy, respect, and authenticity.	Students are required to practice the skills of empathy, respect and authenticity during the discussions and class feedback. The relevance of these psychotherapeutic concepts is discussed within the framework of the course.
b	Establish rapport.	Students will practice the skill of rapport building during the in-class presentations. Students will receive feedback from their peers and from their instructor.
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	Class 3 will focus specifically on the therapeutic alliance and cultivating a non-anxious presence.
f	Explain theoretical concepts in terms the client can understand.	In the class presentations, the student will practice explaining theoretical concepts in a manner that the class can understand.
i	Define clear boundaries of response to client's requests or demands.	In the class presentations, the student will practice explaining and defining boundary issues relevant to the theory being discussed.
l	Demonstrate dependability.	Students are expected to attend classes regularly, to be punctual and complete written assignments on time.

<b>4.3 Ensure safe and effective use of self in the therapeutic relationship</b>		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	Students will reflect on their own history in a written paper (assignment #3) giving special attention to how this history might affect the practice of SEUS in psychotherapy.
b	Recognize the impact of power dynamics within the therapeutic relationship.	During the class theory sessions, students will develop an understanding of the relevance of power dynamics in a therapeutic relationship.
c	Protect client from imposition of the therapist's personal issues.	Issues related to the imposition of the therapist's personal issues will be discussed as relevant to the theory sessions. The student will be expected to develop an awareness of their personal bias and prejudices and discuss these in their written work.
d	Employ effective and congruent verbal and non-verbal communication.	Students will practice congruency awareness skills during the class presentations.
e	Use self-disclosure appropriately.	Students will practice the judicious and ethical use of self-disclosure during the class presentations.
<b>4.4 Conduct an appropriate risk assessment</b>		
a	Assess for specific risks as indicated.	Students will learn to recognize and identify if their client is experiencing an "at risk" situation as related to the theory being discussed.
b	Develop safety plans with clients at risk.	Classes 4, 5 and 8 outline the requirements of a healthy therapeutic alliance and the need for developing a safety plan with clients who are at risk.
<b>4.5 Structure and facilitate the therapeutic process</b>		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	During class presentations, students practice skills of communicating in a manner appropriate to a student's developmental level and socio-cultural identity.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Students practice their response skills following the class presentation sessions.
c	Respond non-reactively to anger, hostility and criticism from the client.	These skills are taught as they relate to the theory being discussed.
d	Respond professionally to expressions of inappropriate attachment from the client.	Class 6 focusses on developing an awareness of inappropriate attachment/detachment from the client.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	Class 6 and 7 teach the student to respond appropriately to the expression of intense emotions and help the client to understand and manage these emotions.
f	Recognize a variety of assessment approaches	As students consider the evidence-based treatment models presented in class, they will develop a toolkit of assessment approaches to utilize with their clients.
j	Practice therapy that is within therapist's level of skill, knowledge and judgement.	During the theory sessions, students will gain an awareness of practicing within the therapist's level of skill, knowledge and judgement.
k	Focus and guide sessions.	This course, specifically classes 3, 4, 5, 6 and 7, teach students skills to focus and guide sessions with clients.
m	Facilitate client exploration of issues and patterns of behaviour.	During the course in weeks 3, 4, 5, 10 and 11, students will learn of the skills of facilitating client exploration of issues and patterns of behaviour.
n	Support client to explore a range of emotions.	During the theory sessions, students will learn to develop skills related to supporting a client in exploring a range of emotions.



o	Employ a variety of helping strategies.	During the theory sessions and discussions, students will learn a variety of helping strategies.
p	Ensure timeliness of interventions.	During the theory sessions, students will become aware of the use of a variety of interventions.
q	Recognize the significance of both action and inaction.	During the theory sessions, students will develop an awareness of the significance of both action and inaction with regards to their functioning as a therapist.
r	Identify contextual influences.	Students will learn to identify contextual influences in their written assignments and discussions.
<b>4.6 Refer Client</b>		
b	Identify situations in which referral or specialized treatment may benefit the client or be required.	Students will learn to identify when a specialized treatment program may be warranted, referral needed.
<b>5 Professional Literature &amp; Applied Research</b>		
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 expected to access information from a variety of books, journals and online publications.
c	Analyze information critically.	In the research for their assignments, students learn to analyze the information gained critically.
d	Determine the applicability of information to particular clinical situations.	As students learn of relevant current literature, they discuss strengths and counter-indications to particular clinical situations.
f	Remain current with developments in foundational areas.	The course instructor presents current literature in the field. The students are expected to discuss up-to-date relevant literature in their assignments.
Use research findings to inform clinical practice.		
b	Determine the applicability of research findings to particular clinical situations	Students learn to determine the applicability of research through discussion and practice sessions.
c	Analyze research findings critically.	In the research paper, students are required to critically analyze the research articles read.
d	Apply knowledge gathered to enhance practice.	Students will integrate the knowledge gathered from research into their resource for clinical practice.