

**Toronto Centre for Psychotherapy and Counselling Education**  
**TCP 5301 The Law and Ethics in Psychotherapy**  
**Winter - Year Three**  
**Mondays, 9:00 am – 12:00 pm**

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### **COURSE DESCRIPTION**

This one-semester graduate level course (36 academic course credit hours) will provide the student with an understanding of the legal framework for the practice of psychotherapy in Ontario. This course will review each competency that relates to the legal and ethical management of the practice of psychotherapy. Ethics in the context of psychotherapy has two faces: one is the ethics of practice, the professional requirements requiring ethical conduct as a registered psychotherapist. The second is the role of personal ethics in the practice of psychotherapy – both of the therapist and of the client. In this context we will explore how students frame their own understanding of what constitutes ethical or moral conduct for themselves. From there we will begin to examine whether or not ethics and moral conduct in a client is relevant to the healing modality of psychotherapy, and what that means to the role of the therapist.

### **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: discussion of the assigned readings, personal reflections, in-class discussions and practice therapy sessions and theory scenarios. The objective of the course is to arouse curiosity in students about the role of ethics and morality in their lives as well as in their practice as a psychotherapist.

### **COURSE OUTCOMES**

This course is aimed at ensuring students have a clear understanding of the regulatory framework that they will be working under as psychotherapists. The material to be covered includes legal and professional requirements, business management, contracts, inter-professional collaboration, record-keeping, consent to treatment. They will be encouraged to explore and understand their ethical obligations as regulated health practitioners in a manner that will allow them to integrate ethical principals in their practices. In order to ensure that students understand ethical principles, the course will provide them with the opportunity to reflect on the role that their own ethical or moral principles play in their engagement with others. Through personal reflections on ethical concepts the students will explore their own moral judgements as an aspect of safe and effective use of self: the capacity to recognize personal belief systems is an important aspect of providing safe care for others.

- (1) **Legal framework:** Students will be required to know how psychotherapy is regulated. The intention is to make the law a living aspect of their practice to provide students with enough understanding to ensure that they reach out for help when it would be of benefit

to them and/or their client. The course will contextualize the rules and the code of ethics in a way that will encourage them to internalize the framework and provide them with skills to cope in the event an issue arises within their practice.

- (2) **Ethical heritage:** The student will work towards understanding how their own family values, culture and/or spiritual or religious practice influence their own understanding of good moral conduct. They will be challenged to consider the complexity of working with clients who may not be living in a way consistent with those principles.
- (3) **Self-awareness:** Students will learn to recognize their own ethical and moral presumptions and consider how they can develop a moral sensitivity aimed at helping clients find their way in a complex world.

### **RELATIONSHIP TO CURRICULUM**

This is a required course for students pursuing a certificate in psychotherapy from the program, and/or an optional elective for other graduate level programs with the required letter of permission in the university.

### **REQUIRED READING**

(See the course schedule that follows for additional suggested weekly references.)

### **ASSIGNMENTS**

#### **Assignment #1 (10%)**

For this assignment students will be asked to write a 7-8 page personal ethics reflection paper. In this paper they will be asked to consider the moral and ethical teachings they received, either passively or actively, in their family of origin. From there they will frame their adult understanding of ethical conduct referring to spiritual or religious practices, any readings they have done or any other influence they received on their moral development. They will be invited to raise questions they have in this paper, with or without answers.

#### **Assignment #2 (20%)**

Students will be asked to prepare a 10 minute presentation on their understanding of ethics and moral conduct. In this presentation they will be invited to rely on spiritual texts to inform their position should that be of interest. They are welcome to consider ethical conduct as broadly or as narrowly as they wish. The objective is to invite the student to consider deeply how ethics informs their practice of psychotherapy both from their own manner of engaging with clients and from the perspective of the healing nature of the psychotherapeutic endeavour.

### **Ethics in psychotherapy paper (30%)**

Students are required to write a research paper on the role of ethics and morality in psychotherapy. They can choose to focus on professional ethics, personal ethics and the role of empathy in the therapeutic alliance even in the face of moral transgressions in their clients, on the neuroscience of interconnection and the implications of that for ethical conduct, or on their view of whether a psychotherapist has any role to play in a client's personal ethical development. This paper will be 10 pages long and should include academic research and referencing.

### **Practice Psychotherapy: (30%)**

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 and expected 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 observed.

### **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 who are unable to meet an assignment deadline are required to consult with the course instructor before the assignment is due. If the instructor is not consulted prior to the due date, the assignment will not be accepted.

### **GRADING**

A letter-grade system of grading consistent with the other courses in this program will be used as follows:

#### **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.

If, during practice therapy or group supervision, a student becomes aware of the identity of the client being discussed or presented, the student will recuse themselves from the class session for that portion of the class and then return when the case presentation is concluded.

Each student will be required to sign a confidentiality agreement.

### **ACADEMIC INTEGRITY AND POLICIES**

Students will be held to the standard of academic integrity demanded of master's level students in Ontario. and misconduct. 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 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.

## COURSE SCHEDULE

### **Class 1:**

***Professional Ethics: a review of professional codes***

**Reading:** CRPO Code of Ethics, <https://www.crpo.ca/wp-content/uploads/2017/08/Code-of-Ethics.pdf>

Canadian Counselling and Psychotherapy Association (CCPA) Code of Ethics:  
[https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics\\_en.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)

Patricia Keith-Spiegel. (2013) *Red Flags in Psychotherapy: Stories of Ethics Complaints and Resolutions*. New York: Routledge. Chapter 1.

### **Class 2:**

***Review of the Regulated Health Professions framework in Ontario, understanding the law and regulation***

**Reading:** College of Registered Psychotherapists on Ontario (CRPO) Professional Practice and Jurisprudence <https://www.crpo.ca/wp-content/uploads/2017/08/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf>

### **Class 3:**

***Review of professional standards and the disciplinary process under the CRPO***  
***Review of the role of the CRPO in creating Regulations and the role of RPs in participating in that process***  
***Review best business practices, insurance, contracts, when to seek legal help***

### **Class 4:**

***Introduction to ethics***

#### **Reading:**

Jean P. Kirnan. (2018) *Everyday Ethics: A Case Study Analysis*. New York: Routledge. Chapter 2.

Michael Slote. (2007). *The Ethics of Care and Empathy*. London: Routledge. Introduction and Chapter 1

### **Class 5**

***The origins of ethics in psychology***

#### **Reading:**

Ronald B. Miller. (2004). *Facing Human Suffering: Psychology and Psychotherapy as Moral Engagement*. Washington: American Psychological Association. Chapter 1

### **Class 6**

*Is psychotherapy a moral endeavour?*

#### **Reading:**

William J. Doherty. (1995) *Soul Searching: Why Psychotherapy must Promote Moral Responsibility*. New York: Basic Books. Chapters 1-5

### **Class 7**

*Human Suffering: being present with the ethical transgressions of clients*

Ronald B. Miller. (2004). *Facing Human Suffering: Psychology and Psychotherapy as Moral Engagement*. Washington: American Psychological Association. Chapter 2.

### **Class 8**

*Whose ethics?*

#### **Reading:**

Ronald B. Miller. (2004). *Facing Human Suffering: Psychology and Psychotherapy as Moral Engagement*. Washington: American Psychological Association. Chapter 7.

## **FAMILY DAY NO CLASS**

### **Class 9**

***STUDENT PRESENTATIONS AND DISCUSSION***

**Date TBA Professional Development Day**

### **Class 10**

***STUDENT PRESENTATIONS AND DISCUSSION***

### **Class 11**

*Spiritual Bypassing – the need for constant self reflection*

#### **Reading:**

Robert Augustus Masters. (2010). *Spiritual Bypassing: When Spirituality Disconnects us from What Really Matters*. Berkley: North Atlantic Books. Chapter 4.

### **Class 12**

Review of course overall, open discussion of any issues that have arisen in the course that students would like to discuss.

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

| <b>CRPO Entry-To-Practice Competencies</b>                              |   | <b>Addressed In This Course</b>  |
|---|---|--|
| <b>1. Foundations</b>   |   |  |
| <b>1.1 Integrate a theory of human psychological functioning</b>        |   |  |
| c   | Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development. | The student will prepared, self-reflection writings on the implications of moral and ethical positioning.  |
| <b>1.4 Integrate awareness of self in relation to professional role</b> |   |  |
| a   | Integrate knowledge of the impact of the therapist's self on the therapeutic process.   | There will be monitored class discussions on topics related to the role of the student's own self and its impact on the therapeutic process. If there are concerns noted in students, these will be followed up by the supervisors.  |
| b   | Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.   | There will be discussion and reading on personal and professional ethics pertaining to therapist values and attitudes. This will focus the students on the implications of their closely held belief systems on the therapeutic relationship. There will be class discussions that may highlight potential problems in this area for students. Where problems are apparent to instructors, these will be followed up with the student by the supervisors.  |
| c   | Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.   | There will be discussion and reading on personal and professional ethics pertaining to therapist patterns of behaviour. This will assist the students in becoming aware of how their own behavioural patterns can influence the therapeutic relationship. There will be class discussions that may highlight potential problems in this area for students. Where problems are apparent to instructors, these will be followed up with the student by the supervisors.                              |
| d   | Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.   | There will be discussion and reading that addresses personal and professional ethics pertaining to how a therapists life experiences can either enhance or compromise the effectiveness of the therapist. This will assist the students in becoming aware of how their own life experiences can influence the therapeutic relationship. There will be class discussions that may highlight potential problems in this area for students. Where problems are apparent to instructors, these will be |

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|  |  | followed up with the student by the supervisors.  |
| <b>2. Collegial &amp; Inter-professional Relationships</b>         |  |   |
| <b>2.1 Use effective professional communication</b>                |  |   |
| a  | Use clear and concise written communication.   | Students are required to write both research and reflection papers 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 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.   |
| 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.                          |
| <b>2.3 Contribute to a collaborative and productive atmosphere</b> |  |   |
| c  | Initiate inter-professional collaborative practice.  | Inter-professional collaboration is mandated under the RHPA and will be addressed in the legal portion of this class  |
| <b>3. Professional Responsibilities</b>                            |  |   |
| <b>3.1 Comply with legal and professional obligations</b>          |  |   |
| a  | Comply with applicable federal and provincial legislation.   | This competency is the central focus of this course and will be thoroughly discussed.   |
| b  | Comply with CRPRMHTO legislation and professional standards.   | This competency is the central focus of this course and will be thoroughly discussed.   |
| c  | Address organizational policies and practices that are inconsistent with legislation and professional standards. | This competency is the central focus of this course and will be thoroughly discussed.   |
| d  | Comply with relevant municipal and local bylaws related to private practice.                                     | This competency is the central focus of this course and will be thoroughly discussed.   |
| <b>3.2 Apply and ethical decision making process</b>               |  |   |
| a  | Recognize ethical issues encountered in practice.  | Working in class with examples of ethical issues.   |



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| b   | Resolve ethical dilemmas in a manner consistent with legislation and professional standards | Students will be given ethical dilemmas to respond to in class followed by discussion.   |
| c   | Accept responsibility for course of action taken  | This is both a legal and ethical responsibility which will be explored with examples in the texts relied on and in class discussions.  |
| <b>3.3 Maintain self-care and level of health necessary for responsible therapy</b> |   |  |
| c   | Maintain personal hygiene and appropriate presentation.                                     | This will be discussed in the abstract. In the event a student demonstrates weakness in this area the matter will be referred to their supervisor for private discussion.  |
| <b>3.4 Evaluate and enhance professional practice</b>                               |   |  |
| 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 areas for development in their in course training / practice therapy sessions, they will set goals for improvement in these areas. Their goals will then be best discussed in their individual supervision. However, may also have opportunity to demonstrate their growth in their therapeutic skills in subsequent practice sessions.   |
| <b>3.5 Obtain clinical supervision or consultation</b>                              |   |  |
| a   | Initiate clinical supervision or consultation when appropriate or required.                 | Students will be encouraged to raise ethical issues both professional and personal, in supervision.  |

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| c   | Protect client privacy and confidentiality, making disclosure only where permitted or required.                   | This will be specifically addressed as a legal requirement   |
| d   | Initiate a legal consultation when necessary.   | Students must have a basic understanding of the law first and then they will be instructed on when it is critical for both client and therapist to seek legal help.  |
| <b>3.7 Maintain client records</b>                                      |   |  |
| a   | Comply with the requirements of CRPRMHTO and relevant professional standards.                                     | The purpose of record keeping will be discussed, and records reviewed.   |
| <b>3.9 Provide reports to third parties</b>                             |   |  |
| a   | Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient. | All record keeping requirements will be discussed. Students will also learn the ethics of how to prepared third party reports.   |
| b   | Recognize ethical and legal implications when preparing third-party reports.                                      | Students will discuss the ethical and legal implications to consider when writing third party reports.   |
| <b>3.10 Establish business practices relevant to professional role.</b> |   |  |
| a   | Comply with the requirements of CRPRMHTO and relevant professional standards.                                     | This topic will be reviewed. The objective will be to provide students with a clear understanding of how to ensure that they are keeping up with professional standards.   |
| <b>4. Therapeutic Process</b>   |   |  |
| <b>4.2 Establish and maintain core conditions for therapy</b>           |   |  |
| 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.   |
| 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   |

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|  |   | 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.                                    | When student clients make requests or demands of their student therapist, the student therapist will learn the best way to handle the applicable requests that have been made. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. These issues can be discussed during the feedback component of the practice sessions as applicable.   |
| 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.   |
| 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. |
| <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.   | 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-  | Students will practice congruency awareness skills  |

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|   | verbal communication.   | 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. |
| <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 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.                                  |
| 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.  |
| 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  |

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|  |   | 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.  |
| p  | Ensure timeliness of interventions.   | During the in course training / practice therapy sessions, students will practice various types of interventions. The feedback time affords an opportunity to discuss what interventions were used and the timeline of those interventions. Where there are timeliness issues, these will be discussed. 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.       |
| <b>5.1 Remain current with professional literature</b> |   |  |
| a  | Read current professional literature relevant to practice area.               | Students are required to read current professional literature in their preparation of assignments in this course.  |
| b  | Access information from a variety of current sources.                         | Students are required to access information from a variety of sources in their preparation of assignments and not rely on just one type of resource. This is a skill which they learn in this course but which they can also utilize in their clinical practice.   |
| c  | Analyze information critically.   | In the preparation of written assignments, students learn to engage in critical analysis of the applicable source information.   |
| d  | Determine the applicability of information to particular clinical situations. | Students will learn how to apply new information learned to their clinical contexts.   |
| e  | Apply knowledge gathered to enhance practice.                                 | Our students are constantly in the process of building their therapeutic skill toolkits. As they learn new knowledge, they are encouraged to use this knowledge to enhance their therapeutic practice.   |