

**Toronto Centre for Psychotherapy and Counselling Education
TCP 5103 Pre-Practicum in Psychotherapy**

Winter 2020

Mondays, 1:00 pm – 4:00 pm

Lawrence Beech PhD RP

COURSE DESCRIPTION

This one-semester graduate level course (36 course credit hours) teaches basic psychotherapy skills to students who are preparing to work with clients in a practicum setting. Topics to be studied include: the Safe and Effective Use of Self (SEUS), self-care of the therapist, the role of self-disclosure with clients, gender issues, power dynamics and multiculturalism. The course also teaches the following components of psychotherapy: intake procedures, record keeping, assessment process and termination of clients.

COURSE FORMAT

The class will meet weekly on Monday afternoons from 1:00 pm to 3:50 pm. The course format will consist of the following: theory presentations, skills development, practice therapy sessions, role plays and discussions of readings.

COURSE OUTCOMES

This course teaches basic skills in psychotherapy to students who are preparing to work with clients. Topics include: the Safe and Effective Use of Self (SEUS), self-care of the therapist, the role of self-disclosure with clients, gender issues, power dynamics and multiculturalism. The course also teaches the following components of psychotherapy: intake procedures, record keeping, assessment process and termination of clients.

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 required for this course is Foundations in Psychotherapy and an entrance interview by TCPCE.

REQUIRED READING

CRPO Competencies (found on CRPO website, www.CRPO.ca)

CRPO Code of Ethics (found on CRPO website, www.CRPO.ca)

Kottler, Jeffrey (2010). *On being a therapist*. Jossey Bass Publisher, 4th Edition. ISBN 978-0-470-56547-6.

Nelson-Jones, Richard (2012). *Basic counselling skills: A helper's manual*. Sage Publications, London. ISBN 978-0-85702-416-9 hardcover, ISBN 978-0-85702-417-6 pbk

ASSIGNMENTS

Integrated Theory and Practice Therapy Sessions (30%)

Practice psychotherapy sessions provide an opportunity for students to integrate theory and 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. The client is to choose and discuss an issue that is real to them and pertinent to their lives. Students are expected to use SEUS 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.

In-class Collegial-Support Journal (30%)

With a focus on *Collegial and Interprofessional Relationships* (CRPO Competency 2), students are encouraged to participate in discussions and feedback in an ethical, supportive, and professionally responsible manner. While maintaining confidentiality, students are asked to write a 1-page reflective journal entry on their learning experience from each case presentation. The journal entries are to be submitted to the student's supervisor each week.

Book Reflection (30%)

Students are required to submit an 6-8 page book review of one of the readings listed in the course work. The student is asked to integrate their learnings and experience into the review and describe how this knowledge contributes to the student's clinical practice with clients.

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 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+	(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 case presentation 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

Unless otherwise stated, the course follows established policies with respect to academic integrity 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 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 1:

Course Overview and CRPO Professional Competencies (Competency 1)

Reading: CRPO Competencies, found on CRPO website, www.CRPO.ca

Class 2:

Safe and Effective Use of Self (SEUS)

Reading:

Kottler (Chapters 1-2-3)

Class 3:

Supervision and Professional Responsibility - Ethics and Confidentiality (CRPO Competency 3)

Reading: CRPO Code of Ethics, found on CRPO website, www.CRPO.ca

Nelson (Chapter 27)

Kottler (Chapter 11-12)

Class 4:

Therapeutic Process - Risk Assessment, Record Keeping (CRPO Competency 4)

Reading:

Nelson (Chapters 11-13)

Suicide assessment and evaluation strategies: a primer for counselling psychologists by Robert

C. Schwartz & James R. Rogers, Department of Counseling, The University of Akron, USA,
Counselling Psychology Quarterly, Vol. 17, No. 1, 2004, pp. 89–97.

Class 5:

Therapeutic Conversation (Competency 1: Foundations)

Reading:

Nelson (Chapter 2, 10, 22)

Kottler (Chapters 9-11)

Nichols, M. P. (1995). *The lost art of listening*. NY: Guilford Press.

Reading Week (no class)

Optional: Continuing Education Seminar

Class 6:

Transference and Counter-Transference (Competency 1, Competency 3)

Reading:

Nelson (Chapter 7-16)

Kottler (Chapter 4)

Class 7:

Self-disclosure and Ethical Issues

Reading:

Nelson (Chapters 14-17) (Chapters 25-26)

Kottler (Chapters 5-6)

Class 8:***The Presenting Problem and Responding to Crisis (Competency 4)*****Reading:**

Brown, F. F., & Rainer, J. P. (2006). Too much to bear: An introduction to crisis intervention and therapy. *Journal of Clinical Psychology*, 62(8), 953-957.

Class 9***Appreciating and Working with Diversity (Competency 4)*****Reading:**

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

Class 10:***Power Dynamics in Psychotherapy (Competency 4)*****Reading:**

VanKatwyk, P. L. (2006). *Spiritual care and therapy: Integrative perspectives*. Wilfrid Laurier University Press.

Class 11:***Termination and Closure in the Therapeutic Relationship (Competency 4: Therapeutic Process)*****Reading:**

Nelson (Chapter 24)

Kottler (Chapter 8)

Class 12:***Collegial and Interprofessional Relationships – Case Conference (CRPO Competency 2)*****Reading:**

Koenig, H. G. (2014). The Spiritual Care Team: Enabling the Practice of Whole Person Medicine. *Religions*, 5(4), 1161-1174.

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

CRPO Entry-To-Practice Competencies		Addressed In Psychopathology Course
1. Foundations		
1.2 Work within a framework based upon established psychotherapeutic theory		
c	Identify circumstances where therapy is contraindicated	Students will learn how to identify which clients would benefit from therapy at various stages of their healing. They will also learn when 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 of psychodynamic therapies in relation to the different approaches.
e	Establish a therapeutic relationship informed by the theoretical framework.	The in-class training / practice therapy sessions will give students the opportunity to learn to establish a theoretical psychodynamic framework with which to view their student client.
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 in the practice therapy sessions.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	The key concepts common to all psychotherapeutic practice are introduced in the in-class training sessions.
b	Recognize the range of psychotherapy practiced within the province of Ontario.	Students will learn to integrate basic psychotherapy approaches into their practice therapy sessions.
c	Integrate knowledge of psychopathology	Students will learn about the strengths and counter-indications of basic approaches in relation to psychopathology.
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.	As students participate in the in-class training / practice therapy sessions, issues of the safe and effective use of self (SEUS) relevant to their practice sessions will be discussed.
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-class training sessions.
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, he or she will become more 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 discuss and integrate their own awareness of the self-psychological concepts of mirroring, idealization, and twin-ship. 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.
1.5 Integrate knowledge of human and cultural diversity		
b	Recognize how oppression, power and social	The student will learn how the awareness of power

	injustice may affect the client and the therapeutic process.	dynamics and issues related to social injustice are relevant in the therapeutic process and alliance.
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, self-reflection and practice therapy.
2. Collegial & Interprofessional Relationships		
2.1 Use effective professional communication		
a	Use clear and concise written communication.	Students are required to write a reflection paper during the 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 in-class training sessions.
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. During the in-class training 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 use communication methods appropriate to the recipients.
e	Use effective listening skills.	Students are expected to demonstrate effective listening skills during the class lectures, presentations and during the in-class training. Students are graded on class participation and listening skills.
f	Differentiate fact from opinion.	Students will learn to differentiate the facts of the theory from their personal opinions, biases or misunderstandings.
g	Recognize and respond appropriately to non-verbal communication.	During the in-class training, students will develop an awareness of non-verbal communication of the client. Issues pertaining to this will be discussed during the feedback section of 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 during the in-class training sessions.
b	Maintain appropriate professional boundaries.	Students will learn appropriate professional boundaries during the in-class training / practice therapy sessions. As relevant to the practice sessions, boundary issues will be discussed during the feedback section of the practice sessions.
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.

2.3 Contribute to a collaborative and productive atmosphere		
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.
3. Professional Responsibilities		
3.2 Apply and ethical decision making process		
a	Recognize ethical issues encountered in practice.	Ethical issues relevant to the theory lectures and in-class training will be discussed in class. The student will learn to follow a model of ethical decision making.
3.3 Maintain self-care and level of health necessary for responsible therapy		
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 as a means to preserve SEUS in their clinical practice.
b	Build and use a personal and professional support network.	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.
3.4 Evaluate and enhance professional practice		
a	Undertake critical self-reflection.	During in-class training, students receive and give feedback to the student therapist. This feedback will enable the student to engage in critical self-reflection related to their skills.
b	Solicit client feedback throughout the therapeutic process.	During in-class training, the person functioning in the role of student client will have opportunity to give the student therapist feedback on their performance. This will enable students to learn how to solicit client feedback during the therapeutic process.
c	Plan and implement methods to assess effectiveness of interventions.	During in-class training, 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.
d	Obtain feedback from peers and supervisors to assist in practice review.	A component of the in-class training sessions is feedback from peers and supervisors specific to the practice sessions. 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 the in-class training sessions, there will be opportunity for students to 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. They will have opportunity to enhance their skills during the in-class training sessions.
3.5 Obtain clinical supervision or consultation		
b	Articulate parameters of supervision or consultation.	Week #3 of the course focusses on supervision and inter-collegial relationships within the practice of psychotherapy. All students will be expected to develop an 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 hold 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 are required to practice the skills of empathy, respect and authenticity during the in-class training sessions. The relevance of these psychotherapeutic concepts is discussed within the framework of psychodynamic therapies.
b	Establish rapport.	Students will practice the skill of rapport building during the in-class training sessions. Students will receive feedback regarding this from their peers and from their instructor in the feedback section.
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	During the in-class training sessions, students will participate in the roles of student therapist, student client, and observer on a rotational basis. In so doing, they learn the responsibilities of each of the roles in the therapeutic relationship.
d	Demonstrate sensitivity to the setting in which therapy takes place.	While the practice sessions take place in a classroom setting, the students have opportunity to demonstrate sensitivity to their client and their classmates.
e	Assume non-judgmental stance.	Students are expected to practice a non-judgmental stance when functioning in the role of student therapist during the in-class training sessions.
f	Explain theoretical concepts in terms the client can understand.	When relevant to an in-class training session, the student will practice explaining theoretical concepts in a manner that his / her client can understand.
g	Foster client autonomy.	During the in-class training sessions, students will practice the skills of fostering client autonomy as it pertains to the direction of the session material.
h	Maintain appropriate therapeutic boundaries.	Boundary issues relevant to the practice sessions will be discussed during the feedback section of the in-class training sessions.
i	Define clear boundaries of response to client's requests or demands.	Where there are client requests or demands during a practice session, students will learn to respond to these requests in a manner that respects professional boundaries. These skills will be discussed as applicable to the practice session.
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-class training sessions.
k	Employ effective skills in observation of self, the client and the therapeutic process.	Effective skills of observation are practiced during the in-class training sessions. These skills are discussed, as relevant to the practice session, during the feedback component of the class.
l	Demonstrate dependability.	Students are expected to attend classes regularly and to be on time. They are also expected to complete written assignments as scheduled. During the in-class training sessions, students will practice beginning and ending

		the sessions on time. All these activities contribute to the student learning and demonstrating dependability.
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.	Students will reflect on their own history in a written paper giving special attention to how this history might affect the practice of SEUS in psychotherapy. During the in-class training sessions, students will practice the skill of reflecting on their subjective context and its impact on the practice therapy sessions. This skill will be discussed in the feedback section of the class.
b	Recognize the impact of power dynamics within the therapeutic relationship.	During the in-class training sessions, students will develop an understanding of the relevance of power dynamics in a therapeutic relationship. Students will function in the roles of student therapist, student client and observers. They will experience and reflect on the different power positions in the practice sessions.
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 practice 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 in-class training sessions. These skills will be discussed, as relevant to the practice sessions, during the feedback component.
e	Use self-disclosure appropriately.	Students will practice the judicious and ethical use of self-disclosure during the in-class training sessions. Any issues arising will be addressed in the feedback component of the classes.
4.4 Conduct an appropriate risk assessment		
a	Assess for specific risks as indicated.	Students will learn to recognize and identify if their client is experiencing an "at risk" situation. Such situations will be addressed and discussed in class.
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-class training sessions, students practice skills of communicating in a manner appropriate to a client's developmental level and socio-cultural identity and where issues arise, it is addressed in the feedback section of the class.
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Students practice their response skills during the in-class training sessions. Concerns regarding these skills are address in the feedback component of the practice session.
c	Respond non-reactively to anger, hostility and criticism from the client.	These skills are practiced as they arise during the in-class training sessions and feedback section of class.
d	Respond professionally to expressions of inappropriate attachment from the client.	Repairing empathic breaks focusses on developing an awareness of inappropriate attachment and detachment from the client. Should an issue of this nature arise during the in-class training session, it will be addressed in the feedback section of the class.
e	Anticipate and respond appropriately to the expression of intense emotions and help the client	Self-Psychology and the Therapeutic Alliance and Repairing Empathic Breaks, teaches the student to

	to understanding and management.	respond appropriately to the expression of intense emotions and helps the client to understanding and management off these emotions. Students will practice these skills during the in-class training sessions. Issues related to these skills will be discussed in the feedback section of the class.
f	Recognize a variety of assessment approaches	As students consider the evidence-based treatment models presented in the 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 in-class training sessions, students will be expected to practice within the therapist's level of skill, knowledge and judgement. Students will also receive and give feedback on their level of practice skills.
k	Focus and guide sessions.	During the practice therapy sessions, students learn to skills to focus and guide sessions with clients.
m	Facilitate client exploration of issues and patterns of behaviour.	During the in-class training sessions students will practice the skills of facilitating client exploration of issues and patterns of behaviour.
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-class training sessions.
o	Employ a variety of helping strategies.	During the in-class training sessions, students will practice a variety of helping strategies. The feedback time affords an opportunity to discuss what other strategies or skills might be utilized.
p	Ensure timeliness of interventions.	Students use a variety of interventions during the in-class training sessions. The timeliness of an invention will be discussed in the feedback section of the class.
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.
r	Identify contextual influences.	Students will learn to identify contextual influences in their written assignments and in-class training sessions.
4.6 Refer Client		
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, and a referral may be needed.
5 Professional Literature & 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 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.
e	Apply knowledge gathered to enhance practice.	As students learn of relevant current literature, they are expected to apply the information in their practice.

		Students develop a psychodynamic resource from which to draw in their psychotherapeutic practice.
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.