

**Toronto Centre For Psychotherapy And Counselling Education**  
**TCP 5300 Psychopathology and Substance Use Disorders in Psychotherapy**  
**FALL Year 3**  
**Mondays, 9:00 am – 12:00 pm**  
**Instructor:**

**COURSE DESCRIPTION**

This one-semester graduate level course (36 academic course credit hours) teaches the student basic concepts and skills related to a psychotherapeutic awareness of psychopathology and addictions. Areas of study include depression, bipolar, borderline, anger management, substance use disorders and crisis response. Priority is given to the safe and effective use of self, confidentiality, and self-care within the therapeutic relationship. Students gain an awareness of transference and counter-transference through an ethical, clinical and spiritually-integrated therapeutic framework. This course will be of interest to students preparing for registration in the College of Registered Psychotherapists of Ontario.

**COURSE FORMAT**

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

**COURSE OUTCOMES**

As students consider the various psychopathologies discussed, they will:

- Develop an understanding of various kinds of psychopathologies that may be encountered in a psychotherapy practice
- Begin to understand effective means of working with individuals displaying psychopathology
- Develop an understanding of the ethno-cultural contexts related to their psychotherapy practice, learning to become aware of the joys, anxieties, and learnings that are shaped culturally as “living human documents” (Boisen, 1936; Gerkin, 1984)
- Learn to recognize their own life issues and clarify their own sense of self as they begin to define themselves as professionals
- Begin to develop and understand the high standards of personal integrity and professional competency required in a Registered Psychotherapist.

**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 “Foundations in Psychotherapy” course or equivalent.

## REQUIRED READING

DSM-5 (axis of assessment)

Mate, G. (2000) *Scattered Minds: The Origins and Healing of Attention Deficit Disorder*. Vintage Canada.

Linehan, Marsha. (1993). *Cognitive-behavioral treatment of Borderline Personality Disorder*. New York: Guilford Press.

## ASSIGNMENTS

**Assignment #1 (30%) DUE: the end of Reading Week**

This assignment involves a 5 to 8-page reflection paper with references cited. The student is asked to choose one of the following subject areas:

- Anxiety Disorder,
- Depression,
- Bi-polar,

and reflect on (a) the student’s significant insights and learnings; (b) any theological or spiritual stories, images, or themes that enhance the student’s understanding; and (c) the ways in which these insights and learnings can be integrated into practice with attention to specific CRPO competencies.

**Assignment #2 (30%) DUE: Class 10**

This assignment involves a 10-page paper with references cited. The student is asked to select recently published peer-reviewed journal articles (within 3 years) on one of the following topics: Borderline, OCD, ADHD, and PTSD, and then review the article critically with respect to the review of literature, the purpose and goals of the study, its methodology, analysis of the data, outcomes, findings, and implications of the research. In what ways has this research study enhanced your knowledge and informed your psychotherapeutic best practice?

### **Practice Psychotherapy: Participation and Journal (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 throughout and following the practice therapy sessions. Students proceed with informed consent. Assessment is based on the student’s ability to integrate an awareness of the theory component of the week into the practice therapy session and to write a 1-page observation/reflection journal entry after each practice therapy session (due the following week).

**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**

TCPCE courses use the following system of grading.

**Grading System**

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

**CONFIDENTIALITY AGREEMENT**

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

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.

**ACADEMIC INTEGRITY AND POLICIES**

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

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

### SUGGESTED ADDITIONAL RESOURCE READINGS

- Beattie, M. (1992). *Codependent no more: How to stop controlling others and start caring for yourself* (2<sup>nd</sup> ed.). Center City: Hazelden.
- Beattie, M. (2009). *Beyond codependency: And getting better all the time*. Simon and Schuster.
- Bourne, E. (2015). *The anxiety and phobia workbook* (6th Ed). New Harbinger Publications, Inc.
- Bradley, R., Greene, J., Russ, E., Dutra, L., & Westen, D. (2005). A multidimensional meta-analysis of psychotherapy for PTSD. *American journal of Psychiatry*, 162(2), 214-227.
- Clark, D. A. (2004). *Cognitive-behavioral therapy for OCD*. Guilford Press.
- Conway, F. (2012). Psychodynamic psychotherapy of ADHD: A review of the literature. *Psychotherapy*, 49(3), 404.
- Cuijpers, P., Reynolds, C. F., Donker, T., Li, J., Andersson, G., & Beekman, A. (2012). Personalized treatment of adult depression: medication, psychotherapy, or both? A systematic review. *Depression and anxiety*, 29(10), 855-864.
- Frances, A. (2013). *Saving normal: an insider's revolt against out-of-control psychiatric diagnosis, DSM-5, Big Pharma, and the medicalization of ordinary life*. NY: William Morrow
- Greenberg, L. S., & Watson, J. C. (2006). *Emotion-focused therapy for depression*. American Psychological Association.
- Jones, S. (2004). Psychotherapy of bipolar disorder: a review. *Journal of Affective Disorders*, 80(2), 101-114.
- Koenig, H. G. (2014). The Spiritual Care Team: Enabling the Practice of Whole Person Medicine. *Religions*, 5(4), 1161-1174.
- Linehan, Marsha. (1993). *Cognitive-behavioral treatment of Borderline Personality Disorder*. New York: Guilford Press.
- Mason, Paul. (1998). *Stop walking on eggshells: Taking your life back when someone you care about has Borderline Personality Disorder*. Oakland CA: New Harbinger Publications.
- Mate, G. (2000) *Scattered Minds: The Origins and Healing of Attention Deficit Disorder*. Vintage Canada.
- Maté, G. (2008). *In the realm of hungry ghosts: Close encounters with addiction*. Berkeley, CA: North Atlantic Books.
- Maté, G. (2018). *The return to ourselves: Trauma, healing and the myth of normal*. Sounds True. [Audio CD]
- Miklowitz, D. J. (2008). Adjunctive psychotherapy for bipolar disorder: state of the evidence. *American Journal of Psychiatry*, 165(11), 1408-1419.

Potter-Efron, R. T. (2012). *Handbook of anger management: Individual, couple, family, and group approaches*. Routledge.

Wilson, J. P., Friedman, M. J., & Lindy, J. D. (Eds.). (2012). *Treating psychological trauma and PTSD*. Guilford Press.

### COURSE SCHEDULE

| <b>Date</b>                    | <b>Topics</b>   |
|--------------------------------|---|
| Week 1                         | Psychopathology and Addictions and CRPO Competencies – An Overview              |
| Week 2                         | Psychopathology, Addictions, Ethics and the DSM-5 (intro to axis of assessment) |
| Week 3                         | Anxiety Disorders   |
| Week 4                         | Depressive Disorders  |
| Week 5                         | Bipolar Affective Disorder  |
| <b>Thanksgiving – No Class</b> |   |
| <b>Reading Week – No Class</b> |   |
| Week 6                         | Anger Management  |
| Week 7                         | Borderline Personality Disorder   |
| Week 8                         | Obsessive Compulsive Disorder   |
| Week 9                         | Attention Deficit Disorders   |
| Week 10                        | Substance Use Disorders   |
| Week 11                        | Codependency  |
| Week 12                        | Post-Traumatic Stress Disorder  |

**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> |   |  |
| b  | Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation. | As student's become more familiar with the various classes of pathology presented, they will also learn how these diagnoses contribute to the development of problems that the client experiences. Students will integrate this knowledge into their working theoretical orientation.    |
| c  | Identify circumstances where therapy is contraindicated   | As students learn about the various classes of pathology that are presented, they will learn about instances where psychotherapy is contraindicated or where psychotherapy is generally more or less effective.  |
| d  | Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.             | As students consider the various classes of pathology, they will also learn which specific psychotherapeutic approaches are the most helpful and which ones may not be helpful with specific populations.  |
| e  | Establish a therapeutic relationship informed by the theoretical framework.                                       | The in class training / practice therapy sessions will afford students the opportunity to experiment with the establishing of a theoretical framework with which to view their student client.   |
| <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 in class training / practice therapy sessions. Students begin to learn these concepts in this foundational course and will build upon them in future courses of this program.                            |
| c  | Integrate knowledge of psychopathology  | Students will learn about the various classifications of psychopathology that are seen most often in psychotherapeutic practice.   |
| d  | Recognize the major diagnostic categories in current use.   | As each pathology is presented in the course, students will learn the major diagnostic categories to which each pathology belongs.   |
| e  | Recognize the major classes of psychoactive drugs and their effects.  | As the various pathologies are presented, there will be discussion of the classes of psychoactive drugs used to treat the applicable diagnoses.  |
| <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.                             | As students participate in the in course training / practice therapy sessions, issues of SEUS relevant to their practice sessions will be discussed during the feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.  |
| b  | Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.     | SEUS specifically pertaining to the student therapist's own values, attitudes etc. will be discussed as they pertain to the various in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions. |

|   |   |   |
|---|---|---|
| c   | Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship. | As each of the pathologies are presented, students will learn to recognize the cognitive, emotional and behavioural patterns consistent with these pathologies. The discussion of these will take place during the class time but also will be discussed as relevant in the various in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.          |
| d   | Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.           | SEUS pertaining to the therapist's life experiences and their effect, both positive and negative will be discussed as relevant to the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.  |
| <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 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.   |
| f   | Differentiate fact from opinion.  | As each of the pathologies are presented, students will learn to differentiate the facts of the theory from their own personal opinions and biases.   |
| g   | Recognize and respond appropriately to non-verbal communication.  | During the in course training / practice therapy sessions, students will learn to notice and respond appropriately to the non-verbal communication of their student clients. Issues pertaining to this will be discussed as relevant to the practice sessions during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.                          |
| <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 also during the in course training / practice therapy sessions.  |
| b   | Maintain appropriate professional boundaries.   | Students will learn appropriate professional boundaries during the in course training / practice therapy sessions.  |

|  |  |  |
|--|--|--|
|  |  | As relevant to the practice sessions, boundary issues will be discussed during the feedback section of the practice sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.   |
| c  | Recognize and address conflict in a constructive manner.                                       | While conflict will not normally expected in this course, should conflict arise, it will be dealt with by the instructor in a constructive manner as a model for the students to follow.   |
| d  | Demonstrate personal and professional integrity.   | Students will demonstrate their personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by submitting written assignments as required and by following the guidelines of academic integrity in those assignments.  |
| <b>2.3 Contribute to a collaborative and productive atmosphere</b> |  |  |
| b  | Create and sustain working relationships with colleagues of diverse socio- cultural identities | Our students come from a variety of diverse socio – cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of 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 in course training / practice therapy sessions will be discussed in the feedback section of those sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.  |
| <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.  |
| <b>3.5 Obtain clinical supervision or consultation</b>        |   |  |
| b   | Articulate parameters of supervision or consultation.   | While not a formal supervisory relationship, there will normally be at least one RP Clinical Supervisor in the room during the in course training / practice therapy sessions who will give feedback on the practice sessions. This will enable students to begin to understand the value and parameters of supervision or consultation. |
| c   | Protect client privacy and confidentiality, making disclosure only where permitted or required. | Students are required to agree to hold private and confidential and not discuss outside of the class any personal or identifying information shared during this course.  |
| <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.    |
| c   | Explain the responsibilities of the client and the therapist in a therapeutic relationship.     | During the in course training practice therapy 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.                            | The practice sessions take place in a classroom setting with observers present which is not ideal. However, students will practice being sensitive to the setting during the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.        |
| e   | Assume non-judgmental stance.   | Students practice a non-judgmental stance when functioning in the role of student therapist during the in course training / practice therapy sessions There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.   |
| f   | Explain theoretical concepts in terms the client can understand.                                | When relevant to an in course training / practice therapy session, the student will practice explaining theoretical concepts in a manner that his / her client can understand.   |

|  |   |   |
|--|---|---|
| g  | Foster client autonomy.   | During the in course training / practice therapy sessions, students will practice the skills of fostering client autonomy especially as it pertains to the direction of the session material. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.  |
| h  | Maintain appropriate therapeutic boundaries.  | Boundary issues relevant to the practice sessions will be discussed during the feedback section of the in course training / practice therapy sessions. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.   |
| i  | Define clear boundaries of response to client's requests or demands.                                    | Where there are client requests or demands during a practice session, students will learn to respond these requests in a manner that respects applicable professional boundaries. These skills will be discussed, where applicable to the practice session, in the feedback section of the class. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.  |
| 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-verbal communication.   | Students will practice congruency awareness skills during the in course training / practice therapy sessions. These skills will be discussed, as relevant to the practice sessions, during the feedback component. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.   |
| e   | Use self-disclosure appropriately.  | Students will practice the judicious use of self-disclosure during the in course training / practice therapy sessions. Where there are issues that arise with this skill in the practice sessions, these will be addressed in the feedback component of the classes. There will normally be at least one RP Clinical Supervisor in the room during the practice sessions.                                     |
| <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.  |
| d   | Respond professionally to expressions of inappropriate attachment from the client.  | The skills related to expressions of inappropriate attachment from the client are discussed as relevant to the specific pathologies discussed. Should an issue of this nature arise during the in course training / practice therapy session, 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. |
| 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.  |

|                         |  |   |
|-------------------------|--|---|
| g                       | Formulate an assessment.   | As we discuss the various pathologies in this course, students gain knowledge which becomes part of their working toolkit for formulating assessments.  |
| j                       | Practice therapy that is within therapist's level of skill, knowledge and judgement.                   | During the in course training / practice therapy sessions, students will practice a wide variety of therapeutic skills. Students will also receive and give feedback on their practice of 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 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.  | This is a foundation course and it is assumed that students are at the beginning of their learning 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.  | Students use a variety of interventions during the in course training / practice therapy sessions. When applicable, the timeliness of an invention 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.   |
| 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>4.6 Refer Client</b> |  |   |
| b                       | Identify situations in which referral or specialized treatment may benefit the client, or be required. | As each of the pathologies are discussed, students will learn what specialized treatment might assist a client living with any of the pathologies. This is the first step which can then lead to the making of a referral.  |

| <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 professional literature pertaining to the topic of the assignment.   |
| b   | Access information from a variety of current sources.                         | Students are encouraged to access information from a variety of books, journals and online publications.   |
| c   | Analyze information critically.   | In the research for assignments, students learn to analyze the information gained critically. They learn what information is solid and sound and what information is based on biased opinion.                                |
| d   | Determine the applicability of information to particular clinical situations. | As students learn to recognize the various pathologies, they will come to understand what body of literature to go to for information.   |
| e   | Apply knowledge gathered to enhance practice.                                 | Students are in the process of developing a toolkit from which to draw in their psychotherapeutic practice. The knowledge gained in this course will be part of their toolkit to be utilized as necessary in their practice. |
| f   | Remain current with developments in foundational areas.                       | The various presenters in this course are up to date with the relevant literature in their field. They present from their up to date knowledge of the areas being presented.   |