



McMaster Divinity College

MS 3P1220/5P1210 - Current Psychotherapies

Fall Term 2026 | Tuesdays 4:00pm – 6:00 pm | Location TBD
In-person and Online (Synchronous)

The Mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development and vocational formation.

1. **COURSE INSTRUCTOR:** Rick Carrol, MACP, BTH

EMAIL: carror2@mcmaster.ca

2. **TEACHING PHILOSOPHY:**

The purpose of professional practice education is to train competent practitioners within a particular discipline, in this case the disciplines of psychotherapy and spiritual care. In short, this means engaging students in learning activities that support them in the quest to think and behave like a psychotherapist or spiritual care provider.

When viewed through the rubric of MDC's learning rubric of Knowing, Being, and Doing, professional competency in these domains may be defined as follows.

2.1. [KNOWING]

The ability to think like a psychotherapist or spiritual care provider as evidenced in the ability to use of two or more models of practice to assess a client's current struggles, decide on the key concern(s), select a treatment model, develop a suitable treatment plan that reflects the selected treatment model, and assess progress.

2.2. [BEING]

The learned capacity to be aware of and understand one's own subjective context and patterns of interaction as they inform their participation in the therapeutic relationship with a client; and the practitioner's self-reflective awareness of their personality, insights, perceptions and judgments and their ability to determine in-the-moment how these may either interfere with or assist the therapeutic process

2.3. [DOING]

The capacity to make clinical decisions that are consistent with the Standards of Practice and Code of Ethics of one's profession; the capacity to create a therapeutic relationship with clients; and, a coherent or integrated course of treatment that competently supports clients as they find ways to either live with or resolve challenges in their life situation.

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3. COURSE DESCRIPTION:

This course will explore the theoretical, epistemological, conceptual, and empirical foundations that inform the practice of traditional approaches to counselling and psychotherapy, e.g., psychodynamic therapy, behavioural therapy, cognitive-behavioural therapy, and experiential therapy. Major theories within each of these domains will be reviewed and evaluated noting their influence, strength, and effectiveness.

SPECIALIZATION: Counselling and Spiritual Care (CS).

4. COURSE FORMAT:

This course will be delivered in-person as well as via livestream for students who are unable to commute to MDC. The objectives of this course will be met through a combination of student independent learning in combination with guided in-class learning exercises, in-class reflections on student observations, and responses to student questions related to the course material. Reading material is assigned for all class sessions and students are expected to read the assigned materials before class and to incorporate the class readings in class discussions.

5. COURSE OBJECTIVES:

5.1. *Knowing*

At the end of this course students will . . .

- have a basic understanding of the theory and distinctiveness of: Psychodynamic, Cognitive-Behavioral, Experiential and Relational Counselling theories.
- reflect critically on key counselling theories, noting their strengths and weaknesses.
- understand how each theory studied defines the role of the counsellor or psychotherapist in facilitating psychological health or well-being.
- develop a 'trans-theoretical' perspective to guide the practice of counselling.
- know how to facilitate care recipients' abilities to develop healthy responses to the challenges of life.

5.2. *Being*

At the end of this course students will have . . .

- reflected on the *professional posture* or therapeutic way of being associated with each therapeutic model.
- examined their prior assumptions about the role of the therapist.
- identified and accepted their limitations and skills in helping people to experience change.

5.3. *Doing*

At the end of this course students will . . .

- employ at least two different perspectives to engage a person to reflect on their life situation.
- foster a therapeutic relationship that sensitively connects with people and engages them in the healing process.
- know when and how to make a referral to a qualified counsellor or therapist.

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- reflect philosophically and theologically on each theory studied.

Professional Competency Outcomes

This course is intended to support the development of the following competencies.

Students will . . .

- work within a counselling framework that is based upon established theories of psychotherapy.
- integrate knowledge of comparative theories of psychotherapy relevant to practice.
- be able to create and maintain effective therapeutic or counselling relationships with others.
- establish and maintain the core conditions for therapy, spiritual care, or pastor care.
- assess client needs in ways that are appropriate to the presenting problem and consistent with their counselling approach.
- practice the safe and effective use of self in their therapeutic role as a counsellor, spiritual care provider, or pastor.
- refer clients, spiritual care recipients, and congregants to qualified professionals when this is in the best interest of the care recipient.

6. COURSE TEXTS AND READINGS:

The required textbooks for this course are available from the *Hurlburt Family Bookstore* located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The *Hurlburt Family Bookstore* also carries other books and merchandise and is open throughout the academic year during posted hours.

6.1. *Required Textbook:*

Messer, Stanley B. and Nadine J. Kaslow (eds.). *Essential Psychotherapies: Theory and Practice*, Fourth Edition. New York: Guilford, 2019. ISBN 9781462540846

6.2. *Required Supplemental Readings:*

Beck, Judith. *CBT Worksheet Packet 2020 Edition*. Bala Cynwyd, PA: Beck Institute for Cognitive Behavior Therapy, 2017. Online: [file:///C:/Users/User/Downloads/Worksheet-Packet-2020-Web%20\(1\).pdf](file:///C:/Users/User/Downloads/Worksheet-Packet-2020-Web%20(1).pdf)

Elliott, R., and L. S. Greenberg. "Humanistic-Experiential Psychotherapy in Practice: Emotion-Focused Therapy." In A.J. Consoli, L. E. Beutler, & B. Bongar (eds.), *Comprehensive Textbook of Psychotherapy: Theory and Practice*, Second Edition, 106- 120. New York: Oxford University Press, 2016. Online: [Elliott & Greenberg in press; EFT in Practice April 2015 v5a Author final \(strath.ac.uk\)](#) [author version].

Estrella, Karen. "The Integrative Process of Expressive Arts Therapy." In Cathy A. Malchiodi (ed.), *Handbook of Expressive Arts Therapy*, 81–97. New York: Guilford, 2023.

Gillon, Ewan. "Chapter 3 – A Person-Centred Theory of Psychological Therapy." In E. Gillon, *An Introduction to Person-Centred Counselling Psychology*. Online: [Microsoft Word - chap 3 for website.doc \(firstpsychology.co.uk\)](#)

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Kegan, Robert. "Natural Therapy." In Robert Kegan, *The Evolving Self: Problem and Process in Human Development*, 255–296. Cambridge, MA: Harvard, 1982.

Resick, Patricia A. et al. "Introduction to Cognitive Processing Therapy." In P. A. Resick, et al., *Cognitive Processing Therapy Veteran/Military Version: Therapist's Manual*, 1–24. Washington, DC: Department of Veterans' Affairs, 2008. Online: [Cognitive processing therapy Veteran/military version: Therapist's manual \(apa.org\)](https://www.apa.org/pubs/manual/cpt-veteran)

Tan, Siang-Yan. *Counseling and Psychotherapy: A Christian Perspective*, Second Edition, 277—311. Grand Rapids: Baker, 2022.

6.3. Recommended Reading:

Asmundson, G. J. G., et al. "A Meta-analytic Review of Cognitive Processing Therapy for Adults with Posttraumatic Stress Disorder." *Cognitive Behavioral Therapy*, 48 (2019), 1–14.
doi:10.1080/16506073.2018.1522371.

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7. **COURSE SCHEDULE: Fall 2026**

DATE	CLASS TOPIC / ACTIVITY	ASSIGNMENT
Orientation to the Course		
Sept 15, 2026	<i>Recommended Reading:</i> Messer & Kaslow ch. 1 - Orientation to Course - Foundations of Psychology	None
Module 1: Psychoanalytic/Psychodynamic Approaches		
Sept 22, 2026	<i>Required Pre-reading:</i> Wolitzky, "Contemporary Freudian Psychoanalytic Psychotherapy." (Messer & Kaslow ch. 2) Discussion: Contemporary Freudian Psychoanalytic Psychotherapy	Reflection 1 due at 4:00 pm, Sept 22.
Sept 29, 2026	<i>Required Pre-reading:</i> Curtis, "Relational Psychoanalytic / Psychodynamic Psychotherapy." (Messer & Kaslow ch. 3) Discussion: Relational Psychoanalytic/Psychodynamic Psychotherapy.	
Module 2: Cognitive and Behavioural Therapies		
Oct 6, 2026	<i>Required Pre-reading:</i> Cattie, et al., "Cognitive Therapy and Cognitive-Behavioral Therapy." (Messer & Kaslow ch. 5) Discussion: Cognitive-Behavioral Therapy	
Oct 13, 2026	READING WEEK	
Oct 20, 2026	<i>Required Pre-reading:</i> Beck pp. 7–9, 36–47, 54–56. Discussion: CBT for Anger, Anxiety, Depression, etc.	Reflection 2 due at 4:00 pm, Oct 20.
Oct 27, 2026	<i>Required Pre-reading:</i> Resick et al. "Introduction to Cognitive Processing Therapy." <i>Recommended Reading:</i> Asmundson, et al. "A Meta-analytic Review of Cognitive Processing Therapy. . ." Discussion: Cognitive-Processing Therapy for PTSD	
Module 3: Humanistic/Experiential Approaches		
Nov 3, 2026	<i>Required Pre-reading:</i> Bohart & Watson, "Person-Centred and Emotion-Focused Therapies." (Messer & Kaslow ch. 7); Gillon "A Person-Centred Theory of Psychological Therapy." Discussion: Person-Centered and Emotion-Focused Psychotherapies – Focus on Person Centered Therapy	Reflection 3 due at 4:00 pm Nov 3.
Nov 10, 2026	<i>Required Pre-reading:</i> Schneider & Krug, "Existential–Humanistic Psychotherapies." (Messer & Kaslow ch. 8) Discussion: Existential-Humanistic Psychotherapies	

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Nov 17, 2026	<i>Required Pre-reading:</i> Bohart & Watson, “Person-Centred and Emotion-Focused Therapies.” (Messer & Kaslow ch. 7); Elliott and Greenberg on Emotionally-Focused Therapy. Discussion: Person-Centered and Emotion-Focused Psychotherapies – Focus on Emotionally Focused Therapy for Individuals.	
Nov 24, 2026	<i>Required Pre-reading:</i> Estrella “Integrative Process of Expressive Arts Therapy.”	Reflection 4 due at 4:00 pm Nov 24.
Integration in the Practice of Psychotherapy		
Dec 1, 2026	<i>Required Pre-reading:</i> Gold & Stricker, “Integrative Approaches to Psychotherapy.” (Messer & Kaslow ch. 13) Discussion: <i>Intra-disciplinary Integration</i> (part 1)	
Dec 8, 2026	<i>Recommended Pre-reading:</i> Kegan “Natural Therapy” Discussion: <i>Intra-disciplinary Integration</i> (part 2)	Final Reflection Paper Due at 11:59 pm Dec 11
Dec 15, 2026	<i>Recommended Pre-reading:</i> Tan “Counselling and Psychotherapy.” ch 18-19 Discussion: <i>Interdisciplinary Integration</i> (part 3)	

8. COURSE REQUIREMENTS

Assignments	Due Date	MACSC	MDiv & MATM (CS)
Participation		10 %	10 %
Reflection Papers (four in total)	As assigned	60 %	60 %
Final Reflection Paper	Dec 11, 2026	30%	30 %

8.1. Reading the Course Text (weekly)

Students are to read the assigned readings prior to each class and be prepared to discuss the reading and ask questions about the treatment model. This requirement is intended to meet the following goals.

- to provide a common knowledge base to inform each student’s participation in class learning activities.
- to prepare students to write the assigned reflection papers.
- to prepare students to write the final paper.

Students are strongly encouraged to make notes on each week’s reading as this will facilitate their ability to write their reflection papers (see Appendix A).

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8.2. Attendance & Participation (10%)

Weekly

Except for illness or extenuating circumstances students are expected to attend all scheduled class sessions at MDC and participate in the learning activities. Students are able to earn a percentage point every week through active participation up to a maximum of 10%.

8.3. Reflection Papers (each assignment is worth 15% of the course grade)

Due as assigned

Intended Instructional Outcomes: i) Knowledge Acquisition & Interpretation (knowing / discernment); ii) Contextualization (knowing + doing); and iii) Personal / Professional Formation (being).

Students are expected to submit four (4) reflection papers, one for each of the questions listed below.

Instructions:

- These are not “mini essays.” Indeed, the questions are worded in such a way **that there is no need for additional research.**
- It is expected that each paper will provide evidence that the student has read and is interacting with the core assumptions, theory, methodologies of the therapeutic theory (interacting theories) identified in the question.
- Each paper is limited to 3 pages (double spaced). Papers that exceed this length will be penalized 2% for every 10% the paper goes over in length.
- Each paper is to be submitted no later than 4:00 pm on the due date. Late papers will be penalized 2% per day the assignment is late.

Style Instructions: (see Appendix B)

- ***In lieu of a title page***, students are to place the information given in Appendix B (single spaced) in the top left-hand corner of the first page.
- Students are requested to include a copy of the discussion question they are responding to at the beginning of their paper.
- Students are expected to attend to the conventions of academic style: e.g., double-spaced, 12-point Times-Roman font, grammatically correct sentences, correct spelling of words and proper names, a clear argument or structure (i.e., beginning middle and end), the avoidance of plagiarism, etc.
- Students are expected to use section headings to alert the reader when they are changing focus or topics.
- Students are expected to interact with the assigned source material.
- In light of the fact that each paper is based on a single source, students are requested to use parenthetical citations instead of footnotes, e.g.,
“Dr. Freud, I was confused to note that you postulated two drives, the libidinal and the aggressive (Wolitzky, p. 39). I am puzzled by the fact that I cannot remember hearing anyone talk about the aggressive drive and I wonder . . .”

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- 8.3.1. Reflection Paper One:** Trace how the concepts of Transference and Counter-transference are woven through the assigned chapter. In what ways do you resonate with these concepts? In what ways are you puzzled by these concepts? Reflect on the relevance of these concepts for your counseling work. (3 pp)
- 8.3.2. Reflection Paper Two:** Cognitive Processing Therapy is a refinement on the practice of CBT that is designed as a structured 10-session approach for treating trauma. Is there anything in this approach that you have difficulty with? (explain) Is there anything in this approach that you find appealing? (explain) Reflect on the potential relevance of this approach for your counseling work. (3 pp).
- 8.3.3. Reflection Paper Three:** Carl Rogers has been quoted as saying “Experience is for me, the highest authority.” Experiential therapists use play, dance, art, music, drama, etc. to help clients both get in touch with their experience and to envision a new way of living. Is there anything in this approach that you have difficulty with? (explain) Is there anything in this approach that you find appealing? (explain) (3 pp).
- 8.3.4. Reflection Paper Four:** The authors of this chapter identify the following types and sub-types of intra-disciplinary integration: Technical Eclecticism (three sub-types), Common-Factors Approaches, Theoretical Integration, and Assimilative Integration. In 400 words, discuss which of these approaches to integration will you be least likely to employ and why. In 400 words, discuss which of these types are you most likely to employ and why. (3 pp).

8.4. Final Reflection Paper (30%)

Dec 11, 2026

Intended Instructional Outcomes: i) Knowledge Acquisition & Interpretation (knowing / discernment); ii) Contextualization (knowing + doing); and iii) Personal / Professional Formation (being).

Assignment Guidelines:

- 1) Students will maintain a notebook or journal in which they reflect on the following: the purpose and focus of each therapeutic model, the methods of each therapeutic model, and their personal responses or reactions to each therapeutic model. Students will submit a reflection paper (6–7 pages + cover page) in which the student reflects on their professional development in relationship to the course objectives.
- 2) The student will write a summary reflection that outlines the following:
 - a. Which therapeutic models the student feels drawn to.
 - b. Which therapeutic models the student feels unsure about.
 - c. How this course has helped the student to think differently about the practice of counselling and psychotherapy.
 - d. What the student believes to be a suitable “next step” to support their training and development (e.g., which theories do you want to learn more about).
- 3) These are personal reflection papers rather than essays. Nevertheless, students may use parenthetical references to refer to the assigned readings or specific class sessions—e.g., Kegan, 1982, p. 272; class lecture and discussion, Oct 20, 2026).

Grading:

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- Knowledge & Interpretation (knowing / discernment) (40 %)
- Contextualization (knowing + doing) (30 %)
- Personal / Professional Formation (being) (30 %)

9. COURSE POLICIES AND ADMINISTRATION

Instructor Availability:

Throughout the course, Prof. Carrol will be available to meet with students after class, via email (carror2@mcmaster.ca), online appointment and the discussion forum on Avenue to Learn.

A2L Statement:

Students are required to submit their written work by uploading it to Avenue to Learn. If you are unsure how to do this, please ask another student or the professor.

Students are reminded that it is *their responsibility* to log into the system regularly to check for announcement, course content, and course activities.

Personal Illness:

Students who are registered to attend class *in-person* are expected to inform the course instructor if they become ill. These students are expected to return to the classroom once they have recovered from their ailment.

Students who are registered to attend class via the live stream option are expected to inform the course instructor if they become ill and their illness prevents them from attending on-line.

Students are advised that classes will not be recorded. As a result, students are expected to check A2L for any course handouts and to obtain notes from their peers.

NOTE: Unless the student has been granted an illness accommodation by the course instructor, any assignment due on a day the student is ill must be submitted on that day.

Inclement Weather Policy:

In the event of inclement weather, students are advised to check the McMaster University website to determine whether the university is open. In the event that the university is closed then McMaster Divinity College will also be closed, the course instructor will adjust the teaching schedule accordingly.

NOTE: Assignments that are due on a day the university is closed due to weather are still due on that day.

In the event that the university is open and inclement weather prevents the student to travel from a distance, students may attend online.

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Written Work:

Gender Inclusive Language [updated Nov 23, 2023]

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is expected to conform with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Length:

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be given for the first 10%. However, a grade reduction of 2% will be deducted for each additional 10% a paper exceeds the stipulated word count.

Submission of Written Work:

All written work is to be submitted via Avenue to Learn (A2L).

Deadlines:

All assignments are due at 4:00 pm on the day indicated. A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension is granted by the instructor prior to the deadline. Assignments cannot be submitted after December 18, 2026 without written permission from the Office of the Registrar.

Academic Honesty [updated June 3, 2024]

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not

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your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

10. SELECT BIBLIOGRAPHY

- Capuzzi, D. and D. R. Gross. *Counseling and Psychotherapy: Theories and Interventions*, 2nd edition. Upper Saddle River, NJ: Merrill/Prentice Hall, 1999.
- Clinton, T. and G. W. Ohlschager (eds.). *Competent Christian Counseling*. Colorado: Waterbrook, 2002.
- Corey, G. *Theory and Practice of Counseling and Psychotherapy*. Belmont, CA: Brooks/Cole, 2001.
- Corsini, R. J. and D. Wedding. *Current Psychotherapies*, 6th Edition. Itasca, IL: F.E. Peacock, 2000.
- Jones, S. L. and R.E. Butman. *Modern Psychotherapies*, 2nd Edition. Downer's Grove, IL: InterVarsity, 2011.
- Malchiodi, Cathy A. *Trauma and Expressive Arts Therapy: Brain, Body and Imagination in the Healing Process*. New York: Guilford, 2020.
- McMinn, Mark R. and Clark D. Campbell. *Integrative Psychotherapy. Appraisal* Downers Grove, IL.: InterVarsity Press, 2007.
- Scharf, R. *Theories of Psychotherapy and Counseling*. Belmont, CA: Brooks/Cole, 2000.
- Vitz, P. *Psychology as Religion: The Cult of Self-worship*. Grand Rapids: Eerdmans, 1977.

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APPENDIX A: Current Psychotherapies Note Making Framework

(adapted from Messer & Kaslow, pp. 6–27).

Please use this framework to record notes from your reading. Do your best to record answers to as many questions as possible. Make every effort to record the essence or key points. Please do not rewrite the text.

Name of Psychotherapy Model:

1. Brief note describing the historical context and development of this theory. *(Further explanation is in Messer & Kaslow, p. 6.)*

2. How does this theory understand or define the concept of *Personality*? *(Further explanation is in Messer & Kaslow, p. 8).*

Supplemental questions. What theoretical assumptions inform the theory? What are its assumptions about human nature? What beliefs about human agency, medical interventions, spirituality, etc. inform the theory.

3. How does this theory understand or define the concept of *Psychological Health* and *Psychopathology*? *(Further explanation is in Messer & Kaslow, p. 9).*

Supplemental questions. How does this theory define healthy or normal behavior or thinking? How does this theory define abnormal or dysfunctional thinking or behavior? Does this theory have an implicit (or explicit) theory of health and well-being?

4. How does this theory or model engage the *process of clinical assessment*? *(Further explanation is in Messer & Kaslow, p. 10–12).*

5. How does this theory or model the practice of psychotherapy? *(Further explanation is in Messer & Kaslow, pp. 12–16).*

Supplemental questions.

- a. How does this theory define change? What assumptions or beliefs inform this theory of change?
 - b. How does this theory describe/define the goal(s) of treatment? Do these identify behavioral, relational, cognitive, affective, and/or spiritual outcomes?
6. How does this theory or model describe or define the *therapeutic relationship and the therapeutic stance of the therapist*? Further explanation is in Messer & Kaslow, pp. 16–18).

Supplemental questions. What is the role of the treatment provider (e.g., group facilitator, group, pastor, psychotherapist, doctor)? What is the role of the treatment recipient? What treatment strategies, techniques, or skills are employed? What are the key treatment tasks, outcomes, or

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- benchmarks that define progress towards the goal? What is included in treatment? Is there anything excluded from treatment?
7. How does this theory or model describe or define *therapeutic/curative factors or mechanisms of change*? (Further explanation is in Messer & Kaslow, pp. 16–18).
 8. What does this chapter say about treatment applicability and/or ethical considerations related to the use of this treatment model? (Further explanation is in Messer & Kaslow, pp. 21–23).
 9. What does this chapter say about whether there is *Research Support* for the use of this model and/or whether it is an *Empirically-Based Practice (EBP)*? (Further explanation is in Messer & Kaslow, pp. 23 – 25).

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APPENDIX B: Format for Brief Response Papers

Knowledge Reflection Paper #____ (provide the assignment number).

Student Name and SID:

Assigned Reading: (e.g., David L. Wolitzky “Contemporary Freudian Psychoanalytic Psychotherapy.” In
Messer & Kaslow, pp. 35–70)

Assignment Due Date:

Assignment Question: (single spaced)

Response(s) to the assignment question(s).

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APPENDIX C: Grading Rubrics

1. Class Participation Rubric (1 mark per class)

Students earn up to **1 mark per class** through attendance and active engagement in class learning activities.

Criteria	1.0 (Excellent)	0.75 (Good)	0.5 (Satisfactory)	0 (Insufficient)
Attendance & Engagement	Present, prepared, actively contributes to discussions, activities, and respectful dialogue. Demonstrates engagement with readings and course content.	Present and attentive; participates occasionally and contributes appropriately.	Present but minimally engaged; limited participation in discussion or activities.	Absent, unprepared, disengaged, or disruptive.

Maximum Participation Grade: 10%

2. Mini Reflection Papers Rubric (4 Papers – 15% each)

Each reflection paper should demonstrate thoughtful interaction with the assigned therapeutic model, personal reflection, and application to counselling practice.

Criteria	Weight	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Interpretation	40%	Demonstrates clear understanding of key concepts, assumptions, and methodologies. Engages thoughtfully with course material.	Demonstrates good understanding with minor gaps or inaccuracies.	Demonstrates basic understanding but lacks depth or precision.	Limited understanding or significant inaccuracies.
Contextualization (Knowing + Doing)	30%	Insightfully connects concepts to counselling practice, ministry, or professional contexts.	Makes appropriate connections with some practical application.	Limited application to counselling practice.	Little or no meaningful application.
Personal Reflection & Professional Formation	20%	Demonstrates deep personal engagement, self-awareness, & thoughtful reflection on strengths, challenges, & growth areas.	Meaningful reflection with some evidence of self-awareness.	Reflection is present but superficial.	Minimal or absent reflection.
Writing Quality & Assignment Requirements	10%	Clear organization, academic writing conventions followed, proper citations, headings used, within page limit, free of significant errors.	Minor writing or formatting issues.	Multiple writing, formatting, or citation errors.	Significant writing problems or failure to follow instructions.

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Grade Conversion

Level	Percentage Range
Excellent	90–100
Good	80–89
Satisfactory	70–79
Needs Improvement	Below 70

Penalties

- Late submissions: 2% per day.
- Exceeding page limit: penalized 2% for every 10% the paper goes over in length.

3. Final Reflection Paper Rubric (30%)

Assignment Purpose

The final paper should demonstrate the student's integration of course learning, personal reflection, and professional development through engagement with the therapeutic models studied throughout the course.

Criteria	Weight	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Interpretation (Knowing/Discernment)	40%	Demonstrates comprehensive understanding of major therapeutic models, accurately summarizes their purposes and methods, and thoughtfully compares perspectives.	Demonstrates solid understanding with minor omissions or inaccuracies.	Demonstrates basic understanding of models and concepts.	Demonstrates limited understanding or significant inaccuracies.
Contextualization (Knowing + Doing)	30%	Insightfully explains how course learning informs future counselling practice and professional development. Clearly identifies preferred and less-preferred models with strong rationale.	Makes meaningful connections between theory and practice with adequate rationale.	Provides some application but lacks depth or specificity.	Minimal application to practice or weak rationale.
Personal & Professional Formation (Being)	30%	Demonstrates significant self-awareness, personal growth, and reflection on professional identity. Clearly articulates future learning goals and developmental next steps.	Shows meaningful reflection and emerging professional identity.	Reflection is present but somewhat descriptive or superficial.	Limited reflection and little evidence of personal or professional growth.

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Writing Expectations

- 6–7 pages plus cover page.
- Clear organization and logical flow.
- Professional academic writing.
- Appropriate use of parenthetical references where relevant.
- Attention to grammar, spelling, and formatting.
- Reflective rather than research-focused in nature.

Overall Evaluation

Letter Grade	Description
(90–100)	Exceptional integration of theory, practice, and personal formation.
(80–89)	Strong understanding and reflection with good application.
(70–79)	Adequate understanding and reflection; meets minimum expectations.
(60–69)	Limited achievement of course outcomes.
(<60)	Does not meet course expectations.

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