McMaster Divinity College

MS 3P1111A Supervised Pastoral Education (SPE):
Pastoral Counselling Education (PCE) – Course Stream

Kelvin F. Mutter, DTh	**Sept 11 to Dec 06, 2024**
mutterk@mcmaster.ca	**Wed 11:00am – 1:50 pm**

1.   DESCRIPTION:

Basic Pastoral Counselling Education (PCE) Units: Course-Based

"Course-based SPE" combines two types of education: formal or classroom-based instruction and experiential or practice-based instruction. Successful completion of MDC's course-based SPE unit involves the successful completion of two approved counselling courses (one per semester) and both portions of practice-based education in the same academic year. The educational components of practice-based educational experience include clinical practice experience in a setting approved by MDC, participation in scheduled supervision sessions (individual/dyadic supervision & group supervision), ethical/spiritual reflection, theory building, and reflecting on the "safe and effective use of self" (i.e., interpersonal relations). The student's clinical work will be supervised by means of audio/video tapes and/or verbatims which are shared within the supervision group. *Students enrolled in a Basic unit of course-based SPE are expected to complete and document a minimum of 125 hours of direct client contact by the end of the second semester.*

SPECIALIZATIONS: Counselling and Spiritual Care (CS).

2.   COURSE FORMAT:

The objectives of this portion of the SPE unit will be met through a combination of practical experience, supervision of practice by an on-site preceptor, weekly supervision provided by Prof. Mutter, personal reflection on practice, and independent learning activities. Supervision will meet in-person on the MDC campus.

3.   INSTRUCTOR:

Biography: Kelvin Mutter, DTh, is an Associate Professor (part-time) at McMaster Divinity College. Prof. Mutter is a Registered Psychotherapist (CRPO), an AAMFT Clinical Fellow & Approved Supervisor, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and a Registered Marriage and Family Therapist (CAMFT). Prof. Mutter's ministry and counselling experience includes both his current work as an individual, couple, and family therapist as well as over twelve years in pastoral leadership. Prof. Mutter is married and has three adult children.

4.   GOALS:

Students will develop an individual learning contract based on the CASC/ACSS competencies and the CASC/ACSS goals for Pastoral Counselling Education. At the end of this SPE Unit the student will demonstrate _beginner competency_ in the following domains.

CASC/ACSS Competency Domains
1. Professional Identity
Relevant CRPO Competency Domains 1.4 Integrate awareness of self in relation to professional role. 3.3 Maintain self-care and level of health necessary for responsible therapy. 3.4 Obtain clinical supervision & consultation when necessary. 4.3 Apply safe and effective use of self in the therapeutic relationship.
2. Knowledge
2.1. Spiritual / Religious / Cultural
Relevant CRPO Competency Domains 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
2.2. Psychological Theories
Relevant CRPO Competency Domains 1.2 Work within a framework based upon an established psychotherapeutic theory. 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
2.3. Research
Relevant CRPO Competency Domains 5.1 Access and apply a range of relevant professional literature. 5.2 Use research findings to inform clinical practice.
3. Professional Ethical Conduct
Relevant CRPO Competency Domains 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice. 3.1 Comply with legal and professional obligations. 3.2 Apply ethical decision making
4. Professional Skills
4.1. Therapeutic Relationship
Relevant CRPO Competency Domains 2.2 Build and maintain effective relationships. 4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy. 4.2 Establish and maintain an effective therapeutic relationship. 4.3 Apply safe and effective use of self in the therapeutic relationship. 4.5 Structure and facilitate the therapeutic process.
4.2. Assessment
Relevant CRPO Competency Domains 4.4 Conduct an appropriate risk assessment. 4.6 Identify when and how to refer clients appropriately. 4.7 Conduct an effective closure process to end a course of therapy appropriately.
4.3. Intervention
Relevant CRPO Competency Domains 1.2 Work within a framework based upon an established psychotherapeutic theory. 1.3 Integrate knowledge of comparative psychotherapy relevant to practice. 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
4.4. Documentation
Relevant CRPO Competency Domains 2.1 Use effective professional communication. 3.5 Provide reports to third parties.
4.5. Leadership

5.   COURSE TEXTS AND READINGS:

5.1.   Required Reading: Books

Except for the *SPE Placement Handbook* and the assigned articles, the required textbooks for this SPE Unit 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.

Mutter, Kelvin F. (Ed.) *Supervised Pastoral Education Placement Handbook*. (a pdf copy of the manual will be posted on A2L)	Basic & Advanced SPE
Taibbi, Robert. *The Art of the First Session: Making Psychotherapy Count from the Start*. New York: Norton, 2016	Basic & Advanced SPE
Zuckerman, Edward L. *Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports*, 8th Edition. New York: Guilford, 2019.	Basic & Advanced SPE

5.2.   Required Reading: Articles

All required articles for this course are available from the periodical databases provided by the McMaster University library.

Canadian Association for Spiritual Care (CASC). "Code of Ethics." *CASC/ACSS Policy and Procedure Manual*, Chapter 5. Canadian Association for Spiritual Care. (posted on A2L)	Basic & Advanced SPE
College of Registered Psychotherapists of Ontario (CRPO). *Code of Ethics*. College of Registered Psychotherapists of Ontario. (posted on A2L)	Basic & Advanced SPE
Duggan, John. "COVID-19 and Telebehavioral Health: Ethical Considerations During a Public Health Emergency." (a pdf copy of this draft article will be posted on A2L)	Advanced SPE
Mutter, Kelvin F. "The Theory and Practice of The Assessment Interview." (a pdf copy of this draft article will be posted on A2L)	Basic & Advanced SPE
Schell, Dawn. "Guidelines for Uses of Technology in Counselling and Psychotherapy: Technology and Innovative Solutions Chapter Project." n.p.: Canadian Counselling Association, 2019.	Basic & Advanced SPE

5.3.   Recommended Reading: Spiritual Care Providers

Anderson, Megory. *Attending the Dying: A Handbook of Practical Guidelines*. Harrisburg, PA: Morehouse, 2005.

Kirkwood, Nevil A. *Hospital Handbook on Multiculturalism & Religion: Practical Guidelines for Health Care Workers*, Revised Edition. Harrisburg, PA: Morehouse, 2005.

Kirkwood, Nevil A. *Pastoral Care to the Aged: A Handbook for Visitors*. Harrisburg, PA: Morehouse, 2005.

Prado, C. G. (ed). *Assisted Suicide: Canadian Perspectives.* Ottawa: University of Ottawa, 2000.

Truscott, Derek, and Kenneth H. Crook. *Ethics for the Practice of Psychology in Canada.* Third Edition. Edmonton: University of Alberta Press, 2021.

6.   COURSE SCHEDULE: Fall 2024

DATE	CLASS TOPIC / ACTIVITY
Pre-reading: (All) CASC/ACSS *Code of Ethics*; CRPO *Code of Ethics*	
Sept 11, 2024	**Group Discussion and Supervision:** *Introductory Matters* • *Discussion: Professional Ethics in Clinical Practice.*
Pre-reading: (All) Taibbi, ch. 1*;* Mutter, "The Theory and Practice of The Assessment Interview;" Mutter, "Case Notes in the Work of Spiritual Care and Counselling."	
Sept 18, 2024	**Group Discussion and Supervision:** • *Discussion: Informed Consent.* • *Discussion: Purpose and function of case notes.* • *"Case Reflections"*
Pre-reading: (All) Taibbi, chs. 2; Zuckerman, chs. 1, 6, 9 & 10.	
Sept 25, 2024	**Group Discussion and Supervision:** • *Discussion: Structuring the (Clinical Interview).* • *Case-based Learning.* **BASIC & ADVANCED SPE: Learning Contract (due Sept 25, 2024)**
Oct 2, 2024	**Individual/Dyadic Supervision:** Supervision of casework (verbatim or recording).[1]
Pre-reading: (All) Taibbi, ch. 3; Zuckerman, chs. 14–18	
Oct 9, 2024	**Group Discussion and Supervision:** • *Discussion: Assessment and Treatment Planning.* • *Case-based Learning.*
Oct 16, 2024	**READING WEEK**
Oct 23, 2024	**Individual/Dyadic Supervision:** Supervision of casework (verbatim or recording). **BASIC & ADVANCED SPE: Practice Assessment based on Case Study (due Oct 23, 2024)**
Pre-reading: (All) Taibbi, 4; Zuckerman, chs. 3, 12 *(focus on discussions about abuse, danger to others, domestic violence, eating disorders, self-harm and suicidality, sexual abuse, substance abuse, and trauma); & MDC Placement Manual, Section V: Risk Assessments*.	
Oct 30, 2024	**Group Discussion and Supervision:** • *Discussion: Assessing Risk.* • *Case-based Learning.*
Nov 6, 2024	**Individual/Dyadic Supervision:** Supervision of casework (verbatim or recording).
Pre-reading: (All) Taibbi, ch. 7; Zuckerman, ch. 25.	
Nov 13, 2024	**Group Discussion and Supervision:** • *Discussion: Setting Attainable Clinical Goals & Treatment Planning.* • *Case-based Learning.*
Nov 20, 2024	**Individual/Dyadic Supervision:** Supervision of casework (verbatim or recording). **BASIC & ADVANCED SPE: Risk Assessment (due Nov 20, 2024)**
Pre-reading: (All) Schell "Guidelines for Uses of Technology in Counselling and Psychotherapy."	
Nov 27, 2024	**Group Discussion and Supervision:** • *Discussion: Telehealth and Online Counselling.* • *Case-based Learning.*

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[1] Individual or Dyadic supervision times will be determined on September 11, 2022.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

DATE	CLASS TOPIC / ACTIVITY
Dec 4, 2024	**Individual/Dyadic Supervision:** Supervision of casework (verbatim or recording).
Dec 11, 2024	**Mid-placement Evaluations:** Individual sessions with the course instructor.

7.   EXPECTATIONS AND ASSIGNMENTS (Fall 2024)

Attendance & Participation

Except for illness or extenuating circumstances students are expected to be at their placement site each week of the SPE Unit. In the event of an absence, it is the student's responsibility to directly inform both their on-site as well as the SPE instructor.

Except for illness or extenuating circumstances students are expected to attend all scheduled supervision sessions at MDC and participate in the learning activities. Participation in this supervision includes preparing a written verbatim of a counselling or spiritual care encounter using the assigned format which will be presented as a case study and engaging with the supervisory conversation.

7.1. "Reflecting On" Practice.

Learning Objectives
- To demonstrate awareness of the impact of the client or spiritual care recipient's context on the therapeutic process.
- To employ effective skills in observation of self, the client or spiritual care recipient, and the therapeutic process.
- To demonstrate awareness and maintenance of appropriate therapeutic boundaries.
- To demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.
- To recognize the impact of power dynamics within the therapeutic relationship.
- To protect clients or spiritual care recipients from any imposition of the therapist's personal issues.
- To employ effective and congruent verbal and non-verbal communication.

7.1.1. "Use of Self" Reflection Journals (Knowing, Being, Doing)

The best counsellors and clinicians reflect on and learn from both their failures as well as their successes. The student will keep a weekly journal (approx. 1 hour per week) in which they identify and briefly reflect on important situations and/or concerns that arise during their placement. It is permissible for a student to reflect on the same situation/question over the course of multiple weeks. This journal is intended to promote self-awareness as well as awareness of others. This journal is for personal use only and will not be graded.

Writing the Journal
Step 1: Select and describe an experience or situation in your placement that was significant.
Step 2: Identify the issues that are of concern to the client or spiritual care recipient, including the feelings evoked within the client or spiritual care recipient, as well as the client or spiritual care recipient's world of meaning as it applies to the issue/situation.
Step 3: Identify your awareness of your responses to the client or spiritual care recipient's story: e.g., emotions that were evoked, personal issues (past or present) that may have been evoked, personal beliefs or biases that have been evoked, etc.

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Step 4: Reflect on this experience in light of the CASC/ACSS and CRPO codes of ethical practice. Are any issues are raised with respect to your response to this situation?

Step 5: Reflect on this experience in light of the themes and skills identified in Sbanotto et al.

Step 6: Reflect on this experience in light of Scripture; allow the words, scenes, passages of Scripture to surface and shape your thinking.

Step 7: Identify what you have learned from this experience and how it has shaped your view of yourself as both a counsellor and a ministering person.

7.1.2. Verbatims / Recordings of a Counselling or Spiritual Care Session   **Weekly**

7.1.2.1. Audio/Video Recordings of Counselling or Spiritual Care Sessions

The best student learning results from observing one's own work and reflecting on it. Each week students are required to provide evidence of their growing edges as a counsellor or spiritual care provider and their use of counselling or spiritual care skills by presenting a portion of an audio recording of a session with a client or spiritual care recipient. Students whose placements do not permit them to record sessions will need to speak with the course professor about a suitable alternative learning experience: e.g., record a session with a fellow student who has consented to be part of a mock interview scenario, or a write a verbatim of a session.

Instructions:
- Record a counselling session.
- Follow the instructions in the *SPE Placement Handbook* titled: "Use of Audio and Video Recordings for Supervision Purposes."
- Select a brief portion of the session for which you desire feedback. Audio selections may be chosen because i) a student wishes to demonstrate a successful use of a counselling or spiritual care skill, ii) a student wants feedback on their use of a particular skill or use of skills, iii) a student is feeling 'lost' and is seeking guidance as to how to respond to what has been said, or iv) for other reasons.
- Ask yourself the following questions as you prepare to present this recording.
  - What do you believe you did well in this session / segment?
  - What do you want the instructor/group to focus on as they listen to the recording? Is there a specific question you wish to have answered?

7.1.2.2. Verbatim Assignments

Students will write and reflect on a verbatim report derived from, a single counselling or spiritual care session. These verbatim reports will be eight (8) pages, single-spaced, adhering to the verbatim format provided to the class.

Instructions:
- Listen to a recording of a session with a client or spiritual care recipient and transcribe a five-minute segment that you wish to reflect on.

  NOTE 1: In the absence of a recording, the student will, immediately after the session, write a transcript of a segment of the session based on their memory.

  NOTE 2: To obscure the client or spiritual care recipient's identity and protect their confidentiality students are required to omit and/or change any information that may identify the person (e.g., name, names and ages of family members, number of children, employment data, affiliations, etc.).

- Use the transcription to write a verbatim account (cf. Practicum Manual) of the session that includes the following elements.
    - Known Facts, Pre-constructions, and Initial Observations.
    - Verbatim of the conversation.
    - Reflection on the conversation.

7.1.3. Mid-Placement Evaluations (Knowing, Being, Doing)   Dec 11, 2024

The purpose of these evaluations is to identify and reinforce what the student has learned in the SPE Unit.

- The student will meet with their on-site supervisor to complete and review the rating sheet that will be provided.
- The student and the SPE course instructor will each complete the CASC/ACSS evaluation form and meet to discuss these evaluations on Dec 11, 2024.

7.2. "Reflecting For" Practice.
7.2.1. Learning Contact (Knowing, Being, Doing)   Sept 25, 2024

The student will collaborate with their Field Instructor to develop a set of learning goals which will form the basis of their learning contract and subsequent evaluation.

7.2.2. Assessment (Knowing, Doing)   Oct 23, 2024

Draw on in-class discussion and the Practicum Handbook to write an assessment for the case study. Assignment should not exceed two pages (single spaced).

Questions to consider.
- What does the client or spiritual care recipient perceive to be the core problem?
- Identify relevant historical data present in the case study? What potentially relevant historical data would you ask about? Provide a brief statement of the purpose of this/these question(s).
- Has the client or spiritual care recipient tried anything to cope with the situation? If so, how? Outcome?
- What skills, insights, competencies, etc. do you discern in the client or spiritual care recipient's story (e.g., evidence of or potential for change)? You are free to imagine or add data as long as it is consistent with the initial case data.
- How do you think the client or spiritual care recipient would answer the question "How do you think that counselling will help you?" (i.e., counselling goal)
- What factors might help support the change process?
- What do you perceive to be the core problem?
- What do you see to be the "next step" in counselling this individual?

7.2.3. Risk Assessment (Knowing, Doing)   Nov 20, 2024

Based on the case study provided, consider this individual's known risk to self and others. What questions would you ask this person to complete a risk assessment? Assignment should not exceed one page (single spaced).

8.   COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Prof. Mutter will be available via email (mutterk@mcmaster.ca), WebEx and the discussion forum on Avenue to Learn. During the hybrid week, Prof. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled.

Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Feel free to respond logically and in an orderly manner.

Students are encouraged to…

- Arrive on time.
- Stay for the entire SPE session.
- Not engaging in anything during the SPE session prevents them or others from focusing and participating in the discussions.
- Not to carry on private conversations. This applies to spoken and electronic communication. If something is unclear, the whole group will benefit from a question that is asked aloud.
- Silence cell phones and related devices during class. If a student must, for some reason, accept a phone call, he or she ought to discreetly leave the SPE session to do so.

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 one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

Submission of Written Work:

All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). 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 11, 2024 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 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.

9.   Resources:
9.1. Recommended Reading: Clinical Skills

Bannink, Fredrike. *1001 Solution-Focused Questions: Handbook for Solution-Focused Interviewing.* New York: Norton, 2010.

Bannink, Fredrike. *101 Solution-Focused Questions for Help with Anxiety*. New York: Norton, 2015.

Bannink, Fredrike. *101 Solution-Focused Questions for Help with Depression*. New York: Norton, 2015.

Bannink, Fredrike. *101 Solution-Focused Questions for Help with Trauma*. New York: Norton, 2015.

Brown, Jacob. "The Question Cube." *Journal of Marriage and Family Therapy* 23 (1997) 27–40.

Freedman, Jill, and Gene Combs. *Narrative Therapy: The Social Construction of Preferred Realities.* New York: Norton, 1996.

Hedtke, Lorraine. "Creating Stories of Hope: A Narrative Approach to Illness, Death and Grief." *Australian and New Zealand Journal of Family Therapy* 35 (2014) 4–19.

Ivey, Alan E. et al. *Intentional Interviewing and Counseling: Facilitating Client Development in A Multicultural World*. 7th ed. Belmont, CA: Thomson, Brooks/Cole, Cengage, 2010.

Morgan, Alice. *What is Narrative Therapy? An Easy-to-Read Introduction*. Adelaide, Australia: Dulwich, 2000.

O'Hanlon, B., and M. Weiner-Davis. *In Search of Solutions: A New Direction in Psychotherapy*. Rev. ed. New York: Norton, 2003

Sbanotto, Elisabeth A. Nesbit, et al. *Skills for Effective Counseling: A Faith-Based Integration.* Downers Grove, IL: IVP Academic, 2016.

Turnell, A., & Hopwood, L. "Solution-focused Brief Therapy II: An Outline for Second and Subsequent Sessions." *Case Studies in Brief and Family Therapy, 8* (1994b) 52–64.

Turnell, A., and L Hopwood. "Solution-Focused Brief Therapy I: A First Session Outline." *Case Studies in Brief and Family Therapy 8* (1994a) 39–51.

Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy.* New York: Routledge, 2014.

White, Michael and David Epston. *Narrative Means to Therapeutic Ends.* New York: Norton, 1990.

White, Michael. *Maps of Therapeutic Practice.* New York: Norton, 2007.

White, Michael. *Re-authoring Lives: Interviews and Essays.* Adelaide: Dulwich, 1995.

9.2. Recommended Reading: Practice of Spiritual Care

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament.* Philadelphia: Jessica Kingsley Publishers, 2003. ISBN 1-84310-746-5

Bueckert, Leah Dawn, and Daniel Schipani, (eds.). *Spiritual Caregiving in the Hospital: Windows to Chaplaincy Ministry*, 3rd edition. Kitchener, ON: Pandora, 2022.

Coyte, Mary Ellen, et al. (eds.). *Spirituality, Values and Mental Healthy: Jewels for the Journey.* London, UK: Jessica Kingsley, 2007.

Hodge, David R. *Spiritual Assessment: Handbook for Helping Professionals.* Botsford CN: North American Association for Christians in Social Work, 2003.

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York, Guilford, 2011.

Roberts, Stephen B. (ed.). *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook.* Woodstock, VT: Skylight Paths, 2013.

Rolland, John S. *Families, Illness, and Disability: An Integrative Treatment Model.* New York: Basic Books, 1994.

Sandage, Steven J. and Brad D. Strawn (eds.) *Spiritual Diversity in Psychotherapy: Engaging the Sacred in Clinical Practice*. Washington, DC: American Psychological Association, 2022.

Sandage, Steven J., et al. *Relational spirituality in psychotherapy: Healing suffering and promoting growth*. Washington, DC: American Psychological Association, 2022.

Schipani, Daniel (ed.). *Multifaith Views in Spiritual Care.* Kitchener, ON: Pandora, 2013.

Schipani, Daniel, and Leah Dawn Bueckert (eds.). *Interfaith Spiritual Care: Understandings and Practices.* Kitchener, ON: Pandora, 2009.

Taher, Mohammed (ed.), *Multifaith Perspectives in Canadian Spiritual & Religious Care*. North York, ON: Canadian Multifaith Federation, 2020.

VanKatwyk, Peter L. *Spiritual Care and Therapy: Integrative Perspectives*. Waterloo, ON: Wilfrid Laurier University, 2003.