

**TORONTO SCHOOL OF THEOLOGY
(EMMANUEL AND KNOX COLLEGES)**

**MASTER OF PASTORAL STUDIES
CERTIFICATE IN SPIRITUAL CARE
AND PSYCHOTHERAPY
(MPS, SCP Cert.)**

PROGRAM HANDBOOK



2020-21

Where there is a discrepancy between the *MPS, SCP Cert. Program Handbook* and the *TST Basic Conjoint Degree Handbook*, then the current edition of the *TST Basic Conjoint Degree Handbook* shall prevail.

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1 INTRODUCTION

1.1 Welcome and Overview of the Program

Welcome to the Master Pastoral Studies, Spiritual Care and Psychotherapy Certificate (MPS, SCP Cert.) Program offered through Emmanuel and Knox Colleges in affiliation with the Toronto School of Theology (TST). The MPS, SCP Cert. is a recognized education and training program with the College of Registered Psychotherapists of Ontario (CRPO). We are so pleased that you have decided to join our community of learners.

The MPS, SCP Cert. is a fully integrated and structured educational program, comprising of a foundational understanding of faith and spirituality, psychotherapeutic theory, spiritual assessment, skills development, and praxis reflection designed specially to prepare people for Entry-to-Practice Competencies required by CRPO as well as the Canadian Association for Spiritual Care (CASC). Students are trained in spiritually integrated psychotherapy, combining spirituality, spiritual practices and assessment with a spectrum of psychotherapeutic modalities including the following: Family Systems, Psychodynamic, Cognitive-Behavioral, Post-Modern, or Non-western theories. The MPS, SCP Cert. welcomes students from a wide variety of faith traditions and students may meet their theological/philosophical requirements of the MPS degree from a Christian, Buddhist or Muslim specialization.

The Master of Pastoral Studies (MPS) degree is a two-year professional degree, conjointly conferred by the University of Toronto (UofT) and either Emmanuel College or Knox College. Both Colleges are members of the Toronto School of Theology (TST). The Spiritual Care and Psychotherapy Certificate, SCP Cert., is embedded within the MPS degree and requires a separate application process, once students have begun the MPS. The MPS requires satisfactorily completion a total of twenty credit courses (each weighted 0.5 full course equivalent) over two years of full-time study; part-time study is also allowed.

The MPS, SCP Cert. Program provides students with fundamental theories as well as contextual applications of spiritually integrated psychotherapy and includes foundational knowledge of various faith traditions and spiritual worldviews. Throughout this document, the term “psycho-spiritual therapy” includes pastoral counselling/,psycho-spiritual therapy and some aspects of spiritual care-giving. Through the program, students focus on psychotherapeutic theories and the integration of self-knowledge, embedded learning, interpersonal communication, spiritual assessment, and practical skills as these relate to the practice of spiritually integrated psychotherapy. Their emerging practice builds on the ethical, safe, and effective use of self in therapy and incorporates the principles of self-care and a commitment to ongoing learning. A variety of educational methods is engaged including academic courses, learning group seminars, independent learning, reflections, dialogue with colleagues and faculty, supervised clinical practica, and a “Capstone” course at the end of the program that focuses on the integration of the theory and practice of spiritually integrated psychotherapy.

The program includes a minimum of two clinical practica (See 3.5) that incorporate supervised clinical practice, group and individual supervision, and other education central to the practice of psychotherapy. Through these clinical practica, students develop the arts and skills to deliver competent spiritually integrated psychotherapy.

The MPS, SCP Cert. has been designed utilizing the professional practice competencies identified by both the CRPO and the CASC. More specifically, the program has been structured to prepare graduates for the Entry-to-Practice Competencies of the College of Registered Psychotherapists of Ontario (CRPO) and the advanced-level requirements leading towards professional certification with the Canadian Association for Spiritual Care (CASC). Students are responsible for educating themselves regarding the further requirements for admission to the CRPO (<http://www.crpo.ca/>) and to the CASC (<http://www.spiritualcare.ca/>). Students may also consider the professional requirements for becoming a member of the Canadian Counselling and Psychotherapy Association (CCPA) (<https://www.ccpa-accp.ca/>).

An MPS, SCP Cert. is awarded to those who successfully complete all requirements of the program at a satisfactory level as evidenced by the student transcript, clinical practica evaluations and student conduct throughout the program. To graduate, students must successfully complete the foundational curriculum, all required courses in each program area, including two clinical practica (i.e. Supervised Pastoral Education (SPE) accredited by CASC and approved by TST; or a SPE equivalent practica approved by TST or through an accredited university on a letter of permission, See 3.5), and the integrative capstone course.

This *MPS, SCP Cert. Program Handbook* supplements the *TST Basic Degree (BD) Handbook* which includes information regarding the structure of the basic degree programs, student records and privacy, convocations, accommodations, appeals processes, grievances, and discipline. Please read this *Handbook* alongside the *TST BD Handbook*. This *Handbook* is designed to give an overview of the MPS, SCP Cert. Program and its requirements. It includes a description of the philosophy, principles, curriculum, learning methods, hours required, current fees, and policies and procedures, as well as links for forms to be used. All students and faculty in the MPS, SCP Cert. Program must consult this *Handbook* and be aware of any current information and changes that supplement the *TST BD Handbook* and that may affect them. As well, while the program includes the same components at both Knox and Emmanuel Colleges, all students must consult with their respective College to ensure they are meeting the specific College requirements.

1.2 History

For decades, the TST has worked with the CASC and its predecessor organizations in the training of psycho-spiritual therapists and spiritual care practitioners. SPE is a form of clinical practica that draws heavily upon experiential learning. SPE has been included in the course offerings of the TST colleges since the 1960s. It has been a fundamental component of training for many practitioners in the field of spiritual care and psycho-spiritual therapy. What makes the MPS, SCP Cert. new in its design is that, taken as part of the MPS, it is conceived as a fully integrated and structured educational program, comprising a foundational understanding of faith and spirituality, psychotherapeutic theory, skills development, and praxis reflection that are designed specifically to prepare people for Entry-to-Practice Competencies (EPC) required by the CRPO. (See <https://www.crpo.ca/all-resources/>). As well, the MPS, SCP Cert. supports students in their process toward certification with the CASC.

1.3 Purpose and Goals

The need for psycho-spiritual therapists (including spiritual care practitioners) in Canada is increasing. On the one hand, Canada is becoming more religiously pluralistic; on the other hand, more Canadians identify themselves as “spiritual but not religious.” Hospitals, correctional facilities, family therapy practices, counselling services, schools, palliative care hospices, the Canadian Armed Forces, and other settings require psycho-spiritual therapists who can attend to the psycho-spiritual needs of a pluralistic social and inter-faith context. These therapists need to be able to work competently, supportively, and effectively

with persons of diverse faiths, as well as with those who do not identify with a faith tradition. Psycho-spiritual therapists specialize in the modality of Spiritually Integrated Psychotherapy - a modality that integrates spirituality, spiritual practices and assessment with a variety of psychotherapeutic modalities to serve wholistic care. Psycho-spiritual therapists attend psychotherapeutically to clients' spiritual, psychological, emotional, moral, and existential distress often related to issues of meaning and purpose, identity, vocation, and hope. Working closely with the clients' psycho-spiritual frameworks (including those who identify as "spiritual but not religious"), they conduct comprehensive psycho-spiritual assessments and employ interventions based on a spiritually integrated psychotherapeutic practice, focusing specialized attention on the spiritual dimensions of psychotherapy.

Many psycho-spiritual therapists employed in healthcare institutions, prisons, private practice, and employee assistance programs, require or recommend certification/training with the Canadian Association for Spiritual Care (CASC) or the Canadian Counselling and Psychotherapy Association (CCPA). In addition, many therapists and their employers believe that spiritually integrative psychotherapy (whether in institutional or counselling centre contexts) includes the controlled act of psychotherapy as described by the Psychotherapy Act of Ontario (2007);¹ consequently, many have registered with the College of Registered Psychotherapists of Ontario (CRPO). Accordingly, the learning outcomes for the MPS, SCP Cert. program have been designed to address the Entry-to-Practice Competencies (EPC) outlined by the CRPO so that students have the educational requirements to apply for qualifying membership.

Religious practitioners are exempted under the Psychotherapy Act; thus, congregationally-based clergy who provide pastoral care are not required to register with the CRPO and do not need to complete the SCP Cert. within the MPS.

The MPS, SCP Cert. program aligns with the TST mission and vision by being a collaborative project in the formation of spiritual leaders in the world and in religious institutions, through excellence in teaching that is grounded in university-related research. It is also consistent with the TST's recent strategic direction to practice hospitality toward other faiths in the inter-faith context of Canada today. The MPS, SCP Cert. also aligns with the mission and objectives of the University of Toronto by deploying excellent scholarship and teaching in the education of professionals to give service and leadership both locally and globally.

1.4 Philosophy of Education

The philosophy undergirding the MPS, SCP Cert. program has been informed by experiential learning models where knowledge and meaning are generated when human experience and ideas interact (Piaget, Kolb, Rogers, Brookfield, MacKeracher, and others). Fundamentally, the program offers learners various opportunities to explore, experiment, critique, and reflect with others while learning, practising, and integrating specific therapeutic skills.

The teaching philosophy is built on two foundations: the needs of the students and the learning outcomes of the program. In the more traditional setting of the lecture, faculty demonstrate a mastery and excitement for the subject area and helping students access and judge critically bodies of relevant

¹ In the course of engaging in the practice of psychotherapy, a member is authorized, subject to the terms, conditions and limitations imposed on his or her certificate of registration, to treat, by means of psychotherapy technique delivered through a therapeutic relationship, an individual's serious disorder of thought, cognition, mood, emotional regulation, perception or memory that may seriously impair the individual's judgement, insight, behaviour, communication or social functioning. See Psychotherapy Act, 2007, section 4.

literature and research, especially that pertaining to the theory base for spiritually integrated psychotherapeutic practice. In the more experiential activities included in most courses (discussions, role plays, exploring case studies, and so on), students experience practical applications of the subject area and explore the important role that the students' own values and beliefs play in their interactions (safe and effective use of self). The components of the courses (lectures, readings, experiential activities) are geared to help the student integrate both content and process. The program balances the needs of individual learners in tandem with the desired learning outcomes/competencies of the program, the CRPO, and the CASC.

The clinical practica are based on an adult education learning model that seeks to develop the full potential of the student. This methodology focuses on the needs of the learners and engages them in an experiential and reflective process of action → reflection → new action. The overarching goal of the training is to equip students both internally (through development of self-awareness, professional identity, and the safe and effective use of self) and externally (through development of therapeutic skills and clinical competencies) for the work of psycho-spiritual therapy.

1.5 Teaching Methods (Program Delivery)

Methods of program delivery include faculty lectures and/or power point presentations and incorporate group discussions, small-group work, case studies, verbatim reports (transcriptions of counselling interventions), and role plays to reinforce the objectives of the learning plans and to ensure that students become proficient in the CRPO/CASC competencies.

Some of the courses – for example, Psycho-Spiritual Assessment & Therapy (KNP3511H) – are offered in a “Smart Classroom” which is located at the Knox College site. Distance learners may participate in real time with their peers. These courses may be offered in conjunction with clinical practica (SPE or SPE-equivalent). The “smart classroom” allows faculty and students from the practicum sites to access the course using video-conferencing technology as a whole group and to break into small group experiential activities with their practicum group. For example, Both Knox and Emmanuel College are working on developing more online and hybrid options for courses that would also include experiential and case-based learning.

The clinical practica includes time spent developing skills in spiritually integrated psychotherapy in a variety of contexts, such as hospitals, prisons, long term care facilities, counselling centres, mental health facilities, etc. Each practica also includes didactic lectures, clinical seminars, case studies, small-group work, role plays, and clinical skills integration exercises (practice counselling, for example).

1.6 Overall Educational Outcomes

The program learning outcomes for the MPS, SCP Cert. are intended to equip graduates to pursue professional designation as psycho-spiritual therapists/spiritual care practitioners. The program learning outcomes are shaped by: the MPS degree level expectations (DLEs) as per the Council of Ontario Academic Vice-Presidents; the Entry-to-Practice Competency Profile (EPCP) of the CRPO; and the competencies of the CASC. (Please see Appendix I for the complete DLE chart and Appendix II and III for the CRPO and CASC Competency charts). As part of the MPS degree expectations and the CASC certification requirements, students gain an understanding of their own and other faith traditions through the foundational 7 courses from the following 5 areas:

- Sacred Texts
- Tenets of Faith

- Faith-based Ethics
- History
- Leadership Context

Of the 20 half-year credits required for the MPS, SCP Cert. Program, 13 specifically address the CRPO entry-to-practice competencies (EPC – see Appendix II) and the CASC competencies (see Appendix III). All aspects of the degree embrace the MPS Degree Outcomes:

Depth and Breadth of Knowledge

- Students integrate knowledge of human, cultural, and spiritual diversity. (CRPO EPC 1; CASC 1 & 2.1)
- Students develop knowledge of psychological theories and development, and knowledge of established theories in Spiritual Care and Psychotherapy. (CRPO EPC 1; CASC 2.2)
- Students gain a knowledge of psychotherapeutic methodologies and the ability to: access information from a variety of sources, including professional literature; analyze information and research findings critically; and integrate and apply research methods and practices. (CRPO EPC 1 & 5; CASC 2.3)

Application of Knowledge

- Students learn to apply classroom and field learning and skills, including the ability to orient clients to the practice of spiritual care, establishing and maintaining core conditions for therapy, conducting a risk assessment, structuring and facilitating the process of spiritually integrated psychotherapy (psycho-spiritual therapy), making referrals, and conducting effective closure. (CRPO EPC 4; CASC 3, 4.1, 4.2, 4.3)
- Students understand the importance of the “Safe and Effective Use of Self” and the related priority of self-awareness and use of self in the therapeutic relationship. (CRPO EPC 4; CASC 1, 4)

Development of Professional Capacity and Accountability

- Students develop the intellectual, affective, and professional capacities required for spiritual care and psycho-spiritual therapy. This includes maintaining effective relationships, contributing to a collaborative and productive atmosphere, complying with legal and professional obligations, applying ethical decision-making processes related to self-care and health, evaluating and enhancing professional practice, obtaining clinical supervision, and additional requirements regarding education, record-keeping, reporting, and appropriate business practices. (CRPO EPC 2 & 3; CASC 3, 4)

Communication Skills

- Students learn to develop collegial and inter-professional relationships by using effective professional communication (e.g., in orienting clients, maintaining accurate and appropriate records, communicating assessments and plans for care, making referrals). (CRPO EPC 2; CASC 4)

Scope of Practice

- Students will be aware of the scope of practice and the limits of their professional expertise, articulating parameters of supervision or consultation, obtaining feedback, modifying practices as appropriate, and participating in professional development.
(CRPO EPC 3; CASC 3)

1.7 Academic Governance of the Program

The TST Academic Council establishes common minimum academic standards and common policies related to admissions, curriculum, degree requirements, and student discipline for conjoint basic degree programs. The TST Basic Degree Common Stream Committee of the Basic Degree Council (BDC) administers admissions and quality assurance and interprets issues of policy and procedure. Student advisement and routine program administration are handled by the student's member college – either Emmanuel or Knox. The BDC normally meets three times during the academic year. For more information, please refer to the *TST BD Handbook* (Section 2). The core faculty members who oversee the MPS, SCP Cert. have direct communication with and responsibility to the Basic Degree Council by way of the TST Basic Degree Common Stream Committee. Faculty who teach in the Certificate program meet regularly as required. SPE Supervisors are appointed as Adjunct faculty to either Knox College or Emmanuel College. They meet as a cohort body to plan for practicum offerings and consistency in supervisory practice in dialogue with the Common Stream Committee representatives.

1.8 Faculty

Faculty members from each member college offer courses that are components of the degree (Appendix V). To ensure standards are maintained, designated faculty from Emmanuel and Knox Colleges provide administrative oversight and leadership for this degree program. This program is subject to the UofT's Quality Assurance Process (UTQAP) and conforms in every respect to the University's quality standards.

The MPS, SCP Cert. makes use of existing faculty resources and community partnerships. The core faculty for the Certificate comprises of seven TST faculty members: all seven are in the professorial ranks. In addition, there are several supporting faculty members. As well, there is a large group of clinical supervisors who have committed themselves to this program. All those who teach SPE are CASC-certified Supervisor-Educators and Registered Psychotherapists (CRPO), and all are appointed as adjunct faculty within Knox or Emmanuel Colleges. Those who supervise within the SPE equivalent options meet the requirements to supervise according to the CRPO.

1.9 Faculty Advisors

All students in the MPS, SCP Cert. program must ensure regular contact with their faculty advisors at their respective College. All courses should be approved by the faculty advisor to ensure requirements of the program are appropriately fulfilled. Advisors may offer regular information sessions to ensure students follow the sequence of courses and for required practica.

2 POLICIES AND PROCEDURES

2.1 Admission Requirements

Consistent with the criteria established in the *TST BD Handbook*, a student must have completed a first university degree with at least a B- standing in their final year or the demonstrated educational equivalent of a North American baccalaureate degree to be admitted to the MPS.

Once MPS students have successfully completed 5 credits in their program and have been admitted to an SPE Practicum, they may apply for the MPS, SCP Certificate in which there are a limited number of spaces. The application process is detailed on the TST site (www.tst.edu/academic/programs/content/certificate-spiritual-care-and-psychotherapy) and includes: a completed application form, a personal statement outlining academic interests and purposes, transcripts/academic history, curriculum vitae, a brief statement describing identity as a psycho-spiritual provider along with growing sense of spiritual maturation, and documentation indicating registration in or completion of a clinical practicum.

Two clinical practicum courses (SPE) are required. For the second practicum there may be an option to take an SPE equivalent course; Proof of acceptance into an initial SPE is required for admission to the program. The SPE practica are approved by the CASC and by the TST. Since students in these courses often work at a sensitive therapeutic level with persons in crisis, they need to possess maturity, emotional integrity, and responsibility. To be admitted to and maintain standing in the practica that are required for successful completion of the Certificate, students must maintain: a clear police check, updated immunization records, ethical behaviour, and evidence of aptitude. They must observe the TST Standards for Professional Practice Behaviour. While completing practica, they are accountable also to the codes of conduct at their respective placement sites. Students who are not admitted to an SPE practicum will not be admitted to the MPS, SCP Cert. Program; they may, however, pursue other MPS degree options. This condition is communicated to all prospective applicants and students.

2.2 Application Requirements and Procedures

When applying for admission to the MPS program, applicants are required to indicate whether they expect to apply to the SCP Cert. because the number of spaces available is limited. Not all persons who are accepted into the MPS program will be admitted into the MPS, SCP Cert. program.

To be eligible to apply for the MPS, SCP Cert. Program, applicants must be registered in the Master of Pastoral Studies degree program, either in the “spiritual care focus” (at Knox) or the “spiritual care stream” (at Emmanuel).

MPS students intending to complete the SCP Cert. will normally make their application for admission to the Certificate to TST after completing their first 5 MPS credits. **Admission to the MPS, SCP Certificate is not automatic.** Admission to the MPS, SCP Cert. program is only available for the Fall intake. Applications are usually due in the April prior to the September of each new intake. Please see the TST website for the MPS, SCP Cert. application form, due dates, and other relevant information: <http://www.tst.edu/academic/programs/content/certificate-spiritual-care-and-psychotherapy>

Admission decisions will be based on the following criteria:

- Academic performance.

- Evidence of preparation, aptitude, and likelihood of completion of program, including evidence of community service, understanding of and sensitivity to human interaction, aptitude for leadership, maturity, emotional integrity, and responsibility.
- Admission to an SPE clinical practicum (). More information about these clinical courses can be found at <http://cpe-toronto.ca/>.

Students receive formal notification of the admission decision made TST Basic Degree Common Stream Committee. Offers of admission may contain conditions with a deadline by which conditions must be met. Admission decisions are not appealable under Section 16 of the *Basic Degree Handbook*.

The MPS, SCP Cert. can be taken only in conjunction with the MPS. Students who have graduated with the MPS cannot return to complete the Certificate.

2.3 Grades

All courses must be completed with a grade of at least a 70 (B-) to count as credit towards the MPS, SCP Cert. Program. The grade scale is as follows:

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Clinical practica are assessed as a pass/fail. Basic units of SPE are assessed as pass or fail; advanced units of SPE receive numerical grades. Please see the *TST BD Handbook* for more information on grading processes and procedures.

2.4 Non-Grade Categories

Non-grade course reports may be entered on ROSI by the college registrar and include:

SDF: (standing deferred) is given when a student has been granted an extension to complete the requirements for a course. SDF carries no credit for the course and is not considered for averaging purposes. A grade of SDF must eventually be changed to a letter and number grade, or to an INC (permanent incomplete).

INC: (permanent incomplete) is assigned in special circumstances where course requirements have not been completed but a failing grade is inappropriate or unwarranted (e.g., medical reasons, etc.). An INC carries no credit for the course and is not considered for averaging purposes.

WDR: (withdrawn) is assigned when a student has withdrawn from a course with no academic penalty.

Please see the *TST BD Handbook* (Section 11) for current information on grading processes and procedures.

2.5 Tuition Fees and Other Charges

A schedule of approved tuition fees is published annually on the TST website:

<http://www.tst.edu/academic/financial-information/current-tuition-fees>

A schedule of approved Ancillary Fee Schedules for colleges and TST can be found at:

http://www.planningandbudget.utoronto.ca/Tuition_and_Ancillary_Fees_Cover/Ancillary_Fees.htm

2.6 Special Considerations

Students in the MPS, SCP Cert. program are encouraged to obtain student membership in the appropriate professional association (usually the CASC) during their SPE practica if they seek to pursue professional recognition in CASC. More information can be obtained from the specific Practicum site Supervisor-Educator.

All students in the MPS, SCP cert. are strongly urged to engage in their own process of psycho-spiritual therapy, another form of psychotherapy, or spiritual direction while they are in training. Research on best practice in education and training in psycho-spiritual therapy (and other psychotherapeutic modalities) demonstrates the importance of practitioners-in-training engaging in their own therapy.

Students can maintain their status in the MPS, SCP Cert. program while completing further clinical practica and pursuing direct client contact hours toward professional recognition. Please review the requirements for CRPO qualifying membership (<http://www.crpo.ca/>) and for CASC certification (<http://www.spiritualcare.ca/>). It is the responsibility of the student to ensure requirements for professional recognition are met.

2.7 Admission to SPE

Students are required to familiarize themselves with the admission/application processes for these clinical placements as per the respective site. For more information about SPE practicum sites and contact information for SPE Supervisor-Educators, please visit the following link: <http://cpe-toronto.ca/>. SPE equivalent courses will be advertised internally within the students' respective college.

2.8 Other Policies and Procedures

For other relevant policies and procedures, please refer to:

TST BD Handbook: <http://www.tst.edu/academic/resources-forms/handbooks>

TST website: <http://www.tst.edu/about/policies>

For specific policies and procedures related to your college of registration, please refer to:

Emmanuel College Website: <http://www.emmanuel.utoronto.ca>

Knox College Website: <http://www.knox.utoronto.ca/>

3 MPS, SCP Cert. PROGRAM OUTLINE

3.1 Program Requirements

Students should refer to the course charts provided by their respective College (Knox or Emmanuel) to ensure specific course requirements are met.

All students must complete the foundational 7 credits from the following 5 areas: Sacred Texts; Tenets of Faith; Faith-based Ethics; History; and Leadership Context.

Thirteen credits fulfill the SCP Certificate portion of the requirements of the MPS degree. In the requirements listed below, the categories reflect the CRPO Entry to Practice Competency (EPC) priorities for Registered Psychotherapists.² To graduate, students must demonstrate all CRPO competencies at the entry-to-practice level.

The following chart includes the course name and number as well as the number of contact hours. Please see the TST course listings for links to specific syllabi after March 1. The syllabi detail the CRPO competencies addressed in the course. Not all courses are offered every semester nor every academic year.

Requirements for the MPS, SCP Cert. by category³:

1. Foundations for Spiritually Integrated Psychotherapeutic Practice

1 credit, 36 hrs:

Options include:

- KNP1512H Foundational Counselling and Spiritual Care Skills for Helping Professionals (Schmidt) – 36 CH

OR

- EMP1741H Introduction to Counselling and Spiritual Care Practice (Couture) – 36 CH

2. Human Development and Theories of Growth

1 credit, 24-36 hrs:

Options include:

- EMP2535H Human Growth and Development across the Life Span (Toneatto) — 36 CH

OR

- KNP1443H Human Growth and the Spiritual Journey (Acolatse) – 36 CH

3. Professional Ethics:

1 credit, 36 hrs:

Options include:

- RGP3564H Professional Ethics in Counselling and Spiritual Care (Buhagar) – 36 CH

OR

² See: <http://www.crpo.ca/home/education-programs/reviewingrecognizing-education-programs/>

³ Faculty may change subject to the applicable TST Governance Approval and program requirements. Courses may be added or closed subject to the applicable TST Governance Approval

- EMP3521H Professional Ethics Spiritual Care & Psycho-spiritual Therapy (McCarroll) – 36 CH

4. Mental Disorders/Psychopathologies/Assessment:

1 credit, 36 hours:

Options include:

- KNP3511H Psycho-Spiritual Assessment and Therapy: Integrating Theory and Practice (McCullough) – 36 CH

OR

- KNP3510H Psycho-Spiritual Distress, Crises, and Therapeutic Directions: Integrating Theory and Practice (McCullough) – 36 CH

OR

- EMP2581H Psychopathology in Mental Health (Isgandarova) – 36 CH

5. Theories of Psychotherapeutic Practice

3 credits, 84-108 hours:

Required 1 core credit on Psychotherapeutic theories

- KNP3521H Psychotherapeutic Theories for Spiritual Care and Counselling (Schmidt) – 36 CH

AND

Choose 2 credits from any of the following:

Systems Theories

- RGP3565H Contemporary Family Therapy and Spiritual Care (Buhagar) – 36 CH
- EMP3561H Family Systems for Spiritually Integrated Psychotherapy (McCarroll) – 36 CH
- KNP2548H Self, Family, Cultures: Spiritual Care in Context (Acolatse) – 36 CH
- EMP3546H Theories and Methods in Psycho-spiritual Therapy and Marriage and Family Therapy (TBA) – 36 CH

Psychodynamic

- EMP3538H Dreams: Psycho-Spiritual Therapy and the Symbolic Language of the Soul (Smith-Eivemark) – 36 CH
- TRP3523H Foundations of Psychodynamic Therapy (Hewitt) – 24 CH

Cognitive-Behavioral Therapies

- KNP3531H Worry and Anxiety - Using CBT, DBT and ACT (McCullough) – 36 CH
- EMP3547H Mindfulness- Based Modalities for Spiritual Care and Psycho-spiritual Therapy (Toneatto) – 36 CH

Post-Modern Constructivist Therapies

- RGP3561H Postmodern Counselling & Spiritual Care (Buhagar) – 36 CH
- EMP3651H Narrative Therapy (Couture) – 36 CH
- RGP3535H Integrative Approaches to Trauma in Spiritual Care & Psychotherapy (Buhagar) – 36 CH
- EMP3563H Aging and Spiritually Integrated Psychotherapy (O'Connor/Isgandarova) – 36 CH

Non-Western Psychotherapies

- EMP2015H Buddhism and Psychotherapy (Toneatto) – 36 CH
- EMP2537H Islamic Psychotherapy & Spiritual Care (Isgandarova) – 36 CH
- EMP2538H Abhidhamma Buddhist Psychology (Toneatto) – 36 CH

6. Professional Functioning, Therapeutic Process, Self-awareness, Safe and Effective Use of Self

4 credits, 144 hours:

Required:

- SPE Clinical Practicum – 72 CH

AND

- SPE Clinical Practicum (SPE or SPE-Equivalent) - 72 CH ⁴ (See Section 3.5 below)

7. Required Capstone Course

1 credit, 36 hours:

- EMP3541H Integrating Theory and Practice – Spiritual Care & Psycho-Spiritual Therapy Capstone Course (McCarroll) – 36CH

8. Special Topics in Spiritual Care and Psychotherapy

1 credit, 24-36 hours:

Options include 1 extra credit from categories 4 or 5 OR 1 of the following:

- EMP3559H Spiritual Care with Dying and Grieving Persons (Simmonds) – 30 CH
- RGP3251H Psychotherapy and Spiritual Direction (Schner) – 24 CH
- EMP3606H Global Perspectives Violence Against Women (Couture) — 24 CH
- EMP2010H Buddhist Mindfulness Approaches to Mental Health (Monteiro) – 24 CH
- EMP2520H Mindfulness and Counselling in the Community (Wong) — 36 CH
- RGP3550H Psychology and Religion (Schner) – 24 CH
- RGP3554H Psychology of Faith Development (Schner) – 24 CH
- EMP3560H Suffering & Hope: Perspectives on SCP (McCarroll) – 36 CH
- EMP3548H Historical Contexts of Counselling & Psychotherapy – Care & Cure of Souls in the Christian Tradition (Couture) – 24 CH
- KNP3502H Death and Suffering Across Cultures (Acolatse) – 24 CH
- TSP3357Y Psycho-spiritual Care & Therapy Practicum – third SPE – 72 CH

The total program offers at least 420 hours to a maximum of 468 classroom contact hours. Course work focusses primarily on the psychotherapeutic theory base for spiritually integrated psychotherapy combined with spiritual assessment and practices. Clinical practicum courses focus on practicing and developing skills of the psychotherapeutic theory base and integrating these, along with specific therapeutic modalities, into therapeutic functioning. Each practicum offers 72 contact hours (2 academic credits) in addition to supervised clinical training. See the syllabi (available at <http://www.tst.edu/academic/course/listings> after March 1) for more detailed descriptions of the clinical/didactic seminars that are offered in these practica.

⁴ Students are encouraged to have a diversity of sites in their 2 required practica.

Note: 72 hours of each SPE Clinical practicum are educational face-to-face contact hours. The supervision hours and the clinical interaction hours embedded in the placement are not counted in the total program classroom hours devoted to training in psychotherapy but rather are in addition to these hours.

3.2 Requirements for the CASC

The Canadian Association of Spiritual Care is the professional body that educates and credentials psycho-spiritual therapists and spiritual care practitioners. The CASC certified members integrate foundational knowledge of their faith tradition with psycho-spiritual therapy/care. Most complete four units of SPE to meet CASC certification requirements. Two SPE units may be completed as part of the MPS, SCP Cert. at the basic level for those entering the program or advanced level for those who enter with SPE units. To apply for advanced level training, members must successfully complete 2 SPE at the basic level and at least one full year of studies (4 credits in psycho-spiritual therapy/care and 6 credits in each of the following areas: faith-based ethics, tenets of faith, history of faith group, and sacred texts). SPE supervisors guide students through the competency assessment application and interview process to move to advanced level training. Students interested in pursuing certification must refer to current requirements of the CASC at <http://www.spiritualcare.ca/>. The CASC academic requirements are included in the MPS, SCP Cert. Program. Students who wish to complete further SPE training may maintain their status in the program.

3.2 Requirements for the CRPO

The MPS, SCP Certificate is a recognized education and training program for the CPRO. As well, the two required clinical practica (SPE or SPE equivalent) courses (4 credits) within the program include up to 220 direct client contact (DCC) hours and between 60-80 clinical supervision hours that may be used toward the requirements for membership in the CRPO. Students are responsible to request Clinical Supervisor Attestation Form (documenting clinical supervision hours) and Direct Client Contact Hours Form from their clinical supervisor. Students may wish to remain enrolled in the program to complete further clinical training and to increase supervised clinical hours. For more information about the CRPO registration requirements, please see: <https://www.crpo.ca/supervision/>

3.3 Certificate Requirements

Students must maintain ethical behaviour, standing in clinical practica (SPE or SPE equivalent), and satisfactory academic progress throughout the entire program. They must observe the *TST Standards for Professional Practice Behaviour* (<http://www.tst.edu/about/policies>). While completing the SPE clinical practica, they are accountable to the CASC code of ethics (<http://www.spiritualcare.ca/manual.asp> chapter 5) and are required to abide by the Professional Practice and Jurisprudence of the CRPO (<https://www.crpo.ca/all-resources/>).

3.4 Practicum Requirements

Clinical practicums (SPE or SPE equivalent) offer an experience-based approach to learning, which combines clinical work completed under qualified supervision with group reflection and other educational activities.

For SPE, Supervisor-Educators are certified by the Canadian Association for Spiritual Care (CASC) following completion of a rigorous training program (see the CASC Manual Chapter 2, Section IV <http://www.spiritualcare.ca/education/manual-2/>). SPE Programs are offered at facilities throughout Canada, including general and psychiatric hospitals, correctional centres, counselling centres,

congregations, and a variety of other locations. Each centre is connected to a theological college. Students interested in pursuing other CASC-approved psycho-spiritual therapy training options must speak with their faculty advisors. Students may be permitted to take a SPE program on a Letter of Permission with a non-TST college. Basic level SPE is required for the Certificate, but students may take Advanced training if they have completed the CASC qualifications.

SPE equivalent practica may be offered by the student's college for the second practicum requirement ONLY. These practicum courses have TST approval, are accepted as a practicum for the MPS, SCP Cert., and supervisors meet the supervisory requirements of CRPO. Information about these courses will be provided by the student's college along with the application and interview process.

If taking the SPE practicum during summer months, students are usually involved for eight hours per day, five days per week over 12 weeks. During fall and winter months, students can complete a practicum two-days-per-week basis for seven to eight months. Occasionally full-time practicums are offered in the Fall and Winter sessions.

For a list of CPE centres that are affiliated with the TST and the programs they offer, please follow this link: <http://cpe-toronto.ca/>. This website contains important information about the courses offered, the faculty, the application process, and other vital information about tuition and supplemental costs as applicable. (Note that summer applications are received in January, and fall applications are received in May of each year). Admission to these training programs is granted by the CASC-certified Supervisor-Educator at the centres. Supervisor-Educators are happy to discuss their clinical programs with prospective students and explain the specific aspects of their programs as they may contribute to the requirements and purposes of the inquiring participant.

For all clinical practicum courses taken as part of the MPS, SCP Cert. Program, students are required to submit copies of the final evaluation (student and supervisor) to their program director and registrar of the college of their registration within 30 days of completion of the practicum.

Students who have already successfully completed one CASC-approved SPE, may take an SPE equivalent if offered by their College of registration (non-CASC approved practicum). The SPE equivalent practicum option must be approved as a course through the TST Curriculum Committee and reviewed by the Basic Degree Common Stream Committee to ensure that: the Clinical Site Supervisors are Registered Psychotherapists deemed eligible by the CRPO to supervise students and; the practicum includes the equivalent of approximately 80-120 hours of Direct Client Contact, approximately 72 hours of class contact (including theological reflection, safe and effective use and case-based learning through a small-group learning process), and approximately 30+ hours of clinical supervision (including peer and individual supervision).

4 PROGRAM EVALUATION

4.1 Evaluation of Students

Student progress is assessed through evaluations of written and oral work, peer feedback, and self-evaluation. All courses state performative, measurable learning outcomes, and means of assessment,

including: essays and papers; oral and written reports; case studies; class discussion; oral or written examinations; role playing; and small group participation.

The Professional Ethics course is required for all MPS, SCP Cert. students and includes a test on the CRPO Professional Practice Standards, the CASC Code of Ethics, and other aspects of professional ethics. To continue in the program, students must pass all courses. The integrative activities of the Capstone Course (EMP3541H Integrating Theory & Practice: Spiritual Care & Psycho-Spiritual Therapy) provide an intensive overall assessment of learning. Students identify the CRPO Entry-to-Practice Competencies (EPCs) where they can demonstrate success and those EPCs requiring further work. The course enables students to identify gaps in their learning and to develop a plan to address these gaps in the CRPO EPCs. Written assignments reflect the integrative requirement for the completion of the degree.

The clinical practica use comprehensive assessment tools. For example, the SPE assessment and evaluation addresses the CASC competencies (<http://www.spiritualcare.ca/education/forms/> see forms 2.1 and 2.2). These documents provide extensive feedback on a student's performance in relation to the CASC competencies. There is a strong correlation between the CASC and the CRPO competencies (please see CRPO and CASC Competency charts at Appendices II and III).

4.2 Evaluation of Program

All courses include final course evaluations by students which are included in the faculty review processes on a yearly basis. As noted, the culminating integrative activities (in the Capstone Course: EMP3541H Integrating Theory & Practice: Spiritual Care & Psycho-Spiritual Therapy) function not only to test students' achievement of programmatic outcomes, but also as an indicator of the effectiveness of the program. This data is reviewed annually by the Basic Degree Common Stream Committee and changes are made as necessary.

As part of the University of Toronto Quality Assurance Process (UTQAP), the accreditation process for the Association of Theological Schools (ATS) and the regular review by the CRPO direct and indirect assessment measures are reviewed systematically and regularly by the TST Basic Degree Common Stream Committee:

Direct assessment: reports and performative data from the capstone integrative courses; instructors' reporting; completion rates; time-to-completion; cumulative grade-point averages; reports of instructors in required courses based on students' performance on written work; rate of successful applications for full membership in CRPO and certification in CASC.

Indirect assessment: Student course evaluations and feedback to program advisers.

As well, cyclical reviews occur every 10 years with our accrediting agency, the Association of Theological Schools (ATS), and every 7 years under the University of Toronto Quality Assurance Program (UTQAP). These reviews include follow-up with graduates in surveys and interviews, review of syllabi, statistical data such as completion rates, time-to-completion, and cumulative grade-point averages; and reputational reviews. Assessments consider direct and indirect assessment mechanisms (above) and placement rates after graduation. Evaluation tools such as the "Graduating Student Questionnaire" (GSQ) and the "Alumni Questionnaire" (AQ) are administered regularly by TST colleges on behalf of the ATS.

5 GRADUATION

All students are required to apply for graduation from the MPS, SCP Cert. program by the deadline stated on the TST website. Please note that all students must also apply to graduate from the MPS degree with their college of registration. The Common Stream Committee will review graduation applications to ensure all requirements have been completed to a satisfactory level.

Appendix I: Degree Level Expectations (DLEs)

Certificates offered in conjunction with an undergraduate program have a sub-set of complementary learning outcomes in relation to the program.

Note: Content of column four will be added following TST Governance approval.

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
<p>1. Depth and breadth of knowledge</p> <p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of discipline;</p> <p>b) Developed understanding of many of the major fields in a discipline including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) Developed ability to:</p> <ol style="list-style-type: none"> i. Gather, review, evaluate and interpret information; and ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; 	<ul style="list-style-type: none"> • Developed and critical comprehension of the methods, sources, and norms of the faith tradition(s) engaged by the member College, including, a respectful, comparative dialogue with Christian belief(s) or other spiritual tradition(s). 	<ul style="list-style-type: none"> • Developed and critical understanding of their religious or spiritual heritage, including its sacred texts; history; traditions of thought/tenets of the faith; faith-based ethics; cultural and multi-faith contexts; and practice of spiritual-religious leadership; • Developed awareness of current issues in global religious thought, life, and practice; • Developed a thorough understanding of theory and practice of psycho-spiritual therapy and spiritual care- Spiritual Care & Psychotherapy Stream (SCP); • Developed comprehensive and discriminating familiarity with at least one tradition within their faith focus; and • Developed knowledge and familiarity with diverse religious/spiritual traditions. 	

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.			
2. Knowledge of methodologies An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) Devise and sustain arguments or solve problems using these methods; and Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	<ul style="list-style-type: none"> • Ability to articulate what the dominant methodologies are in an area of focus (e.g. scriptural, historical, practical, systematic, etc.) and to evaluate their role in developing theological arguments; • Ability to critically engage current scholarship on methods, sources and norms of the faith or spiritual tradition(s) engaged by the member College. 	<ul style="list-style-type: none"> • Ability to explain critical distinctions between authoritative primary sources and relevant secondary sources for the study of their respective religious or spiritual heritage and the practice of spiritual leadership; • Ability to apply techniques of enquiry, interpretation, analysis, and construction to primary and secondary sources in order to test premises and perspectives and to acquire knowledge; • Critical evaluation of current research and interpretation in the study of sacred texts, theology/ tenets of the faith, the history of their religious or spiritual tradition, and faith-based ethics within their tradition, and integrate this with established understandings in spiritual care/ spiritually integrated psychotherapy, social services, or 	

<p>Baccalaureate/Bachelor's degree: Honours (DLE)</p>	<p>General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following</p>	<p>Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:</p>	<p>Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:</p>
		<p>congregational leadership; and</p> <ul style="list-style-type: none"> • Ability to conduct library research, develop and support a sustainable argument in written form, or in application to specialized spiritual leadership practices such as spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership. 	
<p>3. Application of Knowledge</p> <p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ol style="list-style-type: none"> a) Develop lines of argument; b) Make sound judgments in accordance with the major theories concepts and methods of the subject(s) of study; c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) Where appropriate use this knowledge in the creative process; and <p>The ability to use a range of established techniques to:</p> <ol style="list-style-type: none"> a) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) Propose solutions; 	<ul style="list-style-type: none"> • Ability to employ appropriate methodologies, sources and norms of at least one Christian or spiritual tradition to: <ul style="list-style-type: none"> ○ Engage in respectful dialogue with other disciplines and traditions; ○ Interpret cultural contexts; ○ Formulate theological arguments; ○ Communicate theological concepts; ○ Exercise responsible citizenship, and social leadership; and • Critical use of established concepts and techniques to address problems and analyze contextual concerns. 	<p>Ability to:</p> <ul style="list-style-type: none"> • Apply classroom learning, research skills, theological/ spiritual reflection and communication under supervised experiences; • Explain critical perspectives on, and practical expertise in, the tasks of spiritual leadership as applied to pastoral practice; • Identify an issue in their practice in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative approaches to it whether in spiritual care/spiritually integrated psychotherapy, social services or congregational leadership; • Apply diverse methods to the cultural contexts of the student's specialization; and 	

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
c) Frame appropriate questions for the purpose of solving a problem; d) Solve a problem or create a new work; and e) Make critical use of scholarly review and primary sources.		<ul style="list-style-type: none"> • Provide evidence of critical self-awareness with regard to their own and other faith perspectives and practices of spiritual care/therapeutic practices in a variety of contexts. 	
4. Communication Skills The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	<ul style="list-style-type: none"> • Ability to foster a safe and respectful environment within which to communicate arguments and analyses effectively and collegially, orally and in writing, to a range of different audiences. 	<ul style="list-style-type: none"> • Ability to plan and carry out effective and collegial communication both verbally and in writing; • Developed communication skills that include the demonstration of growth in personal faith, emotional maturity, moral integrity, and public witness; and • Ability to plan, design and carry out initiative, responsibility, and accountability in personal relationships and group contexts. 	
5. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> • Awareness of limits of knowledge within the 	<ul style="list-style-type: none"> • Ability to analyze the insights of the 	

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	methods, sources, and articulated norms of faith/spirituality. <ul style="list-style-type: none"> • Respectful engagement with socio-cultural influences, perspectives of Christian or other spiritual traditions, and contributions of other scholarly disciplines. 	humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and in the practice of spiritual leadership/care or therapy, respectful of insights from the spectrum of theological traditions and socio-cultural backgrounds; <ul style="list-style-type: none"> • Ability to conduct public spiritual leadership/care or therapy through growing critical self-awareness as informed by diverse knowledge and experience; • Appreciation of the uncertainties inherent in both faith/value-based and non-confessional academic interpretations of religious or spiritual tradition; and • Critical self-awareness of developing pastoral/therapeutic/healing and professional capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of spiritual leadership. 	
6. Autonomy and Professional Capacity Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ol style="list-style-type: none"> a) The exercise of initiative, personal 	<ul style="list-style-type: none"> • Ability to develop and evaluate strategies for ongoing professional development to advance the emotional maturity, collaborative teamwork, effective decision-making, moral integrity, academic integrity, and 	<ul style="list-style-type: none"> • Developed intellectual, affective, and professional capacities required for a life of spiritual leadership in the helping professions; • Exemplified emotional maturity, moral integrity, social skills, personal 	

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following	Learning Outcomes for Master of Pastoral Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
<p>responsibility and accountability in both personal and group contexts;</p> <p>b) Working effectively with others;</p> <p>c) Decision-making in complex contexts;</p> <p>d) Ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>e) Behaviour consistent with academic integrity and social responsibility.</p>	<p>spiritual. sensibilities required for specialized leadership.</p>	<p>responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations;</p> <ul style="list-style-type: none"> • Ability to explain an account of the premises, character and commitments of a specific religious tradition (Christian, Muslim or Buddhist) and to situate it theologically, in terms of how it relates to the larger traditions of thought within the given tradition; • Ability to plan, design and carry out spiritual leadership for public and spiritual/religious settings; • Ability to analyze the variety of pathways and spiritual practices within a religious tradition, and an ability to reflect critically on their own sense of vocation to spiritual leadership; and • Ability to develop strategies to foster spiritual/psycho-spiritual growth, well-being of self and others, and demonstrate capacity for self-reflexive and spiritual practices to promote therapeutic and healing goals within communities of faith and/or other professional contexts. 	

Appendix II: CRPO Entry to Practice Competency Chart

1. Foundations		
1.1 Integrate a theory of human psychological functioning.		
a	Integrate knowledge of human development across the lifespan.	
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	
1.2 Work within a framework based upon established psychotherapeutic theory.		
a	Integrate the theory or theories upon which the therapist's practice is based.	
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	
c	Identify circumstances where therapy is contraindicated.	
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	
e	Establish a therapeutic relationship informed by the theoretical framework.	
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	
g	Integrate knowledge of the impact of trauma on psychological functioning.	
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	
b	Recognize the range of psychotherapy practised within the province of Ontario.	
c	Integrate knowledge of psychopathology.	
d	Recognize the major diagnostic categories in current use.	
e	Recognize the major classes of psychoactive drugs and their effects.	
1.4 Integrate awareness of self in relation to professional role.		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	
1.5 Integrate knowledge of human and cultural diversity.		
a	Integrate knowledge of human diversity.	
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	
c	Adapt the therapist's approach when working with culturally diverse clients.	
d	Recognize barriers that may affect access to therapeutic services.	
e	Identify culturally-relevant resources.	
2. Collegial & Inter-professional Relationships		
2.1 Use effective professional communication.		
a	Use clear and concise written communication.	
b	Use clear and concise oral communication.	
c	Use clear and concise electronic communication.	
d	Communicate in a manner appropriate to the recipient.	
e	Use effective listening skills.	
f	Differentiate fact from opinion.	

g	Recognize and respond appropriately to non-verbal communication.	
2.2 Maintain effective relationships.		
a	Show respect to others.	
b	Maintain appropriate professional boundaries.	
c	Recognize and address conflict in a constructive manner.	
d	Demonstrate personal and professional integrity.	
2.3 Contribute to a collaborative and productive atmosphere.		
a	Create and sustain working relationships with other professionals encountered in practice.	
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities.	
c	Initiate inter-professional collaborative practice.	
3. Professional Responsibilities		
3.1 Comply with legal and professional obligations.		
a	Comply with applicable federal and provincial legislation.	
b	Comply with CRPO legislation and professional standards.	
c	Address organizational policies and practices that are inconsistent with legislation and professional standards.	
d	Comply with relevant municipal and local bylaws related to private practice.	
3.2 Apply an ethical decision making process.		
a	Recognize ethical issues encountered in practice.	
b	Resolve ethical dilemmas in a manner consistent with legislation and professional standards.	
c	Accept responsibility for course of action taken.	
3.3 Maintain self-care and level of health necessary for responsible therapy.		
a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	
b	Build and use a personal and professional support network.	
c	Maintain personal hygiene and appropriate professional presentation.	
3.4 Evaluate and enhance professional practice.		
a	Undertake critical self-reflection.	
b	Solicit client feedback throughout the therapeutic process.	
c	Plan and implement methods to assess effectiveness of interventions.	
d	Obtain feedback from peers and supervisors to assist in practice review.	
e	Identify strengths as a therapist, and areas for development.	
f	Set goals for improvement.	
g	Modify practice to enhance effectiveness.	
h	Participate in relevant professional development activities.	
i	Maintain awareness of resources and sources of support relevant to practice.	
3.5 Obtain clinical supervision or consultation.		
a	Initiate clinical supervision or consultation when appropriate or required.	
b	Articulate parameters of supervision or consultation.	
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	
d	Initiate a legal consultation when necessary.	
3.6 Provide education and training consistent with the therapist's practice.		
a	Recognize when to provide education and training to clients and others.	
b	Recognize therapist's limits of professional expertise as a trainer /educator.	
c	Plan and implement effective instructional activities.	
3.7 Maintain client records.		
a	Comply with the requirements of CRPO and relevant professional standards.	

3.8 Assist client with needs for advocacy and support.	
a	Identify when advocacy or third-party support may be of value to the client, and advise client accordingly.
b	Support client to overcome barriers.
3.9 Provide reports to third parties.	
a	Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.
b	Recognize ethical and legal implications when preparing third-party reports.
3.10 Establish business practices relevant to professional role.	
a	Comply with the requirements of CRPO and relevant professional standards.
b	Explain limitations of service availability.
4. Therapeutic Process	
4.1 Orient client to therapist's practice.	
a	Describe therapist's education, qualifications and role.
b	Differentiate the role of the therapist in relation to other health professionals.
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.
d	Explain the advantages and disadvantages of participating in psychotherapy.
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.
f	Explain relevant rules and policies.
g	Respond to client questions.
h	Explain and obtain informed consent in accordance with legal requirements.
4.2 Establish and maintain core conditions for therapy.	
a	Employ empathy, respect, and authenticity.
b	Establish rapport.
c	Demonstrate awareness of the impact of the client's context on the therapeutic process.
d	Demonstrate sensitivity to the setting in which therapy takes place.
e	Assume non-judgmental stance.
f	Explain theoretical concepts in terms the client can understand.
g	Foster client autonomy.
h	Maintain appropriate therapeutic boundaries.
i	Define clear boundaries of response to client's requests or demands.
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
k	Employ effective skills in observation of self, the client and the therapeutic process.
l	Demonstrate dependability.
4.3 Ensure safe and effective use of self in the therapeutic relationship.	
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.
b	Recognize the impact of power dynamics within the therapeutic relationship.
c	Protect client from imposition of the therapist's personal issues.
d	Employ effective and congruent verbal and non-verbal communication.
e	Use self-disclosure appropriately.
4.4 Conduct an appropriate risk assessment.	
a	Assess for specific risks as indicated.
b	Develop safety plans with clients at risk.
c	Refer to specific professional services where appropriate.
d	Report to authorities as required by law.
e	Follow up to monitor risk over time.

4.5 Structure and facilitate the therapeutic process.		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	
b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	
c	Respond non-reactively to anger, hostility and criticism from the client.	
d	Respond professionally to expressions of inappropriate attachment from the client.	
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	
f	Recognize a variety of assessment approaches.	
g	Formulate an assessment.	
h	Develop individualized goals and objectives with the client.	
i	Formulate a direction for treatment or therapy.	
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.	
k	Focus and guide sessions.	
l	Engage client according to their demonstrated level of commitment to therapy.	
m	Facilitate client exploration of issues and patterns of behaviour.	
n	Support client to explore a range of emotions.	
o	Employ a variety of helping strategies.	
p	Ensure timeliness of interventions.	
q	Recognize the significance of both action and inaction.	
r	Identify contextual influences.	
s	Review therapeutic process and progress with client periodically, and make appropriate adjustments.	
t	Recognize when to discontinue or conclude therapy.	
4.6 Refer client.		
a	Develop and maintain a referral network.	
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.	
c	Refer client, where indicated, in a reasonable time.	
4.7 Conduct an effective closure process.		
a	Prepare client in a timely manner for the ending of a course of therapy.	
b	Outline follow-up options, support systems and resources.	
5. Professional Literature & Applied Research		
5.1 Remain current with professional literature.		
a	Read current professional literature relevant to practice area.	
b	Access information from a variety of current sources.	
c	Analyze information critically.	
d	Determine the applicability of information to particular clinical situations.	
e	Apply knowledge gathered to enhance practice.	
f	Remain current with developments in foundational areas.	
5.2 Use research findings to inform clinical practice.		
a	Integrate knowledge of research methods and practices.	
b	Determine the applicability of research findings to particular clinical situations.	
c	Analyze research findings critically.	
d	Apply knowledge gathered to enhance practice.	

Appendix III: CASC Competencies (revised 2019)

Competencies for Spiritual Care and Counselling

INTRODUCTION

The Canadian Association for Spiritual Care / Association canadienne de soins spirituels (CASC/ACSS) identifies two types of Certified Professional: Spiritual Care Practitioner and Psycho-Spiritual Therapist.

CASC/ACSS Certified Professionals demonstrate competence in the four key domains of Professional Identity, Knowledge, Professional Ethical Conduct and Professional Skills, and are able to demonstrate initiative and adaptability inclusive of leadership initiatives in complex systems. CASC/ACSS Certified Professionals are educated and trained to perform activities with:

- advanced integration of self-awareness, knowledge, attitudes and skills; and
- maturity, autonomy, and with confidence and naturalness in role functioning.

CASC/ACSS Members working towards Certification grow in these areas of competence through their CASC/ACSS training and education. Once Certified, CASC/ACSS Members participate in a peer review process whereby they demonstrate personal growth, continuing education and professional development. The CASC/ACSS Certified Professional's unique and primary focus is to integrate one's connection to the spiritual and the sacred with one's professional identity, knowledge, ethical conduct and skills.

1. PROFESSIONAL IDENTITY

A Certified Member is rooted in one's spiritual/religious/cultural tradition that connects with self, other and the sacred for a holistic and spiritually-oriented approach to care and therapy. From this foundation, a CASC/ACSS Certified Professional reflectively integrates the wisdom of spiritual/religious/cultural traditions with psychotherapeutic modalities as a way of being with and for others during times of crisis, challenge and change.

- 1.1. Embodies a holistic and spiritually-oriented approach to care and therapy.
- 1.2. Engages in regular personal and communal spiritual practices to nurture awareness of and connection with the spiritual and the sacred in all relationships.
- 1.3. Engages in regular reflective practice that informs professional functioning.
- 1.4. Demonstrates safe and effective use of self in personal and professional practice.
- 1.5. Attends to the dynamics of one's own social location¹, beliefs, power, vulnerability and boundaries as these impact relationships with individuals and groups.
- 1.6. Engages in personal growth and professional continuing education, such as ongoing supervision.

¹Social Location: "The groups people belong to because of their place or position in history and society. All people have a social location that is defined by their gender, race, social class, age, ability, religion, sexual orientation, and geographic location. Each group membership confers a certain set of social roles and rules, power, and privilege (or lack of), which heavily influence our identity and how we see the world."

<https://web2.uvcs.uvic.ca/courses/csafety/mod2/glossary.htm>

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2. KNOWLEDGE

A Certified Member integrates psychological and spiritual / religious / cultural frameworks and engages in evidence-informed professional practice supported by current research.

2.1. SPIRITUAL/RELIGIOUS/CULTURAL

- 2.1.1. Identifies one's own beliefs and spiritual/religious/cultural traditions and their influence on personhood and practice.
- 2.1.2. Acquires knowledge of world religions, spiritualities and cultural traditions through experiential and conceptual learning.

- 2.1.3. Develops cultural humility and competency through learning about the diversity of social location, cultural safety and human rights.
- 2.1.4. Develops cultural humility and competency through learning about Indigenous peoples' experience of colonization in Canada, and the findings and recommendations of the Truth and Reconciliation Commission.

2.2. PSYCHOLOGICAL THEORIES

- 2.2.1. Demonstrates an understanding of a broad spectrum of psychological and personality theories and is proficient in at least one psychotherapeutic modality.
- 2.2.2. Articulates theoretical and philosophical frameworks out of which one practices, recognizing the benefits, limitations and contraindications of differing frameworks.
- 2.2.3. Understands and engages group dynamics and organizational systems.
- 2.2.4. Engages in experiential learning using adult education principles and an action-reflection model.
- 2.2.5. Integrates knowledge of human and spiritual development and utilizes theories of change to facilitate wellness.
- 2.2.6. Utilizes a trauma-informed approach with individuals and groups attentive to the potential for decline or growth in human functioning.
- 2.2.7. Demonstrates familiarity with the major psychological diagnostic categories in current use.
- 2.2.8. Demonstrates familiarity with major classes of psychoactive drugs, the drugs used in one's area of practice, and their effects on health.
- 2.2.9. Integrates knowledge of psychological theories with spiritual/religious/cultural frameworks.

2.3. RESEARCH

- 2.3.1. Engages evidence-informed practice as integral to professional functioning.
- 2.3.2. Demonstrates knowledge of research methods, including theoretical, quantitative and qualitative methodologies, Quality Assurance and Program Evaluation.
- 2.3.3. Demonstrates ability to conduct a literature search, critically assess the value and quality of both seminal and current research, integrate findings and share through written and oral communication.
- 2.3.4. Implements relevant research findings into practice context and engages in ongoing evaluation of new practices.
- 2.3.5. Participates in research led by other primary investigators and, when possible, conducts research as the primary investigator in projects applicable to one's practice context.

3. PROFESSIONAL ETHICAL CONDUCT

A Certified Member practices and advocates for excellent and equitable care congruent with the CASC/ACSS Scope of Practice and Code of Ethics and Professional Conduct. A Certified Member demonstrates accountability to clients, the public, spiritual/religious/cultural communities, employers and relevant regulatory and professional organizations in all professional relationships.

- 3.1. Works within one's scope of practice knowing when it is appropriate to make a referral or initiate a consultation.
- 3.2. Articulates and maintains clear and appropriate therapeutic and professional boundaries.
- 3.3. Demonstrates awareness of and sensitivity to the diversity of an individual's social location and life experiences.
- 3.4. Demonstrates and promotes inclusive behaviour and advocates for diverse spiritual/religious/cultural needs and practices.
- 3.5. Articulates and demonstrates the importance and limits of confidentiality.
- 3.6. Keeps records in a manner appropriate to the professional setting.
- 3.7. Engages ethical issues encountered in one's practice, teaching and research.
- 3.8. Demonstrates awareness of occupational hazards and takes preventative measures.
- 3.9. Demonstrates clear and concise professional communication, including written, oral, electronic, third party reporting and consultation.

4. PROFESSIONAL SKILLS

A Certified Member utilizes a comprehensive skill set for the purpose of engaging in therapeutic relationships with individuals, groups, communities and organizations. CASC/ACSS Certified Professionals are attentive to the spiritual and the sacred in each encounter.

4.1. THERAPEUTIC RELATIONSHIP

Develops a spiritually-integrated therapeutic relationship of trust to engage clients and communities in their healing processes.

- 4.1.1. Practices safe and effective use of self.
- 4.1.2. Demonstrates a non-anxious presence and neutral stance in the provision of care.
- 4.1.3. Engages clients and clients' narratives on their own terms.
- 4.1.4. Works collaboratively with clients, care team and relevant stakeholders.
- 4.1.5. Listens actively and responds effectively using both verbal and non-verbal communication.
- 4.1.6. Communicates role and function, confidentiality and consent in a manner appropriate to the recipient.
- 4.1.7. Explains theoretical and spiritual concepts in everyday language.
- 4.1.8. Recognizes conflict, whether overt or covert, verbal or non-verbal and uses a conflict resolution approach appropriate to the situation.

4.2. ASSESSMENT

Collaboratively gathers and evaluates information as it pertains to clients' presenting issues and is relevant to their life-giving and life-limiting beliefs, thoughts, emotions, behaviours and social needs.

- 4.2.1. Demonstrates an awareness of how social location operates consciously and unconsciously at personal, interpersonal and systemic levels.
- 4.2.2. Implicitly assesses by means of listening to the life narrative of the client.
- 4.2.3. Explicitly assesses by utilizing spiritual assessment tools that are appropriate to context.
- 4.2.4. Explores with clients what is life-limiting and life-giving in their beliefs and values, ways of coping and resources.
- 4.2.5. Assesses spiritual distress, spiritual pain, suffering, grief and loss.
- 4.2.6. Explores sources of strength, hope, resilience and opportunities for transformation.
- 4.2.7. Identifies intra- and interpersonal dynamics related to family history.
- 4.2.8. Identifies intra- and interpersonal dynamics related to present and past trauma.
- 4.2.9. Conducts risk assessments appropriate to one's therapeutic context.
- 4.2.10. Identifies how clients' spiritual, religious, philosophical and cultural beliefs and values may inform treatment choices.
- 4.2.11. Assesses ritual/ceremonial needs and spiritual/religious care appropriate to one's context.
- 4.2.12. Assesses limits of one's professional ability and identifies circumstances when consultation or referral may be beneficial or required.

4.3. INTERVENTION

Provides a variety of interventions according to a co-created therapeutic plan that supports clients' overall goals and includes their community of care.

- 4.3.1. Collaboratively develops appropriate interventions consistent with clients' social location.
- 4.3.2. Facilitates expression of clients' stories and emotions to address spiritual distress and enhance spiritual resources.
- 4.3.3. Utilizes reflection from religious/theological/spiritual/cultural perspectives for the purpose of meaning-making with clients.
- 4.3.4. Provides or facilitates prayers, rituals, rites, ceremonies and services appropriate to context.
- 4.3.5. Offers support and guidance for spiritual growth.
- 4.3.6. Supports relational connections and experiences of community.

- 4.3.7. Evaluates with clients the effectiveness of the therapeutic relationship and interventions.
- 4.3.8. Utilizes clinical supervision and consultation to monitor effectiveness of interventions.
- 4.3.9. Refers to additional professional or community-based services when appropriate, including the inter-professional care team, elders and religious leader.

4.4. DOCUMENTATION

Documents referrals, informed consent, clinical assessments and interventions relevant to one's clinical context.

- 4.4.1. Notes reason for initial referral or presenting issue, assessment and follow-up plans.
- 4.4.2. Differentiates facts from opinion in the clinical record.
- 4.4.3. Demonstrates the necessity and limits of confidentiality regarding client information.
- 4.4.4. Uses an informed consent process relevant to one's practice context.
- 4.4.5. Employs electronic communication as relevant to practice and maintains appropriate security in its use.
- 4.4.6. Keeps records and statistics in a timely manner for an appropriately designated length of time.
- 4.4.7. Maintains professional documentation on clients in a secure location.

4.5. LEADERSHIP

Envisions creative possibilities that inspire oneself and others to supportive and advocacy action with individuals and communities and within organizations.

- 4.5.1. Demonstrates a non-anxious presence and neutral stance in the provision of mediation and consultation.
- 4.5.2. Acts as a change agent in one's clinical setting to promote a culture of care, respect, justice and reconciliation.
- 4.5.3. Promotes, facilitates and supports ethical decision-making in one's workplace.
- 4.5.4. Thinks and acts creatively in times of crisis or conflict while attending to the emotions and differing viewpoints in the situation.
- 4.5.5. Demonstrates planning and management skills in the development of spiritual and therapeutic practice in private or organizational settings.
- 4.5.6. Establishes and maintains inter-professional relationships.
- 4.5.7. Educates and advocates for the value of spirituality to health and wellbeing at the individual, communal and systemic levels. This includes advocating for the uniqueness of CASC/ACSS Certified Professionals.
- 4.5.8. Builds capacity for spiritual health and wellbeing among other professionals and community partners.
- 4.5.9. Participates and contributes in one's spiritual / religious / cultural communities and professional organizations.

Appendix IV: MPS, SCP Cert. Program Check List

Faith-based Foundations: 7 credits in following categories		
	Course codes & dates completed	Course codes & dates completed
Categories: Sacred Texts Tenets of Faith Faith-based Ethics History Leadership Context		
Psycho-spiritual Therapy Courses: 12 credits in categories 1-7; plus 1 special topic elective from category 8 (total of 13 credits)		
1. Foundations for Spiritually Integrated Psychotherapeutic Practice: 1 credit		Date Completed
OR	<input type="checkbox"/> KNP1512H Foundational Counselling & Spiritual Care Skills for Helping Professionals	
	<input type="checkbox"/> EMP1741H Introduction to Counselling & Spiritual Care Practice	
2. Human Development & Theories of Growth: 1 credit		Date Completed
OR	<input type="checkbox"/> EMP2535H Human Growth & Development across the Life Span	
	<input type="checkbox"/> KNP1443H Human Growth & the Spiritual Journey	
3. Professional Ethics: 1 credit		Date Completed
OR	<input type="checkbox"/> RGP3564H Professional Ethics in Counselling & Spiritual Care	
	<input type="checkbox"/> EMP3521H Professional Ethics Psycho-spiritual Therapy	
4. Mental Disorders/Psychopathologies & Assessment: 1 credit		Date Completed
OR	<input type="checkbox"/> KNP3511H Psycho-Spiritual Assessment & Therapy;	
OR	<input type="checkbox"/> KNP3510H Psycho-Spiritual Distress, Crises, & Therapeutic Directions;	
	<input type="checkbox"/> EMP2581H Psychopathology in Mental Health	
5. Theories of Psychotherapeutic Practice: 3 credits		Date Completed
1 required core credit		Required Credit:
Psychotherapeutic Theories:		
	<input type="checkbox"/> KNP3521H Psychotherapeutic Theories for Spiritual Care & Counselling	
2 courses from any of the following:		
Systems Theories:		
	<input type="checkbox"/> RGP3565H Contemporary Family Therapy & Spiritual Care	
	<input type="checkbox"/> EMP3561H Family Systems	
	<input type="checkbox"/> KNP2548H Self, Family, Cultures: Spiritual Care in Context	
Psychodynamic:		Course 2:
	<input type="checkbox"/> EMP3538H Dreams: Psycho-Spiritual Therapy & Symbolic Language of the Soul	
	<input type="checkbox"/> TRP3523H Foundations of Psychodynamic Therapy	
Cognitive-Behavioral:		
	<input type="checkbox"/> KNP3531H Worry and Anxiety: Using CBT, DBT and ACT Therapies	
	<input type="checkbox"/> EMP3547H Mindfulness-Based Modalities	
Post-Modern/Constructivist Therapies:		
	<input type="checkbox"/> RGP3561H Postmodern Counselling & Spiritual Care	
	<input type="checkbox"/> EMP3651H Narrative Therapy	
	<input type="checkbox"/> RGP3535H Integrative Approaches to Trauma in Spiritual Care & Psychotherapy	
	<input type="checkbox"/> EMP3563H Aging and Spiritually Integrated Psychotherapy	
Non-Western Psychotherapies:		
	<input type="checkbox"/> EMP2015H Buddhism & Psychotherapy	
	<input type="checkbox"/> EMP2537H Islamic Psychotherapy & Spiritual Care	
	<input type="checkbox"/> EMP2538H Abhidhamma Buddhist Psychology	

6. Professional Functioning, Therapeutic Process, Self-awareness, Safe & Effective Use of Self: 2 (full-year) 4 credits	Date Completed
AND <input type="checkbox"/> TSP3551Y Psycho-spiritual Care & Therapy Practicum – SPE Basic 1	
<input type="checkbox"/> Clinical Practicum in Psycho-spiritual Care & Therapy or approved equivalent	
7. Required Capstone Course: 1 credit	Date Completed
<input type="checkbox"/> EMP3541H Integrating Theory & Practice: Spiritual Care & Psycho-Spiritual Therapy	
8. Special Topics Elective: 1 credit	
Options include 1 additional course from categories 4 or 5 OR 1 of the following: EMP3559H Spiritual Care with Dying & Grieving Persons RGP3251H Psychotherapy & Spiritual Direction EMP3606H Global Perspectives Violence against Women EMP2010H Buddhist Mindfulness Approaches to Mental Health EMP2520H Mindfulness and Counselling in the Community RGP3550H Psychology & Religion RGP3554H Psychology of Faith Development EMP3560H Suffering & Hope: Perspectives on SCP EMP3548H Historical Contexts of Counselling & Psychotherapy: Care & Cure of Souls TSP3357Y Psycho-spiritual Care & Therapy Practicum – CPE Basic 3	Course: Date Completed:

Appendix V: Faculty List

Master of Pastoral Studies Psycho-spiritual & Psychotherapy Certificate MPS, SCP Cert. Faculty List as at August 2020

Notes:

- Further information on faculty can be found through the following websites:
 - Toronto School of Theology <https://www.tst.edu/academics/directory>
 - Emmanuel College <https://www.emmanuel.utoronto.ca/about-emmanuel/facultystaff-directory/>
 - Knox College <https://knox.utoronto.ca/faculty-and-staff/>
- Additional faculty may be added to this list following the appropriate TST Governance approval.

Core Faculty

Esther Acolatse, PhD
Associate Professor of Pastoral Theology and Intercultural Studies, Knox College

Desmond Buhagar, PhD, RP
Assistant Professor of Pastoral Theology, Regis College
Certified Specialist & Teaching Supervisor (CASC); Registered Marriage and Family Therapist (AAMFT)

Pamela Couture, PhD
Jane & Geoffrey Chair in Church & Community, Emmanuel College

Nazila Isgandarova, PhD, RP, RSW
Assistant Professor of Islamic Spiritual Carer, Emmanuel College
Certified Spiritual Care Practitioner (CASC), Social Worker

Pamela McCarroll, PhD, RP
Associate Professor of Practical Theology, Emmanuel College; Full Graduate Status
Certified Supervisor-Educator (CASC)

Angela Schmidt, DMin, RP
Director of Experiential and Innovative Learning and Assistant Professor of Leadership
Knox College

Tony Toneatto, PhD, CPsych
Assistant Professor, Emmanuel College
College of Psychologists (CPsych)

Supporting Faculty

Katherine Edmison, DMin, RP
Sessional Lecturer, Knox College
Certified Supervisor-Educator (CASC)

Marsha Hewitt, PhD, RP
Professor, Social and Psychology of Religion, Trinity College

Wanda Malcolm, PhD, CPsych
Professor of Pastoral Theology, Wycliffe College
College of Psychologists (CPsych)

Joseph Schner, PhD, CPsych
Professor Emeritus of Psychology & Psychology of Religion, Regis College
College of Psychologists (CPsych)

Anne Simmonds, DMin
Sessional Lecturer, Emmanuel College
Certified Spiritual Care Practitioner (CASC)

Jane Smith-Eivemark, DMin, RP
Sessional Lecturer, Emmanuel College
Jungian Analyst; Certified Supervisor-Educator (CASC)

Glenn McCullough PhD, RP
Sessional Lecturer, Knox College

Adjunct Faculty – SPE Clinical Supervisors

See:

<http://cpe-toronto.ca/>

<http://cpe-toronto.ca/programs/>

<http://www.tst.edu/content/casc>

<http://www.tst.edu/academic/registration-information-clinical-pastoral-education-cpe-and-pastoral-counselling-education> - description of registration processes through TST

SPE Adjunct Faculty – Approved Clinical Supervisors (CASC)

GTA

Dwight Biggs MDiv, DMin, RP
Leader of Spiritual Care Services, Royal Victoria Hospital
Certified Educator-Supervisor (CASC)
Adjunct Faculty, Knox College
<http://cpe-toronto.ca/>
<https://www.tst.edu/directory/faculty/biggs-dwight-d>

Marc Doucet MDiv, DMin, RP
Adjunct Faculty, Emmanuel College
Manager, Clinical Educator, University Health Network
Certified Supervisor-Educator (CASC)

Bill Ford MDiv, RP
Adjunct Faculty, Emmanuel College
Manager, Spiritual Care, Unity Health
Certified Supervisor-Educator (CASC)

Geoffrey Haber BA, BA, MA, DMin, DD
Adjunct Faculty, Knox College
Director, Department of Spiritual Care, Baycrest
Certified Supervisor-Educator (CASC)

Sharon Konyen, MTS, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Provider & Clinical Educator, Princess Margaret Hospital
Certified Supervisor-Educator (CASC)

Linda Kuschnik, MDiv, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Provider & Clinical Educator, Mount Sinai Hospital
Certified Supervisor-Educator (CASC)

Shawn Lucas, MDiv, RP
Adjunct Faculty, Emmanuel College
Manager & Educator, Spiritual Care Services, Centre for Addiction and Mental Health
Certified Supervisor-Educator (CASC)

Elaine Nagy, MDiv, RP
Adjunct Faculty, Knox College
Clinical Educator, Spiritual Care Department, University Health Network (UHN)
Certified Supervisor-Educator (CASC)

Jane Smith-Eivemark, DMin, RP
Adjunct Faculty, Emmanuel College
Manager & Educator, Trillium Health Partners
Jungian Analyst; Certified Supervisor-Educator (CASC)

Ajith Varghese, ThM, RP
Adjunct Faculty, Knox College
Manager & Educator, Spiritual & Religious Care Department, Scarborough Hospital
Certified Supervisor-Educator (CASC)

Brian Walsh, MA, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Services, Centre for Addiction and Mental Health
Certified Supervisor-Educator (CASC)
Outside the GTA

Kelly Collins, MDiv, MA, RP
Adjunct Faculty, Knox College
Spiritual Care Practitioner and Clinical Educator, St. Joseph Health Centre, Hamilton ON

Dawn Fania, MDiv, RP
Adjunct Faculty, Knox College
Spiritual Care Practitioner and Certified Clinical Educator, Parkwood Hospital, St Joseph Healthcare System, London ON

Tom O'Connor, ThD, RP
Adjunct Faculty, Knox College
Professor Emeritis, Martin Luther University College
Certified Supervisor-Educator (CASC)

Alida van Dijk, PhD, RP
Adjunct Faculty, Knox College
Executive Director of London Community Counselling Centre, London ON
Psycho-Spiritual Therapist and Certified Clinical Educator (CASC)

Steven Yeo, MDiv, RP
Adjunct Faculty, Knox College
Spiritual Care Practitioner and Certified Clinical Educator, St Joseph Healthcare System, London ON

Appendix VI: Glossary of Terms

ATS:	Association of Theological Schools
BD:	Basic Degree
BDC:	Basic Degree Council
CASC:	Canadian Association for Spiritual Care
CCPA:	Canadian Counselling and Psychotherapy Association
CPE:	Clinical Pastoral Education
CRPO:	College of Registered Psychotherapists of Ontario
DLE:	Degree level expectation
EPC:	Entry-to-Practice Competency
MPS:	Master of Pastoral Studies
RP:	Registered Psychotherapist
SCP Cert.:	Spiritual Care and Psychotherapy Certificate
SPE:	Supervised Pastoral Education
TST:	Toronto School of Theology
UofT:	University of Toronto
UTQAP:	University of Toronto Quality Assurance Process