

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

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

**PROGRAM HANDBOOK**



**2017-18**

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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). We are so pleased that you have decided to join our community of learners.

The Master of Pastoral Studies (MPS) degree is a two-year professional degree, conjointly conferred by the University of Toronto (UofT) and a member college of the Toronto School of Theology (TST). The Spiritual Care and Psychotherapy Certificate (SCP Cert.) is embedded within the MPS and has recently received approval from the UofT to be conferred conjointly as the MPS, SCP Cert.

The MPS, SCP Cert. Program provides students with fundamental theories as well as contextual applications of spiritual care therapy and includes foundational knowledge of various faith traditions and spiritual worldviews. Throughout this document, the term “spiritual care therapy” includes psycho-spiritual therapy, spiritual care practice, chaplaincy, and/or pastoral counselling. Through the program, students focus on the integration of self-knowledge, embedded learning, interpersonal communication, psychotherapeutic theory, spiritual assessment and practical skills as these relate to spiritual care therapy. 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 are 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 spiritual care therapy.

The program includes a minimum of two clinical practica (Clinical Pastoral Education – CPE) that incorporate supervised clinical practice, group and individual supervision, and other education central to the practice of psychotherapy. Through these practica, students develop the arts and skills to deliver competent spiritual care therapy.

The MPS, SCP Cert. has been designed utilizing the professional practice competencies identified by both the College of Registered Psychotherapists of Ontario (CRPO) and the Canadian Association for Spiritual Care (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 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 on a final review conducted by faculty, clinical supervisors, and administration. To graduate, students must successfully complete the foundational curriculum, two CPE practica, 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 spiritual care therapists. Clinical Pastoral Education (CPE) draws heavily upon experiential learning and has been included in the course offerings of the Toronto colleges since the 1960s. It has been a fundamental component of training for many practitioners in the field of spiritual care and therapy. What makes the SCP Cert. new in its design is that, taken concurrently with 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 <http://www.crpo.ca/wp-content/uploads/2013/10/FINAL-Education-Framework-May-13.pdf> and <http://www.crpo.ca/wp-content/uploads/2013/06/RP-Competency-Profile.pdf>). As well, the MPS, SCP Cert. supports students in their process toward certification with the CASC.

The Master of Pastoral Studies (MPS) is a two-year professional degree conjointly offered by the University of Toronto and a member College of the Toronto School of Theology (TST). Since 1998, the MPS degree has been offered through Emmanuel College. It includes foci in Buddhist, Muslim, and Christian studies. In June 2016, the University approved a conjoint MPS with Knox College. The Spiritual Care and Psychotherapy Certificate (SCP Cert.) is embedded within the MPS and was approved by UofT as a Certificate to be conferred conjointly in conjunction with the MPS from the 2016-17 academic year.

## 1.3 Purpose and Goals

The need for spiritual care therapists 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 spiritual care therapists who can provide spiritual and religious care for 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. Spiritual care therapists in institutions and counselling centres or private practice attend therapeutically to clients’ spiritual, moral, and existential distress often related to issues of meaning and purpose, identity, vocation, and hope. Working closely with the clients’ spiritual/religious frameworks (including those who identify as “spiritual but not religious”), they conduct comprehensive spiritual assessments and employ interventions based on a variety of psychotherapeutic theories and modalities.

Most spiritual care therapists employed in healthcare institutions, prisons, private practice, and employee assistance programs, require certification with the Canadian Association for Spiritual Care (CASC). In addition, many therapists and their employers believe that spiritual care therapy includes the controlled act of psychotherapy as described by the Psychotherapy Act of Ontario (2007);<sup>1</sup> consequently, many have registered with the College of Registered Psychotherapists on 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 are prepared 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. in conjunction with 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, question, and reflect with others.

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 they help students access and judge critically bodies of relevant literature and research. In the more experiential activities included in most courses (discussions, role plays, exploring case studies, and so on), they are able to help the student 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 Toronto School of Theology, the CRPO, and the CASC.

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<sup>1</sup> 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.

CPE 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 spiritual care therapy.

## 1.5 Teaching Methods (Program Delivery)

Methods of program delivery vary depending on the courses/training taken by the student from those on offer in any given academic year. For many of the required courses, faculty offer lectures and/or power point presentations and include group discussions, small-group work, case studies, verbatim reports (transcriptions of counselling interventions), and role plays to reinforce the objectives of the learning plans.

Some of the courses – for example, Spiritual Distress, Crises, and Care (KNP3501H), and Spiritual Assessment, Care, and Planning (KNP3511H) – are offered in a “Smart Classroom” which is located at the Knox site. These courses are sometimes offered in conjunction with CPE practica. The “smart classroom” allows faculty and students from the practicum sites to access the course using “WebEx” technology. The first 1.5 hours of each class is conducted in a lecture large-group discussion format involving on-site and off-site participation. The second 2 hours is spent in small group learning seminars (on-site and off-site) which focus on an experiential learning activity based on the topic covered in the lecture using role plays, verbatim discussions, and case study discussions.

The CPE practica include 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 spiritual care therapists (spiritual care practitioners and psycho-spiritual therapists). 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 for the CRPO/CASC Competency alignment chart). As part of the MPS degree expectations and the CASC certification requirements, students will gain understanding of their own and other faith traditions through the foundational 6 courses in the following 4 areas:

- Faith-based ethics.
- Tenets of the faith.
- Sacred texts.
- History of the faith.

Of the 20 credits required for the MPS, SCP Cert. Program, 13 align specifically with CRPO entry-to-practice competencies (EPC) and MPS program competencies/outcomes. These are summarized as follows:

### **Depth and Breadth of Knowledge**

- Students integrate knowledge of human, cultural, and spiritual diversity.

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(CRPO EPC 1)

- Students develop knowledge of psychological theories and development, and knowledge of established theories in Spiritual Care and Psychotherapy.

(CRPO EPC 1)

- 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 5)

### **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 (spiritual care therapy), making referrals, and conducting effective closure.

(CRPO EPC 4)

- 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)

### **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 and 3)

### **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)

### **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)

## **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 once per month 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 Spiritual Care and Psychotherapy (SCP) Committee. Faculty who teach in the Certificate program meet regularly as required.

The CPE practicum supervisors meet at least 4 times per year with the TST MPS, SPC Cert. leadership: to discuss the policies and procedures that govern the CPE practica; to explore how to achieve best practices for the CRPO entry-to-practice competencies through training; and to address issues of quality improvement and standardization of curricula. For more information, visit the following website:

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

## 1.8 Faculty

Faculty members from each member college offer courses that are components of the degree (Appendix III). 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 five TST faculty members: four are in the professorial ranks and one has a continuing Sessional faculty position. In addition, there are 15 supporting faculty members. As well, there is a large group of CASC clinical supervisors who have committed themselves to this program. All of them are CASC-certified supervisor-educators, most are Registered Psychotherapists (CRPO), and all are appointed as sessional faculty within TST colleges.

## 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, SCP Cert.

CASC-approved practicum courses (CPE) are a requirement of the MPS, SCP Cert. Consequently, proof of acceptance into CPE training is required for admission to the program. 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, ethical behaviour, and evidence of aptitude. They must observe the *TST Standards for Professional Practice Behaviour*. While completing practica, they are accountable to the CASC Code of Ethics and the codes of conduct at their respective placement sites. Students who are not admitted to CPE 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.

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 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 Clinical Pastoral Education.

Applicants for admission to the MPS, SCP Cert. must also seek admission to Clinical Pastoral Education (CPE), since successful completion of CPE practica is required. Admission to CPE is a pre-requisite for application to the MPS, SCP Cert. Program. More information about CPE admission requirements, can be found at the following link: CPE <http://cpe-toronto.ca/>

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

## 2.3 Grades

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

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

Basic units of CPE are assessed as pass or fail; advanced units of CPE 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>

## 2.6 Special Considerations

All students in the MPS, SCP Cert. Program must obtain student membership in the appropriate professional association (usually the CASC). Evidence of student membership may be required for continuance in the program. For some CPE programs, students may also be required to obtain student professional liability insurance. More information can be obtained from the specific CPE site supervisor.

All students in the MPS, SCP cert. are strongly urged to engage in their own process of spiritual care therapy, another form of psychotherapy, or spiritual direction while they are in training. Research on best practice in education and training in spiritual care 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 CPE practica and/or 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 CPE Practica

Students are required to familiarize themselves with the admissions process to CPE as per the respective application procedures. For more information about CPE sites and contact information for CPE supervisors, please visit the following link: CPE <http://cpe-toronto.ca/>

## 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 Handbook:*

[http://www.emmanuel.utoronto.ca/Assets/EmmCollege+Digital+Assets/Emmanuel+College/EmmCollege+Digital+Assets/Handbooks/2016\\_17+Handbook+rev+Jan+3+2017.pdf](http://www.emmanuel.utoronto.ca/Assets/EmmCollege+Digital+Assets/Emmanuel+College/EmmCollege+Digital+Assets/Handbooks/2016_17+Handbook+rev+Jan+3+2017.pdf)

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 at least the 6 foundational courses in four areas (required by CASC) – tenets of faith; faith-based ethics; sacred texts; and history of faith tradition.

Thirteen course credits fulfill the SCP Certificate requirements of the MPS degree. In the requirements listed below, the titles of categories 2-6 reflect the EPC priorities identified by the CRPO's criteria for recognizing education programs.<sup>2</sup> The program addresses all CRPO EPCs; students graduating from the program will have demonstrated 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 address in the course.

#### Requirements for the MPS, SCP Cert. by category:

##### 1. Foundations for Spiritually Integrated Psychotherapeutic Practice (1 course, 24-36 hrs):

Options include:

- Boundaries and Bridges (Malcolm) WYP1501H – 36 CH
- Care and Community (Couture) EMP1741H – 36 CH

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

- Human Growth and Spiritual Journey (Irvine) KNP1443H – 24 CH
- Pastoral Counselling (Lombardi) SAP2545H – 30 CH

## **2. Human Development and Theories of Growth**

**(1 course, 24-36 hrs):**

Options include:

- Human Growth and Development across the Life Span (Toneatto) – EMP25xxH – 36 CH
- Human Growth and the Spiritual Journey (Irvine) KNP1443H – 24 CH
- Psychology and Religion (Schner) RGP3550H – 24 CH
- Psychology of Faith Development (Schner) RGP3554H – 24 CH

## **3. Professional Ethics**

**(36 hrs):**

Options include:

- Professional Ethics in Counselling and Spiritual Care (Buhagar) RGP3564H – 36 CH
- Professional Ethics Spiritual Care & Psycho-spiritual Therapy (McCarroll) EMP3521H – 36 CH

## **4. Mental Disorders/Psychopathologies/Issues in Contexts of Care**

**(24-36 hrs):**

Options include:

- Integrative Approaches to Psychopathology in SC & P (Buhagar) RGP35xxH – 36 CH
- Integrative Approaches to Trauma in Spiritual Care & Psychotherapy (Buhagar) RGP35xxH – 36 CH
- Intercultural Care and Counselling: A Systems Approach (McCarroll) EMP3561H – 36 CH
- Religion and Mental Disorder (Schner) RGP5xxxH – 24 CH
- Spiritual Care with Dying and Grieving Persons (Simmonds) EMP3559H – 30 CH
- Spiritual Distress, Crises and Care (Edmison) KNP3510H – 32 CH

## **5. Theories of Psychotherapeutic Practice**

**(48-72 hrs):**

Options include:

- Buddhist Psychology (Toneatto) EMP25xxH – 36 CH
- Contemporary Family Therapy and Spiritual Care (Buhagar) RGP3565H – 36 CH
- Dreams: Psycho-Spiritual Therapy and the Symbolic Language of the Soul (Smith-Eivemark) EMP35xxH – 30 CH
- Foundations of the Psychology of Counselling (Hewitt) TRP3523H – 24 CH
- Intercultural Care & Counselling: A Systems Perspective (McCarroll) EMP3561H – 36 CH
- Pastoral Psychology (Malcolm) WYP2528H – 36 CH
- Pastoral Psychology and Spirituality (Marrocco) SAP2261H – 24 CH
- Postmodern Counselling & Spiritual Care (Buhagar) RGP3561H - 36 CH
- Psychotherapeutic Theories for Spiritual Care and Counselling (McCullough) KNP3521H – 30 CH
- Psychotherapy and Spiritual Direction (Schner) RGP3251H – 24 CH
- Self, Family, Cultures: Spiritual Care in Context (Henderson) KNP2548 – 24 CH
- Spiritual Assessment, Care & Planning (Edmison) KNP3511H – 30 CH

- Theories and Methods in Pastoral Counselling & Marriage & Family Therapy (Beech) EMP3546H – 30 CH
- Working with Couples in Marriage and Family Therapy (Beech) EMP3514H – 30 CH

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

**(4 credits, 2 courses, 180 hours):**

Options include<sup>3</sup>:

Spiritual Care & Psychotherapy Practicum (CPE):

TSP3551Y (CPE Basic 1), TSP3551Y (CPE Basic 2), or TSP3557Y (CPE Basic 3) – 90 CH

It is possible to engage in clinical practica (CPE and/or PCE) from other CASC-recognized programs. Students who are interested in this option, are invited to speak to the administration at the college of registration.

**7. Required Capstone Course (1):**

Integrating Theory and Practice – Spiritual care & Psychotherapy Capstone Course (McCarroll) EMP3541H – 36CH

**8. Special Topics in Spiritual Care and Psychotherapy (48-90 hrs):**

Options include extra courses in categories 4, 5, 6<sup>4</sup> (above) or 2 of the following:

- Buddhism and Psychotherapy (Toneatto) EMP2015H – 36 CH
- Educating for Spirituality and Health (Selles/McCarroll) EMP3266H – 30 CH
- Forgiveness and Reconciliation (Malcolm) – WYP2507H – 24 CH
- History of the Care of Souls (Couture) – EMP3548H – 24 CH
- Islamic Spiritual Care (Isgandarova) EMP2537H – 36 CH
- Meditation through Art (Stoeber) RGP3273H – 24 CH
- Spirituality and Suffering (Stoeber) RGP3207H – 24 CH
- Suffering & Hope: Perspectives on SCP (McCarroll) EMP3xxxH – 24 CH

The total number of contact hours will be at least 420 hours to a maximum of 522 hours. Additional education and training activities occur in the Clinical Pastoral Education (CPE) practica. Each practicum offers approximately 90 contact hours (2 academic credits) in addition to supervised clinical training. See the CPE 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.

### 3.2 Requirements for the CASC

The CASC requires spiritual care practitioners or psycho-spiritual therapists to have foundational knowledge of their faith tradition and of spiritual care therapy. To apply for advanced level training, they must have successfully completed 2 practica at the basic level and at least one full year of studies (4 credits in spiritual care therapy and 6 credits in each of the following areas: faith-based ethics, tenets of

<sup>3</sup> Students are encouraged to have a diversity of sites in their 2 required CPE practica.

<sup>4</sup> If a student chooses to take a 3<sup>rd</sup> CPE, diversity of sites and education must be reflected in the 3 practica.

faith, history of faith group, and sacred texts). 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 CPE courses may maintain their status in the program.

### 3.3 Requirements for the CRPO

Entry-to-Practice Competencies identified by the CRPO have been used in designing the requirements of the MPS, SCP Cert. Program. The CRPO requires training programs to include at least 360 contact hours. The MPS, SCP Cert. meets and exceeds all CRPO class contact hour requirements. As well, the 2 required CPE courses (4 credits) within the program include direct client contact hours (at least 400 in CPE) that may be used toward the requirements for the CRPO. Students may wish to remain enrolled in the program to complete further CPE and to increase supervised clinical hours. For more information about the CRPO registration requirements, please see: <http://www.crpo.ca/wp-content/uploads/2014/02/SUMMARY-TABLE-Registration-Reg-TC-Psychotherapists-Feb-3-2014.pdf#page=2>. This TST program has not yet received recognition by the CRPO at time of publication of this *Handbook*. It is the student's responsibility to attend to the CRPO requirements while enrolled in the program. This usually means creating a portfolio that demonstrates all EPCs. Please refer to the CRPO website [www.crpo.ca](http://www.crpo.ca) for current information.

### 3.4 Certificate Requirements

Students must maintain ethical behaviour, standing in CPE, 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 CPE 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 – (<http://www.crpo.ca/wp-content/uploads/2015/05/CRPO-Professional-Practice-Jurisprudence-Registered-Psychotherapists.pdf>).

### 3.5 Practicum Requirements

Clinical Pastoral Education is an experience-based approach to learning, which combines clinical work completed under qualified supervision with group reflection and other educational activities. Teaching supervisors are certified by the Canadian Association for Spiritual Care (CASC). CPE Programs are offered at facilities throughout Canada, including general and psychiatric hospitals, correctional centres, 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.

During summer months, students are usually involved for eight hours a day, five days a week over 12 weeks. During fall and winter months, students are offered programs on a one or two-day-per-week basis for seven or eight months. Courses are offered at Basic and Advanced levels. There are also CPE residency opportunities available for students to acquire more CPE training (Basic and Advanced) as well as Direct Client contact hours. Students who have successfully completed at least 1 basic CPE program are eligible. Residencies usually run full-time for 6, to 12-month periods and can include opportunities for paid employment.

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. Admission to CPE is a pre-requisite for application to the MPS, SCP Cert. Program. Applicants for admission to the MPS, SCP Cert. are responsible for making application to Clinical Pastoral Education (CPE) in a timely manner, since successful completion of CPE practica is required for graduation. Admission to CPE training is granted by the CASC-certified Supervisor-Educator of the centres. Supervisor-Educators are happy to discuss their respective 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 CPE units taken as part of the program, students are required to submit copies of all supervisor and student final CPE evaluations to the registrar of the college of their registration within 30 days of completion of the CPE practicum.

## 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. All students must pass all courses to continue in the program. The integrative activities of the Capstone Course (EMP3541H) 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 align with requirements for the CASC admission to advanced training.

The CPE practica use comprehensive assessment tools that address the CASC competencies (<http://www.spiritualcare.ca/page.asp?ID=269> see from 2.1 and 2.2). These evaluations provide extensive feedback on a student's performance in comparison to the CASC competencies. There is a strong correlation between the CASC and the CRPO competencies (please see CRPO and CASC Competency Alignment chart at Appendix 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) 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 SCP Committee and changes are made as necessary.

Other direct and indirect assessment measures are reviewed systematically every 5 years by the SCP Committee:

**Direct assessment:** reports and formative 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 by 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 stated deadline on the TST website. 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 will have a sub-set of complementary learning outcomes in relation to the program. Divisions are responsible for developing the outcomes and expectations for certificates in the context of divisional norms. Please outline in the table below how the design, structure, requirements and delivery of the certificate support the certificate learning outcomes and expectations.

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
<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 a 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> <p>i) gather, review, evaluate and interpret</p>	<p><i>Breadth.</i> Students will develop a systematic and discriminating understanding of their faith heritage, including its sacred texts; history; tenets of faith (themes, issues, and disputes); cultural and multi-faith contexts; and practice of religious leadership and service. Students will be able to interpret sacred texts in a religious tradition using a variety of methods, sources, and norms. They will be aware of current issues in the thought, life, and practice of their faith tradition in global perspective, and practice and will be able to articulate clearly their own faith-</p>	<p><i>Breadth:</i> Students integrate knowledge of human, cultural, and spiritual diversity (CRPO Entry-to-Practice Competency Profile (EPCP) #1.5)</p> <p><i>Depth.</i> Students will develop knowledge of psychological theories and development, and knowledge of established theories in Spiritual Care and Psychotherapy. (Foundational requirements of the CRPO, Entry-to-Practice Competency Profile [EPCP] #1)</p>	<p>Breadth: 7 foundational courses in faith-based studies; within these, a course in the diversity of religious traditions supports students' learning in respect of human, cultural, and spiritual diversity.</p> <p>Depth: 8 specialized courses in the stream/focus including 2 required courses involving clinical pastoral education with opportunities for clinical pastoral education and intensive internships, and required courses in human developmental theory in relation to spiritual formation; spiritual assessment; spiritually integrated psychotherapeutic theories; relational psychodynamic therapies;</p>

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
<p>information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>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.</p>	<p>based/philosophical positions and those of the religious tradition in relation to practices. <i>Depth.</i> Students will develop a more comprehensive and discriminating familiarity with at least one particular faith or denominational tradition and will identify and critically appreciate the diversity of viewpoints, practices, and roles of leadership and service within that religious tradition, such as varieties of worship and spirituality, competencies for intercultural spiritual care, or appropriate preaching.</p>		<p>constructing and engaging clients in plans for care, etc. 1 culminating seminar course with an integrative papers and case study requiring students to demonstrate reflexive praxis, integration and application of all EPCs. 4 courses in the Certificate to develop breadth and intensify knowledge and skills, including 2 additional courses in clinical pastoral education.</p>
<p>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</p>	<p>Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the focus religious heritage and</p>	<p>Students gain a knowledge of methodologies identified in the CRPO, specifically EPC #5: ability to access information from a variety of</p>	<p>In addition to the 7 foundational courses, within the 8 specialized courses in the stream/focus support students' achievement of learning expectations in methods of enquiry, problem-solving, and</p>

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b> <i>Requirements specific to the Certificate.</i>
<p>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  c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<p>practices of leadership and service. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to compare and evaluate current research and interpretation in the study of the sacred scriptures, thought, and history of the focus religious tradition. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form, or in application to specialized religious practice such as worship, preaching, meditation, spiritual care, or pastoral care. Students will demonstrate critical understanding of their</p>	<p>sources, including professional literature; to analyze information and research findings critically; and to integrate and apply research methods and practices.</p>	<p>evaluation of arguments; In order to deepen their evidence-based practice and to establish research-based norms for their professional practice, students in their four CPE courses (2 within the specialized courses, 2 <i>within the Certificate</i>) will undertake research that engages emergent issues in their supervised practice of <i>Spiritual Care and Psychotherapy</i>; an integrative (summative) research paper demonstrative an ability to integrate research with practice.</p>

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
	area of specialization of the relationship between personal and communal spiritual commitments, cultural contexts, and religious practices.		
<b>Application of knowledge</b> The ability to review, present and critically evaluate qualitative and quantitative information to: 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;	In supervised contextual, field, or clinical experiences, students will apply classroom learning and skills in research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of leadership and service in the focus religious tradition. They will be able to identify an issue in the practice of leadership and service in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative approaches. Diverse methods will be applied to the cultural	Students will meet the requirements of CRPO EPC #4 “Therapeutic Process” in applying 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 (spiritual care therapy), making referrals, and conducting effective closure. Students will understand the	Classroom exercises, including case studies and role playing, and Clinical Pastoral Education (CPE) (2 in the focus/stream and 2 in the Certificate) support the achievement of learning expectations in the application of knowledge. Research papers and presentations in stream/ focus courses, the praxis (CPE) courses, and the capstone seminar TSX3090H are designed to demonstrate evidence-based practice <i>and the application of knowledge in the psychotherapeutic context.</i> Safe and effective use of self is a central marker in several of the courses and in the supervised clinical placements (CPE).

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
<p>and The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>b) propose solutions;</li> <li>c) frame appropriate questions for the purpose of solving a problem;</li> <li>d) solve a problem or create a new work; and</li> <li>e) make critical use of scholarly reviews and primary sources</li> </ul>	<p>contexts of the student’s specialization. Students will give evidence of critical self-awareness with regard to their own and other faith perspectives and practices in a variety of contexts</p>	<p>“Safe and Effective Use of Self” (EPC #4.3) and the related priority of self awareness and use of self in the therapeutic relationship.</p>	
<p>Autonomy and professional capacity Qualities and transferable skills necessary for further study, employment, community</p>	<p>Students will develop the intellectual, affective, and professional capacities required for a life of leadership and service in the focus religious</p>	<p>Students will develop the intellectual, affective, and professional capacities required for</p>	<p>Required foundational and specialized stream/focus courses in ethics appropriate to particular practices. Course learning structures and field supervision</p>

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
<p>involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; 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 e) behaviour consistent with academic integrity and social responsibility.</p>	<p>tradition. They will demonstrate emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations. They will be able to give a reasonable account of the premises, character and commitments of the focus religious tradition and to situate it in cultural and inter-faith context. They will seek to develop capacities of leadership as construed in the focus religious tradition, and competence in tasks required in practice. Students will demonstrate an understanding of the variety of callings and spiritual practices within the focus religious tradition, and</p>	<p>spiritual care therapy. Students will meet the requirements of CRPO EPCP #2.2 “maintaining effective relationships”, #2.3 “contributing to a collaborative and productive atmosphere,”#3.1 “complying with legal and professional obligations,”#3.2 “applying an ethical decision-making process,”#3.3 on self-care and health, #3.4 on evaluating and enhancing professional practice, #3.5 obtaining clinical supervision, and additional requirements on education, record-keeping, reporting, and appropriate business practices.</p>	<p>promote and assess autonomy and professional capacity. As well, throughout courses and in the final integrative capstone course attention will be given to understanding, integrating and complying with professional responsibilities and functioning.</p>

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
	an ability to reflect critically on their own sense of call to leadership and service. Students will attend to the spiritual development and well-being of self and others and will display the capacity for self-reflexive and spiritual practices within religious or faith communities		
Communication skills The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences	Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. The MPS will support the development of communication skills that include the demonstration of growth in personal faith, emotional maturity, moral	Students will develop competencies in CRPO EPC #2 “Collegial and interprofessional relationships” including using effective professional communication (e.g., in orienting clients, maintaining accurate and appropriate records, communicating assessments and plans for care, making referrals).”	Classroom discussion in all courses associated with the Certificate, discussion in the clinical context of the required practicum (CPE) courses, and essay requirements support the achievement of this learning expectation. Written papers and reports in course work.

<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b>  <i>Requirements specific to the Certificate.</i>
	integrity, and public witness. Students will display the capacity for spiritual practices requisite to leadership and service in church and community. Students will demonstrate initiative, responsibility, and accountability in personal relationships and group contexts.	(2.1)	
Awareness of limits of knowledge 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.	Students will be able to make use of insights of the 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 the focus religious tradition. They will recognize ways in which varied expressions of thought, faith and practice are shaped by cultural contexts and the experience of other religious traditions. They will recognize the uncertainties inherent	Students will meet requirements of the CRPO EPC 3.4, 3.5, 3.6 regarding awareness of the scope of practice and the limits of professional expertise, articulating parameters of supervision or consultation, obtaining feedback, modifying practices as appropriate, and participating in professional development.	There are opportunities for the exploration and application of knowledge in particular therapeutic contexts under supervision. Understanding the limits of their knowledge, the scope of their practice, and (related to this) the located perspectival nature of all knowledge are emphasized on several levels throughout the program. This is done through learning across diversity, opportunities for inter-professional learning in placements (CPE), the requirement to identify the philosophical/theological moorings of their



<b>MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS</b>	<b>MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<i>Additional LOs for stream/ focus in conjunction with Certificate</i>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES (FOR THE FOCI/STREAMS THAT MAY BE TAKEN IN CONJUNCTION WITH THE CERTIFICATE)</b> <i>Requirements specific to the Certificate.</i>
	<p>in both religiously based and non-confessional academic interpretations of their sacred texts and teaching and religious practice, leadership, and service. Students will demonstrate critical self-awareness as they develop the capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of leadership and service in the focus religious tradition.</p>		<p>spiritually integrated psychotherapeutic practice, participation in small group self-awareness process, etc.</p>

## Appendix II: CRPO/CASC Competency Alignment Chart

### Competency Comparison Registration as Psychotherapists in CRPO And CASC Certified Members (CPE)

Registration as Psychotherapists Competency	Professional Practice Standards for Spiritual Care Practitioners (CPE) <i>Ch. 2 Section II C</i>
1.1a. Integrate knowledge of human development across the lifespan.	Specialist Certification Professional Papers Practice Standards Chapter 3, part B, 1, 1.4 & 1.5 Competency 1.1
1.1b. Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	Practice Standards Chapter 3, part B, 6, 6.2, c Practice Standards Chapter 3, part D, 6 Specialist Certification Professional Papers Competencies, 1.1, 1.2
1.1c. Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	Practice Standards Chapter 3, part B, 1.3, 1.8 Specialist Certification Professional Papers Competencies 1.1, 2, 2.6 and 6, 6.6
1.2a. Integrate the theory or theories upon which the therapist's practice is based.	Specialist Certification Professional Papers Competency 1, 1.2 and 2, 2.3 and 4, 4.9
1.2b. Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	Practice Standards Chapter 3, part B, 1.3, 1.8 Competency 1.1 Specialist Certification Professional Papers
1.2c. Identify circumstances where therapy is contraindicated.	Practice Standards Chapter 3, part B, 1.6, 1.10 Competency 1, 1.2.9 and 7 Specialist Certification Professional Papers
1.2d. Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	Practice Standards Chapter 3, part B, 1.4, 1.5, 1.9, 1.11, 1.12 Competency 1, 1.1, 1.2.9, 1.4, 1.4.9 Specialist Certification Professional Papers
1.2e. Establish a therapeutic relationship informed by the theoretical framework.	Practice Standards Chapter 3, part B, 1.3, 1.5, 1.6, 1.8 Competency 1, 1.1, and 1.2 and 1.2, 1.2.3 and 1.4, 1.4.9 Specialist Certification Professional Papers
1.2f. Integrate a theory of change consistent with the therapist's theoretical orientation.	Competency 1, 1.1, 1.2, 1.4, 1.4.5 and 1.4.10 Specialist Certification Professional Papers
1.2g. Integrate knowledge of the impact of trauma on psychological functioning.	Practice Standards Chapter 3, part B, 1.4 Competency 1, 1.2.4 Specialist Certification Professional Papers

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
1.3a. Integrate knowledge of key concepts common to all psychotherapy practice	Competency 1.3 and 2, and 3.3, 3.4, 3.5, 3.6 and 4, 4.5, 4.8, 4.10, 4.11 and 5 Specialist Certification Professional Papers
1.3b. Recognize the range of psychotherapy practiced within the province of Ontario	Practice Standards Chapter 3, part B, 1.10, 1.11, 1.12
1.3c. Integrate knowledge of psychopathology.	Competency 1, 1.2, 1.2.5, 1.2.8 Specialist Certification Professional Papers
1.3d. Recognize the major diagnostic categories in current use.	Practice Standards Chapter 3, part B, 1.4 1.8
1.3e. Recognize the major classes of psychoactive drugs and their effects.	Competency 1, 1.2, 1.2.5, 1.2.8
1.4a. Integrate knowledge of the impact of the therapist's self on the therapeutic process.	Practice Standards Chapter 3, part B, 1.10 Competency 2 Specialist Certification Professional Papers
1.4b. Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	Practice Standards Chapter 3, part B, 1.10 Competency 2, 2.3, 2.4, 2.5 and 6, 6.5, 6.6, 6.8, 6.9, 6.10 Specialist Certification Professional Papers
1.4c. Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	Practice Standards Chapter 3, part B, 1.10 Competency 2, 2.5, 2.6, 2.8 Specialist Certification Professional Papers
1.4d. Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness	Practice Standards Chapter 3, part B, 1.10 Competency 2, 2.3, 2.4, 2.5 and 6, 6.5, 6.6, 6.8, 6.9, 6.10 Specialist Certification Professional Papers
1.5a. Integrate knowledge of human diversity	Practice Standards Chapter 3, part B, 1.7 Competency 6 Specialist Certification Professional Papers
1.5b. Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	Practice Standards Chapter 3, part B, 6.2 Competency 6, 6.9, 6.12 and 7.11 Specialist Certification Professional Papers
1.5c. Adapt the therapist's approach when working with culturally diverse clients.	Practice Standards Chapter 3, part B, 1.3 Competency 6, esp. 6.6 and 7.3, 7.11 Specialist Certification Professional Papers
1.5d. Recognize barriers that may affect access to therapeutic services.	Practice Standards Chapter 3, part B, 6.2 Competency 1, 1.2 and 1.2.3 and 1.3.7 and Appendix A Specialist Certification Professional Papers

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
1.5e. Identify culturally-relevant resources.	Practice Standards Chapter 3, part C, 9 Competency 1, 1.3, and 6.10, 6.11, 6.13 Specialist Certification Professional Papers
2.1a. Use clear and concise written communication.	Competency 4.8, 5.3, 5.4 Chap 3 III B 1.8, 6.1e
2.1b. Use clear and concise oral communication.	Competency 4.8, 5.3 Chap 3 III B 1.10, 6.1e
2.1c. Use clear and concise electronic communication.	Competency 5.7, 6.1e
2.1d. Communicate in a manner appropriate to the recipient.	Competency 4.6, 4.5, 4.4, 5.3 Chap 3 III B 1.10
2.1e. Use effective listening skills.	Competency 4.1, 8.1-8.5
2.1f. Differentiate fact from opinion.	Competency 5.2, 4.2 5.4, 4.8, 4.10
2.1g. Recognize and respond appropriately to non-verbal communication.	Competency 4.8, 4.10
2.2a. Show respect to others.	Competency 4.2, 4.4, 4.8, 4.10, 5.2, 5.3, 5.4, 7.1 Chap 3, III B 1.3, 1.4
2.2b. Maintain appropriate professional boundaries.	Competency 8.2, 8.4, 2.4, 2.5, 2.3, 7.3, 7.6, 7.9 Chap 3, III B, 6.1 a & b, 1.10, 1.6
2.2c. Recognize and address conflict in a constructive manner.	Competency 4.10
2.2d. Demonstrate personal and professional integrity.	Competency 2.1, 2.6 Chap3, III B 1.6, 2.1 e&d
2.3a Create and sustain working relationships with other professionals encountered in practice.	Competency 8.1-8.5 Chap 3 III B 1.2
2.3b. Create and sustain working relationships with colleagues of diverse sociocultural identities.	Competency 8.1-8.5 Chap 3 III B 1.7
2.3c. Initiate inter-professional collaborative practice.	Competency 8.1-8.5 Chap 3 III B 1.9
3.1a. Comply with applicable federal and provincial legislation.	Practice Standards Chapter 3, part B, 1.11 Competency page 2 footnote 3 and Appendix A and 7. 7.8
3.1b. Comply with CRPO legislation and professional standards.	Practice Standards Chapter 3, part B, 1.11, 1.13
3.1c. Address organizational policies and practices that are inconsistent with legislation and professional standards.	Practice Standards Chapter 3, part B, 1.11, 1.13 and part B 6, 6.1 Competency Preamble and 7, 7.8
3.1d. Comply with relevant municipal and local bylaws related to private practice.	Competency 7, 7.8
3.2a. Recognize ethical issues encountered in practice.	Practice Standards Chapter 3, part B, 6.2, h and 2, 2.2 and part E Competency 7 Specialist Certification Professional Papers

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
3.2b. Resolve ethical dilemmas in a manner consistent with legislation and professional standards.	Practice Standards Chapter 3, part F 2.20 Competency 7 Specialist Certification Professional Papers
3.2c. Accept responsibility for course of action taken.	Practice Standards Chapter 3, part D, 7 Competency 7 Specialist Certification Professional Papers
3.3a. Maintain personal physical, psychological, cognitive and emotional fitness to practice.	Practice Standards Chapter 3, part B 2.1, 2.2, 2.7 Competency 2, 2.3, 2.7 and 3.7 Specialist Certification Professional Papers
3.3b. Build and use a personal and professional support network.	Practice Standards Chapter 3, part B, 1.9, 3 Competency 3.4, 3.6, 8.1 Specialist Certification Professional Papers
3.3c. Maintain personal hygiene and appropriate professional presentation.	Practice Standards Chapter 3, part B, 6.1, a Competency 3.7
3.4a. Undertake critical self-reflection.	Practice Standards Chapter 3, part B, 2.2 Competency 1.4.6 and 2.3 and 3.1 Specialist Certification Professional Papers
3.4b. Solicit client feedback throughout the therapeutic process.	Practice Standards Chapter 3, part B, 6.2 a Competency preamble and 1.1.2 and 1.3
3.4c. Plan and implement methods to assess effectiveness of interventions.	Practice Standards Chapter 3, part B, 2.2 Competency 1.3, 3.5, 5.3, 5.5, 9.4
3.4d. Obtain feedback from peers and supervisors to assist in practice review.	Practice Standards Chapter 3, part F Competency 3.4, 3.6, 9.11 Peer Review Professional Papers
3.4e. Identify strengths as a therapist, and areas for development.	Practice Standards Chapter 3, part B, 1.10 Competency 2.3, 2.4 Specialist Certification Professional Papers Peer Review Professional Papers
3.4f. Set goals for improvement.	Practice Standards Chapter 3, part B, 3 and part F Competency 3.5 Specialist Certification Professional Papers Peer Review Professional Papers
3.4g. Modify practice to enhance effectiveness.	Practice Standards Chapter 3, part B, 6.2 g Competency 3.5, 5 Specialist Certification Professional Papers
3.4h. Participate in relevant professional development activities.	Practice Standards Chapter 3, part B, 2 and 3 and D, 4 Competency preamble and 3, esp. 3.3 Peer Review Professional Papers
3.4i. Maintain awareness of resources and sources of support relevant to practice.	Practice Standards Chapter 3, part B 1.11 Competency 1.3, 1.4.2, 3.3, 3.4, 6.1, 6.11, 9.12, 9.13 Peer Review Professional Papers
3.5a. Initiate clinical supervision or consultation when appropriate or required.	Practice Standards Chapter 3, part B 2.1 b, 2.2 b Competency 3.4, 3.6
3.5b. Articulate parameters of supervision or consultation.	Practice Standards Chapter 3, part B, 6.1d Competency 3.4, 3.6,

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
3.5c. Protect client privacy and confidentiality, making disclosure only where permitted or required.	Practice Standards Chapter 3, part B 1.11 Competency 5, 6.1a, 7.2 Specialist Certification Professional Papers
3.5d. Initiate a legal consultation when necessary.	Competency page 2 footnote 3, Appendix A
3.6a. Recognize when to provide education and training to clients and others.	Competency 1.4, 1.5, 1.6, 8.3, 9.15 Specialist Certification Professional Papers
3.6b. Recognize therapist's limits of professional expertise as a trainer/educator.	Practice Standards Chapter 3, part B 1.10, Competency 2.4, 5.6 Specialist Certification Professional Papers
3.6c. Plan and implement effective instructional activities.	Practice Standards Chapter 3, part B 6.2 f Competency 9.15, 10.6
3.7a. Comply with the requirements of CRPO and relevant professional standards.	Practice Standards Chapter 3, part B, 6.1 e Competency 5
3.8a. Identify when advocacy or third-party support may be of value to the client, and advise client accordingly.	Practice Standards Chapter 3, part A 6.2 a and D 9 Specialist Certification Professional Papers
3.8b. Support client to overcome barriers.	Practice Standards Chapter 3, part B 6.2 h Competency 1.4, 4.3, 9.1 Specialist Certification Professional Papers
3.9a. Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.	Practice Standards Chapter 3, part F Competency 5 Specialist Certification Professional Papers
3.9b. Recognize ethical and legal implications when preparing third-party reports.	Practice Standards Chapter 3, part F Competency 5 Specialist Certification Professional Papers
3.10a. Comply with the requirements of CRPO and relevant professional standards.	Practice Standards Chapter 3, part B 6.1 a, and C 1 Competency preamble
3.10b. Explain limitations of service availability.	Competency 2.4
4.1a. Describe therapist's education, qualifications and role.	Competency Appendix A, Roles and Responsibilities
4.1b. Differentiate the role of the therapist in relation to other health professionals.	Competency Appendix A, Roles and Responsibilities Chap 3 III B 6.2e
4.1c. Explain the responsibilities of the client and the therapist in a therapeutic relationship.	Competency Appendix A, Roles and Responsibilities
4.1d. Explain the advantages and disadvantages of participating in psychotherapy.	Competency 1.2, 1.4
4.1e. Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.	Competency 7.2, 5.6

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
4.1f. Explain relevant rules and policies.	Competency 1, 7
4.1g. Respond to client questions.	Competency 1.2, 1.3, 1.4, 1.5
4.1h. Explain and obtain informed consent in accordance with legal requirements.	Competency 7.4
4.2a. Employ empathy, respect, and authenticity.	Core relational values in the Preamble to Competencies Competency 7.1
4.2b. Establish rapport.	Relational values Preamble Competency 1.1, 1.2
4.2c. Demonstrate awareness of the impact of the client's context on the therapeutic process.	Competency 1.2, 1.3.4, 1.4.3, 1.4.4, 1.4.5 Appendix of Competencies Collaborative Patient/Client Centred approach
4.2d. Demonstrate sensitivity to the setting in which therapy takes place.	Competency 6.4
4.2e. Assume non-judgmental stance.	Competency 6 especially 6.3, 6.6, 6.8, 6.10
4.2f. Explain theoretical concepts in terms the client can understand.	Competency 4.11, 4.9, 4.6
4.2g. Foster client autonomy.	Competency 1.4.7, 1.4.11, 1.4.2, 1.4.5
4.2h. Maintain appropriate therapeutic boundaries.	Competency 7.3
4.2i. Define clear boundaries of response to client's requests or demands.	Competency 7.3, 6.10
4.2j. Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	Competency 1.2.5, 1.3.3, 6.4, 1.2.9
4.2k. Employ effective skills in observation of self, the client and the therapeutic process.	Competency 2.1, 2.3, 7 especially 7.3 Chap 3 III B 1.10
4.2l. Demonstrate dependability.	Competency 9.1, 2.4
4.3a. Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	Competency 2.3, 2.5
4.3b. Recognize the impact of power dynamics within the therapeutic relationship.	Competency 2.6
4.3c. Protect client from imposition of the therapist's personal issues.	Competency 2.6, 6.10 Chap 3 III B 1.6
4.3d. Employ effective and congruent verbal and non-verbal communication.	Competency 4.1, 4.2, 4.8, 4.10 and other areas of 4
4.3e. Use self-disclosure appropriately.	Competency 4.5, 6.8, 7.3, 7.5, 2.5, 2.2
4.4a. Assess for specific risks as indicated.	Competency 1.2.4, 1.2.5
4.4b. Develop safety plans with clients at risk.	Competency 1.3.3,

<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
4.4c. Refer to specific professional services where appropriate.	Competency 1.2.9,
4.4d. Report to authorities as required by law.	Competency 7.4, 7.8, 7.1
4.4e. Follow up to monitor risk over time.	Competency 1.3.6, 1.3.5, 1.3.8
4.5a. Communicate in a manner appropriate to client's developmental level and sociocultural identity.	Competency 4.6, 4.11, 4.4, 4.7, 4.9, 6.5, 6.6 Chapter 3 III B 1.3, 1.4
4.5b. Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	Competency 1.4.2,
4.5c. Respond non-reactively to anger, hostility and criticism from the client.	Competency 4.10, 1.1.3 Appendix 2, Conflict Management
4.5d. Respond professionally to expressions of inappropriate attachment from the client.	Competency 2.6, 1.4.7,
4.5e. Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	Competency 4.7, 1.3.9, 1.3.7
4.5f. Recognize a variety of assessment approaches.	Competency 1.3.10, Chapter 3 III, B 1.5
4.5g. Formulate an assessment.	Competency 1.2 (whole section), 1.3.1,
4.5h. Develop individualized goals and objectives with the client.	Competency 1.3.4,
4.5i. Formulate a direction for treatment or therapy.	Competency 1.3.1,
4.5j. Practise therapy that is within therapist's level of skill, knowledge and judgement.	Competency 1.2.9, 2.4 Chap 3 III B 1.10
4.5k. Focus and guide sessions.	Competency 1.3.7, 1.3.8, 1.3.9, 1.4.13, 1.3.1
4.5l. Engage client according to their demonstrated level of commitment to therapy.	Competency 1.3.1, 1.4.7,
4.5m. Facilitate client exploration of issues and patterns of behaviour.	Competency 1.4.4,
4.5n. Support client to explore a range of emotions.	Competency 4.7, 1.3.9, 1.3.7, 1.1.3
4.5o. Employ a variety of helping strategies.	Competency 1.3.5, Chap 3 III B 1.8, 1.5
4.5p. Ensure timeliness of interventions.	Competency 1.3.5, 6.12, 9.10
4.5q. Recognize the significance of both action and inaction.	Competency 1.3.8, 1.3.5, 1.2.9
4.5r. Identify contextual influences.	Competency 1.2, 1.3.4, 1.4.3, 1.4.4, 1.4.5 Appendix A of Competencies Collaborative Patient/Client Centred approach (point 2)



<b>Registration as Psychotherapists Competency</b>	<b>Professional Practice Standards for Spiritual Care Practitioners (CPE) Ch. 2 Section II C</b>
4.5s. Review therapeutic process and progress with client periodically, and make appropriate adjustments.	Competency 1.3.6, 1.3.7, 1.3.8, 1.3.9
4.5t. Recognize when to discontinue or conclude therapy.	Competency 1.3.10 re. Outcomes, 1.3.11,
4.6a. Develop and maintain a referral network.	Competency 8.1, 8.2, 8.4, Chap 3 III B 1.9
4.6b. Identify situations in which referral or specialized treatment may benefit the client, or be required.	Competency 1.2.9, 8.5
4.6c. Refer client, where indicated, in a reasonable time.	Competency 1.4.9, 1.4.7, 8.5, 1.3.5
4.7a. Prepare client in a timely manner for the ending of a course of therapy.	Competency 1.4.7,
4.7b. Outline follow-up options, support systems and resources.	Competency 1.3.5,
5.1a. Read current professional literature relevant to practice area.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.1b. Access information from a variety of current sources.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.1c. Analyze information critically.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.1d. Determine the applicability of information to particular clinical situations.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.1e. Apply knowledge gathered to enhance practice.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.1f. Remain current with developments in foundational areas.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.2a. Integrate knowledge of research methods and practices.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.2b. Determine the applicability of research findings to particular clinical situations.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.2c. Analyze research findings critically.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10
5.2d. Apply knowledge gathered to enhance practice.	Practice Standards Chapter 3, part B, 2.1 c, 2.2 Competency 10

## Appendix III: Faculty List

### **Master of Pastoral Studies Spiritual Care & Psychotherapy Certificate** **MPS, SCP Cert. Faculty List**

#### **Core Faculty**

Pamela Couture, PhD

Jane & Geoffrey Chair in Church & Community, Emmanuel College; Full Graduate Status

<http://www.tst.edu/directory/faculty/couture-pamela>

<http://www.emmanuel.utoronto.ca/about/faculty/couture.htm>

Marsha Hewitt, PhD

Professor, Social and Psychology of Religion, Trinity College; Full Graduate Status

Registered Psychotherapist (RP)

<http://www.tst.edu/directory/faculty/hewitt-marsha>

<http://www.trinity.utoronto.ca/divinity/about/teaching-staff.html> - scroll down

Pamela McCarroll, PhD

Associate Professor of Practical Theology, Emmanuel College; Full Graduate Status

Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)

<http://www.tst.edu/directory/faculty/mccarroll-pamela>

<http://www.knox.utoronto.ca/the-rev-dr-pam-mccarroll/>

Joseph Schner, PhD

Professor of Psychology & Psychology of Religion, Regis College: Full Graduate Status

College of Psychologists (CPsych)

<http://www.tst.edu/directory/faculty/schner-sj-joseph>

<http://www.regiscollege.ca/faculty/joe-schner>

Desmond Buhagar, PhD

Sessional Professor of Pastoral Theology, Regis College

Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC); Registered Marriage and Family Therapist (AAMFT)

#### **Supporting Faculty**

Lawrence Beech PhD

Sessional Lecturer, Emmanuel College, Associate Graduate Status, TST

Registered Psychotherapist (RP); Certified Teaching Supervisor (CASC); Registered Marriage and Family Therapist (RMFT)

<http://www.tst.edu/directory/faculty/beece-lawrence>

Katherine Edmison, DMin

Sessional Lecturer, Knox College

Registered Psychotherapist (RP); Certified Specialist & Supervisor (CASC)

<http://www.tst.edu/directory/faculty/edmison-katherine>

Andrew Irvine, PhD  
Assistant Professor, Knox College  
<http://www.tst.edu/directory/faculty/irvine-andrew>  
<http://www.knox.utoronto.ca/the-rev-dr-andrew-irvine/>

Nazila Isgandarova, DMin, PhD ABD  
Sessional Lecturer, Emmanuel College  
Registered Psychotherapist (RP), RSW  
Certified Specialist (CASC)

Josephine Lombardi, PhD  
Associate Professor of Systematic & Pastoral Theology, St. Augustine's  
<http://www.tst.edu/directory/faculty/lombardi-josephine>

Anne Sor Ching Low, PhD  
Sessional Lecturer, Emmanuel College  
<http://www.tst.edu/directory/faculty/low-anne-sor-ching>

Cuilan Lui, PhD  
Professor of Buddhist Studies, Emmanuel College: Associate Graduate Faculty Status  
<http://www.tst.edu/directory/faculty/liu-cuilan>

Wanda Malcolm, PhD  
Professor of Pastoral Theology, Wycliffe College  
College of Psychologists (CPsych)  
<http://www.tst.edu/directory/faculty/malcolm-wanda>  
<http://www.wycliffecollege.ca/faculty.php?aid=1> – scroll down, pastoral

Mary Marrocco, PhD  
Sessional Lecturer, St. Augustine's College  
Registered Marriage and Family Therapist (RMFT, AAMFT)  
<http://www.tst.edu/directory/faculty/marrocco-mary>

Glenn McCullough, PhD (ABD)  
Sessional Lecturer, Knox College

Henry Shui PhD  
Sessional Lecturer, Emmanuel College

Anne Simmonds, DMin  
Sessional Lecturer, Emmanuel College  
Certified Specialist (CASC)  
<http://www.tst.edu/directory/faculty/simmonds-anne-l>

Jane Smith-Eivemark, DMin  
Sessional Lecturer, Emmanuel College  
Registered Psychotherapist (RP); Jungian Analyst; Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/smith-eivemark-jane-e>

Michael Stoeber, PhD  
Professor of Spirituality, Regis College; Full Graduate Status  
<http://www.tst.edu/directory/faculty/stoeber-michael>  
[http://www.regiscollege.ca/faculty/michael\\_stoeber](http://www.regiscollege.ca/faculty/michael_stoeber)

Tony Toneatto, PhD  
Sessional Lecturer, Emmanuel College  
College of Psychologists (CPsych)  
<http://www.tst.edu/directory/faculty/toneatto-tony>

### **Sessional Faculty – Clinical Supervisors**

See <http://cpe-toronto.ca/> and <http://cpe-toronto.ca/programs/> and <http://www.tst.edu/content/casc>  
- description of relationship with TST  
<http://www.tst.edu/academic/registration-information-clinical-pastoral-education-cpe-and-pastoral-counselling-education> - description of registration processes through TST

#### **CPE (CASC)**

Kosu Boudreau MDiv, MPS  
Sessional Faculty (status only), Trinity College  
Clinical Educator & Spiritual Care Provider, Toronto General Hospital  
Registered Psychotherapist (RP); Certified Specialist & Associate Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/boudreau-tina-kosu>  
<http://cpe-toronto.ca/rev-kosu-boudreau/>

Marc Doucet MDiv, DMin (cand)  
Sessional Faculty (status only), Trinity College  
Manager, Clinical Educator, University Health Network  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/doucet-marc>  
<http://cpe-toronto.ca/rev-marc-doucet/>

Kathy Edmison MDiv, DMin  
Sessional Faculty (status only), Trinity College  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/edmison-katherine>  
<http://cpe-toronto.ca/rev-dr-kathy-edmison>

Thom Kilts MDiv, MA  
Sessional Faculty (status only), Trinity College  
Clinical Educator & Manager, William Osler Health System  
Registered Psychotherapist (RP); Certified Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/kilts-thomas>  
<http://cpe-toronto.ca/ven-thom-kilts/>

Sharon Konyen, MTS  
Sessional Faculty (status only), Trinity College  
Spiritual Care Provider & Clinical Educator, Princess Margaret Hospital  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/konyen-sharon>  
<http://cpe-toronto.ca/sharon-konyen/>

Jan Kraus, MDiv  
Sessional Faculty (status only), Trinity College  
Manager & Teaching Supervisor, Spiritual Care, Bridgepoint Healthcare  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/kraus-jan>  
<http://cpe-toronto.ca/rev-jan-kraus/>

Linda Kuschnik, M.Div  
Sessional Faculty (status only), Trinity College  
Spiritual Care Provider & Clinical Educator, Toronto General Hospital  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/kuschnik-linda>  
<http://cpe-toronto.ca/rev-linda-kischnik/>

Angela Schmidt, DMin  
Sessional Faculty (status only), Trinity College  
Manager & Educator, Spiritual Care, Royal Victoria Regional Health Centre  
Registered Psychotherapist (RP), Certified Specialist & Teaching Supervisor (CASC)  
<http://cpe-toronto.ca/angela-schmidt/>

Shawn Lucas, MDiv  
Sessional Faculty (status only), Trinity College  
Manager & Educator, Spiritual Care Services, Centre for Addiction and Mental Health  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/lucas-shawn>  
<http://cpe-toronto.ca/rev-shawn-lucas/>

Jane Smith-Eivemark, DMin  
Sessional Faculty (status only), Trinity College  
Manager & Educator, Trillium Health Partners  
Registered Psychotherapist (RP); Jungian Analyst; Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/smith-eivemark-jane-e>

Peter Thompson, MDiv  
Sessional Faculty (status only), Trinity College  
Manager, Spiritual Care Department, St. Michael's Hospital  
Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisor (CASC)  
<http://www.tst.edu/directory/faculty/thompson-peter>  
<http://cpe-toronto.ca/rev-peter-thompson>

Ajith Varghese, ThM

Sessional Faculty (status only), Trinity College

Manager & Educator, Spiritual & Religious Care Department, Scarborough Hospital

Registered Psychotherapist (awaiting CRPO approval);

Certified Specialist & Teaching Supervisor (CASC)

<http://www.tst.edu/directory/faculty/varghese-ajith-k>

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

Elaine Nagy, MDiv

Sessional Faculty (status only), Trinity College

Clinical Educator, Spiritual Care Department, University Health Network (UHN)

Registered Psychotherapist (RP); Certified Specialist & Teaching Supervisors (CASC)

<http://www.tst.edu/directory/faculty/nagy-elaine>

## Appendix IV: 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:	Spiritual Care and Psychotherapy
SCP Cert.:	Spiritual Care and Psychotherapy Certificate
TST:	Toronto School of Theology
UofT:	University of Toronto
UTQAP:	University of Toronto Quality Assurance Process