TORONTO SCHOOL OF THEOLOGY
(EMMANUEL AND KNOX COLLEGES)

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

PROGRAM HANDBOOK

2019-20

Contents

1   INTRODUCTION

1.1   Welcome and Overview of the Program

Welcome to the Master Pastoral Studies, Psycho-spiritual 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 study from the spectrum of psychotherapeutic modalities and may focus their studies on one of the following: Family Systems, Psychodynamic, Constructivist, 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, SCP Cert. Program provides students with fundamental theories as well as contextual applications of psycho-spiritual therapy and includes foundational knowledge of various faith traditions and spiritual worldviews. Throughout this document, the term "psycho-spiritual therapy" includes pastoral counselling and psycho-spiritual therapy. 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 psycho-spiritual 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 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 psycho-spiritual therapy.

The program includes a minimum of two clinical practica (TSP3551Y Psycho-spiritual Care & Therapy Practicum – CPE Basic 1; and TSP3552Y Psycho-spiritual Care & Therapy Practicum – CPE Basic 2, or equivalent CASC SPE through the Letter of Permission process) 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 psycho-spiritual therapy.

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 on a final review conducted by faculty, clinical supervisors, and administration. To graduate, students must successfully complete the foundational curriculum, all required courses in each program area, including two CASC recognized, TST-approved SPE (Supervised Pastoral Education) 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 psycho-spiritual therapists. SPE (for example, the required TSP3551Y & TSP3552Y) 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 p 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 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 psycho-spiritual 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 in institutions and counselling centres or private practice 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 variety of psychotherapeutic theories and modalities, focusing specialized attention on the spiritual dimensions of psychotherapy.

Most psycho-spiritual therapists employed in healthcare institutions, prisons, private practice, and employee assistance programs, require certification 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 psycho-spiritual therapy 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 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

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[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.

individual learners in tandem with the desired learning outcomes/competencies of the program, the CRPO, and the CASC.

Psycho-spiritual Care & Therapy Practica (TSP3551Y & TSP3552Y) 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 Distress, Crises, & Therapeutic Directions (KNP3510H), and Psycho-Spiritual Assessment & Therapy (KNP3511H) – are offered in a "Smart Classroom" which is located at the Knox College site. In the summer semester, these courses are offered in conjunction with Psycho-spiritual Care & Therapy Practica (TSP3551Y & TSP3552Y). The "smart classroom" allows faculty and students from the practicum sites to access the course using video-conferencing technology. The first segment (2 hours) of each class is conducted in a lecture large-group discussion format involving on-site and off-site participation. The second segment (2.5 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 Psycho-spiritual Care & Therapy 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 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 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 & 6)
- Students develop knowledge of psychological theories and development, and knowledge of established theories in Spiritual Care and Psychotherapy.
  (CRPO EPC 1; CASC 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 1 & 5; CASC 1 & 10)

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 1 & 7)
- 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, 2, 3 & 7)

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 1, 3, 5, 7 & 8)

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 5 & 8)

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 & 8)

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.

The practicum supervisors (all CASC certified Supervisor-Educators affiliated with TST) meet at least 4 times per year with the TST MPS, SPC Cert. leadership: to discuss the policies and procedures that govern the 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: http://cpe-toronto.ca/

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 six TST faculty members: all six are in the professorial ranks. In addition, there are nine supporting faculty members. As well, there is a large group of clinical supervisors who have committed themselves to this program. All of them are CASC-certified Supervisor-Educators and Registered Psychotherapists (CRPO), and all are appointed as sessional faculty within Knox or Emmanuel Colleges.

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 the 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 SPE practicum.

Two Psycho-spiritual Care & Therapy Practicum courses (SPE) are required; consequently, proof of acceptance into SPE training is required for admission to the program. These practical courses 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, 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 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 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 a Psycho-spiritual Care & Therapy Practicum (SPE). 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 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:

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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
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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

All students in the MPS, SCP Cert. program must obtain student membership in the appropriate professional association (usually the CASC) during their SPE practica. For TST-based practica this cost is covered through tuition fees. 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 Psycho-spiritual Care & Therapy 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 Psycho-spiritual Care & Therapy Practica (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 Psycho-spiritual Care & Therapy Practica (SPE) sites and contact information for SPE Supervisor-Educators, please visit the following link: 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 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 category:

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 (Acolaste) – 24 CH

3. **Professional Ethics:**
   1 credit, 36 hrs:
   Options include:
   - RGP3564H Professional Ethics in Counselling and Spiritual Care (Buhagar) – 36 CH
   OR
   - 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 (Edmison) – 36 CH
     OR
   - KNP3510H Psycho-Spiritual Distress, Crises, and Therapeutic Directions: Integrating Theory and Practice (Edmison) – 36 CH
     OR
   - EMP2581H Psychopathology in Mental Health (Isgandarova) – 36 CH

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[2] See: http://www.crpo.ca/home/education-programs/reviewingrecognizing-education-programs/

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 Intercultural Counselling & Psycho-Spiritual Therapy: A Systems Perspective (McCarroll) – 36 CH
   - KNP2548H Self, Family, Cultures: Spiritual Care in Context (Acolaste) – 24 CH
   - EMP3546H Theories and Methods in Psycho-spiritual Therapy and Marriage and Family Therapy (Beech) – 30 CH

   Psychodynamic
   - EMP3538H Dreams: Psycho-Spiritual Therapy and the Symbolic Language of the Soul (Smith-Eivemark) – 30 CH
   - TRP3523H Foundations of Psychodynamic Therapy (Hewitt) – 24 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

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

6. **Professional Functioning, Therapeutic Process, Self-awareness, Safe and Effective Use of Self**
   4 credits, 144 hours:
   Required:
   - Psycho-spiritual Care & Therapy Practicum (TSP3551Y – CPE Basic 1) – 72 CH
   AND
   - Psycho-spiritual Care & Therapy Practicum (TSP3552Y – CPE Basic 2) - 72 CH [3] or approved non-CASC equivalent (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

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[3] Students are encouraged to have a diversity of sites in their 2 required practica.

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
   - WYP2528H Pastoral Psychology (Malcolm) – 36 CH
   - RGP3251H Psychotherapy and Spiritual Direction (Schner) – 24 CH
   - EMP3514H Working with Couples in Marriage and Family Therapy (Beech) – 30 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
   - RGP55571H Religion & Mental Disorder (Schner) – 24 CH
   - SAP2261H Psychology and Spirituality (Marrocco) – 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
   - TSP3357Y Psycho-spiritual Care & Therapy Practicum – SPE Basic 3 – 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 spiritual care and psycho-spiritual therapy. Psycho-Spiritual Care & Therapy Practicum courses (TSP3551Y & TSP3552Y) 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.

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 to meet CASC certification requirements. Two SPE units may be completed as part of the MPS SCP at the basic level. To apply for advanced level training, members must successfully complete 2 practica 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). 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 Psycho-Spiritual Care &Therapy Practica (SPE) may maintain their status in the program.

3.3   Requirements for the CRPO

The MPS SCP Certificate is a recognized education and training program for the CPRO. As well, the two required Psycho-Spiritual Care &Therapy Practicum (SPE) courses (4 credits) within the program include up to 240 direct client contact hours and up to 160 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 a letter describing the direct client contact hours completed 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/for-applicants/.

3.4   Certificate Requirements

Students must maintain ethical behaviour, standing in Psycho-spiritual Care & Therapy Practica (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 (https://www.crpo.ca/all-resources/).

3.5   Practicum Requirements

Psycho-spiritual Care & Therapy Practica (SPE) offer an experience-based approach to learning, which combines clinical work completed under qualified supervision with group reflection and other educational activities. 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.

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 extended programs on a one or two-day-per-week basis for seven to eight months. Basic level SPE is required for the Certificate, but students may take Advanced training if they have completed the CASC qualifications. SPE residency opportunities are available for students who wish to take more intensive and comprehensive training at the Basic and Advanced levels and to complete more Direct Client Contact hours. Students who have successfully completed at least 1 basic SPE program are eligible to apply for residency programs. 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. As noted, admission to SPE is a pre-requisite for application to the MPS, SCP Cert. Program. Applicants are responsible for applying to these clinical practica (SPE) in a timely manner, since successful completion of 2 practica is required for graduation. (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 Psycho-spiritual Care & Therapy Practica courses taken as part of the MPS, SCP Cert. Program, students are required to submit copies of the CASC Form 2.1 and 2.2 (SPE Summary and Assessment) 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 a non-CASC approved practicum option. The non-CASC approve practicum option must be reviewed by the Basic Degree Common Stream Committee prior to the student registering in the practicum, 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 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 52 hours of clinical supervision (including peer and individual supervision, and development of practice).

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 align with requirements for the CASC admission to advanced training and reflect the integrative requirement for the completion of the degree.

The Psycho-spiritual Care & Therapy Practica (TSP3551Y & TSP3552Y) use comprehensive assessment tools that address 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 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 II).

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.

Other direct and indirect assessment measures are reviewed systematically every 5 years 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. The table below outlines how the design, structure, requirements and delivery of the certificate support the certificate learning outcomes and expectations.

MASTER OF PASTORAL STUDIES DEGREE LEVEL EXPECTATIONS	MASTER OF PASTORAL STUDIES PROGRAM LEARNING OBJECTIVES AND OUTCOMES	Additional LOs for stream/ focus in conjunction with Certificate	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) *Requirements specific to the Certificate.*
1. Depth and breadth of knowledge 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; 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; c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more	*Breadth.* 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- based/ philosophical positions and those of the religious tradition in relation to practices. *Depth.* Students will	*Breadth:* Students integrate knowledge of human, cultural, and spiritual diversity (CRPO Entry-to-Practice Competency Profile (EPCP) #1.5) *Depth.* 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)	*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. *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; constructing and engaging clients in plans for care, etc.

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of the major fields in a 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.	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 psycho-spiritual, or appropriate preaching.		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.
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	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 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	Students gain a knowledge of methodologies identified in the CRPO, specifically EPC #5: ability to access information from a variety of sources, including professional literature; to analyze information and research findings critically; and to integrate and apply research methods and practices.	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 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 SPE courses (2 within the specialized courses,

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c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.	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 area of specialization of the relationship between personal and communal spiritual commitments, cultural contexts, and religious practices.		2 within the Certificate) will undertake research that engages emergent issues in their supervised practice *of Spiritual Care and Psychotherapy*; an integrative (summative) research paper demonstrating an ability to integrate research with practice.
Application of knowledge 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	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	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	Classroom exercises, including case studies and role playing, and Supervised Pastoral Education (SPE) (2 in the focus/stream and 2 in the Certificate) support the achievement of learning expectations in the application of knowledge.

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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** The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; 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 reviews and primary sources.	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 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.	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 "Safe and Effective Use of Self" (EPC #4.3) and the related priority of self awareness and use of self in the therapeutic relationship.	Research papers and presentations in stream/ focus courses, the praxis (SPE) courses, and the capstone seminar TSX3090H are designed to demonstrate evidence-based practice *and the application of knowledge in the psychotherapeutic context*. Safe and effective use of self is a central marker in several of the courses and in the supervised clinical placements (SPE).

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Autonomy and professional capacity Qualities and transferable skills necessary for further study, employment, community 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.	Students will develop the intellectual, affective, and professional capacities required for a life of leadership and service in the focus religious 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 an ability	Students will develop the intellectual, affective, and professional capacities required for 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.	Required foundational and specialized stream/focus courses in ethics appropriate to particular practices. Course learning structures and field supervision 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.

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	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 integrity, and public witness. Students will display the capacity for spiritual practices requisite to leadership and service in church and community. Students will	Students will develop competencies in CRPO EPC #2 "Collegial and inter-professional relationships" including using effective professional communication (e.g., in orienting clients, maintaining accurate and appropriate records, communicating assessments and plans for care, making referrals)." (2.1)	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.

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	demonstrate initiative, responsibility, and accountability in personal relationships and group contexts.		
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 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 in both religiously based and non- confessional academic interpretations of their sacred texts and	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 (SPE), the requirement to identify the philosophical/ theological moorings of their spiritually integrated psychotherapeutic practice, participation in small group self- awareness process, etc.

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	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.		

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 Psycho-spiritual Practitioners (CPE) *Ch. 2 Section II C*
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
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

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Registration as Psychotherapists Competency	Professional Practice Standards for Psycho-spiritual Practitioners (CPE) *Ch. 2 Section II C*
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
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

Registration as Psychotherapists Competency	Professional Practice Standards for Psycho-spiritual Practitioners (CPE) *Ch. 2 Section II C*
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
2.3aCreate 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
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

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Registration as Psychotherapists Competency	Professional Practice Standards for Psycho-spiritual Practitioners (CPE) *Ch. 2 Section II C*
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,
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

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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
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
4.3aDemonstrate 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

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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,
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)
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,

Registration as Psychotherapists Competency	Professional Practice Standards for Psycho-spiritual Practitioners (CPE) **Ch. 2 Section II C**
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

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Appendix III: CASC Competencies

Competencies for Spiritual Care and Counselling

1. Spiritual Assessment and Care

Spiritual Assessment and Care are distinct but inter-related activities. Spiritual Assessment is an extensive, in-depth, ongoing process of actively listening to and summarizing a client's story, spiritual strengths, needs, hopes and coping strategies as they emerge over time. Spiritual Care is the professional relationship established with a client that provides a framework for ongoing assessment and inter-professional interventions that help meet the wellness needs and goals of the client.

1.1 Theoretical Foundations: The professional relationship is established upon historical, theological, philosophical, spiritual, psychological and socio-cultural frameworks that encompass knowledge of human development and transitions in life
- 1.1.1 Integrates spiritual/religious and psycho-social theories.
- 1.1.2 Integrates relevant knowledge including contextual and systemic factors that facilitate or impair human functioning, theories of change, the impact of trauma, and psychopathology.
- 1.1.3 When required for specific practice, understands the major classes of psychoactive drugs and their effects.
- 1.1.4 Recognizes the benefits, limitations, and contraindications of differing therapeutic approaches.
- 1.1.5 Recognizes barriers that may affect access to therapeutic services.
- 1.1.6 Maintains awareness of resources and sources of support relevant to practice.

1.2 Relational Approach: Provides a relational and patient/family-centred approach to assessment and care that sensitively encounters the client(s) and engages them in their healing process.
- 1.2.1 Establishes a therapeutic relationship of trust informed by the theoretical framework.
- 1.2.2 Establishes rapport by engaging with the client's experience.
- 1.2.3 Facilitates expression and articulation of a client's beliefs, values, needs and desires that shape the client's choices and interactions.
- 1.2.4 Encourages the client to express emotions and a full range of feelings.
- 1.2.5 Responds non-reactively to anger, hostility and criticism from the client.
- 1.2.6 Encourages the client to share fears/concerns, hopes/dreams, creative expression, intuition and awareness of relationships, including the divine/transcendent in understanding the core identity of the client.

1.3 Assessment: Gains an understanding of a client's source(s) of spiritual strength, hope, needs, wellness goals, risks and methods/ways of coping through encountering the client.
- 1.3.1 Assesses by means of listening to story. Encounters the life narrative of the client through dialogue, observation and emotional understanding.
- 1.3.2 Identifies the client's worldview and theological or spiritual belief system.
- 1.3.3 Identifies the client's sacred symbols, metaphors and relationships that provide meaning.
- 1.3.4 Assesses past and present trauma, spiritual distress, spiritual pain, suffering, grief and loss.
- 1.3.5 Assesses specific risks, including suicide, homicide, violence, abuse, neglect, drug abuse and monitors risk over time.
- 1.3.6 Assesses spiritual coping strategies.
- 1.3.7 Assesses for faith process and development, structure and content.
- 1.3.8 Recognizes when and how medications/drugs are impacting the client.
- 1.3.9 Recognizes when physiological or psychological symptoms are limiting effectiveness of care and when there is need for consultation with others within the care team.
- 1.3.10 Recognizes barriers that may affect access to therapeutic services.

1.3.11   Identifies situations in which referral or specialized treatment may benefit the client, or be required.

1.3.12   Identifies circumstances where therapy is contraindicated.

1.3.13   Formulates an assessment.

1.4   **Planning:** Co-develops with the client(s) a spiritual care plan that complements and is integrated with the inter-professional care plan, treatment and interventions.

1.4.1   Determines the type and level of care/intervention appropriate and formulates a therapeutic direction(s), drawing upon culturally-relevant resources.

1.4.2   Attends to client's expectations and the involvement of loved ones in the care plan.

1.4.3   Develops a plan that safeguards the physical and emotional safety of client during clinical work.

1.4.4   Develops personalized goals and objectives where relevant and appropriate to the client situation.

1.4.5   Ensures interventions are timely, based on informed therapeutic approaches and are related to appropriate community resources.

1.4.6   Responds to disruptions of the spiritual care relationship in a timely fashion.

1.4.7   Monitors quality of the spiritual care relationship on an ongoing basis.

1.4.8   Restores therapeutic direction when it is hindered or diminished.

1.4.9   Integrates the practices of assessment, intervention and outcomes.

1.4.10   Evaluates the therapeutic effectiveness of the Spiritual Care plan and interventions.

1.5   **Intervention:** Provides a variety of interventions and approaches to spiritual care related to needs assessment and co-developed inter-professional care plans.

1.5.1   Facilitates exploration of a client's sense of purpose and meaning in life.

1.5.2   Facilitates contextualized meaning-making and sacred and religious interpretation.

1.5.3   Helps client evaluate role and function of spiritual/religious identity in their life.

1.5.4   Helps client to identify spiritual strengths, vulnerabilities, resilience and resources.

1.5.5   Facilitates exploration of issues and patterns of behaviour in relationships, moral distress and grief/loss.

1.5.6   Utilizes spiritual/theological/faith reflection in exploring and making meaning of one's life situation and in bringing the unconscious to the conscious understanding when it is safe and appropriate.

1.5.7   Fosters the client's independence and responsibility within the care team.

1.5.8   Offers support and guidance for spiritual growth.

1.5.9   Strengthens relational connections and fosters experiences of community.

1.5.10   Enables reconciliation (e.g. conflict management, forgiveness and relational growth).

1.5.11   Assists client in their own creative expression of spirituality.

1.5.12   Engages client according to their demonstrated level of commitment to therapy.

1.5.13   Provides or facilitates prayer, rituals, rites, ceremonies and services.

1.5.14   Refers to specific professional services where appropriate.

1.5.15   Recognizes the significance of both action and inaction.

1.5.16   Focuses and guides sessions.

1.5.17   Responds professionally to expressions of inappropriate attachment from the client.

1.5.18   Refers client, where indicated, in a reasonable time.

1.5.19   Prepares client in a timely manner for the ending of the therapeutic relationship.

1.5.20   Outlines follow-up options, support systems and resources.

1.6   **Evaluation of Effectiveness:** Reviews therapeutic process and progress with client periodically, and makes appropriate adjustments.

1.6.1   Monitors progress and levels of risk over time.

1.6.2   Solicits client feedback throughout the therapeutic process.

1.6.3   Recognizes when to discontinue or conclude therapy.

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2. Self-awareness

Assesses the impact of one's own spirituality, beliefs, values, assumptions and power dynamics in relationships with clients.

2.1   Has a clear sense of personal and professional identity, integrity and authority.
2.2   Integrates personal culture, beliefs and values leading to authenticity, consistency and dependability in the practice of spiritual care.
2.3   Maintains the practice of self-reflection and self-evaluation including critical self reflection on one's words, actions and theoretical orientation.
2.4   Recognizes professional limits, and when to make referrals and consultations.
2.5   Recognizes instances where practitioner's life experiences may enhance therapeutic effectiveness.
2.6   Recognizes the symbolic power associated with the practitioner's role and the presence and importance of transference or counter transference in the spiritual care relationship.
2.7   Recognizes occupational hazards contributing to burnout.
2.8   Integrates beliefs about well-being and distress.

3. Spiritual and Personal Development

Continues to develop and maintain personal and professional growth, awareness and self-understanding and makes oneself appropriately accountable.

3.1   Engages in ongoing theological/spiritual reflection.
3.2   Nurtures and utilizes own spirituality with integrity.
3.3   Identifies and integrates areas of need and interest regarding continuing education in development of areas of own personhood, religion, spirituality and meaning.
3.4   Identifies and utilizes personal and professional support, consultation and supervision.
3.5   Evaluates clinical practice, identifies strengths and weaknesses, set goals and modifies practice accordingly as necessary.
3.6   Consults with other professionals and spiritual care and counseling colleagues when appropriate.
3.7   Engages regularly and holistically (body, mind, spirit) in self-caring practices.

4. Multi-Dimensional Communication

Employs communication strategies that include active and attentive listening, awareness of the non-verbal, appropriateness, and relevant content.

4.1   Listens actively, empathically and reflectively, validating the client's emotional and spiritual experience.
4.2   Assesses and responds appropriately to all aspects of non-verbal communication.
4.3   Attends to social support and relationships.
4.4   Attends and respectfully responds to intercultural relational approaches.
4.5   Artfully responds to richness of the client out of the richness of one's own personhood.
4.6   Communicates in a manner appropriate to the recipient.
4.7   Attends to feelings, attitudes, thoughts and behaviour.
4.8   Employs effective verbal (and non-verbal) communication.
4.9   Explains theoretical concepts in everyday language.
4.10   Recognizes conflict, whether overt or covert, verbal or non-verbal and uses a conflict resolution approach appropriate to the situation.
4.11   Communicates assessment information so the client understands its relationship to care giving goals and outcomes.

5. Documentation and Charting

Documents clinical assessments, interventions and referrals in a way that is understood by members of the inter-professional team. Keeps records and statistics in a timely manner; demonstrates clarity, skill and appropriate confidentiality in all paper/electronic correspondence.

5.1   Identifies the referral source and reason for initial assessment.

5.2   Differentiates fact from opinion.
5.3   Uses clear and concise language that respects whole person care.
5.4   Provides concise statements about the significance of appearance, voice quality, and/or non-verbal communication in clinical interactions.
5.5   Notes referral and/or follow-up plan.
5.6   Understands and employs confidentiality limits regarding stories and confessions.
5.7   Employs electronic communication as relevant to practice and maintains appropriate security in its use.
5.8   Maintains professional documentation on clients in a secure location and keeps records for an appropriately designated length of time.

6. Brokering Diversity

Understands, values, promotes diversity and inclusion, and advocates for equitable care. Provides care that takes into account culture, bias, and the specific needs of clients.
6.1   Assesses the dynamics of the culture, resources and community.
6.2   Values diversity and advocates for accommodation of cultural, spiritual and religious needs and practices.
6.3   Assumes and communicates a non-judgmental stance.
6.4   Demonstrates sensitivity to the diversity and setting of spiritual care.
6.5   Integrates knowledge of diversity with reference to age, class, race, gender, ethnicity, levels of ability, language, spiritual and religious beliefs, educational achievement, sexuality, social factors, family, health beliefs and willingness to seek help.
6.6   Adapts the care approach when working with diverse individuals, families and groups and respectfully asks for guidance in learning intercultural relationship skills.
6.7   Shows respect toward various disciplines and interest groups.
6.8   Models behaviour that promotes inclusion.
6.9   Recognizes and responds to how oppression may impact human functioning.
6.10   Recognizes how the spiritual care practitioner's values and biases may affect relationships with diverse clients.
6.11   Identifies culturally and spiritually relevant resources.
6.12   Explores and addresses in a timely manner differences that may lead to misunderstanding and conflict.
6.13   Provides current information on different faith groups and cultural traditions.

7. Ethical Behaviour

Ethical behaviour is congruent with the values of the CASC/ACSS Code of Ethics reflecting justice, compassion and healing for all.
7.1   Shows respect to others.
7.2   Protects confidentiality.
7.3   Articulates and maintains clear, appropriate and therapeutic boundaries.
7.4   Recognizes one's responsibility to report to authorities what is in the interest of security and/or required by law and/or the CASC/ACSS code of ethics.
7.5   Participates in and promotes ethical reasoning and moral development.
7.6   Works within one's scope of practice knowing when it may be appropriate to make a referral or initiate a consultation.
7.7   Identifies ethical issues encountered in one's practice, teaching and research.
7.8   Complies with relevant regulations at all levels of government and within one's provincial regulatory body.
7.9   Differentiates the roles and functions of professional associations relevant to one's practice.
7.10   Advocates for individuals in abuse or neglect situations.
7.11   Speaks out against systemic oppressions that are in violation of human dignity, human rights and/or the CASC/ACSS code of ethics.

8. Collaboration and Partnerships

Is accountable to the public, faith communities, employers and professionals in all professional relationships.

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8.1   Builds and sustains working relationships with members of inter-professional, multi-disciplinary and multi-faith groups.
8.2   Clearly understands the role and function of each member of the inter-professional group and/or service providers working with the client.
8.3   Educates clients and professional colleagues on the criteria for referral for spiritual care and counselling services.
8.4   Clearly defines and communicates to other team members the meaning and methods of spiritual care.
8.5   Makes appropriate referrals to other professionals and partners.

9. Leadership

Exhibits leadership that provides advocacy and support as an integral team member.
9.1   Provides support to both staff and management.
9.2   Provides Clinical and Professional Consultation.
9.3   Ensures a sacred space for prayer, ritual and meditation.
9.4   Develops a strategic plan, which not only supports and advocates for spiritual care in the work place, but promotes the soul of the organization and also strengthens the organization's values in a manner that works towards preserving and fostering both the spirituality and the humanization of the work place.
9.5   Participates in professional organizations.
9.6   Establishes a way to involve volunteers appropriately.
9.7   Participates in leadership opportunities, change management and systems transformation and provides leadership to organizational projects relevant to spiritual values as appropriate.
9.8   Acts as a change agent within the culture of the organization.
9.9   Prioritizes and organizes activities, using planning and management skills, to support spiritual care strategies.
9.10   Follows through on commitments in a timely manner.
9.11   Obtains feedback from external sources to assist in performance review
9.12   Appreciates and responsibly uses resources.
9.13   Strategically positions spiritual care to ensure the well being of clients and ensures adequate resources.
9.14   Attends to union matters as required and/or appropriate.
9.15   Provides education on an ongoing basis related to spiritual care and counseling.

10. Research

Sees research as integral to professional functioning and in keeping with one's area of expertise.
10.1   Reads research articles as continuing education pertinent to one's area of practice.
10.2   Asks researchable questions as these arise from practice.
10.3   Participates in and/or promotes research.
10.4   Uses appropriate methodologies and established ethical protocols (if/when conducting research).
10.5   Subjects one's findings as required and appropriate to professional peer review (if/when conducting research).
10.6   Disseminates research information.

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**
☐ KNP1512H Foundational Counselling & Spiritual Care Skills for Helping Professionals **OR** ☐ EMP1741H Introduction to Counselling & Spiritual Care Practice	
2. Human Development & Theories of Growth: 1 credit	**Date Completed**
☐ EMP2535H Human Growth & Development across the Life Span **OR** ☐ KNP1443H Human Growth & the Spiritual Journey	
3. Professional Ethics: I credit	**Date Completed**
☐ RGP3564H Professional Ethics in Counselling & Spiritual Care **OR** ☐ EMP3521H Professional Ethics Psycho-spiritual Therapy	
4. Mental Disorders/Psychopathologies & Assessment: 1 credit	**Date Completed**
☐ KNP3511H Psycho-Spiritual Assessment & Therapy; **OR** ☐ KNP3510H Psycho-Spiritual Distress, Crises, & Therapeutic Directions; **OR** ☐ EMP2253H Psychopathology in Mental Health	
5. Theories of Psychotherapeutic Practice: 3 credits	**Date Completed**
1 required core credit **Psychotherapeutic Theories:** ☐ KNP3521H Psychotherapeutic Theories for Spiritual Care & Counselling	Required Credit:
2 courses from any of the following: **Systems Theories:** ☐ RGP3565H Contemporary Family Therapy & Spiritual Care ☐ EMP3561H Intercultural Counselling & Psycho-Spiritual Therapy ☐ KNP2548H Self, Family, Cultures: Spiritual Care in Context ☐ EMP3546H Theories & Methods in Psycho-spiritual Therapy & Marriage & Family Therapy **Psychodynamic:** ☐ EMP3538H Dreams: Psycho-Spiritual Therapy & Symbolic Language of the Soul ☐ TRP3523H Foundations of Psychodynamic Therapy **Post-Modern/Constructivist Therapies:** ☐ RGP3561H Postmodern Counselling & Spiritual Care ☐ EMP3651H Narrative Therapy ☐ RGP3535H Integrative Approaches to Trauma in Spiritual Care & Psychotherapy **Non-Western Psychotherapies:** ☐ EMP2015H Buddhism & Psychotherapy ☐ EMP2537H Islamic Psychotherapy & Spiritual Care ☐ EMP2538H Abhidhamma Buddhist Psychology	Course 1: Course 2:

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6. Professional Functioning, Therapeutic Process, Self-awareness, Safe & Effective Use of Self: 2 (full-year) 4 credits	Date Completed
☐ TSP3551Y Psycho-spiritual Care & Therapy Practicum – CPE Basic 1 **AND**	
☐ TSP3552Y Psycho-spiritual Care & Therapy Practicum – CPE Basic 2 or approved equivalent	

7. Required Capstone Course: 1 credit	Date Completed
☐ 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
     WYP2528H Pastoral Psychology
     RGP3251H Psychotherapy & Spiritual Direction
     EMP3514H Working with Couples in Marriage & Family Therapy
     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
     RGP5571H Religion & Mental Disorder
     SAP2261H Psychology & Spirituality
     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

Core Faculty

Esther Acolatse, PhD
Associate Professor of Pastoral Theology and Intercultural Studies, Knox College
http://www.knox.utoronto.ca/esther-acolatse/

Desmond Buhagar, PhD, RP
Assistant Professor of Pastoral Theology, Regis College
Certified Specialist & Teaching Supervisor (CASC); Registered Marriage and Family Therapist (AAMFT)
http://regiscollege.ca/faculty-and-staff-directory/faculty-profiles-desmond-buhagar-sj/

Pamela Couture, PhD
Jane & Geoffrey Chair in Church & Community, Emmanuel College
http://www.tst.edu/directory/faculty/couture-pamela
http://www.emmanuel.utoronto.ca/about/faculty/couture.htm

Marsha Hewitt, PhD, RP
Professor, Social and Psychology of Religion, Trinity College
http://www.tst.edu/directory/faculty/hewitt-marsha
http://www.trinity.utoronto.ca/divinity/about/teaching-staff.html

Pamela McCarroll, PhD, RP
Associate Professor of Practical Theology, Emmanuel College; Full Graduate Status
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/mccarroll-pamela
http://www.emmanuel.utoronto.ca/about/faculty/McCarroll.htm
http://cpe-toronto.ca/rev-dr-pamela-mccarroll/

Angela Schmidt, DMin, RP
Director of Experiential and Innovative Learning and Assistant Professor of Leadership
Knox College
http://www.knox.utoronto.ca/angela-schmidt/
http://cpe-toronto.ca/angela-schmidt/

Supporting Faculty

Katherine Edmison, DMin, RP
Sessional Lecturer, Knox College
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/edmison-katherine
http://cpe-toronto.ca/rev-dr-kathy-edmison

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Nazila Isgandarova, PhD, RP, RSW
Sessional Lecturer, Emmanuel College
Certified Spiritual Care Practitioner (CASC), Social Worker

Wanda Malcolm, PhD, CPsych
Professor of Pastoral Theology, Wycliffe College
College of Psychologists (CPsych)
http://www.tst.edu/directory/faculty/malcolm-wanda

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

Joseph Schner, PhD, CPsych
Professor Emeritus of Psychology & Psychology of Religion, Regis College
College of Psychologists (CPsych)
http://www.tst.edu/directory/faculty/schner-sj-joseph

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

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

Tony Toneatto, PhD, CPsych
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/
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

CPE (CASC)

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 (cand.), RP
Adjunct Faculty, Emmanuel College
Manager, Clinical Educator, University Health Network
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/doucet-marc
http://cpe-toronto.ca/rev-marc-doucet/

Geoffrey Haber BA, BA, MA, DMin, DD
Adjunct Faculty, Knox College
Director, Department of Spiritual Care, Baycrest
Certified Supervisor-Educator (CASC)
https://www.tst.edu/directory/faculty/haber-geoffrey-j
http://cpe-toronto.ca/rev-dr-geoffery-haber/

Sharon Konyen, MTS, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Provider & Clinical Educator, Princess Margaret Hospital
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/konyen-sharon
http://cpe-toronto.ca/sharon-konyen/

Linda Kuschnik, MDiv, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Provider & Clinical Educator, Mount Siani Hospital
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/kuschnik-linda
http://cpe-toronto.ca/rev-linda-kischnik/

Shawn Lucas, MDiv, RP
Adjunct Faculty, Emmanuel College
Manager & Educator, Spiritual Care Services, Centre for Addiction and Mental Health
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/lucas-shawn
http://cpe-toronto.ca/rev-shawn-lucas/

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

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

Jane Smith-Eivemark, DMin, RP
Adjunct Faculty, Emmanuel College
Manager & Educator, Trillium Health Partners
Jungian Analyst; Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/smith-eivemark-jane-e

Ajith Varghese, ThM, RP
Adjunct Faculty, Knox College
Manager & Educator, Spiritual & Religious Care Department, Scarborough Hospital
Certified Supervisor-Educator (CASC)
http://www.tst.edu/directory/faculty/varghese-ajith-k
http://cpe-toronto.ca/ajith-varghese

Brian Walsh, MA, RP
Adjunct Faculty, Emmanuel College
Spiritual Care Services, Centre for Addiction and Mental Health
Certified Supervisor-Educator (CASC)
https://www.tst.edu/directory/faculty/walsh-brian
http://cpe-toronto.ca/

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: Psycho-spiritual and Psychotherapy

SCP Cert.:   Psycho-spiritual and Psychotherapy Certificate

SPE: Supervised Pastoral Education

TST: Toronto School of Theology

UofT: University of Toronto

UTQAP: University of Toronto Quality Assurance Process

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