

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

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



**2023-24**

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*Handbook will be updated with new Faculty Appointments in July 2023*

## **IMPORTANT NOTICES:**

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

TST and the University of Toronto deliver academic programs through an in-person learning environment. All students should therefore plan to attend on-campus activities in-person in order to successfully complete their program/degree unless: (i) students have been approved by the home college to participate in off-campus activities (such as study through a Letter of Permission or practicum), or (ii) the handbook entry for a program/degree explicitly states that no in-person activities are required.

While TST and Member Colleges strive to maintain an in-person learning environment, TST and Member Colleges reserve the right to alter the manner in which they deliver their courses and co-curricular opportunities in response to health and safety emergencies and public health guidance.

## Contents

<b>1</b>	<b>INTRODUCTION</b> .....	<b>1</b>
1.1	Welcome and Overview of the Program .....	1
1.2	History .....	2
1.3	Purpose and Goals .....	3
1.4	Philosophy of Education .....	4
1.5	Teaching Methods (Program Delivery) .....	4
1.6	Overall Educational Outcomes .....	5
1.7	Academic Governance of the Program .....	6
1.8	Faculty .....	6
1.9	Faculty Advisors .....	6
<b>2</b>	<b>POLICIES AND PROCEDURES</b> .....	<b>7</b>
2.1	Admission Requirements .....	7
2.2	Application Requirements and Procedures .....	7
2.3	Grades .....	8
2.4	Non-Grade Categories .....	8
2.5	Tuition Fees and Other Charges .....	9
2.6	Special Considerations.....	9
2.7	Admission to Clinical Practicum.....	9
2.8	Other Policies and Procedures.....	9
<b>3</b>	<b>MPS, SCP Cert. PROGRAM OUTLINE</b> .....	<b>10</b>
3.1	Program Requirements.....	10
3.2	Requirements for the CASC/ACSS .....	12
3.3	Requirements for the CRPO.....	13
3.4	Certificate Requirements.....	13
3.5	Practicum Requirements .....	13
<b>4.</b>	<b>PROGRAM EVALUATION</b> .....	<b>14</b>
4.1	Evaluation of Students .....	14
4.2	Evaluation of Program.....	15
<b>5.</b>	<b>GRADUATION</b> .....	<b>15</b>
	<b>Appendix I: Degree Level Expectations (DLEs)</b> .....	<b>16</b>
	<b>Appendix II: CRPO Entry to Practice Competency Chart</b> .....	<b>22</b>

<b>Appendix III: CASC Competencies (revised 2019) .....</b>	<b>26</b>
<b>Appendix IV: SAMPLE MPS, SCP Cert. Program Check List .....</b>	<b>30</b>
<b>Appendix V: Faculty List .....</b>	<b>32</b>
<b>Appendix VI: Glossary of Terms.....</b>	<b>35</b>





# 1 INTRODUCTION

## 1.1 Welcome and Overview of the Program

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

The MPS, SCP Cert. is a fully integrated and structured educational program, comprising of a foundational understanding of faith and spirituality, psychotherapeutic theory, spiritual assessment, skills development, and praxis reflection designed specially to prepare people for Entry-to-Practice Competencies required by CRPO. The CRPO is under the Regulated Health Professions Act and regulates registrant engagement in the protected act of psychotherapy. The MPS, SCP Certificate fulfills the educational requirements of registration with the CRPO<sup>1</sup>. Those who offer psychotherapy in Ontario must be registered with the College of Registered Psychotherapists.

Students in the MPS, SCP Certificate are trained in spiritually integrated psychotherapy, combining spirituality, spiritual practices and assessment with a spectrum of psychotherapeutic modalities including the following: Family Systems, Psychodynamic, Cognitive-Behavioral, Post-Modern, or Non-western theories. The program aligns with the basic level competencies of the Canadian Association for Spiritual Care (CASC)<sup>2</sup> which is a national organization for spiritual care professionals. Students may concurrently work toward certification in CASC. 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 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 (See 2.1 Admission Requirements for the MPS, SCP Certificate). The MPS requires satisfactory completion a total of twenty credit courses, each credit course is weighted 0.5 full course equivalent (FCE). The two-year professional degree may be completed in five consecutive semesters (full time for two years) or part-time study is also allowed.

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

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<sup>1</sup> At the time this handbook was published.

<sup>2</sup> The full legal name is the Canadian Association for Spiritual Care/ Association canadienne de soins spirituels (CASC/ACSS). Throughout this document we will use CASC to refer to CASC/ACSS).

seminars, independent learning, reflections, dialogue with colleagues and faculty, supervised clinical practica, and a “Capstone” course at the end of the program that focuses on the integration of the theory and practice of spiritually integrated psychotherapy.

The program includes one clinical practicum with the option of completing a second clinical practicum or two courses (1 FCE) in psycho-spiritual education (See 3.5). Each clinical practica incorporate supervised clinical practice, group and individual supervision, and other education central to the practice of psychotherapy. Through these clinical practica, students develop the arts and skills to deliver competent spiritually integrated psychotherapy.

The MPS, SCP Cert. has been designed utilizing the professional practice competencies identified by both the CRPO and the CASC. More specifically, the program has been structured to prepare graduates for the Entry-to-Practice Competencies of the College of Registered Psychotherapists of Ontario (CRPO) and the course 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/>).

Goal – To engage in the act of psychotherapy: In Ontario, graduates of the MPS, SCP Certificate will apply for registration with CRPO.

Goal – To engage in the act of spiritual care: Spiritual Care is not regulated by government but many employers look for membership and certification with CASC or with CCPA (with the spiritual care certificate). Some healthcare institutions also require registration with CRPO.

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

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

## 1.2 History

For decades, the TST has worked with the CASC and its predecessor organizations in the training of psycho-spiritual therapists and spiritual care practitioners. SPE is a form of clinical practica that draws heavily upon experiential learning. SPE has been included in the course offerings of the TST colleges since the



1960s. It has been a fundamental component of training for many practitioners in the field of spiritual care and psycho-spiritual therapy. What makes the MPS, SCP Cert. new in its design is that, taken as part of the MPS, it is conceived as a fully integrated and structured educational program, comprising a foundational understanding of faith and spirituality, psychotherapeutic theory, skills development, and praxis reflection that are designed specifically to prepare people for Entry-to-Practice Competencies (EPC) required by the CRPO. (See <https://www.crpo.ca/all-resources/>). As well, the MPS, SCP Cert. may support students in their process toward certification with the CASC.

### 1.3 Purpose and Goals

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

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

Many psycho-spiritual therapists are employed in healthcare institutions, prisons, private practice, and employee assistance programs that require or recommend certification/training with the Canadian Association for Spiritual Care (CASC) or the Canadian Counselling and Psychotherapy Association (CCPA). In addition, many therapists and their employers believe that spiritually integrative psychotherapy (whether in institutional or counselling centre contexts) includes the controlled act of psychotherapy as described by the Psychotherapy Act of Ontario (2007)<sup>3</sup>; 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. Similarly, “spiritual counselling,” utilizing the practices and understandings of a spiritual tradition in a helping relationship, is also exempted from the Act.

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

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<sup>3</sup> In the course of engaging in the practice of psychotherapy, a member is authorized, subject to the terms, conditions and limitations imposed on his or her certificate of registration, to treat, by means of psychotherapy technique delivered through a therapeutic relationship, an individual’s serious disorder of thought, cognition, mood, emotional regulation, perception or memory that may seriously impair the individual’s judgement, insight, behaviour, communication or social functioning. See Psychotherapy Act, 2007, section 4.

grounded in university-level 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. These models presuppose that 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, practicing, 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 experiential pedagogies central to most courses (discussions, role plays, case studies, and so on), students experience practical applications of the subject area and explore the important role that their own values and beliefs play in therapeutic interactions (safe and effective use of self). The components of the courses (lectures, readings, experiential activities) are geared to help the student integrate both content and process. The program balances the needs of individual learners in tandem with the desired learning outcomes/competencies of the program, the CRPO, and the CASC.

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

## 1.5 Teaching Methods (Program Delivery)

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

The majority of the courses are designed to be in-person synchronous. Some courses are offered online asynchronous. During the Covid -19 Pandemic the majority of courses were offered exclusively via remote delivery using video-conferencing technology (Zoom). As we transition back to in-person learning, we will continue to offer a variety of courses in the following formats: in person synchronous; online synchronous, online asynchronous, and some hybrid courses that combine in person and online learning.

The clinical practica includes time spent developing skills in spiritually integrated psychotherapy in a variety of contexts, such as hospitals, prisons, long term care facilities, counselling centres, mental health facilities, etc. Each practica also includes didactic lectures, clinical seminars or a student learning plan, along with 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 designations following their degree completion (if they choose to do so). These professional designations include RP (Qualifying) status with CRPO and/or psycho-spiritual therapist/spiritual care practitioner certification with CASC. The program learning outcomes are shaped by: the MPS degree level expectations (DLEs) as per the Council of Ontario Academic Vice-Presidents; the Entry-to-Practice Competency Profile (EPCP) of the CRPO; and the competencies of the CASC. (Please see Appendix I for the complete DLE chart and Appendix II and III for the CRPO and CASC Competency charts).

As part of the MPS, SCP Certificate degree expectation of integrating spirituality and psychotherapy, students complete seven faith foundation courses (7 X 0.5 FCE). These courses enable students to gain an understanding of their own and other faith traditions and meet the faith-based course requirements for CASC certification. The seven faith foundational courses are in the following 5 areas:

- Sacred Texts
- Tenets of Faith
- Faith-based Ethics
- History
- Leadership Context

Of the 20 course credits (20 X 0.5 FCE) required for the MPS, SCP Cert. Program, 13 credits (13 X 0.5 FCE) specifically address the CRPO entry-to-practice competencies (EPC – see Appendix II) and the CASC competencies (see Appendix III). And seven credits (7 X 0.5 FCE) are faith foundation courses. All aspects of the degree embrace the MPS Degree Outcomes:

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

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

### **Application of Knowledge**

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

### **Development of Professional Capacity and Accountability**

- Students develop the intellectual, affective, and professional capacities required for spiritual care and psycho-spiritual therapy. This includes maintaining effective relationships, contributing to a collaborative and productive atmosphere, complying with legal and professional obligations, applying ethical decision-making processes related to self-care and health, evaluating and

enhancing professional practice, obtaining clinical supervision, and additional requirements regarding education, record-keeping, reporting, and appropriate business practices.  
(CRPO EPC 2 & 3; CASC 3, 4)

### **Communication Skills**

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

### **Scope of Practice**

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

## 1.7 Academic Governance of the Program

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

## 1.8 Faculty

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

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

## 1.9 Faculty Advisors

All students in the MPS, SCP Cert. program must ensure regular contact with their faculty advisors at their respective College. All courses should be approved by the faculty advisor to ensure requirements of the

program are appropriately fulfilled. Advisors may offer regular information sessions to ensure students follow the sequence of courses and for required practica.

## 2 POLICIES AND PROCEDURES

### 2.1 Admission Requirements

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

To be admitted to the MPS, SCP Certificate, an MPS student must a) have successfully completed 5 credits (5 X 0.5 FCE) in their program; b) have a letter of offer for admission to a clinical practicum course (SPE or SPE equivalent Practicum); and c) **apply to the MPS, SCP Certificate** by a specified date, normally later in April. 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](http://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 admission to a clinical practicum (letter of offer) or completion of a clinical practicum, and the approved application fee.

One clinical practicum course (2 X 0.5 FCE) (SPE or SPE equivalent) is required. A second practicum may be taken (2 X 0.5 FCE) or the student may take two approved psycho-spiritual courses from the MPS, SCP Certificate program. Since students in these courses often work at a sensitive therapeutic level with persons in crisis, they need to possess maturity, emotional integrity, and responsibility. To be admitted to and maintain standing in the practica that are required for successful completion of the Certificate, students must maintain: a Vulnerable Sector Check, updated immunization records, ethical behaviour, and evidence of aptitude. They must observe the TST Standards for Professional Practice Behaviour. While completing practica, they are accountable also to the codes of conduct at their respective placement sites.

**Students who are not admitted to a clinical 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.

The SPE practica fulfill the degree requirement for a clinical placement but also may be recognized by the CASC and used toward the certification process with the CASC.

### 2.2 Application Requirements and Procedures

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

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

MPS students intending to complete the SCP Cert. will normally make their application for admission to the Certificate to TST after completing their first 5 MPS credits. **Admission to the MPS, SCP Certificate is not automatic.** Admission to the MPS, SCP Cert. program is only available for the Fall intake. Applications

are usually due in the April prior to the September of each new intake. Please see the TST website for the MPS, SCP Cert. application form, due dates, and other relevant information: <http://www.tst.edu/academic/programs/content/certificate-spiritual-care-and-psychotherapy>

Admission decisions will be based on the following criteria:

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

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

The MPS, SCP Cert. can be taken only in conjunction with the MPS. Students who have graduated with the MPS cannot return to complete the Certificate. A student must register and complete a minimum of one course following their admission into the MPS, SCP Certificate.

## 2.3 Grades

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

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

Clinical practica are assessed as a pass/fail. Basic units of SPE are assessed as pass or fail; advanced units of SPE receive numerical grades and grades of at least a 70 (B-) are considered a pass. 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.

## 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](http://www.planningandbudget.utoronto.ca/Tuition_and_Ancillary_Fees_Cover/Ancillary_Fees.htm)

## 2.6 Special Considerations

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

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

Students can maintain their status in the MPS, SCP Cert. program while completing further clinical practica and pursuing direct client contact hours toward professional recognition as long as they are still working on the degree requirements. 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 Clinical Practicum

Students are required to familiarize themselves with the admission/application processes for these clinical placements as per the respective site. For more information about Supervised Psychospiritual Education (SPE)<sup>4</sup> practicum sites and contact information for SPE Supervisor-Educators, please visit the following link: <http://cpe-toronto.ca/>. SPE equivalent courses, which have syllabi approved by the TST Curriculum Committee, will be advertised internally within the students' respective college and admittance is only for students of that college.

## 2.8 Other Policies and Procedures

For other relevant policies and procedures, please refer to:

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

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

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

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

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

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<sup>4</sup> SPE is an umbrella term for practica and includes CPE (Clinical Psychospiritual Education) which commonly takes place in healthcare institutions.

### 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 faith foundational 7 credits (5 X 0.5 FCE) 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<sup>5</sup>. 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.

**Note:** Course codes below ending in H are 1 X 0.5 FCE and course codes ending in Y are 2 X 0.5 FCE.

#### Requirements for the MPS, SCP Cert. by category<sup>6</sup> (please see Appendix IV)

##### 1. Foundations for Spiritually Integrated Psychotherapeutic Practice

**1 course (1 X 0.5 FCE), 36 hrs:**

Options include:

- KNP1512H Foundational Counselling and Spiritual Care Skills for Helping Professionals

**OR**

- EMP1513H Introduction to Counseling & Spiritual Care Practice

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

**1 course (1 X 0.5 FCE), 36 hrs:**

Options include:

- EMP2535H Human Growth and Development Across the Life Span

**OR**

- KNP1443H Human Growth and the Spiritual Journey

##### 3. Professional Ethics

**1 course (1 X 0.5 FCE), 36 hrs:**

Options include:

- RGP3564H Professional Ethics in Psychotherapy and Spiritual Care

**OR**

- EMP3521H Professional Ethics Spiritual Care & Psycho-spiritual Therapy

##### 4. Mental Disorders/Psychopathologies/Assessment:

**1 course (1 X 0.5 FCE), 36 hours:**

<sup>5</sup> See: <http://www.crpo.ca/home/education-programs/reviewingrecognizing-education-programs/>

<sup>6</sup> Faculty may change subject to the applicable TST Governance Approval and program requirements. Courses may be added or closed subject to the applicable TST Governance Approval



Options include:

- KNP3511H Psycho-Spiritual Assessment and Therapy - Integrating Theory and Practice

**OR**

- EMP2581H Psychopathology in Mental Health

**5. Theories of Psychotherapeutic Practice: 3- 5 courses, 96-144 hours:**

**Required 1 core course (1 X 0.5 FCE) on Psychotherapeutic theories**

- KNP3521H Psychotherapeutic Theories for Spiritual Care and Counselling

**AND**

**Choose 2-4 courses (2 or 3 X 0.5 FCE) from any of the following - courses (4 X 0.5 FCE) if taking one practicum, 2 courses (2 X 0.5 FCE) if taking 2 practica):**

Systems Theories/Family Therapy

- RGP3565H Contemporary Family Therapy and Spiritual Care
- EMP3561H Family Systems Theories for Spiritual Care & Psycho-spiritual Therapy
- KNP2548H Self, Family, Culture - Spiritual Care in Contexts

Psychodynamic

- EMP3538H Dreams - Psycho-Spiritual Therapy
- TRP3523H Trauma, Healing and Transformation - Psychodynamic Theory and Practice

Cognitive-Behavioral Therapies

- KNP3531H Worry and Anxiety - Helping Ourselves and Others with CBT, DBT and ACT
- EMP3547H Mindfulness - Based Modalities for Spiritually integrated Psychotherapy
- TRP3511H Cognitive-Behavioural Therapy and Spiritually Integrated Psychotherapy

Post-Modern Constructivist Therapies

- RGP3561H Postmodern-Constructivist Psychotherapies and Spiritual Care
- EMP3651H Narrative Therapy
- RGP3535H Integrative Approaches to Trauma in Psychotherapy and Spiritual Care
- EMP3562H Aging and Spirituality Integrated Psychotherapy
- EMP3558H Trauma-Informed Psycho-Spiritual Therapy
- KNP3506H Wrestling with Addiction - Assessment, Treatment & Spirituality

Non-Western Psychotherapies

- EMP2015H Buddhism and Psychotherapy
- EMP2537H Islamic Psychotherapy and Spiritual Care - Theory and Practice
- EMP2538H Analysis of the Mind in Abhidhamma Buddhist Psychology

**6. Professional Functioning, Therapeutic Process, Self-awareness, Safe and Effective Use of Self Required 2 course credits (2 X 0.5 FCE), 72 hours (with option to take 2nd practicum also worth 2 credits (2 X 0.5 FCE), 72 course contact hours, plus clinical supervision and Direct Client Contact hours):**

- SPE Clinical Practicum

**OR**

- SPE Clinical Practicum (SPE-Equivalent) (See Section 3.5 below)

**7. Required Capstone Course**

**1 course (1 X 0.5 FCE) 36 hours:**

- EMP3541H Integrating Theory and Practice – Spiritual Care or Psycho-Spiritual Therapy

## 8. Special Topics in Spiritual Care and Psychotherapy

**1 -2 credits (1 or 2 X 0.5 FCE), 36-72 hours (depending on 1 or 2 practica):**

- EMP3559H Spiritual Care with Dying and Grieving Persons
- RGP3251H Psychotherapy and Spiritual Direction
- EMP2010H Buddhist Mindfulness Approaches to Mental Health
- EMP2522H Muslim Mental Health - Research, Policy and Practice
- RGP3550H Psychology and Religion
- RGP3554H Psychology of Faith Development
- EMP3560H Suffering and Hope - Perspectives on Spirituality and Psycho-Spiritual Care
- KNP2511H Chaplaincy in Corrections
- KNP3502H Dying and Suffering Across Cultures
- EMP2523H Mental Health & Christian Theology
- TSP3357Y Psycho-spiritual Care & Therapy Practicum – 3rd SPE

The total program offers a minimum of 420 to a maximum of 468 classroom contact hours in psychotherapy. Course work focusses primarily on the psychotherapeutic theory base for spiritually integrated psychotherapy combined with spiritual assessment and practices. Clinical practicum courses focus on practicing and developing skills of the psychotherapeutic theory base and integrating these, along with specific therapeutic modalities, into therapeutic functioning. Each practicum offers 72 contact hours (2 course credits; 2 X 0.5 FCE) 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.

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

### 3.2 Requirements for the CASC/ACSS

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 practica of SPE to meet CASC certification requirements. Students in the MPS, SCP Cert who want to pursue certification as a spiritual care practitioner or psycho-spiritual therapist with CASC should choose a CASC approved SPE for their required practicum. While only 1 practicum (2 X 0.5 FCE) is required, students may complete up to 3 SPE practica<sup>7</sup> as part of the MPS, SCP Cert. (including 1 course credit in the Special topics courses). To apply for advanced level training, members must successfully complete 2 SPE (4 X 0.5 FCE) at the basic level and at least one full year of studies [4 courses (4 X 0.5 FCE) in psycho-spiritual therapy/care and 6 courses (6 X 0.5 FCEs) in each of the following areas: faith-based ethics, tenets of faith, history of faith group, and sacred texts). SPE supervisors guide students through the competency assessment application and interview process to move to advanced level training. Students interested in pursuing certification must refer to current requirements of the CASC at <http://www.spiritualcare.ca/>. The CASC academic requirements are included in the MPS, SCP Cert. program. Students who wish to complete further SPE training may maintain their status in the program.

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<sup>7</sup> Students completing 3 practica will have a total of 21 X 0.5 FCE upon graduation.

### 3.3 Requirements for the CRPO

The MPS, SCP Certificate is a recognized education and training program for the CPRO. Each clinical practicum (SPE or SPE equivalent) course (2 X 0.5 FCEs) is approximately 400 hours. Each practicum normally includes 125 hours of direct client contact (DCC) hours and approximately 50 clinical supervision hours (individual and group) that may be used toward the requirements for membership in the CRPO. Students are responsible to request Clinical Supervisor Attestation Form (documenting clinical supervision hours) and Direct Client Contact Hours Form from their clinical supervisor. Students may wish to remain enrolled in the program to complete further clinical training and to increase supervised clinical hours. For more information about the CRPO registration requirements, please see: <https://www.crpo.ca/supervision/>

Each practicum follows the following model:

- 250 Clinical hours: up to 125 hours of DCC with approximately 125 hours of clinical support activities
- 75 Education hours: Orientation to site, Didactics, In-Service or workshops, Learning Plans
- 50 Supervision hours: Group and individual supervision with Case Review, SEUS focus
- 25 Other Activities

### 3.4 Certificate Requirements

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

### 3.5 Practicum Requirements

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

For SPE, Supervisor-Educators are certified by the Canadian Association for Spiritual Care (CASC) following completion of a rigorous training program (see the CASC Manual Chapter 2, Section IV <http://www.spiritualcare.ca/education/manual-2/>). SPE Programs are offered at facilities throughout Canada, including general and psychiatric hospitals, correctional centres, counselling centres, congregations, and a variety of other locations. Each centre is connected to a theological college. Students interested in pursuing other CASC-approved 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<sup>8</sup>. In order to be count as credit toward the MPS, SCP Cert. the CASC Supervisor-Educator **must also be eligible to supervise for the CRPO**. Please consult with your MPS placement co-ordinator.

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

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<sup>8</sup> Students must request a Letter of Permission from the designated authority at their college of registration in advanced of registering for the course and must follow the regulations as outlined in section 9.3.8 of the BD Handbook and any additional requirements of their college of registration.

cases for CASC-approved SPE practica, if the student desires it to count towards their professional recognition with the CASC, there may be additional costs for student membership (approx. \$90) and course unit fee (approx. \$250).

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

For a list of CASC approved SPE centres that are affiliated with the TST and the programs they offer, please follow this link: <http://cpe-toronto.ca/>. This website contains important information about the courses offered, the faculty, the application process, and other vital information about tuition and supplemental costs as applicable. (Note that summer applications are received from January 1<sup>st</sup>, and fall applications are received May 1<sup>st</sup> of each year). Admission to these training programs is granted by the CASC-certified Supervisor- Educator at the centres. Supervisor-Educators are happy to discuss their clinical programs with prospective students and explain the specific aspects of their programs as they may contribute to the requirements and purposes of the inquiring participant.

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

Students may register for either an SPE or SPE equivalent practicum (a practicum course offered by the College of registration). The SPE equivalent practicum option must be approved as a course through the TST Curriculum Committee and reviewed by the Basic Degree Common Stream Committee to ensure that: the Clinical Site Supervisors are Registered Psychotherapists deemed eligible by the CRPO to supervise students and; the practicum includes the a minimum of 125 hours<sup>9</sup> of Direct Client Contact, approximately 75 hours of class contact (including theological reflection, safe and effective use and case-based learning through a small- group learning process), and approximately 50 hours of clinical supervision (including peer and individual supervision).

## 4. PROGRAM EVALUATION

### 4.1 Evaluation of Students

Student progress is assessed through evaluations of written and oral work, peer feedback, and self-evaluation. All courses state performative, measurable learning outcomes, and means of assessment, including: essays and papers; oral and written reports; case studies; class discussion; oral or written examinations; role playing; and small group participation.

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

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<sup>9</sup> Professional associations, other than CRPO, may have a higher minimum for Direct Client Contact hours. Students are responsible for confirming the requirements direct with the applicable professional association.

assignments reflect the integrative requirement for the completion of the degree.

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

## 4.2 Evaluation of Program

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

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

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

**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 normally 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.

<b>Baccalaureate/Bachelor's degree: Honours (DLE)</b>	<b>General Degree-Level Expectations (DLE's) for Basic Degree Programs:</b> This degree is awarded to students who have demonstrated the following:	<b>Learning Outcomes for Master of Pastoral Studies (MPS) Program:</b> This degree is awarded to students who have demonstrated the following:	<b>Learning Outcomes for Spiritual Care and Psychotherapy Certificate:</b> This category two certificate is awarded to students who have demonstrated the following:
<p><b>1. Depth and breadth of knowledge</b></p> <p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of discipline;</p> <p>b) Developed understanding of many of the major fields in a discipline including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) Developed ability to:</p> <ol style="list-style-type: none"> <li>i. Gather, review, evaluate and interpret information; and</li> <li>ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</li> </ol>	<ul style="list-style-type: none"> <li>• Developed and critical comprehension of the methods, sources, and norms of the faith tradition(s) engaged by the member College, including, a respectful, comparative dialogue with Christian belief(s) or other spiritual tradition(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and critical understanding of their religious or spiritual heritage, including its sacred texts; history; traditions of thought/tenets of the faith; faith-based ethics; cultural and multi-faith contexts; and practice of spiritual-religious leadership;</li> <li>• Developed awareness of current issues in global religious thought, life, and practice;</li> <li>• Developed a thorough understanding of theory and practice of psycho-spiritual therapy and spiritual care- Spiritual Care &amp; Psychotherapy Stream (SCP);</li> <li>• Developed comprehensive and discriminating familiarity with at least one tradition within their faith focus; and</li> <li>• Developed knowledge and familiarity with diverse religious/spiritual traditions.</li> </ul>	<p><i>Depth.</i> Through in depth research, experiential practicum and in-class activities students will demonstrate knowledge and integration of psychological theories and development, and of established theories in Spiritual Care and Psychotherapy in relation to spiritually integrated theory and practice. (CRPO, Entry- to-Practice Competency Profile [EPCP] #1, #5)</p> <p>Students will demonstrate thorough in-depth knowledge of one or more spiritually integrated modalities of psychotherapy, an ability to compare and contrast with other modalities and a capacity to integrate knowledge of comparative psychotherapy relevant to practice. (CRPO, EPCP #1)</p> <p>Students will demonstrate in-depth capacity to relate spiritually integrated modalities to at least one spiritual-religious tradition.</p> <p>Students will demonstrate competence in recognizing how oppression, power, privilege and social injustice impact communities, the</p>

<p><b>Baccalaureate/Bachelor's degree: Honours (DLE)</b></p>	<p><b>General Degree-Level Expectations (DLE's) for Basic Degree Programs:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Master of Pastoral Studies (MPS) Program:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Spiritual Care and Psychotherapy Certificate:</b> This category two certificate is awarded to students who have demonstrated the following:</p>
<p>d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.</p>			<p>therapeutic relationship and process and will develop skills to address these (CRPO, ETPC #1.5)</p> <p><i>Breadth:</i> Students will demonstrate knowledge and integration of human, cultural, and spiritual diversity into their practice and hermeneutical analysis of context (CRPO, EPCP #1.5)</p>
<p><b>2. Knowledge of methodologies</b></p> <p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>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</p> <p>Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<ul style="list-style-type: none"> <li>• Ability to articulate what the dominant methodologies are in an area of focus (e.g. scriptural, historical, practical, systematic, etc.) and to evaluate their role in developing theological arguments;</li> <li>• Ability to critically engage current scholarship on methods, sources and norms of the faith or spiritual tradition(s) engaged by the member College.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to explain critical distinctions between authoritative primary sources and relevant secondary sources for the study of their respective religious or spiritual heritage and the practice of spiritual leadership;</li> <li>• Ability to apply techniques of enquiry, interpretation, analysis, and construction to primary and secondary sources in order to test premises and perspectives and to acquire knowledge;</li> <li>• Critical evaluation of current research and interpretation in the study of sacred texts, theology/ tenets of the faith, the history of their religious or spiritual tradition, and faith-based ethics within their tradition, and integrate this with established understandings in spiritual care/</li> </ul>	<p>in research assignments and case based presentations, students will demonstrate capacity to remain current with professional literature and to use research findings to inform clinical practice. This will be evidenced through student's ability to access, assess, critically analyze research sources in relation to the applicability to particular clinical situations, to integrate knowledge of research into methods and to enhance practice (CRPO, EPCP #5)</p>

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		spiritually integrated psychotherapy, social services, or congregational leadership; and <ul style="list-style-type: none"> <li>• Ability to conduct library research, develop and support a sustainable argument in written form, or in application to specialized spiritual leadership practices such as spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership.</li> </ul>	
<b>3. Application of Knowledge</b>  The ability to review, present and critically evaluate qualitative and quantitative information to: <ol style="list-style-type: none"> <li>a) Develop lines of argument;</li> <li>b) Make sound judgments in accordance with the major theories concepts and methods of the subject(s) of study;</li> <li>c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</li> <li>d) Where appropriate use this knowledge in the creative process; and</li> </ol> The ability to use a range of established techniques to: <ol style="list-style-type: none"> <li>a) Initiate and undertake critical evaluation of arguments, assumptions, abstract</li> </ol>	<ul style="list-style-type: none"> <li>• Ability to employ appropriate methodologies, sources and norms of at least one Christian or spiritual tradition to:                             <ul style="list-style-type: none"> <li>○ Engage in respectful dialogue with other disciplines and traditions;</li> <li>○ Interpret cultural contexts;</li> <li>○ Formulate theological arguments;</li> <li>○ Communicate theological concepts;</li> <li>○ Exercise responsible citizenship, and social leadership; and</li> </ul> </li> <li>• Critical use of established concepts and techniques to address problems and analyze contextual concerns.</li> </ul>	Ability to: <ul style="list-style-type: none"> <li>• Apply classroom learning, research skills, theological/ spiritual reflection and communication under supervised experiences;</li> <li>• Explain critical perspectives on, and practical expertise in, the tasks of spiritual leadership as applied to pastoral practice;</li> <li>• Identify an issue in their practice in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative approaches to it whether in spiritual care/spiritually integrated psychotherapy, social services or congregational leadership;</li> </ul>	Students will demonstrate entry to practice competence in relation to their application of knowledge to the Therapeutic Process and Professional Responsibilities through practicum experiences and experiential exercises students. This will include the ability to orient clients to their spiritually integrated practice, establishing and maintaining core conditions for therapy, conducting risk assessments, structuring and facilitating the process of spiritually integrated psychotherapy, making referrals, and conducting effective closure, complying with legal and professional obligations, applying ethical decision making process, ability to evaluate and enhance professional practice and maintaining self care and level of health necessary for responsible therapy. (CRPO ETPC #3, #4)



<p><b>Baccalaureate/Bachelor's degree: Honours (DLE)</b></p>	<p><b>General Degree-Level Expectations (DLE's) for Basic Degree Programs:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Master of Pastoral Studies (MPS) Program:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Spiritual Care and Psychotherapy Certificate:</b> This category two certificate is awarded to students who have demonstrated the following:</p>
<p>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 review and primary sources.</p>		<ul style="list-style-type: none"> <li>• Apply diverse methods to the cultural contexts of the student's specialization; and</li> <li>• Provide evidence of critical self-awareness with regard to their own and other faith perspectives and practices of spiritual care/therapeutic practices in a variety of contexts.</li> </ul>	<p>Students will demonstrate competence to integrate theory of human psychological functioning into practice and to work within a framework based upon established spiritually integrated psychotherapeutic theory and integrate knowledge of comparative psycho-spiritual therapy relevant to practice (CRPO, ETPC #1)</p> <p>Students will demonstrate competence in the Safe and Effective Use of Self in relation to the therapeutic relationship and will be able to articulate their own self awareness and use of self in the therapeutic relationship (CRPO ETPC #3.4)</p>
<p><b>4. Communication Skills</b> The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<ul style="list-style-type: none"> <li>• Ability to foster a safe and respectful environment within which to communicate arguments and analyses effectively and collegially, orally and in writing, to a range of different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to plan and carry out effective and collegial communication both verbally and in writing;</li> <li>• Developed communication skills that include the demonstration of growth in personal faith, emotional maturity, moral integrity, and public witness; and</li> <li>• Ability to plan, design and carry out initiative, responsibility, and accountability in personal relationships and group contexts.</li> </ul>	<p>Students will demonstrate entry to practice competence in use of effective professional communication through verbal, non-verbal and written means, a capacity to maintain effective relationships and to contribute to a collaborative and productive atmosphere (CRPO ETPC #2). Students will demonstrate a competence in communicating psycho-spiritual education tools and spiritually integrated practices to a broad audience (CRPO ETPC #3.6)</p>
<p><b>5. Awareness of Limits of Knowledge</b> An understanding of the limits to their own knowledge and ability, and</p>	<ul style="list-style-type: none"> <li>• Awareness of limits of knowledge within the methods, sources, and articulated norms of faith/spirituality.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze the insights of the humanities, the social sciences, the arts, and the natural sciences in</li> </ul>	<p>Students will demonstrate awareness of the limits of their knowledge and expertise in relation to the clinical practice of spiritually</p>

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an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	<ul style="list-style-type: none"> <li>Respectful engagement with socio-cultural influences, perspectives of Christian or other spiritual traditions, and contributions of other scholarly disciplines.</li> </ul>	their study of the several disciplines included within theological education and in the practice of spiritual leadership/care or therapy, respectful of insights from the spectrum of theological traditions and socio-cultural backgrounds; <ul style="list-style-type: none"> <li>Ability to conduct public spiritual leadership/care or therapy through growing critical self-awareness as informed by diverse knowledge and experience;</li> <li>Appreciation of the uncertainties inherent in both faith/value-based and non-confessional academic interpretations of religious or spiritual tradition; and</li> <li>Critical self-awareness of developing pastoral/therapeutic/healing and professional capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of spiritual leadership.</li> </ul>	integrated psychotherapy. In particular, they will demonstrate their understanding of the scope of practice for psychotherapy and how this relates to other regulated and non-regulated professions. They will demonstrate their knowledge of the provincial and federal laws to which they are responsible, including laws governing consent and confidentiality, malpractice and grievances (CRPO ETPC #3 & 4)  They will be able to articulate the parameters of their practice in relation to the need for supervision and obtaining consultation and feedback in order to modify practice.  They will demonstrate capacity to engage in risk assessments in relation to clients and their own practice (CRPO ETPC #3 & 4)
<b>6. Autonomy and Professional Capacity</b>  Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ol style="list-style-type: none"> <li>a) The exercise of initiative, personal</li> </ol>	<ul style="list-style-type: none"> <li>Ability to develop and evaluate strategies for ongoing professional development to advance the emotional maturity, collaborative teamwork, effective decision-making, moral</li> </ul>	<ul style="list-style-type: none"> <li>Developed intellectual, affective, and professional capacities required for a life of spiritual leadership in the helping professions;</li> </ul>	Students will develop intellectual, affective and professional competence required for spiritually integrated therapeutic practice and a capacity to provide leadership for spiritually integrated

<p><b>Baccalaureate/Bachelor's degree: Honours (DLE)</b></p>	<p><b>General Degree-Level Expectations (DLE's) for Basic Degree Programs:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Master of Pastoral Studies (MPS) Program:</b> This degree is awarded to students who have demonstrated the following:</p>	<p><b>Learning Outcomes for Spiritual Care and Psychotherapy Certificate:</b> This category two certificate is awarded to students who have demonstrated the following:</p>
<p>responsibility and accountability in both personal and group contexts;</p> <p>b) Working effectively with others;</p> <p>c) Decision-making in complex contexts;</p> <p>d) Ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>e) Behaviour consistent with academic integrity and social responsibility.</p>	<p>integrity, academic integrity, and spiritual sensibilities required for specialized leadership.</p>	<ul style="list-style-type: none"> <li>• Exemplified emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations;</li> <li>• Ability to explain an account of the premises, character and commitments of a specific religious tradition (Christian, Muslim or Buddhist) and to situate it theologically, in terms of how it relates to the larger traditions of thought within the given tradition;</li> <li>• Ability to plan, design and carry out spiritual leadership for public and spiritual/religious settings;</li> <li>• Ability to analyze the variety of pathways and spiritual practices within a religious tradition, and an ability to reflect critically on their own sense of vocation to spiritual leadership; and</li> <li>• Ability to develop strategies to foster spiritual/psycho-spiritual growth, well-being of self and others, and demonstrate capacity for self-reflexive and spiritual practices to promote therapeutic and healing goals within communities of faith and/or other professional contexts.</li> </ul>	<p>practices and psychoeducation for individual and groups.</p> <p>In demonstrating integration of competencies related to Collegial and Interprofessional Relationships and Professional Responsibilities (CRPO ETPC #2,#3) skills will be transferable across diverse settings.</p> <p>Through practicum experiences and the capstone course, students will demonstrate their entry to practice level of competence to work autonomously within the requirements of supervision for the CRPO according to the CRPO entry to practice competencies (CRPO ETPC #1-#5)</p>

## Appendix II: CRPO Entry to Practice Competency Chart

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

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

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

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

## Appendix III: CASC Competencies (revised 2019)

### Competencies for Spiritual Care and Counselling

#### INTRODUCTION

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

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

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

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

#### 1. PROFESSIONAL IDENTITY

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

- 1.1. Embodies a holistic and spiritually-oriented approach to care and therapy.
- 1.2. Engages in regular personal and communal spiritual practices to nurture awareness of and connection with the spiritual and the sacred in all relationships.
- 1.3. Engages in regular reflective practice that informs professional functioning.
- 1.4. Demonstrates safe and effective use of self in personal and professional practice.
- 1.5. Attends to the dynamics of one's own social location<sup>1</sup>, beliefs, power, vulnerability and boundaries as these impact relationships with individuals and groups.
- 1.6. Engages in personal growth and professional continuing education, such as ongoing supervision.

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

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

Competencies of CASC/ACSS Certified Professionals – Revised June 19, 2019 Page 4 of 8

#### 2. KNOWLEDGE

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

##### 2.1. SPIRITUAL/RELIGIOUS/CULTURAL

- 2.1.1. Identifies one's own beliefs and spiritual/religious/cultural traditions and their influence on personhood and practice.
- 2.1.2. Acquires knowledge of world religions, spiritualities and cultural traditions through experiential and conceptual learning. Develops cultural humility and competency through learning about the diversity of social location, cultural safety and human rights.



- 2.1.3. Develops cultural humility and competency through learning about Indigenous peoples' experience of colonization in Canada, and the findings and recommendations of the Truth and Reconciliation Commission.

## **2.2. PSYCHOLOGICAL THEORIES**

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

## **2.3. RESEARCH**

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

## **3. PROFESSIONAL ETHICAL CONDUCT**

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

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

## **4. PROFESSIONAL SKILLS**

A Certified Member utilizes a comprehensive skill set for the purpose of engaging in therapeutic relationships with

individuals, groups, communities and organizations. CASC/ACSS Certified Professionals are attentive to the spiritual and the sacred in each encounter.

#### **4.1. THERAPEUTIC RELATIONSHIP**

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

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

#### **4.2. ASSESSMENT**

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

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

#### **4.3. INTERVENTION**

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

- 4.3.1. Collaboratively develops appropriate interventions consistent with clients' social location.
- 4.3.2. Facilitates expression of clients' stories and emotions to address spiritual distress and enhance spiritual resources.
- 4.3.3. Utilizes reflection from religious/theological/spiritual/cultural perspectives for the purpose of meaning-making with clients.
- 4.3.4. Provides or facilitates prayers, rituals, rites, ceremonies and services appropriate to context.
- 4.3.5. Offers support and guidance for spiritual growth.
- 4.3.6. Supports relational connections and experiences of community.
- 4.3.7. Evaluates with clients the effectiveness of the therapeutic relationship and interventions.
- 4.3.8. Utilizes clinical supervision and consultation to monitor effectiveness of interventions.
- 4.3.9. Refers to additional professional or community-based services when appropriate, including the inter-

professional care team, elders and religious leader.

#### **4.4. DOCUMENTATION**

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

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

#### **4.5. LEADERSHIP**

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

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

### Appendix IV: SAMPLE MPS, SCP Cert. Program Check List

<b>Faith-based Foundations: 7 credits (7 X 0.5 FCE) in following categories</b>		
	<b>Course codes &amp; dates completed</b>	<b>Course codes &amp; dates completed</b>
<b>Categories:</b> Sacred Texts Tenets of Faith Faith-based Ethics History Leadership Context		
<b>Psycho-spiritual Therapy Courses: 13 credits (13 X 0.5 FCE) in categories 1-8</b>		
<b>1. Foundations for Spiritually Integrated Psychotherapeutic Practice: 1 credit</b>		<b>Date Completed</b>
OR <input type="checkbox"/> KNP1512H Foundational Counselling & Spiritual Care Skills for Helping Professionals <input type="checkbox"/> EMP1513H Introduction to Counselling & Spiritual Care Practice		
<b>2. Human Development &amp; Theories of Growth: 1 credit</b>		<b>Date Completed</b>
OR <input type="checkbox"/> EMP2535H Human Growth & Development across the Life Span <input type="checkbox"/> KNP1443H Human Growth & the Spiritual Journey		
<b>3. Professional Ethics: 1 credit</b>		<b>Date Completed</b>
OR <input type="checkbox"/> RGP3564H Professional Ethics in Psychotherapy and Spiritual Care <input type="checkbox"/> EMP3521H Professional Ethics Psycho-spiritual Therapy		
<b>4. Mental Disorders/Psychopathologies &amp; Assessment: 1 credit</b>		<b>Date Completed</b>
OR <input type="checkbox"/> KNP3511H Psycho-Spiritual Assessment and Therapy - Integrating Theory and Practice <input type="checkbox"/> EMP2581H Psychopathology in Mental Health		
<b>5. Theories of Psychotherapeutic Practice: 3-5 credits</b>		<b>Date Completed</b>
<b>1 required core credit</b> <b>Psychotherapeutic Theories:</b> <input type="checkbox"/> KNP3521H Psychotherapeutic Theories for Spiritual Care & Counselling		Required Credit:
2-3 courses from any of the following (if 2 practica, take 2 courses; if 1 practicum, take 3 courses): <b>Systems Theories:</b> <input type="checkbox"/> RGP3565H Contemporary Family Therapy & Spiritual Care		

<ul style="list-style-type: none"> <li><input type="checkbox"/> EMP3561H Family Systems Theories for Spiritual Care &amp; Psycho-spiritual Therapy</li> <li><input type="checkbox"/> KNP2548H Self, Family, Culture - Spiritual Care in Contexts</li> </ul> <p><b>Psychodynamic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EMP3538H Dreams - Psycho-Spiritual Therapy</li> <li><input type="checkbox"/> TRP3523H Foundations of Psychodynamic Therapy</li> </ul> <p><b>Cognitive-Behavioral:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> KNP3531H Worry and Anxiety - Helping Ourselves and Others with CBT, DBT and ACT</li> <li><input type="checkbox"/> EMP3547H Mindfulness-Based Modalities</li> <li><input type="checkbox"/> TRP3511H Cognitive-Behavioural Therapy and Spiritually Integrated Psychotherapy</li> </ul> <p><b>Post-Modern/Constructivist Therapies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RGP3561H Postmodern-Constructivist Psychotherapies and Spiritual Care</li> <li><input type="checkbox"/> EMP3651H Narrative Therapy</li> <li><input type="checkbox"/> RGP3535H Integrative Approaches to Trauma in Psychotherapy and Spiritual Care</li> <li><input type="checkbox"/> EMP3558H Trauma-Informed Psycho-Spiritual Therapy</li> <li><input type="checkbox"/> EMP3562H Aging and Spirituality Integrated Psychotherapy</li> </ul> <p><b>Non-Western Psychotherapies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EMP2015H Buddhism &amp; Psychotherapy</li> <li><input type="checkbox"/> EMP2537H Islamic Psychotherapy and Spiritual Care - Theory and Practice</li> <li><input type="checkbox"/> EMP2538H Analysis of the Mind in Abhidhamma Buddhist Psychology</li> </ul>	<p>Course 2:</p>
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<p><b>6. Professional Functioning, Therapeutic Process, Self-awareness, Safe &amp; Effective Use of Self: 1 (full-year) 2 course credits or 2 (full-year) totaling 4 course credits</b></p>	<p><b>Date Completed</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> SPE TSP3551Y Psycho-spiritual Care &amp; Therapy Practicum or approved SPE Equivalent Practicum</li> </ul>	
<p><b>Optional 2nd Practicum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SPE TSP3552Y Psycho-spiritual Care &amp; Therapy or approved SPE Equivalent Practicum</li> </ul>	
<p><b>7. Required Capstone Course: 1 credit</b></p>	<p><b>Date Completed</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> EMP3541H Integrating Theory &amp; Practice: Spiritual Care &amp; Psycho-Spiritual Therapy</li> </ul>	
<p><b>8. Special Topics Elective: 1-2 credits (May take 2 courses if completing one practicum)</b></p>	
<p>To meet the elective requirement, students may take a course from the list below, take a third practicum which will count as one credit in the degree <b>or</b> may take an additional course from category 5.</p> <ul style="list-style-type: none"> <li>EMP3559H Spiritual Care with Dying and Grieving Persons</li> <li>RGP3251H Psychotherapy and Spiritual Direction</li> <li>EMP2010H Buddhist Mindfulness Approaches to Mental Health</li> <li>EMP2522H Muslim Mental Health - Research, Policy and Practice</li> <li>RGP3550H Psychology and Religion</li> <li>RGP3554H Psychology of Faith Development</li> <li>EMP3560H Suffering and Hope - Perspectives on Spirituality and Psycho-Spiritual Care</li> <li>KNP2511H Chaplaincy in Corrections</li> <li>KNP3502H Dying and Suffering Across Cultures</li> <li>EMP2523H Mental Health &amp; Christian Theology</li> <li>TSP3357Y Psycho-spiritual Care &amp; Therapy Practicum – 3rd SPE</li> </ul>	<p>Course:</p> <p>Date Completed:</p>

## Appendix V: Faculty List

### Master of Pastoral Studies, Spiritual Care & Psychotherapy Certificate MPS, SCP Cert. Faculty List as at May 2023

#### Notes:

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

#### Core Faculty

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

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

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

Glenn McCullough, PhD, RP  
Assistant Professor of Practical Theology and Spiritual Care, Emmanuel College

Angela Schmidt, DMin, RP  
Associate Professor of Spiritual Care and Psychotherapy, Knox College  
Certified Supervisor-Educator (CASC)

Vacant – Appointment from July 2023  
Assistant Professor in Practical, Knox College

#### Supporting Faculty

Geoffrey Haber, DMin, RP  
Visiting Lecturer, Knox College

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

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

Brad Shoemaker, PhD, RP  
Sessional Lecturer, Knox College

Mi-Weon Yang, PhD, RP  
Sessional Lecturer, Knox College  
Supervisor-Educator

### **Adjunct Faculty – SPE Clinical Supervisors**

See:

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

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

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

### **SPE Adjunct Faculty – Approved Clinical Supervisors (CASC)**

#### **GTA**

Dwight Biggs MDiv, DMin, RP  
Adjunct Faculty, Knox College  
Leader of Spiritual Care Services, Royal Victoria Hospital  
Certified Educator-Supervisor (CASC)

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

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

Sharon Konyen, MTS, RP  
Adjunct Faculty, Emmanuel College  
Certified Supervisor-Educator (CASC)

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

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

Karen Fox, MDiv, RP  
Adjunct Faculty, Knox College  
Multifaith Chaplain, Baycrest Hospital

Certified Supervisor Educator (CASC)

Iryna Soluk-Figol, MA, RP  
Adjunct Faculty, Emmanuel College  
Spiritual Care Department Manager,  
Certified Supervisor-Educator (CASC)

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

Brian Walsh, MA, RP  
Adjunct Faculty, Emmanuel College  
Spiritual Care Services, Sinai Health  
Certified Supervisor-Educator (CASC)

### **Outside the GTA**

Elaine Nagy, MDiv, RP  
Adjunct Faculty, Knox College  
Clinical Educator, S. Joseph Health Centre, Hamilton ON  
Certified Supervisor-Educator (CASC)

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

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

Bob Tees, MA, MDiv, RP  
Adjunct Faculty, Knox College  
Spiritual Care Educator, St Joseph Healthcare Hamilton  
Certified Supervisor Educator (CASC)

Steven Yeo, MDiv, RP  
Adjunct Faculty, Knox College  
Spiritual Care Practitioner, St Joseph Healthcare System, London  
Certified Supervisor Educator (CASC)



## Appendix VI: Glossary of Terms

ATS:	Association of Theological Schools
BD:	Basic Degree
BDC:	Basic Degree Council
CASC/ACSS:	Canadian Association for Spiritual Care/ Association canadienne de soins spirituels
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
FCE:	Full-Course Equivalent
MPS:	Master of Pastoral Studies
RP:	Registered Psychotherapist
SCP Cert.:	Spiritual Care and Psychotherapy Certificate
SPE:	Supervised Pastoral Education TST: Toronto School of Theology
UofT:	University of Toronto
UTQAP:	University of Toronto Quality Assurance Process