

TORONTO SCHOOL OF THEOLOGY
(EMMANUEL AND KNOX COLLEGES)

MASTER OF PSYCHOSPIRITUAL STUDIES
CERTIFICATE IN SPIRITUAL CARE AND
PSYCHOTHERAPY

PROGRAM HANDBOOK
2026-2027



IMPORTANT NOTICES:

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

This handbook sets out the minimum and shared requirements of the Certificate in Spiritual Care and Psychotherapy offered through the member institutions. Each College may specify requirements related to curricular requirements and academic standing. Students should be aware of the policies and procedures specific to their College of registration.

TST and the University of Toronto deliver academic programs through in-person, and where approved, hybrid or online learning environments. All students should therefore plan to attend on-campus activities in person as defined by the approved delivery modality of the program in which they are registered, in order to successfully complete their program/degree unless: (i) students have been approved by their 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 approved remote activities are permitted.

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.

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1. Introduction

1.1. Welcome and Overview of the Program

Welcome to the Master of Psychospiritual Studies¹, 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 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 Cert. fulfills the educational and practicum requirements for registration with the CRPO². Those who offer psychotherapy in Ontario must be registered with the CRPO. The MPS, SCP Cert. program also aligns with the basic level competencies of the Canadian Association for Spiritual Care/ Association canadienne de soins spirituels) (CASC/ACSS) which is a national organization for spiritual care professionals. Students may concurrently work toward certification in CASC/ACSS.

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 MPS, SCP Cert. welcomes students from a wide variety of faith traditions and students may meet their theological / philosophical requirements of the MPS degree through a Christian, Buddhist, Jewish, or Muslim specialization.

The Master of Psychospiritual Studies (MPS) degree is conjointly conferred by the University of Toronto (UofT) and various Toronto School of Theology (TST) Colleges. Both Emmanuel College and Knox College offer the Spiritual Care and Psychotherapy Certificate (SCP Cert.) which is embedded within the MPS degree. Admission to the SCP Cert. requires a separate application process, once students have begun the MPS (See §2.1 Admission Requirements). The MPS requires satisfactory completion of a total of 20 half-credit (0.5-

¹ As of September 1, 2024, the nomenclature of the MPS Degree was changed from Master of Pastoral Studies to Master of Psychospiritual Studies. Students registered in the MPS prior to September 1, 2024, were given the option to have their degree conferred with the new name starting with the May 2025 convocations. Students entering the MPS as of September 1, 2024, are subject to the new degree nomenclature. Graduates prior to May 2025 do not have the option of changing their parchment to reflect the new nomenclature. Students should refer to the TST BD Handbook for further information.

² As of the time this handbook was published.

FCE) courses. The two-year professional degree may be completed full-time in five consecutive semesters. Part-time study is also allowed.

The MPS, SCP Cert. program provides students with fundamental theories as well as contextual applications of spiritually integrated psychotherapy and includes foundational knowledge of various faith traditions and spiritual worldviews. Throughout this document, the term “psychospiritual therapist” includes pastoral counselling / psychospiritual therapy and some aspects of spiritual care-giving. Through the program, students focus on psychotherapeutic theories and the integration of self-knowledge, embedded learning, interpersonal communication, spiritual assessment, and practical skills as these relate to the practice of spiritually integrated psychotherapy. Their emerging practice builds on the ethical, safe, and effective use of self in therapy and incorporates the principles of self-care and a commitment to ongoing learning. A variety of educational methods is engaged including academic courses, learning group seminars, experiential learning, small group processes, 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 (1.0 FCE) in psychospiritual education (See §3.2 Practicum Requirements). Each clinical practicum incorporates 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. While practicum sites will ensure a minimum of 30 clinical supervision hours and make available opportunities for students to complete 125 Direct Client Contact (DCC) hours, it will be each student’s responsibility to ensure the 125 DCC requirement is met.

The MPS, SCP Cert. has been designed utilizing the professional practice competencies identified by both the CRPO and the CASC/ACSS. Most 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/ACSS). Students are responsible for educating themselves regarding the further requirements for admission to the CRPO (<http://www.crpo.ca/>) and to the CASC/ACSS (<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 bodies but many employers look for membership and certification with CASC/ACSS or with

CCPA (within the Spirituality in Counselling chapter). 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 the capstone course, and one or two clinical practica consisting of at least 125 DCC hours and 30 Clinical Supervision hours (see §3.2 Practicum Requirements). For students seeking recognition with CASC/ACSS (as well as CRPO), two CASC/ACSS recognized practica must be completed.

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, program requirements, fees, and policies and procedures, as well as links to 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 College-specific requirements.

1.2. History

For decades, the TST has worked with the CASC/ACSS and its predecessor organizations in the training of psychospiritual therapists and spiritual care practitioners. Supervised Psychospiritual Education³ (SPE) is a form of clinical practicum 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 psychospiritual therapy. What makes the MPS, SCP Cert. new in its design is that SPE may be taken through the Psychospiritual Care & Therapy Practica as part of the MPS which is 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->

³ Supervised Psychospiritual Education (SPE) is an umbrella term used by CASC/ACSS to include both Clinical Psychospiritual Education (CPE) commonly taught in healthcare institutions and Psychospiritual Therapy Education (PTE) commonly taught in community clinics. SPE is also used to connote practica that integrate learning from both CPE and PTE.

[resources/](#)). As well, the MPS, SCP Cert. may support students in their process toward certification with the CASC/ACSS.

1.3. Purpose and Goals

The need for psychospiritual therapists (including spiritual care practitioners) in Canada is increasing. On one hand, Canada is becoming more religiously pluralistic; on the other hand, more Canadians identify 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 psychospiritual therapists who can attend to the psychospiritual 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.

Psychospiritual 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. Psychospiritual therapists attend psychotherapeutically to clients’ spiritual, psychological, emotional, moral, and existential distress often related to issues of meaning and purpose, identity, vocation, and hope. Working closely with the clients’ psychospiritual frameworks (including those who identify as “spiritual but not religious”), they conduct comprehensive psychospiritual assessments and employ interventions based on a spiritually integrated psychotherapeutic practice, focusing specialized attention on the spiritual dimensions of psychotherapy.

Many psychospiritual therapists are employed in healthcare institutions, correctional facilities, private practice, and employee assistance programs that require or recommend certification/training with the Canadian Association for Spiritual Care (CASC/ACSS) 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)⁴; 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 and practicum 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

⁴ 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.

need to complete the SCP Cert. within the MPS. Similarly, “spiritual counselling,” using the practices and understandings of a spiritual tradition in a helping relationship, is also exempt from the Act.

The MPS, SCP Cert. program aligns with the TST mission and vision (<https://www.tst.edu/mission-vision-statements>) by being a collaborative project in the formation of spiritual leaders in the world and in religious institutions, through excellence in teaching that is grounded in university-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 educating 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 mastery of and excitement for the subject area and help students access and judge critically important bodies of relevant literature and research, especially 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, as needed, the CASC/ACSS.

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 psychospiritual therapy.

1.5. Teaching Methods and Program Delivery

Methods of program delivery include faculty lectures and/or 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 and, where relevant, the CASC/ACSS competencies.

The courses are designed to be primarily in-person with many options also for online synchronous learning and some asynchronous options.

The clinical practica include skills development in spiritually integrated psychotherapy in a variety of contexts, such as hospitals, correctional facilities, long term care facilities, counselling centres, mental health facilities, etc. Each practicum 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 psychospiritual therapist/spiritual care practitioner certification with CASC/ACSS. 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/ACSS. (See Appendix I for the complete DLE chart and Appendix II and III for the CRPO and CASC Competency charts).

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 (see Appendix II) and the CASC competencies (see Appendix III), and seven credits (7 x 0.5 FCE) are faith foundation courses.

Faith foundation 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 foundation courses are in the following five areas:

- Sacred texts
- Tenets of faith
- Faith-based ethics
- History
- Leadership context

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 (psychospiritual 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 psychospiritual 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 SCP Certificate Common Stream Committee of the Basic Degree Council (BDC) administers admissions and quality assurance, and interprets issues of policy and procedure. Student advising and routine program administration are handled by the student's Member College – either Emmanuel or Knox. The SCP Certificate Common Stream Committee normally meets four times during the academic year. For more information, please refer to the TST.BD.Handbook §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 SCP Certificate Common Stream Committee. Faculty who teach in the Certificate program, including Psychospiritual Care & Therapy Practicum Supervisors, meet regularly as a cohort body to plan for practicum offerings and consistency in supervisory practice in dialogue with the SCP Certificate Common Stream Committee representatives.

1.8. Faculty

Faculty members from each Member College offer courses that are components of the degree. 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 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 TST faculty resources and community partnerships. There are eight core faculty members, all of whom are in the professorial ranks within TST, as well as several supporting faculty members. In addition, there is a large group of clinical supervisors who have committed themselves to this program. All of those who supervise practica are appointed as Adjunct faculty to either Knox College or Emmanuel College. Each supervisor is a Registered Psychotherapist eligible to supervise for the CRPO. Many who supervise are also Certified Supervisor-Educators (CSE) with CASC/ACSS. When taking a practicum supervised by a CASC/ACSS-recognized CSE, students may opt to have their practicum recognized by CASC/ACSS and should speak to their practicum supervisor about this.

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

To be eligible to apply for the MPS, SCP Cert. program, applicants must be registered in the Master of Psychospiritual Studies degree program, in the Spiritual Care Stream, at either Emmanuel College or Knox College.

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.

There are a limited number of spaces in the MPS, SCP Cert. program. To be admitted to the MPS, SCP Cert., an MPS student must, at a minimum:

1. have successfully completed 5 credits (5 x 0.5 FCE) in their program;
2. have a letter of offer for admission to a Psychospiritual Care & Therapy clinical practicum course (SPE or SPE-equivalent Practicum); and
3. apply to the MPS, SCP Certificate by the specified deadline, normally late April.

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.

Since students in this program 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 of Professional Practice Behaviour. While completing practica, they are accountable also to the codes of conduct at their respective placement sites.

The MPS, SCP Cert. can be taken only in conjunction with the MPS. Students who have completed the required number of credits for the MPS are not eligible, and students who

have graduated from 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.

2.2. 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. Admission to the MPS, SCP Certificate is not automatic. Not all students who are accepted into the MPS program will be admitted into the MPS, SCP Cert. program.

The application process is detailed on the TST website (<https://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 psychospiritual provider along with growing sense of spiritual maturation; documentation indicating either admission to a clinical practicum (letter of offer) or completion of a clinical practicum; and payment of the application fee.

MPS students intending to complete the SCP Cert. will normally make their application for admission to the Certificate to TST after completing their first five MPS credits (5 x 0.5 FCE). Applications are usually due in the April prior to the September of each new intake.

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.
- Number of available places in the program.

Students receive formal notification of the admission decision made by the TST SCP Certificate Common Stream Committee. Offers of admission may contain conditions with a deadline by which conditions must be met in order to enter the program.

An applicant who has been declined an offer of admission may request the reconsideration of the decision by the SCP Certificate Common Stream Admissions Committee. The request must state in full the grounds for the request based on the published admission requirements and include supporting evidence of criteria that was current and available by the application deadline but was not submitted. If the admissions committee of the student's home College then deems that the request has merit, it will be forwarded to the

SCP Certificate Common Stream Admissions Committee for reconsideration. Admission decisions are not appealable under §16 of the TST.BD.Handbook.

2.3. Admission to Clinical Practicum

Students are required to familiarize themselves with the admission/application processes for clinical placements as per the respective site. Both Knox and Emmanuel Colleges offer clinical practica, some of which may also be counted toward CASC/ACSS recognition if a student so chooses. For more information about Supervised Psychospiritual Education (SPE)⁵ healthcare practicum sites and contact information for healthcare-based SPE Supervisor-Educators, see <http://cpe-toronto.ca/>. All practica include syllabi approved by the TST Academic Council, and are available through the Placement Directors within the students' respective College.

2.4. Tuition Fees and Other Charges

A schedule of approved tuition fees is published annually on the University of Toronto Student Accounts website: <https://www.registrar.utoronto.ca/fees-payments/tuition-fee-schedules/>.

A schedule of approved Ancillary Fee Schedules for Colleges and TST can be found at <https://planningandbudget.utoronto.ca/tuition-ancillary-fees/ancillary-fees/>.

2.5. 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. More information can be obtained from the student's Practicum site Supervisor-Educator.

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

⁵ SPE is an umbrella term for practica and includes CPE (Clinical Psychospiritual Education) which commonly takes place in healthcare institutions.

(<http://www.spiritualcare.ca/>). It is the responsibility of the student to ensure requirements for professional recognition are met.

2.6. Other Policies and Procedures

For other relevant policies and procedures, please refer to:

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

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

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

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

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

3. MPS, SCP Certificate Program Outline

3.1. Course 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 seven faith foundational credits (7 x 0.5 FCE) from the following five areas: sacred texts; tenets of faith; faith-based ethics; history; and leadership context.

Thirteen additional 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 (see <https://crpo.ca/practice-standards/competence/>). To graduate, students must demonstrate all CRPO competencies at the entry-to-practice level.

The following chart includes the course title and number as well as the number of contact hours. Sessional course offerings are available on the TST website each year. Not all courses are offered every year. Contact Colleges directly for specific syllabi. The syllabi detail the CRPO competencies addressed in the course.

Notes:

- Course codes ending in H have a credit value of 0.5 FCE and course codes ending in Y have a credit value of 1.0 FCE.

- Courses that are to be counted towards the SCP certificate in CPRO categories 1-7 are required to be 36 contact hours (i.e., 3-hour courses over a 12-week semester or equivalent).
- Course titles 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.

Requirements for the MPS, SCP Cert. by category

1. Foundations for Spiritually Integrated Psychotherapeutic Practice (0.5 FCE, 36 hours)

One of:

- EMP1513H Introduction to Counselling & Spiritual Care Practice
- KNP1512H Foundational Counselling and Spiritual Care Skills for Helping Professionals

2. Human Development and Theories of Growth (0.5 FCE, 36 hours)

One of:

- EMP2535H Human Growth and Development Across the Life Span
- KNP1443H Human Growth and Spiritual Journey

3. Professional Ethics (0.5 FCE, 36 hours)

One of:

- EMP3521H Professional Ethics Spiritual Care & Psychospiritual Therapy
- RGP3564H Professional Ethics in Psychotherapy and Spiritual Care

4. Mental Disorders/Psychopathologies/Assessment (0.5 FCE, 36 hours)

One of:

- EMP2581H Psychospiritual Assessment in Mental Health
- KNP3511H Psychospiritual Assessment and Therapy - Integrating Theory and Practice

5. Theories of Psychotherapeutic Practice (0.5-2.5 FCE, 96-144 hours)

- KNP3521H Psychotherapeutic Theories for Spiritual Care and Counselling

And two to four of⁶:

Systems Theories/Family Therapy

- EMP3561H Family Systems Theories for Spiritual Care & Psychospiritual Therapy

⁶ Four courses (4 x 0.5 FCE) if taking one practicum, two courses (2 x 0.5 FCE) if taking two practica.

- KNP2548H Intercultural Family Therapy and Spiritual Care
- KNP3545H Group Therapy
- RGP3565H Contemporary Family Therapy and Spiritual Care

Psychodynamic

- EMP3538H Dreams: Psychospiritual Therapy
- KNP3507H Internal Family Systems
- TRP3523H Trauma, Healing and Transformation: Psychodynamic Theory and Practice

Cognitive-Behavioral Therapies

- EMP3547H Mindfulness-Based Modalities for Spiritual Care and Spiritually-Integrated Psychotherapy
- KNP3531H DBT and ACT for Worry and Anxiety
- TRP3511H Cognitive-Behavioural Therapy and Spiritually Integrated Psychotherapy

Post-Modern Constructivist Therapies

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

Non-Western Psychotherapies

- EMP2537H Islamic Psychotherapy and Spiritual Care Theory and Practice
- EMP3582H Islamic Mindfulness
- EMP3583H Buddhist Spiritually Integrated Psychotherapy

6. Professional Functioning, Therapeutic Process, Self-awareness, Safe and Effective Use of Self (1.0 FCE, 72 hours⁷, with option to take second practicum)

- SPE Clinical Practicum (or SPE-Equivalent) – see §3.2 Practicum Requirements.

7. Capstone Course (0.5 FCE, 36 hours)

- EMP3541H Integrating Theory and Practice for Spiritual Care or Psychospiritual Therapy

8. Special Topics in Spiritual Care and Psychotherapy (0.5-1.0 FCE, 36-72 hours):

- EMP2010H Buddhist Mindfulness Approaches to Mental Health

⁷ The 72 hours of each practicum are educational face-to-face contact (typically classroom) hours. The 30+ clinical supervision hours and the 125+ Direct Client Contact hours embedded in the placement are not counted in the total classroom hours devoted to training in psychotherapy but rather are in addition to these hours.

- EMP2510H Buddhist Approaches to Death, Dying and Grief
- EMP3476H Creativity and Spirituality
- EMP3559H Spiritual Care with Dying and Grieving Persons
- EMP3562H Aging and Spirituality Integrated Psychotherapy
- EMP3581H Disability, Neurodiversity, Mental Health in Care and Community
- KNP2511H Spiritual Care and Transformation: Ministering to Incarcerated Souls
- KNP3502H Dying and Suffering Across Cultures
- RGP3550H Psychology and Religion
- TRP3261H Mystical Traditions and Spiritual Journey

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 36-72 contact hours (1 or 2 x 0.5 FCE) in addition to supervised clinical training. See the course descriptions (available at <http://www.tst.edu/academic/course/listings> after March 1 each year) for more detailed descriptions of the clinical/didactic seminars that are offered in these practica.

3.2. Practicum Requirements

Clinical practica offer an experience-based approach to learning, which combines clinical work completed under qualified supervision with group reflection and other educational activities.

One clinical practicum course (1.0 FCE) (Psychospiritual Therapy & Care Practicum) is required. A second practicum (1.0 FCE) may be taken to further accumulate DCC hours as required, or to continue to build requirements toward CASC/ACSS recognition. Or, instead of a second practicum, a student may take two approved psychospiritual courses (Psychotherapeutic Theories or Special Topics courses) from the MPS, SCP Cert. program (see §3.1 Course Requirements).

The Psychospiritual Care & Therapy practica are designed to fulfill the degree requirement for a clinical placement, including providing opportunities for students to accumulate 125 DCC and 30 Clinical Supervision hours. Students may also choose to have their practica recognized by the CASC/ACSS.

Psychospiritual Care & Therapy Practica 1, 2, and 3 are available at healthcare institutions in the GTA and elsewhere. These practica are supervised by Registered Psychotherapists qualified to provide clinical supervision for CRPO and those certified as Supervisor-Educators by the Canadian Association for Spiritual Care (CASC/ACSS). CASC/ACSS-recognized 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/ACSS-approved training options for the required practicum must speak with their faculty advisors. Students may be permitted to take an SPE practicum on a Letter of Permission with a non-TST College⁸. In order for the practicum to count as credit toward the MPS, SCP Cert., the CASC/ACSS Supervisor-Educator must also be eligible to supervise for the CRPO. Please consult with your MPS placement coordinator.

Psychospiritual Care & Therapy practica may also 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. In some cases, these practicum offerings are also taught by CASC/ACSS supervisor-educators so may be taken toward CASC/ACSS recognition. Information about these practicum offerings 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 cases for CASC/ACSS-approved SPE practica, if the student wishes to count it towards their professional recognition with the CASC, there may be additional costs for student membership (approx. \$90) and a course unit fee (approx. \$250).

When taking the clinical practicum during Summer sessions, students are usually involved for eight hours per day, five days per week over 12 weeks. During Fall and Winter sessions, students can complete a practicum on a two days-per-week basis for seven to eight months. Occasionally, full-time practica are offered in the Fall and Winter sessions. Additional days may be necessary in order to complete the 125 DCC hours requirement.

For a list of CASC/ACSS-approved SPE centres that are affiliated with the TST and the programs they offer, please see <http://cpe-toronto.ca/>. This website contains important information about the courses offered, the faculty, the application process, and other vital information about tuition and supplemental costs as applicable. Admission to these training programs is granted by the CASC/ACSS-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.

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 SCP Certificate Common Stream Committee to ensure that: the Clinical Site Supervisors are Registered Psychotherapists deemed eligible by the CRPO to supervise students; and that

⁸ Students must request a Letter of Permission from the designated authority at their College of registration before registering for the course and must follow the regulations as outlined in §9.3.8 of the TST.BD.Handbook and any additional requirements of their College of registration.

the practicum includes a minimum of 125 hours⁹ 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).

3.3. Requirements for the CASC/ACSS

The Canadian Association of Spiritual Care/ Association canadienne soins spirituel is the professional body that educates and credentials psychospiritual therapists and spiritual care practitioners. The academic requirements for CASC/ACSS recognition are included in the MPS, SCP Cert. program. CASC/ACSS-certified members integrate foundational knowledge of their faith tradition with psychospiritual therapy/care. Most complete three practica of SPE to meet CASC/ACSS certification requirements¹⁰. Students in the MPS, SCP Cert. who want to pursue certification with CASC/ACSS as a spiritual care practitioner or psychospiritual therapist should choose a CASC/ACSS-approved SPE for their required practicum. While only one practicum (2 x 0.5 FCE) is required for the MPS, SCP Cert. program, students may complete two SPE practica using two courses from the Special Topics electives. In unusual circumstances, students may request a third practicum using the third course credit in the Special Topics electives¹¹. SPE supervisors guide students through the competency assessment application and interview process to move to integrative and contextual levels of training. Students interested in pursuing certification should refer to current requirements of the CASC/ACSS at <http://www.spiritualcare.ca/>.

3.4. Requirements for the CRPO

The MPS, SCP Cert. 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 includes opportunities for students to accumulate 125 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 for ensuring that the DCC hour requirement is met within the parameters of their clinical site. Students must request a CRPO Clinical Supervisor Attestation Form (documenting clinical supervision hours) and Direct Client Contact Hours Form from their clinical supervisor. For more information about the CRPO registration requirements, see <https://www.crpo.ca/supervision/>.

⁹ Professional associations other than CRPO may have a higher minimum number of Direct Client Contact hours. Students are responsible for confirming the requirements directly with the applicable professional association.

¹⁰ Though note that the assessment process is competency-based and certification is not achieved through practicum completion alone.

¹¹ Students completing 3 practica will have a total of 21 x 0.5 FCE upon graduation.

Each practicum follows the following model:

- 250-275 clinical hours: 125 hours of DCC with approximately 125 hours of clinical support activities.
- 50-75 education hours: orientation to site, didactics, in-service or workshops, learning plans.
- 50-75 supervision hours: group and individual supervision with case review, SEUS focus.

3.5. Additional Requirements

Students must maintain ethical behaviour, good standing in clinical practica, and satisfactory academic progress throughout the entire program. They must observe the TST. Standards. of. Professional. Practice. Behaviour (<https://www.tst.edu/student-resources-forms>). While completing the clinical practica, they are accountable to codes of conduct at their placement sites, the CASC/ACSS code of ethics (<https://spiritualcare.ca/ethics/>) and the Professional. Practice. Standards. and. Jurisprudence of the CRPO (<https://crpo.ca/resources/>).

To be admitted to and maintain standing in practica, students must maintain a Vulnerable Sector Check, updated immunization records, ethical behaviour, and evidence of aptitude.

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. The integrative activities of the Capstone Course (EMP3541H Integrating Theory and Practice for Spiritual Care or Psychospiritual Therapy) provide an intensive overall assessment of learning. Students identify the CRPO entry-to-practice competencies (EPCs) in which they can demonstrate success, and those EPCs which require further work. The course enables students to identify gaps in their learning and to develop a plan to address them. Written assignments reflect the integrative requirement for the completion of the degree.

Clinical practica use comprehensive assessment tools designed to provide extensive feedback on a student's performance in relation to competencies. There is a strong

correlation between the CASC/ACSS and the CRPO competencies (see CRPO and CASC/ACSS Competency charts in Appendices II and III).

For all clinical practicum courses taken as part of the MPS, SCP Cert. program, students are required to submit copies of final evaluations (student self evaluation and supervisor's evaluation) to their program director and registrar of their College of registration within 30 days of completion of the practicum¹².

4.1.1. Grades

All courses must be completed with a grade of at least 70 (B-) to count as credit towards the MPS, SCP Cert. program. The grading scale used at TST 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 pass/fail. Psychospiritual Care & Therapy Practicum 1, 2 and 3 may be counted toward CASC/ACSS recognition at the (1) Foundational, (2) Integrative, and (3) Contextual Levels respectively. Please see the TST. BD. Handbook for more information on grading processes and procedures.

The following non-grade course reports may be used by the College registrar in specific circumstances:

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 or numerical 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.

¹² Colleges may set an earlier deadline.

4.2. Evaluation of Program

All courses include final course evaluations by students which are considered in the faculty review processes on a yearly basis. As noted, the culminating integrative activities in the Capstone Course: EMP3541H Integrating Theory and Practice for Spiritual Care or Psychospiritual Therapy function not only to test students' achievement of programmatic outcomes, but also as an indicator of the effectiveness of the program. The program is assessed annually by the SCP Certificate Common Stream Committee (via the Member Colleges) and changes are made as necessary.

Direct and indirect assessment measures are reviewed systematically and regularly by the TST SCP Certificate Common Stream Committee and by the CRPO:

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

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

Cyclical reviews occur every 10 years with TST's accrediting agency, the Association of Theological Schools (ATS), and normally every seven years under the University of Toronto Quality Assurance Program (UTQAP). Reviews include follow-up with graduates in surveys and interviews, review of syllabi, 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

In order to be eligible to graduate from the MPS, SCP Certificate program, all students must have achieved the required minimum 125 DCC and 30 clinical supervision hours, documented and confirmed by their Clinical Supervisor through the relevant forms. All students are required to apply for graduation from the MPS, SCP Cert. program by the deadline stated in the key academic dates on the TST website (<https://www.tst.edu/academic/key-academic-dates>), normally the end of March.

Please note that all students must also apply to graduate from the MPS degree. Requests to graduate must be submitted to the student's College of registration. College registrars will submit the requests to graduate to the TST Registrar by the stated deadline, confirming that students have met all program requirements of both the MPS and the SCP Cert. and that Emmanuel students are registered in the Spiritual Care stream of the MPS and that Knox students are registered in the Spiritual Care focus. The TST Registrar will record the graduating CGPA of the graduands. The number of graduates from the SCP Cert. from each College will be reported at the next scheduled meeting of the Common Stream Committee.

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.

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of discipline; b) Developed understanding of many of the major fields in a discipline including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i. Gather, review, evaluate and	• 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).	• Developed and critical understanding of their religious or spiritual heritage, including its sacred texts; history; traditions of thought/tenets of the faith; faith-based ethics; cultural and multi-faith contexts; and practice of spiritual-religious leadership; • Developed awareness of current issues in global religious thought, life, and practice; • Developed a thorough understanding of theory and practice of psychospiritual therapy and spiritual care- Spiritual Care & Psychotherapy Stream (SCP); • Developed comprehensive and discriminating familiarity with at least one tradition within their faith focus; and	<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). 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

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS)_Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
interpret information; and ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; 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.		Developed knowledge and familiarity with diverse religious/spiritual traditions.	of comparative psychotherapy relevant to practice. (CRPO, EPCP #1). Students will demonstrate in-depth capacity to relate spiritually integrated modalities to at least one spiritual-religious tradition. Students will demonstrate competence in recognizing how oppression, power, privilege and social injustice impact communities, the therapeutic relationship and process and will develop skills to address these (CRPO, ETPC #1.5). <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).
2. Knowledge of methodologies	Ability to articulate what the dominant methodologies are	Ability to explain critical distinctions between authoritative primary	Through research assignments and case-based presentations,

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques: b) Devise and sustain arguments or solve problems using these methods; and Describe and comment upon particular aspects of current research or equivalent advanced scholarship.	in an area of focus (e.g. scriptural, historical, practical, systematic, etc.) and to evaluate their role in developing theological arguments; • Ability to critically engage current scholarship on methods, sources and norms of the faith or spiritual tradition(s) engaged by the Member College.	sources and relevant secondary sources for the study of their respective religious or spiritual heritage and the practice of spiritual leadership; • Ability to apply techniques of enquiry, interpretation, analysis, and construction to primary and secondary sources in order to test premises and perspectives and to acquire knowledge; • Critical evaluation of current research and interpretation in the study of sacred texts, theology/ tenets of the faith, the history of their religious or spiritual tradition, and faith-based ethics within their tradition, and integrate this with established understandings in spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership; and • Ability to conduct library research, develop and support a sustainable argument in written form, or in	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).

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
		application to specialized spiritual leadership practices such as spiritual care/ spiritually integrated psychotherapy, social services, or congregational leadership.	
3. Application of Knowledge The ability to review, present and critically evaluate qualitative and quantitative information to: a) Develop lines of argument; b) Make sound judgments in accordance with the major theories concepts and methods of the subject(s) of study; c) Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) Where appropriate use this knowledge in the creative process; and	• Ability to employ appropriate methodologies, sources and norms of at least one Christian or spiritual tradition to: ○ Engage in respectful dialogue with other disciplines and traditions; ○ Interpret cultural contexts; ○ Formulate theological arguments; ○ Communicate theological concepts; ○ Exercise responsible citizenship, and social leadership; and	Ability to: • Apply classroom learning, research skills, theological/ spiritual reflection and communication under supervised experiences; • Explain critical perspectives on, and practical expertise in, the tasks of spiritual leadership as applied to pastoral practice; • Identify an issue in their practice in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative approaches to it whether in spiritual care/spiritually integrated psychotherapy, social services or congregational leadership;	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

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS)_Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
The ability to use a range of established techniques to: a) Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) Propose solutions; c) Frame appropriate questions for the purpose of solving a problem; d) Solve a problem or create a new work; and e) Make critical use of scholarly review and primary sources.	• Critical use of established concepts and techniques to address problems and analyze contextual concerns.	• Apply diverse methods to the cultural contexts of the student's specialization; and • 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.	evaluate and enhance professional practice and maintaining self care and level of health necessary for responsible therapy (CRPO ETPC #3, #4). 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 psychospiritual therapy relevant to practice (CRPO, ETPC #1). 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).

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
4. Communication Skills The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	• 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.	• Ability to plan and carry out effective and collegial communication both verbally and in writing; • Developed communication skills that include the demonstration of growth in personal faith, emotional maturity, moral integrity, and public witness; and • Ability to plan, design and carry out initiative, responsibility, and accountability in personal relationships and group contexts.	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 psychospiritual education tools and spiritually integrated practices to a broad audience (CRPO ETPC #3.6).
5. Awareness of Limits of Knowledge An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	• Awareness of limits of knowledge within the methods, sources, and articulated norms of faith/spirituality. • Respectful engagement with socio-cultural influences, perspectives of Christian or other spiritual traditions, and contributions of	• Ability to analyze the insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and in the practice of spiritual leadership/care or therapy, respectful of insights from the spectrum of theological	Students will demonstrate awareness of the limits of their knowledge and expertise in relation to the clinical practice of spiritually integrated psychotherapy. In particular, they will demonstrate their understanding of the scope of practice for psychotherapy and how this relates to other regulated and

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
	other scholarly disciplines.	traditions and socio-cultural backgrounds; • Ability to conduct public spiritual leadership/care or therapy through growing critical self-awareness as informed by diverse knowledge and experience; • Appreciation of the uncertainties inherent in both faith/value-based and non-confessional academic interpretations of religious or spiritual tradition; and • Critical self-awareness of developing pastoral/therapeutic/healing and professional capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of spiritual leadership.	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).
6. Autonomy and Professional Capacity Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:	• Ability to develop and evaluate strategies for ongoing professional development to advance the emotional maturity, collaborative teamwork, effective decision-making,	• Developed intellectual, affective, and professional capacities required for a life of spiritual leadership in the helping professions; • Exemplified emotional maturity, moral integrity, social skills, personal responsibility	Students will develop intellectual, affective and professional competence required for spiritually integrated therapeutic practice and a capacity to provide leadership for spiritually integrated practices

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS) Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
a) The exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) Working effectively with others; c) Decision-making in complex contexts; d) Ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) Behaviour consistent with academic integrity and social responsibility.	moral integrity, academic integrity, and spiritual sensibilities required for specialized leadership.	and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations; • Ability to explain an account of the premises, character and commitments of a specific religious tradition (Christian, Muslim or Buddhist) and to situate it theologically, in terms of how it relates to the larger traditions of thought within the given tradition; • Ability to plan, design and carry out spiritual leadership for public and spiritual/religious settings; • Ability to analyze the variety of pathways and spiritual practices within a religious tradition, and an ability to reflect critically on their own sense of vocation to spiritual leadership; and • Ability to develop strategies to foster spiritual/psychospiritual growth, well-being of self and others, and demonstrate capacity	and psychoeducation for individual and groups. 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. 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).

Baccalaureate/Bachelor's degree: Honours (DLE)	General Degree-Level Expectations (DLE's) for Basic Degree Programs: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Master of Psychospiritual Studies (MPS)_Program: This degree is awarded to students who have demonstrated the following:	Learning Outcomes for Spiritual Care and Psychotherapy Certificate: This category two certificate is awarded to students who have demonstrated the following:
		for self-reflexive and spiritual practices to promote therapeutic and healing goals within communities of faith and/or other professional contexts.	

Appendix II: CRPO Entry-to-Practice Competency Chart

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

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

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

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

Appendix III: CASC Competencies

Competencies for Spiritual Care and Counselling (revised 2019)

INTRODUCTION

The Canadian Association for Spiritual Care / Association canadienne de soins spirituels (CASC/ACSS) identifies two types of Certified Professional: Spiritual Care Practitioner and Psychospiritual 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 location¹³, 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.

¹³ 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.