Master of Arts in Theology: Spiritual Care and Psychotherapy

AND

Master of Arts in Theology (Spiritual Care and Psychotherapy) and Master of Divinity (MDiv) Double Degree Program Handbook

Please note that this handbook is subject to revisions.

Updated versions will be posted at https://luther.wlu.ca/

75 University Ave. West
Waterloo, ON N2L 3C5
September 2021
# Table of Contents

Introduction ............................................................................................................................................. 4  
Martin Luther University College ........................................................................................................ 4  
History .................................................................................................................................................. 4  
Vision ................................................................................................................................................... 4  
Mission .................................................................................................................................................. 7  
Values ................................................................................................................................................... 7  

Master of Arts in Theology: Spiritual Care and Psychotherapy Degree Structure and Program Information .. 9  
Master of Arts in Theology: Spiritual Care and Psychotherapy Degree Structure – Required Courses ......... 10  
MA Theology: Spiritual Care and Psychotherapy Program (checklist) ................................................... 13  
MA Theology: Spiritual Care and Psychotherapy Program for TATI Students (checklist) ......................... 18  
Degree Outcomes for the MA in Spiritual Care and Psychotherapy ....................................................... 22  
Faculty Advising SCP ............................................................................................................................. 22  
Psychotherapy Practicum/Internship Guidelines ...................................................................................... 23  
  Flow Chart for Progression of Courses for the Practicum ...................................................................... 24  
  Vulnerable Sector Check .................................................................................................................... 25  
  Liability Insurance ............................................................................................................................. 25  
  Staying Safe Off Campus- Unpaid Student Work Placements .............................................................. 25  
  Finding Your Clinical Placement (Clinical Site) .................................................................................. 26  
  Clinical Site Supervisor Requirements ................................................................................................. 26  
  Qualifications to Serve as a Clinical Supervisor ................................................................................ 27  
  Individual, Dyadic and Group Supervision .......................................................................................... 27  

Click here to read more on the from the CRPO website. .................................................................... 28  
  Student Evaluations by their Practicum/Internship Supervisor .......................................................... 28  
  General Practicum Site Expectations .................................................................................................. 29  
  Premature Ending of a Placement ...................................................................................................... 30  

Form #1 - Practicum Request Form ....................................................................................................... 0  
Form #2 - Practicum Agreement Form .................................................................................................... 4  
Supervised Pastoral Education (SPE) .................................................................................................... 8  
Learning Covenant for Practicum TH664M ........................................................................................... 9  

Table of Contents
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Practicum/Internship - Mid-Term Evaluation – Student Form</td>
<td>14</td>
</tr>
<tr>
<td>Practicum/Internship Mid-Term Evaluation – Supervisor Form</td>
<td>18</td>
</tr>
<tr>
<td>Practicum/Internship Final Evaluation – Student Form</td>
<td>22</td>
</tr>
<tr>
<td>Practicum/Internship Final Evaluation – Supervisor Form</td>
<td>26</td>
</tr>
<tr>
<td>Documentation of Clinical and Supervision Hours</td>
<td>31</td>
</tr>
<tr>
<td>Documentation of Clinical and Supervision Hours Chart</td>
<td>32</td>
</tr>
<tr>
<td>Master of Arts (Spiritual Care and Psychotherapy) and Master of Divinity (MDiv) Double Degree Program Requirements</td>
<td>33</td>
</tr>
<tr>
<td>Degree Outcomes for the MA in Divinity</td>
<td>34</td>
</tr>
<tr>
<td>MA/MDiv Double Degree FACULTY ADVISOR</td>
<td>35</td>
</tr>
<tr>
<td>MDiv Contextual Option</td>
<td>35</td>
</tr>
<tr>
<td>MDiv Double Degree Coursework Option:</td>
<td>35</td>
</tr>
<tr>
<td>Double Degree Program Requirement Checklist:</td>
<td>36</td>
</tr>
<tr>
<td>MA Theology (MA) Spiritual Care and Psychotherapy and MA Divinity (MDiv) Double Degree</td>
<td>36</td>
</tr>
</tbody>
</table>
Introduction

Welcome to Martin Luther University College (Luther) and to the Master of Arts degree in Theology (Public Faith and Spirituality). Martin Luther University College (formerly, Waterloo Lutheran Seminary) has a long history of offering courses and degree programs in theology. At its inception, the school offered a BDiv (Bachelor of Divinity, usually undertaken after receiving the Bachelor of Arts degree), which eventually was offered as an Master of Divinity (MDiv). The Master of Theological Studies began in 1969 and has gone through many revisions over the years to become our current Master of Arts in Theology offered in two fields: Public Faith and Spirituality (PFS) and Spiritual Care and Psychotherapy (SCP).

The MA (PFS) degree offers students the opportunity to develop capacities for engaging faith in public arenas, for exploring spiritual resources at a personal level and for developing skills needed for further academic work. All of this occurs in the context of Lutheran school hosting a rich ecumenical and inter-faith conversation.

Learning at the Master’s level offers students the opportunity to integrate previous education and experiences with an ever-expanding awareness of a subject area. The MA (PFS) at Luther is unique in that it provides students with a significant amount of freedom to design the shape of their educational experience. Courses offered in this degree provide students with the opportunity to reflect on the teachings, values and practices of their belief system in conversation with a broad range of resources that will both support and challenge their views. Students who wish to explore theological themes creatively in a way that is more robust than single courses could offer can opt for the Major Research Project option. Students interested in further academic work or in a larger sustained written project may opt for the Thesis Option. Students will have opportunities to develop both personally and professionally through the degree program.

Martin Luther University College

History

Martin Luther University College, formerly named Waterloo Lutheran Seminary, was founded in 1911 as the Evangelical Lutheran Seminary and received its first charter on May 6, 1913.1 The Seminary was founded to provide theological training for pastors to serve the two Lutheran Synods in Canada. Lutherans have historically been committed to education generally and post-secondary education in particular. “In sixteenth century Germany, Martin Luther insisted that being able to read, interpret and understand the Bible was crucial for all Christians, and for living

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1 Oscar Cole Arnal, Toward An Indigenous Lutheran Ministry in Canada (Waterloo Lutheran Seminary, Waterloo, ON, 1988).
out their vocation in the world; in this sense and rather remarkable for that time, education was considered an obligation.”

There are more than 40 Lutheran Universities and Colleges in the United States and Canada mainly with liberal arts and professional programs. Lutherans in Eastern Canada followed a similar pattern of education that combined the need to be able to understand and comprehend a wide body of knowledge and put it into practice in order to be able to serve one’s neighbours and community. By 1924, the Waterloo College of the Arts was established to provide undergraduate liberal arts education and professional training. In its early days, Waterloo College was federated with the University of Western Ontario.

In 1956, the Waterloo College Associate Faculties was created by community leaders, which ultimately became the University of Waterloo. In 1959, Waterloo Lutheran University (WLU) including the Waterloo Lutheran Seminary (WLS) was created as a degree granting institution. WLU continued to focus on the liberal arts and some professional programs emerged in church music, social work and business administration. WLU also was one of the few universities to engage in distance learning through “tele-college” and extension programs in centres like Barrie and Orillia. Many primary and secondary teachers were able to complete their undergraduate degrees through these programs. In 1973, the Eastern Canada Synod, the body responsible for electing the WLU Board, approved the “provincialization” of WLU, changing the name of the university to Wilfrid Laurier University. Waterloo Lutheran University became “known as” Waterloo Lutheran Seminary and was federated with the newly created Wilfrid Laurier University.

During this time a “School of Religion and Culture” (SORAC) had been proposed between the Seminary and Laurier’s Religion and Culture Department. For most of a decade the two faculties worked together under the SORAC banner. By 1981 changing circumstances and accreditation issues resulted in the two faculties operating independently. While a functional relationship remains, divergent interests and approaches have resulted in two largely distinct programs. In 1982, WLS was accredited and became a member of the Association of Theological schools that now number over 270 Graduate Theological Schools.

Clinical Pastoral Education traces its roots to the 1930s, when Anton Boisen placed theological students in a clinical setting so that they could learn from supervised pastoral counselling experience. During the 1960s, Delton Glebe led pioneering initiatives at WLS in the field of pastoral counselling. WLS was a leader in North America in developing an understanding of this field and methods for this kind of contextual learning. This also resulted in the development of a range of graduate academic programs: Master of Divinity and Diploma for ordination bound students, the joint Master of Divinity-Master of Arts program, the Master of Theological Studies for those interested in studying theology, the Master of Divinity-Master of Social Work as well as the Master of Theological Studies-Master of Social Work, again for non-ordained students, and the Master of Theology in Pastoral Counselling. Over the years the field of pastoral counselling

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has evolved into what today is called “spiritually integrated psychotherapy” and appeals to students from many different faith traditions. Graduates from the Master of Arts program in Spiritual Care and Psychotherapy will be eligible for membership in the Province of Ontario’s new College of Psychotherapy.

As the programs at Waterloo Lutheran Seminary continued to evolve, it became clear that it was important to have an institutional name that reflected the diversity of programs. As a result, Waterloo Lutheran Seminary changed its name to Martin Luther University College (Luther) in June 2018 in order to better support its mission.

The school continues to be an internationally recognized pioneer. An emerging theme that crosses all programs is that of “public theology” and “public ethics,” which “arises from inner personal convictions, communities of faith, voluntary associations” (Max Stackhouse), and “gets involved in the public affairs of society” (Jürgen Moltmann). Luther is a recognized leader in multi-faith education and building relationships among and between faith traditions. This “public approach” is reflected in the new programs developed at Luther. The school offers the field of “Public Faith and Spirituality” in its Master of Arts in Theology program. It has two fields in its PhD program: “Spiritual Care and Psychotherapy” and “Pastoral Leadership.” The term “Pastoral” is meant to designate the kind of “servant leadership” or accompaniment in community building that can be applied to both ordained and non-ordained leaders in faith communities. As well, Luther has initiated an undergraduate academic program, a Bachelor of Arts in the emerging field of “Christian Studies and Global Citizenship.” In addition, Luther offers several possible minors geared toward students taking undergraduate degrees at Laurier: Christian Studies and Global Citizenship, Spirituality and Global Music, Human Relations and Judaism.
Vision

Where spirituality accompanies academic curiosity to inspire lives of meaning and service in God’s world.

Mission

- To be a diverse, multi-faith, and pluralistic community of learning, committed to teaching, reflection, and scholarship within the university
- To cultivate and nurture public leaders, whose Christian or spiritual values lead to commitment and service to others and God’s creation
- To encourage and challenge individuals in the discovery of their deepest passion and to acquire professional competence for their life’s work
- To strengthen community and well-being in a holistic way
- To promote a healthy civil society, which values a diversity of opinion and culture

Values

- **Excellence in Academic Discipline and Spiritually Integrated Learning**

  *Recognizing that the integration of knowledge and skills, faith and spirituality is a lifelong endeavour, we strive to provide formative and integrative educational opportunities for university, graduate, and post-graduate students.*

- **Integrity in Public Faith and Ethics**

  *Rooted in the Lutheran tradition of the Reformation and motivated by the message of God’s boundless grace, we seek to develop leaders with the skills to serve God, neighbour, the community, the church, and creation. Toward this end, we foster self-awareness and self-interrogative skills to enable critical thinking, cultivate the skills for recognizing as well as engaging various “publics” and doing public ethics on significant questions and issues, and nurture the capacity and confidence to cross the borders of academic, economic, political, social, cultural, or spiritual differences.*

- **Hospitality Amidst Diversity**

  *Compelled by a vision of God’s inclusive community, we believe that reflecting theologically, cultivating deeper spiritual awareness, nurturing ethical commitments, building character, gaining skills, and developing intellectual disciplines is best undertaken in a diverse yet hospitable community. As a result, we welcome people from any tradition and culture who seek theological education within such a context.*
○ Community Engagement

Convinced that God works through civil organizations toward the building of a just society, we engage local, national and global communities, subjects, and institutions, to more fully understand the issues of our time and to nurture the capacity of students to provide responsible leadership.

○ Teamwork and the building of Sustaining Partnerships

Persuaded that we are co-workers with God in the healing of creation, we are committed to the building of healthy, collaborative partnerships within the university and the wider community for the purpose of learning with others, optimizing our capacities and identifying opportunities for future collaborative efforts.
Master of Arts in Theology: Spiritual Care and Psychotherapy
Degree Structure and Program Information³

³ For double degree information (MA/MDiv) see page 53.
Master of Arts in Theology: Spiritual Care and Psychotherapy
Degree Structure – Required Courses

Sacred Scriptures Area – Take 2 of:

- TH503A Survey of Hebrew Scriptures
- TH503C Survey of the New Testament
- TH503E Reading and Interpreting the Qur’ān (in translation) OR RE643 Islam and Muslims in the Contemporary World

Theology/Wisdom Traditions Area:

Take ALL of:

- TH530A Introduction to God and Theological Reflection
- TH644A Indigenous Wisdom and Methodology
- TH645A Intersectionality: Interfaith and Intercultural Perspectives

Take 1 of:

- TH530B Introduction to Jesus and Salvation
- TH530C Introduction to Spirit and Community
- TH503F Survey of Sources in Asian Wisdom Traditions

Psychotherapy/Counselling Theory Area:

Take 1 of:

- TH663M Family Therapy Overview
- TH663Z Theory of Change
- TH664O The Neuroscience of Psychotherapy (Pre-requisite – Counselling theory course or permission from instructor)
- TH663E Individual Theories

Human Development Area:

Take:

- TH663V Human Development

Take all of the Following 6 Required Courses:

- TH663Y Assessment
- TH664H Professional Ethics
- TH664L Pre-Practicum
- TH664M Practicum (1.0) – this course has the following prerequisites:
  - TH664L Pre-practicum
  - TH663Y Assessment
- **TH664H** Professional Ethics
- 1 counselling theory course from the following list: **TH663M** Family Therapy Overview; **TH663Z** Theory of Change; **TH664O** The Neuroscience of Psychotherapy; or **TH663E** Individual Theories
- 1 other counselling or theory course (can be from list above OR any other counselling course)

**NOTE:** **TH652A** SPE I (1.0) – An SPE field placement can be taken in lieu of practicum **TH664M**. These placements are called CPE or PCE “units“. Pre-requisites are the same as noted above for TH664M. SPE opportunities are provided through CASC – the Canadian Association for Spiritual Care. Many CASC placements offer the opportunity to focus on Spiritual Care and/or Spiritually Integrated Psychotherapy and often take place in hospitals or specialized counselling centres. You are supervised by a CASC member who is also an RP. If you register for TH652A, you do not register in TH664L and do not attend the practicum course on campus. The education component of your field placement takes place at your placement site, not Luther. To apply for an SPE, you must apply and pay for a “student membership” through CASC. For more info see the CASC website [https://spiritualcare.ca/](https://spiritualcare.ca/) and/or the practicum co-ordinator – Kate Harper. Kharper@luther.wlu.ca.

### Counselling Theory Electives

**Take one of the following counselling** theory courses below, or an additional course from the Counselling/Psychotherapy Theory options above:

- **TH663C** - Cognitive and Dialectic Behaviour Therapy
- **TH663E** - Individual Theories (won’t run 2021 or 2022)
- **TH663F** - Couple and Family Dynamics (not running 2021-2022)
- **TH663I** – Family of Origin
- **TH663K** - Group Process and Leadership (not running 2021 - 2022)
- **TH663Q** - Therapeutic Modalities for Working with Children
- **TH663P** - Peace Within, Peace Between, Peace Among
- **TH663R** – Core Skills in Emotionally Focused Therapy (pre-requisite is TH663W)
- **TH663S** - Spiritually Integrated Psychotherapy
- **TH663W** - Couple Therapy: Intervention from an Emotionally Focused Perspective (spring intensive)
- **TH664A** - Introduction to Art Therapy (spring intensive)
- **TH664D** - Post-Modern Family Therapy (intensive format)
- **TH664I** Qualitative Research
- **TH664P** - Mindfulness and Psychotherapy
- **TH761D** – Object Relations (not running 2021-2022)

### Additional Counselling Electives

**Take two of the following courses:** These can be selected as an additional course from the Required Counselling Theory List, or Additional Theory Elective categories above, or from the following options below.

- **TH560B** - Introduction to Spiritual Care
- **TH663A** - Grief
TH663D - The Aging Process
TH663L - Clinical Applications of Queer Theory: Working with LGBTQIQ2SAA
TH663U - Unique Healing Alternatives for Adolescents
TH663X - Addiction, Mental Health and Spirituality: Clinical Apps.
TH664B - Islamic Spirituality (Sufism) and Psychotherapy (not running 2021-2022)
TH664T – Trauma and Theodicy (spring intensive)
TH761G - Therapeutic Relationships (not running 2021-2022)
### Remote vs. Online Courses at Laurier

<table>
<thead>
<tr>
<th>Feature</th>
<th>Remote and Hyflex Courses at Laurier/Luther</th>
<th>Online Courses (OC) at Laurier/Luther.</th>
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<tbody>
<tr>
<td><strong>Design</strong></td>
<td>Originally designed as an on-campus course and adapted for remote or hyflex delivery.</td>
<td>Originally and intentionally designed as an online course.</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>Just like an on-campus course, remote course sections on LORIS will include a letter code: A, B, C, D... or BR1, BR2, BR3...</td>
<td>You can identify an online course on LORIS by checking the section – online courses are marked with an OC.</td>
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<tr>
<td><strong>Class Meetings</strong></td>
<td>Remote and hyflex courses may be held synchronously, meaning you could still meet “virtually” with your instructor and classmates during a scheduled day and time. The days/times are posted in Banner.</td>
<td>Online courses do not include regularly scheduled class meeting times. In most cases, online course instruction will occur asynchronously. Courses might include scheduled components for virtual interaction.</td>
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<tr>
<td><strong>Fees</strong></td>
<td>Remote and hyflex courses are subject to all regular Laurier tuition and fees.</td>
<td>In addition to all regular Laurier tuition and fees, online courses are subject to an online course administration fee.</td>
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For more strategies and resources available to prepare for a successful term, refer to the Remote Learning Student Support Hub or the Golden Guide to Success in Online and Remote Learning. Chart adapted from the WLU website on remote learning.

**Hyflex format** combines remote technology with on-campus learning, allowing for safe, socially distant face-to-face instruction. Accordingly, some students may be able to be in the classroom face to face, while at the same time, others are attending the class remotely. At this time, we are not able to confirm, which courses will be a hyflex or remote delivery, however, the fully online courses (OC) are noted in the schedule below.
Please indicate the courses you have already taken and those you plan to take during the coming year. This is not an “official registration” but is for **planning purposes only. Please complete this form and take it to each advising appointment**.

Name: ___________________________  Email: ___________________________

Full-time ______________________  or Part-time__________________________

Note: Dates/times/locations for courses held in the winter and fall terms can be found on Loris/Banner. To find the dates/times of “INTENSIVE COURSES,” which most often run in the spring term, [please see this link](https://students.wlu.ca/programs/luther/masters-and-diploma-programs/course-offerings/index.html)

**Advisors:**

Last names A-L = Daniel Rzondzinski - [drzondzinski@luther.wlu.ca](mailto:drzondzinski@luther.wlu.ca)

Last names M-Z – Kate Harper - [Kharper@luther.wlu.ca](mailto:Kharper@luther.wlu.ca)

▶ Students should register EARLY for their courses; Register for the Fall, Winter, and Spring terms all at the same time in June.

▶ Students should take at least one theology/scripture course each term to ensure the integration of spirituality and psychotherapy can begin early in their program. Because courses fill up quickly, this will also ensure students can get into the required courses as they open for registration each fall/winter and spring terms.

▶ If you are a part-time student – you must wait until you have completed 8 courses (1 year) before doing the practicum placement.
**Sacred Scriptures Area**

**Required:** Take **TWO** of the following courses:

- **TH503A** - Survey of the Hebrew Scriptures
- **TH503C** - Survey of the New Testament
- **TH503E** - Reading and Interpreting the Qur’an

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<tr>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
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<tbody>
<tr>
<td>Fall 2021</td>
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<td>Winter 2022</td>
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<td>Winter 2022</td>
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**Theology /Wisdom Traditions Area**

**Required:** Take **ALL** of the following

- **TH530A** - Intro to God and Theological Reflection
- **TH644A** - Indigenous Wisdom and Methodology
- **TH645A** - Intersectionality: Interfaith and Intercultural Perspectives

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<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
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<tbody>
<tr>
<td>Fall 2021 – 2 sections</td>
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<td>Winter 2022</td>
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<td>Winter 2022</td>
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<td>Winter 2022</td>
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<td>Spring 2022</td>
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**Required:** Take **ONE** of the following courses:

- **TH530B** - Introduction to Jesus and Salvation
- **TH530C** - Introduction to the Spirit and Community
- **TH503F** - Survey of Sources in Asian Wisdom Traditions

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<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
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<tbody>
<tr>
<td>Winter 2022</td>
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<td>Spring 2022</td>
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<tr>
<td>Fall 2021</td>
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<td>OC</td>
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**Psychotherapy and Counselling Theory Courses:**

**Required:** Take **ONE** of the following theory courses:

- **TH663M** - Family Therapy Overview
- **TH663Z** - Theory of Change (spring term intensive)
- **TH664O** - The Neuroscience of Psychotherapy

<table>
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<tr>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
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<tr>
<td>Winter 2022</td>
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<tr>
<td>Spring 2022</td>
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<tr>
<td>Winter 2022 - OC</td>
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**Required: Human Development Area**
**Take TH663V Human Development**

**Other Required Courses:**

- **TH664M** – Practicum or SPE (TH652A) (1.0 credits = counts as 2 courses of 16 needed)

This is a 1.0 credit course that runs over the fall and winter terms. There are 3 sections to choose from a, b, or c. **Please be sure to register in the same section for the fall and winter terms** so you are in the same class with the same teacher for the year.

**Pre-requisites for this course are as follow:** two counselling courses (1 theory from the following list → TH663E; TH663M; TH663Z; TH664O and 1 other counselling course) TH664H ethics; TH663Y assessment; TH664L pre-practicum.

- **TH664H** - Professional Studies and Ethics - 3 sections per year

Runs over 2 terms register for both fall and winter – same section.

- **TH663Y** - Assessment - 3 sections per year

- **TH664L** - Pre-Practicum (runs each winter term ONLY)

Required - Additional Counselling Theory Elective:

**Take one of the following counselling** theory courses below, or an additional course from the Counselling Theory options above:

- **TH663C** - Cognitive and Dialectic Behaviour Therapy

- **TH663E** - Individual Theories (won’t run 2021 or 2022)

- **TH663F** - Couple and Family Dynamics (not running 2021-2022)

- **TH663I** - Family of Origin (not running 2021-2022)

- **TH663K** - Group Process and Leadership (won’t run 2021 - 2022)

- **TH663O** - Therapeutic Modalities for Working with Children

- **TH663R** Core Skills in Emotionally Focused Therapy (EFT) prerequisite TH663W

- **TH663S** Spiritually Integrated Psychotherapy (spring intensive)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH663W</td>
<td>Couple Therapy: Intervention from an Emotionally Focused Perspective</td>
<td>Spring 2022</td>
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<td></td>
<td>(spring intensive)</td>
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<tr>
<td>TH664A</td>
<td>Introduction to Art Therapy (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH664D</td>
<td>Post-Modern Family Therapy (intensive format) 6 Fridays 9-5</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>TH664P</td>
<td>Mindfulness and Psychotherapy</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH761D</td>
<td>Object Relations (not running 2021-2022)</td>
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</table>

**Additional Counselling Electives**

*Take two of the following courses:* These can be selected as an additional course from the Required Counselling Theory List, or Additional Theory Elective categories above, or from the following options below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
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<tbody>
<tr>
<td>TH560B</td>
<td>Introduction to Spiritual Care</td>
<td>Fall 2021</td>
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<tr>
<td>TH663A</td>
<td>Grief</td>
<td>Winter 2022</td>
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<tr>
<td>TH663D</td>
<td>The Aging Process (not running 2021/2022)</td>
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<tr>
<td>TH663L</td>
<td>Clinical Applications of Queer Theory: Working with LGBTQIIP2SAA</td>
<td>Winter 2022</td>
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<tr>
<td>TH663U</td>
<td>Unique Healing Alternatives for Adolescents</td>
<td>Spring 2022</td>
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<tr>
<td>TH663X</td>
<td>Addiction, Mental Health and Spirituality: Clinical Apps.</td>
<td>Fall 2021</td>
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<td>▪ Former Title: TH663X Understanding Addiction and Shame</td>
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<td>TH664B</td>
<td>Islamic Spirituality (Sufism) and Psychotherapy (not running 2021-2022)</td>
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</tr>
<tr>
<td>TH664I</td>
<td>Qualitative Research (intensive) 6 full Fridays</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH664T</td>
<td>Trauma and Theodicy (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH668K</td>
<td>Faiths in a Psychological Perspective (not running 2021/2022 year)</td>
<td></td>
</tr>
<tr>
<td>TH761G</td>
<td>Therapeutic Relationships (not running 2021-2022)</td>
<td></td>
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<tr>
<td>Extra course</td>
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<tr>
<td>Extra course</td>
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</table>

16 required courses (0.5 credits each - note practicum = 2 courses – 1.0 credits) **Total**
MA Theology: Spiritual Care and Psychotherapy Program for TATI Students (checklist)

Fall 2021 Intake

Please indicate the courses you have already taken and those you plan to take during the coming year. This is not an “official registration” but is for planning purposes only. Please complete this form and take it to each advising appointment.

Name: ____________________________  Email: ____________________________

Full-time _________________________  or Part-time_________________________

Note: Dates/times/locations for courses held in the winter and fall terms can be found on Loris/Banner.
To find the dates/times of “INTENSIVE COURSES,” which most often run in the spring term, please see this link https://students.wlu.ca/programs/luther/masters-and-diploma-programs/course-offerings/index.html

Advisors:

Last names A-L = Daniel Rzondzinski - drzondzinski@luther.wlu.ca
Last names M-Z– Kate Harper - Kharper@luther.wlu.ca

► Students should register EARLY for their courses; Register for the Fall, Winter, and Spring terms all at the same time in June.
► Students should take at least one theology/scripture course each term to ensure the integration of spirituality and psychotherapy can begin early in their program. Because courses fill up quickly, this will also ensure students can get into the required courses as they open for registration each fall/winter and spring terms.
► If you are a part-time student – you must wait until you have completed 8 courses (1 year) before doing the practicum placement.
TATI Students must take **7 courses** from the areas highlighted in orange below. In addition to these 7 courses, students must take 1 **counselling elective**. In total you must complete 8 courses from Luther.

ADV = advanced standing - These are the courses normally provided Advanced Standing from TATI. But you must petition for this from Luther AAC prior to your fall start date.

<table>
<thead>
<tr>
<th>Sacred Scriptures Area</th>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required: Take TWO of the following courses:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>TH503A</strong> - Survey of the Hebrew Scriptures</td>
<td></td>
<td>Fall 2021</td>
<td></td>
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<tr>
<td>- <strong>TH503C</strong> - Survey of the New Testament</td>
<td></td>
<td>Fall 2021 Winter 2022</td>
<td></td>
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<tr>
<td>- <strong>TH503E</strong> - Reading and Interpreting the Qur’an</td>
<td></td>
<td>Winter 2022</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theology /Wisdom Traditions Area</th>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required: Take ALL of the following</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>TH530A</strong> - Intro to God and Theological Reflection</td>
<td></td>
<td>Fall 2021 – 2 sections Winter 2022</td>
<td></td>
</tr>
<tr>
<td>- TH644A - Indigenous Wisdom and Methodology</td>
<td></td>
<td>Fall 2021 Winter 2022 Spring 2022</td>
<td></td>
</tr>
<tr>
<td>- TH645A - Intersectionality: Interfaith and Intercultural Perspectives</td>
<td></td>
<td>Fall 2021 Winter 2022 Spring 2022</td>
<td></td>
</tr>
</tbody>
</table>

| **Required: Take ONE of the following courses:** | | | |
| - **TH530B** - Introduction to Jesus and Salvation | | Winter 2022 | |
| - **TH530C** - Introduction to the Spirit and Community | | Spring 2022 | |
| - **TH503F** - Survey of Sources in Asian Wisdom Traditions | | Fall 2021 | |

<table>
<thead>
<tr>
<th>Psychotherapy and Counselling Theory Courses:</th>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required: Take ONE of the following theory courses:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- <strong>TH663M</strong> - Family Therapy Overview</td>
<td></td>
<td>Winter 2022</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Year</td>
<td>Term</td>
</tr>
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<td>--------------------------------------------------</td>
<td>---------------</td>
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</tr>
<tr>
<td>TH663Z</td>
<td>Theory of Change (spring term intensive)</td>
<td>Spring 2022</td>
<td>ADV</td>
</tr>
<tr>
<td>TH664O</td>
<td>The Neuroscience of Psychotherapy</td>
<td>Winter 2022</td>
<td>OC</td>
</tr>
</tbody>
</table>

**Required: Human Development Area**

- **Take TH663V Human Development**
  - Fall 2021: hyflex or remote
  - Winter 2022 – OC
  - Spring 2022 - OC

**Other Required Courses:**

- **TH664M** – Practicum or SPE (TH652A) (1.0 credits = counts as 2 courses of 16 needed)
  - Runs over 2 terms register for both fall and winter terms
  - Registration for both fall and winter same section.
  - Pre-requisites for this course are as follows:
    - Two counselling courses (1 theory from the following list: TH663E; TH663M; TH663Z; TH664O and 1 other counselling course)
    - TH664H ethics; TH663Y assessment; TH664L pre-practicum.

- **TH664H** - Professional Studies and Ethics - 3 sections per year
  - Fall 2021 – hyflex or remote
  - Winter 2022 – OC
  - Spring 2022 - OC

- **TH663Y** - Assessment - 3 sections per year
  - Fall 2021 - OC
  - Winter 2022 – hyflex or remote
  - Spring - OC
  - ADV

- **TH664L** - Pre-Practicum (runs each winter term ONLY)
  - Winter 2022 ONLY
  - ADV

**Required - Additional Counselling Theory Elective:**

- **Take one of the following counselling theory courses below, or an additional course from the Counselling Theory options above:**
  - **TH663C** - Cognitive and Dialectic Behaviour Therapy
    - Fall 2021
    - Winter 2022
  - **TH663E** - Individual Theories (won’t run 2021 or 2022)
  - **TH663F** - Couple and Family Dynamics (not running 2021-2022)
  - **TH663I** - Family of Origin (not running 2021-2022)
  - **TH663K** - Group Process and Leadership (won’t run 2021 - 2022)
- **TH663O** - Therapeutic Modalities for Working with Children  
  Former title: TH 663O Child Development and Therapeutic Theories in Practice  
  Fall 2021

- **TH663R** Core Skills in Emotionally Focused Therapy (EFT) – prerequisite  
  TH663W  
  Winter 2022

- **TH663S** Spiritually Integrated Psychotherapy (spring intensive)  
  Spring 2022

- **TH663W** Couple Therapy: Intervention from an Emotionally Focused Perspective (spring intensive)  
  Spring 2022

- **TH664A** Introduction to Art Therapy (spring intensive)  
  Spring 2022

- **TH664D** Post-Modern Family Therapy (intensive format) 6 Fridays 9-5  
  Fall 2021

- **TH664P** Mindfulness and Psychotherapy  
  Winter 2022

- **TH761D** Object Relations (not running 2021-2022)

**Additional Counselling Electives**

Take two of the following courses: These can be selected as an additional course from the Required Counselling Theory List, or Additional Theory Elective categories above, or from the following options below.

- **TH560B** Introduction to Spiritual Care  
  Fall 2021

- **TH663A** Grief  
  Winter 2022

- **TH663D** The Aging Process (not running 2021/2022)

- **TH663L** Clinical Applications of Queer Theory: Working with LGBTQIQ2SAA  
  Winter 2022

- **TH663U** Unique Healing Alternatives for Adolescents  
  Spring 2022

- **TH663X** Addiction, Mental Health and Spirituality: Clinical Apps.  
  Former Title: TH663X Understanding Addiction and Shame  
  Fall 2021

- **TH664B** Islamic Spirituality (Sufism) and Psychotherapy (not running 2021-2022)

- **TH664I** Qualitative Research (intensive) 6 full Fridays  
  Winter 2022

- **TH664T** Trauma and Theodicy (spring intensive)  
  Spring 2022

- **TH668K** Faiths in a Psychological Perspective (not running 2021/2022 year)

- **TH761G** Therapeutic Relationships (not running 2021-2022)

- Extra course

- Extra course

**16 required courses** (0.5 credits each - note practicum = 2 courses – 1.0 credits) **Total**
Degree Outcomes for the MA in Spiritual Care and Psychotherapy

Students upon successful completion of the degree will:

1. Recognize spirituality as the integrating force that motivates and shapes the physical, psychological, and emotional functioning of all human beings and is able to integrate into clinical practice.

2. Critically articulate their beliefs and values and how these impacts their clinical practice.

3. Critically examine relevant literature related to their clinical practice.

4. Critically evaluate and integrate current research into clinical practice.

5. Develop a guiding theoretical foundation for their clinical work.

6. Recognize the implications of working within a specialized field of psychotherapy and the impact on clinical practice.

7. Integrate knowledge of the impact of the therapist’s self on the therapeutic process.

8. Recognize the need for self-care and develop ways to maintain physical, psychological, emotional, spiritual and relational wellness.

9. Assess clinical effectiveness and modify practice to enhance effectiveness.

10. Recognize potential ethical issues or situations and identify responses.

11. Integrate knowledge of human diversity, including cultural, religious/spiritual, gender, socio-economic, age, differing abilities etc. including the ability to adapt the therapeutic approach in response to diverse clients.

12. Use clear and concise written and verbal communication.

Faculty Advising SCP

All Faculty offices are at Martin Luther University College – Second Floor. Corner of Bricker and Albert Streets. Faculty advisors have been assigned to students by surname as follows:

A-K Daniel Rzondzinski: drzondzinski@luther.wlu.ca 519-884-0710 x3927 Rm. 206
L-Z Kate Harper: kharper@luther.wlu.ca 519-884-0710 x 4850 Rm. 217

NOTE: Advisor for MA/MDiv double degree students: Mary (Joy) Phillip mphilip@luther.wlu.ca 519-884-0710 x3576 Rm. 212

For broader program questions or other concerns, you may consult with Kate Harper, Program Director for the MA in Theology: Spiritual Care and Psychotherapy degree at Kharper@luther.wlu.ca.
Psychotherapy Practicum/Internship Guidelines

1) Purpose and Objectives

The Purpose of Clinical Education

a) To assist students in the integration of psychology, theology, counselling theory, and personal growth into effective clinical practice.

b) To prepare students to work within the role and function of the Professional Association with which they wish to be certified following graduation. This practicum is primarily guided by the requirements of the College of Registered Psychotherapists of Ontario (CRPO).

c) To provide a structure whereby students can complete a minimum of 160 hours of face-to-face clinical work within their degree program.

Objectives and Goals of Clinical Education

To provide the student with the opportunity:

a) to experience a variety of issues, as presented by the client, to further their development as psychotherapists.

b) to develop and reflect on their theoretical orientation.

c) to learn to establish and maintain therapeutic relationships.

d) to integrate spiritually integrated psychotherapy into effective clinical practice.

e) to recognize and address multicultural and multifaith issues.

f) to understand the use of self in the therapeutic relationship and be able to integrate appropriately.

2) Course Preparation

Prior to participating in the Practicum, students will have completed at least the following courses:

a) TH664H - Professional Ethics

b) TH664L - Pre-Practicum

c) 663Y Assessment

d) Two additional counselling courses completed at Luther, of which one must be considered a required theory course from the list below:

   i. TH663E Individual Theories
   
   ii. TH663M Family Therapy Overview
   
   iii. TH663Z Theory of Change
   
   iv. TH664O Neuroscience of Psychotherapy

E) The second counselling course can be any other counselling course

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4 Students in the MA/MDiv Double Degree Program who elect to do a practicum TH664M, rather than an SPE, will follow the same practicum guidelines as the MA Spiritual Care and Psychotherapy Students – as noted in this section.
Flow Chart for Progression of Courses for the Practicum

Pre-Practicum

- TH664L - Pre-Practicum
- This course runs once per year (two sections) - Runs winter term only (Jan-April). Take the winter term before you go into your practicum placement

2 Counselling Courses

- 2 counselling courses - 1 must be a theory course from the list below:
  - TH663E Individual Theories
  - TH663M Family Therapy Overview
  - TH663Z Theory of Change
  - TH664O Neuroscience of Psychotherapy
- The second counselling course can be any other counselling/theory course

Professional Ethics

- TH664H (Professional Ethics)
- This course runs three times per year

TH663Y Assessment

- This course provides students with a strong foundation in the DSM psychological disorders and clinical assessment. Runs the times per year.

TH664M Practicum

- Register in TH664M Practicum (1.0 credits). Students attend this 3 hour weekly clinical education class at Luther alongside their clinical placement.
- This is a full-year course - runs for two terms - Fall and Winter.
- Choose one of three sections offered (a, b, or c). Stay in the same section for both terms (a, b, c).
- If you choose to take an SPE, you do not take the practicum education course (TH664M) at Luther - your clinical education is done at your field placement site.
Vulnerable Sector Check

Before embarking on your clinical placement, all students must get a vulnerable sector (police) check completed (not a criminal background check). It is recommended you discuss the timing of getting this with your practicum supervisor. They are usually valid for 3 months. If you reside in Waterloo Regions (Waterloo, Kitchener, Cambridge) please review the following information https://www.wrps.on.ca/en/services-reporting/police-vulnerable-sector-check.aspx. *NOTE: If you reside in other regions – you must contact your local police department to apply for a vulnerable sector check information.

Liability Insurance

Wilfrid Laurier University provides general liability coverage for interns on field placement assignment. Students must be registered for courses when they are on their placement as course registration ensures you have the insurance coverage. This policy covers bodily injury, property damage and malpractice liability in the amount of five million dollars. Should a practicum placement site require an insurance certificate, or a higher amount of liability coverage, please contact the practicum coordinator (kharper@luther.wlu.ca).

Staying Safe Off Campus- Unpaid Student Work Placements

The information below is from the Wilfrid Laurier Website. Additional information can be found on the Safety, Health, Environment & Risk Management (SHERM) website. An unpaid work placement involves a postsecondary student being placed with a placement employer to obtain work skills and experience. Students observe and contribute to the employer’s business activities but are not paid by the employer. Laurier students who participate in unpaid work placements are provided insurance coverage in the event of a workplace injury through the Ministry of Training Colleges and Universities (MTCU). Prior to the commencement of an unpaid work placement, students must complete a Student Declaration of Understanding Form, and submit it to their Laurier placement coordinator kharper@luther.wlu.ca.

In the event that you are injured during the course of your duties at your placement, insurance coverage is triggered by first reporting your accident to Safety, Health, Environment and Risk Management (SHERM) using an Unpaid Work Placement Accident Report Form. Complete this accident report form as soon as reasonably possible following your injury. Contact your Laurier placement coordinator (Kate Harper) or SHERM for further information.
Finding Your Clinical Placement (Clinical Site)

a. Students are required to accrue a minimum of 160 clinically supervised hours during their practicum placement.
b. It is the student’s responsibility to obtain a practicum site. The Practicum Coordinator (Kate Harper kharper@luther.wlu.ca) will assist the student to obtain a practicum placement, however, the final decision of whether or not a student is accepted into a practicum placement rests with the clinical site supervisor.
c. The Practicum Coordinator has a list of sites that regularly take Luther students in the K-W and surrounding areas – but it will be up to the student to make the initial contacts with these sites.
d. Students who want to secure a practicum placement outside the K-W area must do so in consultation with the Practicum Coordinator.
e. In the Winter term, the Practicum Coordinator will come to the Pre-Practicum (TH664L) class, usually in early January to review the Practicum Guidelines, provide the list of previous clinical sites, guide the student on how to find a placement site, and expand on the following details:
   - Clinical placement sites are in high demand; many potential placement sites begin taking applications 6, 9, or 12 months in advance. Thus, it is imperative that you begin searching for sites early in the Winter term before you begin your practicum.
   - In the fall term, the practicum co-ordinator will send you a PRACTICUM REQUEST FORM via your Laurier email. It is also located in this handbook and should be returned to the Practicum Coordinator, kharper@luther.wlu.ca asap.
   - There are other required forms and paperwork in this handbook that must be completed BEFORE you start working at your practicum placement site. These must be completed and sent to the practicum coordinator Kate Harper (kharper@luther.wlu.ca) before you begin your placement.

Clinical Site Supervisor Requirements

a. It is the student’s responsibility to ensure their practicum site/experience meets with the College of Registered Psychotherapists of Ontario (CRPO) requirements for certification, and their planned professional association. The information below has been taken from the CRPO website (https://www.crpo.ca/supervision/#qualifications_to_serve_as_a_CS)

b. Supervision will be provided at a ratio of one hour of supervision for every 4.5 clinical hours, usually 1 hour per week. At least 50% of the supervision hours must be done individually with the supervisor or in dyadic format (2 students + supervisor). The remaining 50% may be group supervision, including structured peer group supervision. Up to 20 per cent of group supervision hours can be completed in groups of nine to 12 supervisees (until April
Qualifications to Serve as a Clinical Supervisor

Clinical Supervisor Criteria:

a) The supervisor must be a member in good standing with the CRPO.
b) The supervisor must have five years’ extensive clinical experience.
c) The supervisor must meet CRPO’s “independent practice” requirement (completion of 1000 direct client contact hours and 150 hours of clinical supervision).
d) The supervisor must have completed 30 hours of directed learning in providing clinical supervision. Directed learning can include course work, supervised practice as a clinical supervisor, individual/peer/group learning, and/or independent study that includes structured readings.
e) The supervisor must provide a signed declaration that they understand CRPO’s definitions of clinical supervision, clinical supervisor, and the scope of practice of psychotherapy.

CRPO staff may request evidence of the 30 hours of directed learning in providing clinical supervision and may also request a letter of verification and a statement describing the supervisor’s approach to providing supervision. Upon request, a clinical supervisor should be able to provide their supervisee with a letter attesting to their competency, as set out in items 1 through 5 above. It is not necessary to submit this to the CRPO unless it is specifically requested by staff.

Individual, Dyadic and Group Supervision

Clinical supervision can be individual, dyadic or group. For individual or dyadic (1 supervisor with 2 students) supervision, the supervisor should meet weekly with the student(s). Students usually need 1 hour of supervision for every ~5 hours of face-to-face direct client contact (DCC) hours. With 160 DCC hours required by Luther, this works out to about 32 hours of supervision over the course of the placement. From the CRPO website:

Registered Psychotherapist (Qualifying) Registrants shall receive clinical supervision regarding all clinical experience positions. That is, none of the clinical experience positions shall be unsupervised. Clinical supervision shall be spread evenly at an approximate ratio of 1 clinical supervision hour for every 4.5 DCC hours.

Group supervision may include structured peer group supervision if it is formal and structured and includes at least one group member who meets CRPO’s definition of a clinical supervisor. Structured peer group supervision differs from group clinical supervision in that the latter is led by a clinical supervisor, whereas the former includes at
least one member who would qualify as a clinical supervisor but is an equal participant (not the leader). Structured peer group supervision often occurs in an institutional setting but may be formalized outside such settings.

At least **50 per cent** of clinical supervision hours required to transfer to the Registered Psychotherapist category and to achieve **independent practice** must be completed in an individual or dyadic format. The remaining **50 per cent may be group** supervision, including structured peer group supervision.

Currently, **up to 20 per cent of supervision hours (i.e., a maximum of 30 hours, out of 150 total hours) can be completed in groups of nine to 12 supervisees**, provided the clinical supervisor attests that learning is promoted for all supervisees in the group. All remaining group supervision hours can include up to eight supervisees.

Effective April 1, 2022, CRPO will only accept reported clinical group supervision hours that occurred in a **group size of eight or fewer supervisees**. The public is better protected by practitioners receiving high-quality supervision through smaller group size.

**Click here to read more on the from the CRPO website.**

### Student Evaluations by their Practicum/Internship Supervisor

When students begin their practicum/internship placement, they also enrol in a practicum course (TH664M) at Luther. This full year course runs in both the fall and winter terms each year and provides students with the opportunity to reflect on their practice of psychotherapy. The students have the opportunity to integrate psychology, counselling and psychotherapy theory, theology and spirituality, and personal growth into effective clinical practice. During this course students meet weekly in small group settings will be asked to confidentially bring in their case material up for discussion. Accordingly, this course requires a clinical placement and supervision of the student's client work. During the fall and winter terms practicum supervisors will be asked by their students to complete two sets of evaluation forms that are to be submitted to the practicum course professor. A midterm evaluation is due by the beginning of the winter term (January) and a final evaluation due at the end of the practicum, usually at the end of April.

Students beginning their practicum/internship in the Spring/Summer term will not enrol into the practicum course (TH664M) until the fall/winter term. Thus, during the spring/summer they are supervised by their practicum supervisor and there are no formal evaluations to be sent into Luther.
General Practicum Site Expectations

The practicum site placement is generally expected to be similar to an employment relationship for both the student and the placement site. This refers to areas of equal opportunity, freedom from harassment of any form, site operational policies, grievance and discipline procedures relevant to the site and client-therapist, colleague and supervisor relationships or responsibilities.

a) Students are to participate in orientation procedures, staff meetings and any other clinical opportunities that are deemed appropriate by the supervisor and would contribute to the student’s learning.

b) Clinical hours can only be accrued for face-to-face contact with clients in a designated counselling session or educational or therapy groups. Online sessions count as face-to-face. However, students should be keeping track on the sheet provided in this handbook of other activities that occur on the practicum.

c) The student will develop a learning contract for the practicum and give the site supervisor and the Professor of the Practicum course TH664M a copy as noted in the course syllabus.

d) Clinical hours cannot be accrued at a practicum site or with a supervisor that has not been approved by the Practicum Coordinator.

e) Evening hours are expected at most practicum sites. The student will negotiate their time at the practicum site with their clinical supervisor. Any planned or unexpected absences will need to be addressed with the site supervisor.

f) If the student experiences difficulty accruing the 160 clinical hours, they may continue to see clients until the number of hours has been met. The Practicum Coordinator, the site supervisor, and the practicum site must approve this decision. If this goes into Spring term the student will need to petition for an extension for the Practicum course.

g) Practicum students are expected to abide by the Code of Ethics of the College of Registered Psychotherapists of Ontario and the Professional Association the student intends to join after graduation.

h) Students will complete all forms required by Luther/WLU for a practicum placement.

i) Students will use all appropriate forms in the supervisory process as is required by the supervisor and/or practicum sites.

j) Clients will be informed at intake that they will be seeing a counselling student working under supervision.

k) Client files are kept at the practicum site following completion of the practicum.

l) Students are not normally paid for their practicum hours.

m) Client fees collected by the student will be used to cover the supervision and administrative costs of the Practicum. If client fees are not adequate to cover these costs, the student may be financially responsible for the remaining cost. This will be discussed at the beginning of the practicum by the site supervisor.
Premature Ending of a Placement

Occasionally, a practicum experience will become more difficult than is helpful for the student, supervisor, the clinical site, or the clients at the clinical site. If there begins to be difficulty in the practicum, either the student or the site supervisor can contact the Practicum Coordinator at Martin Luther University College. If possible, a solution to the current difficulty will be sought, however, it may become necessary to prematurely end the practicum. The following steps should be taken if difficulties arise with the on-site practicum supervisor.

Grievance Procedure Process

**First Level:** Where there is a disagreement between the student and their on-site supervisor, the parties should first strive to mutually resolve the issue among themselves.

**Second Level:** If the conflict cannot be resolved between the initial parties, the practicum coordinator Kate Harper (kharper@luther.wlu.ca) should be contacted to assist with mediating the situation. Note: If the practicum coordinator is also the student’s practicum supervisor or practicum course (TH664M) professor, the student may then contact Kristine Lund (klund@luther.wlu.ca), the Principal-Dean of Luther.

**Third Level:** Should a resolution still not be achieved the issue should be escalated to the office of the Principal-Dean, Kristine Lund (klund@luther.wlu.ca). The PD will meet with the parties involved in the dispute, individually and then together, with each party involved in the conflict having the opportunity to describe their understanding of the nature of the problem and the issues involved. The Principal-Dean will then work either directly with the parties involved, or by delegating such efforts to a restorative justice consultant, in order to seek resolution. Note: If the Principal-Dean or the Department Head is associated with the student’s practicum site and/or their practicum course (TH664M) the student may then contact the Assistant Dean Allen Jorgenson (ajorgenson@luther.wlu.ca).

If it is decided that the practicum not continue, the Clinical hours accrued in the current practicum would count towards the total number of hours that are needed to fulfil the practicum requirement. Depending on the reason and timing of the premature ending of the practicum, the student will discuss with the Practicum Coordinator and/or the Director of the MA in Theology: Spiritual Care and Psychotherapy program the potential to complete the Practicum at another clinical site.
Form #1 - Practicum Request Form

This form will be sent to you by the practicum coordinator in the fall term before starting your pre-practicum course (TH664L) in January. Once you have had time to think about what type of practicum site you would like to acquire, you should complete this form and email it to kharper@luther.wlu.ca. This information will allow the practicum coordinator to assist you as you begin researching potential sites.

Full name ______________________________________________________________

Student ID ______________________________________________________________

Program ______________________________________________________________

Student email address____________________________________________________@mylaurier.ca

Anticipated terms of registration:

Fall term 20______ until winter term 20_______
(8 months; 1.0 credit)

OR

*Spring term 20________________until Spring term 20________________
(12 months; 1.0 credit)

*This option allows you to potentially accrue more clinical hours – there is no increase in credit value. However, if you take this option, you must be enrolled in at least 1 course at Luther during the spring term to ensure you have liability insurance coverage. Students beginning their practicum/internship in the Spring/Summer term will not enrol into the practicum course (TH664M) until the fall/winter term. The work one on one with their on-site supervisor only for the spring/summer months.

Revised Sept 3, 2021
1) Describe your work and volunteer experience
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2) Preference for clinical setting format (ext. working with children, addictions, general counselling, etc.)
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3) Have you ever been the recipient of any allegations of professional negligence in writing or verbally? Yes_______ No_______

4) Have you ever been aware of any facts, circumstances, or situations, which may reasonably give rise to a claim, other than as noted above? Yes_____ No_______

5) I am interested in pursuing certification with the following association(s):
AAMFT   CASC   CCPA   CACPT   Other/please specify: _____________________

6) I am interested in pursuing accreditation with the CRPO (College of Registered Psychotherapists of Ontario). Yes____ No_______

7) I am interested in taking a SPE (PCE/CPE) unit as a placement rather than a practicum
Yes______No_____

Click on this website link to learn more about taking an SPE unit and read further below in this handbook for more information on completing an SPE.

8) I have a car that I can use to travel to my placement site: Yes_______ No_______

9) I have completed and passed the following prerequisite courses:
   Note: these courses must be taken BEFORE you begin practicum and cannot be taken concurrently with
the practicum.

1. Pre-Practicum term/year ________________________________

2. Professional Ethics term/year ________________________________

3. Assessment term/year ________________________________

4. 1 course from the list below is required before practicum
   - TH663E Individual Theories (term/year) ____________________________
   - TH663M Family Therapy Overview (term/year) ______________________
   - TH663Z Theory of Change (term/year) ____________________________
   - TH664O Neuroscience of Psychotherapy (term/year) _____________

5. A second counselling course is also required:
   __________________________________________________________title/year/term

Please list all other courses you have passed and completed for the MA program:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Term/Year/Minimal Credits</th>
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<tbody>
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</table>

10) Preferred city/geographical area of the practicum site:
    ________________________________________________________________

11) I have self-identified as a person with a disability-related need and I am attaching the accommodation plan from Accessible Learning. Yes____ No____

12) Is there any reason you would not receive a clear Criminal Record Check for working with Vulnerable Persons? Yes______ No______
13) Initial each of the following to verify that you agree:

I understand that it is my responsibility to make contact with any potential practicum sites; however, the Luther Practicum Coordinator will assist me in during this process. The final decision regarding my acceptance into the practicum placement rests with the placement site supervisor. ___________________(initial)

I give permission for the Luther Practicum Coordinator to share relevant information with the Practicum Supervisor(s) regarding a potential placement, if requested. ________________(initial)

I am a student in good standing with Wilfrid Laurier University/Luther (no holds on my account and not on academic probation). _____(initial)

I will attend the practicum class (TH664M) during my placement. _____________(initial).

13) Optional: Describe any further considerations that you would like the Luther coordinator and the practicum site to be aware of:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

I certify that the information presented in this form is true to the best of my knowledge.

Student Signature: ___________________________ Date: ___________________________
Form #2 - Practicum Agreement Form

The practicum agreement form must be signed by the student AND their practicum site supervisor and then submitted to the practicum coordinator kharper@luther.wlu.ca along with the student declaration of understanding form SDU (form #3). Only the student must sign the SDU form. This practicum agreement form, the WLU health and safety module for unpaid placements certificate (see below), and the student declaration of understanding form must all be submitted before your placement starts.

Practicum Student’s Name ________________________________________________

Practicum Site Name & Address ____________________________________________

_____________________________________________________________________

Duration of practicum

Start Date: _______month/year 20_______

End Date: ________month/year 20_______

Supervisor Information:

Theological education is not required. To supervise potential CRPO candidates in the controlled act of psychotherapy, you must be a Registered Psychotherapist (CRPO) and meet the requirements outlined above.

Supervisor’s Name ______________________________________________________

Address (if different from above)

_____________________________________________________________________

Phone __________________________________________________________________
Email

Position currently held

Supervisor’s Training in Supervision:
Course (name/location/#hours)

OR Independent study, structured readings, supervised practice as a clinical supervisor, individual/peer/group learning, and/or independent study that includes structured readings.
Outline/Explain independent learning

Approx. # hours of Training

Supervisor’s Registration Number with CRPO

Supervisor’s Education:
NOTE - A CV or Resume may be attached to this form in lieu of completing this section.
Undergraduate
Graduate
Theological (if applicable)
Other

Professional/Vocational Experience

Supervised Training
Supervisor Specialized Experience/Training or General Comments


Practicum Site Details

Practicum Site Structure (online, face to face, days/times per week; hours per Week, #clients per week to start and what are goals for increasing this #)


Is the student doing online therapy/counselling? Yes_________No__________

If yes, does the orientation include online therapy/counselling training? If so, please explain the nature of that training.


Is the student seeing client’s face to face? Yes________ No_______________

If yes, do you provide a Workplace Safety Orientation? If so, does it include COVID-19 Precautions? Please describe this orientation.


For Supervisors – Please see this Link to more information regarding COVID-19 Protocols from Wilfrid Laurier University https://www.wlu.ca/coronavirus/index.html

Please explain the practicum site orientation process/procedures:

___________________________________________________________________________  
___________________________________________________________________________


Please explain the practicum site health and safety training provided to student:

___________________________________________________________________________  
___________________________________________________________________________

Students must take the Wilfrid Laurier University Unpaid Work Placement Health and Safety Orientation Module through My Learning Space. Student, please Go into MyLS “self-registration” for this module. You will receive a certificate that must be handed in with this form. UWPHSOM has been completed and certificate attached to this form

_____________YES ______________NO

Practicum Agreement Signatures

In signing, I am indicating my willingness to be the supervisor of the above-named student and my willingness to consult with the Practicum Coordinator at Luther as needed. I support the practicum structure as outlined in the Practicum Agreement Form and in the student’s learning covenant.

___________________________________________________________________________  

Student Signature  

Date

___________________________________________________________________________  

Practicum Supervisor  

Date

___________________________________________________________________________  

Practicum Coordinator  

Date
Supervised Pastoral Education (SPE) is an umbrella term that describes two streams of clinical education that is offered by the Canadian Association for Spiritual Care: Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE). Units of education are offered and can lead to certification either as a spiritual care provider or a psycho-spiritual therapist. One unit of SPE can be taken as an alternative to the Practicum course. Students taking an SPE are NOT required to attend the practicum course TH664M on site at Luther. The practicum course information is taught in the SPE Unit at the SPE site. Student cannot take both TH652A SPEI and TH664M during their program.

If a student wishes to take a unit of SPE they will register in TH652A SPEI instead of TH664M Practicum. Students wishing to take a unit of SPE need to apply directly to the SPE site and should contact the site a minimum of six months before the September they wish to begin the SPE unit. Sites offering units of education can be found on the Canadian Association for Spiritual Care website [https://www.spiritualcare.ca/](https://www.spiritualcare.ca/). There is an additional fee that is paid directly to the educational site offering the unit of education.

In preparation for beginning a SPE unit of education, students will complete the same forms as for the Practicum. Students need to be in contact with the Practicum Coordinator to make sure these forms are completed in a timely fashion.
Learning Covenant for Practicum TH664M

The Learning Covenant is an agreement between the practicum student and his/her practicum supervisor regarding what the student wants to learn and how that learning can be evaluated. The Learning Covenant serves as a framework for the student’s learning and can be modified at any point in the practicum as the student’s learning needs change. In particular, the Learning Covenant should be reviewed following the mid-term evaluation to determine if revisions are appropriate. The Learning covenant will be discussed with students during the first weeks of the Practicum course in the Fall term.

The Learning Covenant consists of two parts: the self-assessment and then the articulation of learning goals. The Learning Covenant involves a variety of dimensions of the student’s personal and professional development. These include the interpersonal, intrapersonal, theoretical, theological, and integrative elements of the learning process.

The following format is intended to offer opportunities to reflect on the learning process in the Practicum experience. As part of the development of the Learning Covenant, the Self-Assessment for Practicum Students should be completed first followed by the learning goals. It is important to keep in mind both the personal and professional aspects of your learning and recognize that each student will have their own particular learning goals and process in the practicum experience. The more specific you can make your Learning Covenant, the more helpful it will be in terms of evaluating your learning.

The Learning Covenant will be submitted to the Th664M Practicum course Dropbox on My Learning Space and will also be submitted to the student’s supervisor within the first two weeks of the practicum.

Self-Assessment

Purpose:

1. To provide the practicum student with an opportunity to review levels of competency in performance skills and cognitive skills.
2. To provide the practicum student with a basis for identifying areas of emphasis within supervision and support the development of learning goals.
Student’s Name: _______________________________

Section One: Resume of past experiences in the helping relationship (list below)

<table>
<thead>
<tr>
<th>Date</th>
<th>Role/Setting</th>
<th>Related Training</th>
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</thead>
<tbody>
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</tbody>
</table>

Section Two: Skills Assessment

<table>
<thead>
<tr>
<th>Score</th>
<th>1 = Poor; 3 = Average; 5 = Good</th>
</tr>
</thead>
</table>

1. Ability to apply challenging skills

2. Ability to recognize and handle positive affect

3. Ability to recognize and handle negative affect

4. Ability to begin and end session on time

5. Awareness of transference/countertransference issues

6. Ability to make use of transference/countertransference for the therapeutic process

7. Ability to establish continuity from session to session

8. Awareness of meaningful client data and able to make timely use of it in the therapeutic process
9. Ability to discriminate between meaningful and irrelevant client data

10. Ability to organize case material

11. Ability to recognize implications of case material

12. Can recognize when risk assessment is necessary (suicidality, domestic violence, etc.) and address risk with client

13. Ability to analyze counsellor/client interaction

14. Ability to formulate a clinical hypothesis

15. Ability to test and revise a clinical hypothesis

16. Ability to theologically reflect on clinical experience

17. Ability to support clients/patients to identify and use spiritual/religious resources

18. Ability to facilitate goal development with client

19. Able to review goals with the client and revise as necessary

20. Ability to recognize and understand ethical issues to inform appropriate responses

21. Knowledge of counselling theory-based techniques

22. Ability to apply theory-based techniques

23. Knowledge of facilitative skills (warmth, primary empathy, genuineness, concreteness)

24. Ability to apply facilitative skills

25. Knowledge of challenging skills (self-disclosure, advanced empathy, confrontation)
Upon reviewing the above self-assessment, I need to focus on the following areas in my clinical placement this year:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Develop your Learning Covenant for the Practicum

1) Identification of Learning Needs:
   a) What do you need to learn in a practical way in terms of enhancing skills as a counsellor?

   b) At this stage of your learning, what psychological and/or counselling theories inform your work with clients?

   c) What are your core spiritual/theological beliefs which inform your work with clients?

   d) What are your personal growth issues which you need to address in order to enhance your professional development?
e) What are your needs for support in this practicum? What areas in the Self-Assessment for Practicum Students indicate an area of learning?

2) Articulation of Learning Goals

Now that you have identified some of your learning needs, you can begin to articulate your learning goals. Some things to remember as you identify your learning goals are: to make them as specific as possible, determine how you will complete each goal and how will you evaluate your progress. Remember that you can modify your goals as your learning needs change throughout your practicum.

a) Formulating goals:
   What are your goals for this practicum? How realistic are your goals? Are they consistent with the needs you have identified? Do they fit with your self-understanding of yourself as a learner? Are they measurable?

b) Methods:
   How do you intend to meet your goals? What do you need from your supervisor? What do you need from the Luther? What kind of support will you need? Is there any particular reading that would help you meet your goals? From what you know of your learning process in the past, are there ways in which you might undermine or avoid meeting the goals you have developed for yourself? If so, how do you intend to address this issue?

c) Evaluation:
   How will you know when you have met your learning goal? What kind of feedback will be helpful? How can your supervisor help you evaluate your learning?

Students will revisit the Learning Covenant at mid-term and based on their experience and mid-term evaluation may revise their learning goals for the last half of the practicum. The Learning covenant will be submitted to the teacher of the Practicum Course in the Dropbox on My Learning Space at the time designated on the syllabus.
Practicum/Internship - Mid-Term Evaluation – Student Form

Completed forms should be either be submitted to the Practicum Course Dropbox in My Learning Space

Name of Student __________________________________________
Placement Site __________________________________________
Name of Supervisor ________________________________________
Dates of Practicum. ________________________________ - ________________________________

Number of Counselling Hours:
Ind. Ind. Child/Adolescent _____ Couple: _____ Family: _____ Group: _____
Total: _______

Number of Supervision Hours:
Ind. Ind. Dyad: _____ Group: _____ (no more than 8 members)
Total: _______

I. Nature of Practicum Experience (Description of counselling setting, kinds of clients seen, methods of observation by supervisor)

Answer
Answer
Answer
Answer
Answer
Answer
Answer
**Answer**

### II. Counselling Skills

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishes and maintains an optimal therapeutic relationship.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Is able to coherently conceptualize client problem areas and</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>resources including risk analysis.</td>
<td></td>
</tr>
<tr>
<td>3. Practices good “Use of Self.”</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Employs therapeutic interventions that are compatible with</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>counselees' personality and culture/religion/spirituality and</td>
<td></td>
</tr>
<tr>
<td>within their scope of competence.</td>
<td></td>
</tr>
<tr>
<td>5. Is skillful in the application and timing of therapeutic</td>
<td>1 2 3 4</td>
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<tr>
<td>interventions.</td>
<td></td>
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<tr>
<td>6. Is able to place individual counselling sessions within the</td>
<td>1 2 3 4</td>
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<tr>
<td>context of the overall counselling process.</td>
<td></td>
</tr>
<tr>
<td>7. Strives to promote client independence and self-efficacy.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. Demonstrates awareness of own emotional reactions to the client.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. Is able to work with a client’s beliefs and values and use them as</td>
<td>1 2 3 4</td>
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<tr>
<td>a resource in the therapeutic process.</td>
<td></td>
</tr>
<tr>
<td>10. Is aware of how personal attitudes, values, beliefs and assumptions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>affect the therapeutic relationship.</td>
<td></td>
</tr>
<tr>
<td>11. Connects counselling theory with counselling experiences.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12. Overall rating of counselling skills</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Comments

Answer
# III. Supervision Experience

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. Comes prepared for supervision and utilizes time effectively.</td>
<td></td>
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<tr>
<td>2. Accepts and uses supervisory feedback in a constructive manner.</td>
<td></td>
</tr>
<tr>
<td>3. Is open to exploring new viewpoints and techniques.</td>
<td></td>
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<td>4. Proactively uses supervision to address problems, areas of weakness and/or therapeutic concerns.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates a balance between working independently and requiring supervisory input.</td>
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<tr>
<td>6. Assumes increasing responsibility for self-reflection and evaluation.</td>
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<tr>
<td>7. Overall rating of supervision</td>
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Comments

Answer

Answer

Answer
IV. Professional Conduct

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
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<tbody>
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<td>1. Demonstrates an understanding of professional ethics and ability to address ethical concerns.</td>
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<td>2. Maintains constructive relationships with colleagues.</td>
<td></td>
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<td>3. Demonstrates an appropriate sense of responsibility to clients.</td>
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<td>4. Maintains adequate case notes and client files in a timely manner.</td>
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<td>5. Indicates an ability to make appropriate referrals.</td>
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<td>6. Demonstrates an increasing professional identification.</td>
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<td>7. Recognizes professional limits of competency.</td>
<td></td>
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<tr>
<td>8. Recognizes personal limits and takes steps to maintain wellness.</td>
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Comments

Answer

Signature  ________________________________

Date  ________________________________
Practicum/Internship Mid-Term Evaluation – Supervisor Form

Please evaluate the student at the level of a graduate student and not a professional therapist. Completed forms should be submitted to the Practicum Course Professor. The student will provide you with their course professor’s email address.

Name of Student __________________________________________
Placement Site ____________________________________________
Name of Supervisor _________________________________________
Dates of Practicum __________________________________________ - ______________________

Number of Counselling Hours:
Individual: ______ Child/Adolescent _____ Couple: _____ Family: ______ Group: ______
Total: ______

Number of Supervision Hours:
Individual: ______ Dyadic: ______ Group: ______ (no more than 8 in the group)
Total: ______

I. Nature of Practicum Experience (Description of counselling setting, kinds of clients seen, methods of observation by supervisor)

Review the student’s self-evaluation, and add supplementary comments below:

Comments
Answer
# Counselling Skills

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

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<td>10. Is aware of how personal attitudes, values, beliefs and assumptions affect the therapeutic relationship.</td>
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Comments

Answer
### III. Supervision Experience

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Comments

Answer
## IV. Professional Conduct

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2 = Needs Improvement  
3 = Good  
4 = Outstanding

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<tr>
<td>1. Demonstrates an understanding of professional ethics and ability to address ethical concerns.</td>
<td>![Score Options]</td>
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<td>2. Maintains constructive relationships with colleagues.</td>
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<td>![Score Options]</td>
</tr>
</tbody>
</table>

Comments

Answer

Supervisor’s Signature _________________________________

Date _________________
Practicum/Internship Final Evaluation – Student Form

Completed forms should be either be submitted to the Practicum Course Dropbox in My Learning Space

Name of Student

Placement Site

Name of Supervisor

Dates of Practicum

Number of Counselling Hours:


Total: ______

Number of Supervision Hours:

Individual: ______  Dyadic: ______  Group: ______

Total: ______

I. Nature of Practicum Experience (Description of counselling setting, kinds of clients seen, methods of observation by supervisor)

Answer
### II. Counselling Skills

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

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<th>Question</th>
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<td></td>
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<tr>
<td>12. Overall rating of Counselling Skills</td>
<td></td>
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</table>

Comments

Answer
### III. Supervision Experience

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2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. Comes prepared for supervision and utilizes time effectively.</td>
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<tr>
<td>2. Accepts and uses supervisory feedback in a constructive manner.</td>
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<tr>
<td>6. Assumes increasing responsibility for self-reflection and evaluation.</td>
<td>☐1</td>
</tr>
<tr>
<td>7. Overall rating of supervision</td>
<td>☐1</td>
</tr>
</tbody>
</table>

Comments

Answer
IV. Professional Conduct

1 = Unsatisfactory
2 = Needs Improvement
3 = Good
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an understanding of professional ethics and ability to address ethical concerns.</td>
<td></td>
</tr>
<tr>
<td>2. Maintains constructive relationships with colleagues.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates an appropriate sense of responsibility to clients.</td>
<td></td>
</tr>
<tr>
<td>4. Maintains adequate case notes and client files.</td>
<td></td>
</tr>
<tr>
<td>5. Indicates an ability to make appropriate referrals.</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates an increasing professional identification.</td>
<td></td>
</tr>
<tr>
<td>7. Recognizes professional limits of competency.</td>
<td></td>
</tr>
<tr>
<td>8. Recognizes personal limits and takes steps to maintain wellness.</td>
<td></td>
</tr>
</tbody>
</table>

Comments

Answer

Signature

Date
Practicum/Internship Final Evaluation – Supervisor Form

Please evaluate the student at the level of a graduate student and not a professional therapist. Completed forms should be submitted to the Practicum Course Professor. The student will provide you with their course professor’s email address.

Name of Student ________________________________
Placement Site _________________________________
Name of Supervisor ______________________________
Dates of Practicum ______________________________ - ___________________________

Number of Counselling Hours:
Individual: ______  Child/Adolescent _____  Couple: ____  Family: ______  Group: ______
Total: ______

Number of Supervision Hours:
Individual: ______  Dyadic: ______  Group: ______
Total: ______

I. Nature of Practicum Experience (Description of counselling setting, kinds of clients seen, methods of observation by supervisor)

Review the student’s self-evaluation, and add supplementary comments below:

Answer

II. Counselling Skills

1 = Unsatisfactory
2 = Needs Improvement
3 = Good
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishes and maintains an optimal therapeutic relationship.</td>
<td>1</td>
</tr>
<tr>
<td>2. Is able to coherently conceptualize client problem areas and resources including risk analysis.</td>
<td>1</td>
</tr>
<tr>
<td>3. Practises “good use of self”.</td>
<td>1</td>
</tr>
<tr>
<td>4. Employs therapeutic interventions that are compatible with counselees’ personality, culture and religion/spirituality within their scope of practice.</td>
<td>1</td>
</tr>
<tr>
<td>5. Is skillful in the application and timing of therapeutic interventions.</td>
<td>1</td>
</tr>
<tr>
<td>6. Is able to place individual counselling sessions within the context of the overall counselling process.</td>
<td>1</td>
</tr>
<tr>
<td>7. Strives to promote client independence and self-efficacy.</td>
<td>1</td>
</tr>
<tr>
<td>8. Demonstrates awareness of own emotional reactions to the client.</td>
<td>1</td>
</tr>
<tr>
<td>9. Is able to work with a client’s beliefs and values and use them as a resource in the therapeutic process</td>
<td>1</td>
</tr>
<tr>
<td>10. Is aware of how personal attitudes, values, beliefs and assumptions affect the therapeutic relationship.</td>
<td>1</td>
</tr>
<tr>
<td>11. Connects counselling theory with counselling experiences</td>
<td>1</td>
</tr>
<tr>
<td>12. Overall rating of Counselling Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments
Answer
## III. Supervision Experience

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comes prepared for supervision and utilizes time effectively.</td>
<td></td>
</tr>
<tr>
<td>2. Accepts and uses supervisory feedback in a constructive manner.</td>
<td></td>
</tr>
<tr>
<td>3. Is open to exploring new viewpoints and techniques.</td>
<td></td>
</tr>
<tr>
<td>4. Proactively uses supervision to address problems, areas of weakness and/or therapeutic concerns.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates a balance between working independently and requiring supervisory input.</td>
<td></td>
</tr>
<tr>
<td>6. Assumes increasing responsibility for self-reflection and evaluation.</td>
<td></td>
</tr>
<tr>
<td>7. Overall rating of supervision</td>
<td></td>
</tr>
</tbody>
</table>

Comments

Answer
## IV. Professional Conduct

1 = Unsatisfactory  
2 = Needs Improvement  
3 = Good  
4 = Outstanding

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an understanding of professional ethics and ability to address ethical concerns.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Maintains constructive relationships with colleagues.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Demonstrates an appropriate sense of responsibility to clients.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Maintains adequate case notes and client files in a timely manner.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Indicates an ability to make appropriate referrals.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Demonstrates an increasing professional identification.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Recognizes professional limits of competency.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. Recognizes personal limits and takes steps to maintain wellness.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Comments

Answer
V. Provide your general comments regarding the student’s strengths, needed areas of growth, and suggestions for ongoing development as a counsellor.

You may wish to refer to the student’s Learning Covenant and Mid-Term Evaluation Form

Answer
Answer
Answer
Answer
Answer

☐ The student has successfully completed their Practicum.

Supervisor’s Signature ____________________________

Student Signature: ____________________________

Date ____________________________
Documentation of Clinical and Supervision Hours

Completed form should be submitted to the Practicum Course Instructor and students keep a copy for their records.

Full name  
________________________________

Student ID  
________________________________

Supervisor  
________________________________

Dates of Practicum  
________________________________ until  

Clinical Hours

Individual/Adult (18 and over)  

Individual/Child or Adolescent  

Couples:  

Families:  

Group:  

Total Hours:  

Supervision Hours

Individual:  

Group:  (no more than 8 in a group)  

Dyadic:  

Total Hours:  

Indirect Currency/Service Hours (research and writing, case report writing, writing clinical/progress notes – see CRPO website for further explanation of these types of hours).

Total Hours:  

Clinical Documentation Signatures

________________________________  
Student Signature  Date

________________________________  
Supervisor’s Signature  Date
# Documentation of Clinical and Supervision Hours Chart

**Therapist’s Name:** ____________________________________________________

**Week of:**

<table>
<thead>
<tr>
<th>Direct Individual Therapy Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Therapy Hours with Children/Adolescents</td>
<td></td>
</tr>
<tr>
<td>Direct Therapy Hours with Couples</td>
<td></td>
</tr>
<tr>
<td>Direct Group Therapy Hours</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td></td>
</tr>
<tr>
<td>Group Supervision (no more than 8)</td>
<td></td>
</tr>
<tr>
<td>Clinical Progress Notes/Reports/Letters</td>
<td></td>
</tr>
<tr>
<td>Workshops, Seminars or Conferences</td>
<td></td>
</tr>
<tr>
<td>Research and Research Writing (related to client work)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours Per Week**

**Therapist’s signature** ____________________________________________________ **Date** ______________________

**Supervisor’s signature** ____________________________________________________ **Date** ______________________

**Agency Name:** __________________________________________________________

**Phone:** __________________________ **Email:** ____________________________
Master of Arts (Spiritual Care and Psychotherapy) and Master of Divinity (MDiv) Double Degree Program Requirements
Degree Outcomes for the MA in Divinity

**Religious Faith and Heritage**

1. Demonstrate an understanding of the genesis and content of the Christian Scriptures and the ability to interpret them using a variety of methods, sources, and norms.

2. Demonstrate an understanding of the development of Christian doctrine and ideas, including the student’s own denominational history, polity, and authoritative documents.

**Culture and Context**

3. Demonstrate critical self-awareness with regard to the student’s own personal, theological, and social assumptions and their impact on ministry.

4. Demonstrate the ability to employ diverse methods of contextual analysis in service of ministry.

5. Demonstrate the ability to identify, converse, and respect a diversity of theological viewpoints and practices within an ecumenical, multi-faith, and multicultural context.

**Personal and Spiritual Vocational Formation**

6. Demonstrate an appreciation of the variety of callings and spiritual practices and an ability to reflect critically on the student’s own sense of call to leadership and service.

7. Demonstrates faith that is evident in daily life, and a sense of call that reflects both personal conviction and corporate confirmation.

8. Demonstrate growing competences for self-reflective and theologically integrated ministry.

**Ministerial and Public Leadership**

9. Demonstrate academic and practical competencies in congregational and community leadership, administration, preaching, worship, teaching, communication, evangelism and stewardship, collaborative ministry, and spiritual care.

10. Demonstrate professional ethics and competency in public ethics.
MA/MDiv Double Degree FACULTY ADVISOR

Mary (Joy) Philip 519-884-0710 x3576 Rm. 212
mphilip@luther.wlu.ca

MDiv Contextual Option

The Contextual Option is for students who are preparing for professional ministry and whose judicatories require more extensive contextual placements. Such students are required to obtain, before the end of their first term, endorsement as acceptable ministry candidates by the church of which they are members. Continuance in the contextual component of the MDiv program after the first term is contingent upon the maintenance of such an endorsement.

Students enrolled in the contextual option are required to be involved in field placements concurrent with their contextual coursework (TH560A, TH560B, TH560C, and TH560D). Placements are arranged through the supervisor of contextual education. Students must also complete an internship (1.0 credit) and two concurrent internship Seminars (0.5 credits each) that are normally taken after the completion of other coursework. The credits for the Internship (TH681*) and Seminars (TH665F and TH665I) are taken in lieu of four - .5 credit electives regardless of the field of study in which they are enrolled.

MDiv Double Degree Coursework Option:

The Coursework Option is for students who are either already working in a ministerial setting, preparing for non-congregational ministry, or members of a faith community that does not require contextual placements. This option does not include the Contextual Education placements, Internship, or the Internship Seminars that are required under the Contextual Option.
Double Degree Program Requirement Checklist:
MA Theology (MA) Spiritual Care and Psychotherapy and MA Divinity (MDiv) Double Degree
Fall 2021 Intake

| **Remote/Hyflex vs. Online Courses at Laurier** |
|-------------------------------|------------------------------------------------|-------------------------------------------------|
| **Feature**                  | **Remote and Hyflex Courses at Laurier/Luther** | **Online Courses (OC) at Laurier/Luther.**      |
| **Design**                   | Originally designed as an on-campus course and adapted for remote or hyflex delivery. | Originally and intentionally designed as an online course. |
| **Identification**           | Just like an on-campus course, remote and hyflex course sections on LORIS will include a letter code: A, B, C, D... or BR1, BR2, BR3... | You can identify an online course on LORIS by checking the section – online courses are marked with an OC. |
| **Class Meetings**           | Remote and hyflex courses may be held synchronously, meaning you could still meet “virtually” with your instructor and classmates during a scheduled day and time. Instructors will inform students of the frequency of synchronous meetings in remote courses. | Online courses do not include regularly scheduled class meeting times. In most cases, online course instruction will occur asynchronously. Courses might include scheduled components for virtual interaction. |
| **Fees**                     | Remote and hyflex courses are subject to all regular Laurier tuition and fees. | In addition to all regular Laurier tuition and fees, online courses are subject to an online course administration fee. |

For more strategies and resources available to prepare for a successful term, refer to the Remote Learning Student Support Hub or the Golden Guide to Success in Online and Remote Learning. Chart adapted from the WLU website on remote learning.

**Hyflex format** combines remote technology with on-campus learning, allowing for safe, socially distant face-to-face instruction. Accordingly, some students may be able to be in the classroom face to face, while at the same time, others are attending the class remotely. At this time, we are not able to confirm, which courses will be a hyflex or remote delivery, however, the fully online courses (OC) are noted in the schedule below.
Please indicate the courses you have already taken and those you plan to take during the coming year. This is not an “official registration” but is for **planning purposes only**. Please complete and take this to your advising appointments. Your advisors are Dr. Mary (Joy) Philip – mphilip@luther.wlu.ca for the Divinity side and Dr. Kate Harper kharper@luther.wlu.ca for the SCP side.

Name: __________________________  Email: __________________________
Full-time ________________________  or Part-time ________________________

**Note:** Dates/times/locations for courses held in the winter and fall terms can be found on Loris/Banner. However, the dates/times of “INTENSIVE COURSES,” which most often run in the spring term, can be found on the Luther Website [https://students.wlu.ca/programs/luther/masters-and-diploma-programs/course-offerings/index.html](https://students.wlu.ca/programs/luther/masters-and-diploma-programs/course-offerings/index.html)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Choice of Term/Sections</th>
<th>Taken Year/term or Adv. Standing</th>
<th>Plan to take year/term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TH502A</strong> - Critical Analysis of Biblical Texts: Introduction <em>(runs every second year)</em></td>
<td>Fall 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TH502B</strong> - Critical Analysis of Biblical Texts: Advanced <em>(runs every second year)</em></td>
<td>Winter 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TH503A</strong> - Survey of the Hebrew Scriptures</td>
<td>Fall 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TH503B</strong> - Themes of the Hebrew Scriptures <em>(runs every second year)</em></td>
<td>Spring 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TH503C</strong> - Survey of the New Testament</td>
<td>Fall 2021</td>
<td>Winter 2022</td>
<td></td>
</tr>
<tr>
<td><strong>TH503D</strong> - Themes of the New Testament <em>(runs every second year)</em></td>
<td>Spring 2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TH530A - Introduction to God and Theological Reflection | Fall 2021 - 2 sections
TH530B - Introduction to Jesus and Salvation | Winter 2022
TH530C - Introduction to the Spirit and Community | Spring 2022
TH530D - Introduction to Discipleship and Ethics (runs every second year) | Spring 2022
TH560A - Introduction to Worship (runs every second year) | Winter 2022
TH560B - Introduction to Spiritual Care (runs every second year) | Fall 2021
TH560C - Introduction to Preaching (runs every second year) | Winter 2023
TH560D - Introduction to Nurturing Faith (runs every second year) | Fall 2022
TH644A – Indigenous Wisdom and Methodology | Fall 2021
TH645A – Intersectionality: Interfaith and Intercultural Perspectives | Winter 2022
TH652A* Supervised Pastoral Education: SPEII (1.0 credit - students can take a clinical pastoral education (CPE)). | Contact your advisor
TH621E - Issues in Church History: Study of the Lutheran Confessions (runs every second year) | Winter 2022
TH663A – Grief | Winter 2022

In addition to the required courses above, students in the Spiritual care and Psychotherapy field must take the equivalent of 4 additional half-credit courses, either with the contextual or non-contextual option.

**Contextual option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Non-Contextual option</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH681 Internship (1.0 credit)</td>
<td>Biblical/Ethical elective (Normally completed as a TH608 - Special Topics in Biblical Theology special topics course.)</td>
</tr>
<tr>
<td>TH665F Internship Seminar I &amp; 2</td>
<td>Theological/Ethical (Normally completed as a TH648 - Special Topics in Systematic Theology special topics course.)</td>
</tr>
<tr>
<td>TH665I Entry to Parish</td>
<td>Open elective</td>
</tr>
</tbody>
</table>

Contact your advisor

In addition to the required courses above, students in the Spiritual Care and Psychotherapy field must take 7 courses in the following areas:
**Required: Psychotherapy and Counselling Theory Courses:**

**Take ONE of the following theory courses:**

- TH663M - Family Therapy Overview  
  Winter 2022
- TH663Z - Theory of Change (spring term intensive)  
  Spring 2022
- TH664O - The Neuroscience of Psychotherapy  
  Winter 2022 - OC

**Required: Human Development Area**

- Take TH663V Human Development – 3 sections per year  
  Fall 2021 - hyflex or remote  
  Winter 2022 – OC  
  Spring 2022 - OC

**Other Required Courses: Take all of the following:**

- TH664M – Practicum or SPE (TH652A) (1.0 credits = counts as 2 courses of 16 needed)  
  -This is a 1.0 credit course that runs over the fall and winter terms. There are 3 sections to choose from a, b, or c. **Please be sure to register in the same section for the fall and winter terms** so you are in the same class with the same teacher for the year.  
  -Pre-requisites for this course are as follow: two counselling courses (1 theory from the following list →TH663E; TH663M; TH663Z; TH664O and 1 other counselling course) TH664H ethics; TH663Y assessment; TH664L pre-practicum.  
  Runs over 2 terms register for both fall and winter – same section.
- TH664H - Professional Studies and Ethics  
  Fall 2021– hyflex or remote  
  Winter 2022 - OC  
  Spring 2022 - OC
- TH663Y - Assessment  
  Fall 2021- OC  
  Winter – hyflex or remote  
  Spring 2022- OC
- TH664L - Pre-Practicum (runs each winter term only)  
  Winter 2022

**Required – 1 Additional Theory Elective:**

Take one of the following counselling theory courses from the list below:

- TH663C - Cognitive and Dialectic Behaviour Therapy  
  Fall 2021
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH663E</td>
<td>Individual Theories (won’t run 2021 or 2022)</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH663F</td>
<td>Couple and Family Dynamics (not running 2021-2022)</td>
<td></td>
</tr>
<tr>
<td>TH663I</td>
<td>Family of Origin (not running 2021-2022)</td>
<td></td>
</tr>
<tr>
<td>TH663K</td>
<td>Group Process and Leadership (won’t run 2021 - 2022)</td>
<td></td>
</tr>
<tr>
<td>TH663O</td>
<td>Therapeutic Modalities for Working with Children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Former title: Child Development and Therapeutic Theories in Practice</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>TH663R</td>
<td>Core Skills in Emotionally Focused Therapy (EFT) – prerequisite TH663W</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH663S</td>
<td>Spiritually Integrated Psychotherapy (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH663U</td>
<td>Couple Therapy: Intervention from an Emotionally Focused Perspective (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH664A</td>
<td>Introduction to Art Therapy (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH664D</td>
<td>Post-Modern Family Therapy (intensive format) 6 Fridays 9-5</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>TH664P</td>
<td>Mindfulness and Psychotherapy</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH664T</td>
<td>Object Relations (not running 2021-2022)</td>
<td></td>
</tr>
</tbody>
</table>

**Required – 1 Additional Counselling Elective**

Take one of the following counselling courses from the list below OR students can take another theory course from the theory list above:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH560B</td>
<td>Introduction to Spiritual Care</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>TH663A</td>
<td>Grief</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH663D</td>
<td>The Aging Process (not running 2021/2022)</td>
<td></td>
</tr>
<tr>
<td>TH663L</td>
<td>Clinical Applications of Queer Theory: Working with LGBTQIQ2SAA</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH663U</td>
<td>Unique Healing Alternatives for Adolescents</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH663X</td>
<td>Addiction, Mental Health and Spirituality: Clinical Apps.</td>
<td>Fall 2021</td>
</tr>
<tr>
<td></td>
<td>Former Title: TH663X Understanding Addiction and Shame</td>
<td></td>
</tr>
<tr>
<td>TH664B</td>
<td>Islamic Spirituality (Sufism) and Psychotherapy (not running 2021-2022)</td>
<td></td>
</tr>
<tr>
<td>TH664I</td>
<td>Qualitative Research (intensive) 6 full Fridays (9-5)</td>
<td>Winter 2022</td>
</tr>
<tr>
<td>TH664T</td>
<td>Trauma and Theodicy (spring intensive)</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>TH761G</td>
<td>Therapeutic Relationships (not running 2021-2022)</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
31 half courses (0.5 credits) are required (note TH664M practicum or SPE TH652A = 1.0 credit).