



# PhD in Human Relationships Program Handbook

Please note that this handbook is subject to revision.  
Updated versions will be posted at <https://luther.wlu.ca/>  
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## Introduction

Welcome to the doctoral program in Human Relationships! Alongside this handbook, which is specific to the doctoral program, please be sure to review the general Luther graduate student handbook which has additional information <https://luther.wlu.ca/academics/student-handbooks.html>

The doctoral program in Human Relationships has two fields: Spiritual Care and Psychotherapy and Pastoral Leadership. The degree is designed to pay attention to the particular specialization of each field while allowing students in both fields to study together at various points in the degree program. This will allow students to have a cohort of peers to support successful completion of the program.

Beginning in September 2015, the PhD in Human Relationships with two fields: Spiritual Care and Psychotherapy or Pastoral Leadership was a new degree offering at Martin Luther University College, taking the place of the Doctor of Ministry (DMin) in Pastoral Leadership or Spiritual Care and Psychotherapy.

From the beginning, it was our intention to offer a professional doctorate that could help parish leaders and clinicians to reflect on the practice of ministry and spiritual care and psychotherapy in ways that would draw on the rich resources of Martin Luther University College (Luther) in preaching, worship, leadership, interfaith relations, bible, theology, ethics, and spiritual care and psychotherapy. For many years, Luther has been proud to offer the leading professional doctorate in spiritual care and counselling in Canada. The doctoral degree in Human Relationships seeks to build on the historic strengths of this institution and its degree offerings while affording faith leaders and those working in the field of spiritual care and psychotherapy an opportunity to hone their skills and deepen their reflection at the doctoral level.

An important feature of the doctoral degree is its flexibility for students. While students are registered as full-time students, the program is designed in its sequence of courses to be one that can be pursued one or two courses per term. In fact, some courses will be offered on an intensive basis timed in such a way as to facilitate the participation of parish leaders and clinicians who work with the rhythms of church programs and calendars. Again, the flexibility reflects the desire to see this particular degree program as an opportunity for parish leaders/clinicians/professionals to pursue the questions that enliven their clinical, ministry, or professional work. The courses and seminars, the comprehensive exam, and the doctoral dissertation are there to help students reflect on aspects of their professional work from theoretical, research-based, and practical perspectives.

An important question to ask is this: why name the PhD in Human Relationships with an emphasis in Pastoral Leadership or Spiritual Care and Psychotherapy? The vision here is a

central one. Scholars and practitioners alike have lamented the fragmented nature of theological education. It is tempting to view the various tasks of ministry or clinical work as so many theoretical or practical silos—as if the faith or clinical leader was putting on different hats when engaging in the particular tasks of ministry or clinical work. Our vision is an integrated one: that reflective practitioners should be *faith or clinical/professional leaders*, residential theologians as it were, who view ministry or clinical work as a whole and understand its tasks within an overall view of ministry or their clinical context. In many of the courses, comprehensive paper and exam, and dissertation process, we shall return to this question: How can we see a particular experience of ministry, professional, or clinical work within the realm of leadership? We hope this is a question that will animate you as well.



## Martin Luther University College History

Martin Luther University College (Luther) was founded in 1911 as the Evangelical Lutheran Seminary and received its first charter on May 6, 1913.<sup>1</sup> Luther 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 sixteenth century, Germany, Martin Luther insisted that being able to read, interpret and understand the Bible was crucial for all Christians, and for living out their vocation in the world; in this sense and rather remarkable for that time, education was considered an obligation.”<sup>2</sup> There are close to 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 to then put that into practice to better 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, the creation of the degree granting Waterloo Lutheran University (WLU) that included Waterloo Lutheran Seminary (WLS) was formed. 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. Waterloo Lutheran University became “known as” Waterloo Lutheran Seminary and was federated with the newly created Wilfrid Laurier University.

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<sup>1</sup> Oscar Cole Arnal, Toward an Indigenous Lutheran Ministry in Canada (Waterloo Lutheran Seminary, Waterloo, ON, 1988).

<sup>2</sup> Karen L. Bloomquist and Martin Sinaga, *Theological Education in Lutheran Churches*, Handbook of Theological Education in World Christianity, edited by Dietrich Werner, David Esterline, Namsoom Kang and Joshva Raja (Regnum Books International, Oxford, U.K., 2010) p.652

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, and the Master of Theological Studies in Pastoral Counselling. Over the years, the field of pastoral counselling has evolved into what today is called “spiritually integrated psychotherapy” and appeals to students from many different faith traditions. In 2012 the MTS degree was changed to a MA in theology in two fields: Spiritual Care and Psychotherapy, and Christian Studies. 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 in June 2018 in order to better support its mission.

Luther continues to be an internationally recognized pioneer. An emerging theme that crosses all programs are 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. Luther 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 in the emerging field of “Christian Studies and Global Citizenship.”



## **Martin Luther University College – Mission: Why Luther Exists, It's Purpose**

Martin Luther University College provides education for a life of meaning and service. This mission is achieved by considering a rapidly evolving world through theological lenses.



## **Martin Luther University College – Vision: What Luther Aspires to Become**

Luther is a diverse spiritually and theologically informed learning community, dedicated to academic and professional excellence, that fosters justice, equity, and community engagement.



## **Martin Luther University College – Values: Luther's Core Beliefs and Commitments**

- Academic excellence rooted in spirituality
- Spiritually integrated learning
- Justice and equity



## Pedagogy and Methodology

*“...the crucial issue for leadership in democratic societies may not be how much power they exercise but how well their ‘presence’ is able to preserve that society’s integrity”. Erwin H. Friedman (2007, p. 17).<sup>3</sup>*

The doctoral degree in Human Relationships is a professional program committed to a process of study founded upon faithful reflection and critical inquiry. It recognizes the benefits for pastoral leaders and clinicians to deliberately and methodically develop an increased self-awareness of their own ministry or clinical work with the goal of focusing their research in an area that enhances their field.

<sup>3</sup> Friedman, E. H. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Church Publishing, Inc.



## Program Outline

The doctoral degree in Human Relationships is a professional doctorate in pastoral leadership or spiritual care and psychotherapy. It is intended to help deepen both the praxis and reflection of persons in parish, clinical and other professional settings. Its focus, as evidenced especially in the required courses, is on research wherein students integrate theory and praxis.

The program can be completed in approximately 4-5 years of study including required coursework and doctoral dissertation. University policies require program completion within four years, although extensions are possible by petition. Students will be required to take courses in their area of study as well as a comprehensive paper and Exam ([TH740A](#)). Doctoral students will be required to complete the program requirements, including the dissertation defence, within 12 terms of acceptance from a master's degree, within 15 terms of acceptance from an incomplete master's degree, or within 18 terms of acceptance from a bachelor's degree. Students who require an extension to their degree program time limits must petition to the Graduate Student Appeals Committee ([petition form](#) is available on the Faculty of Graduate and Postdoctoral Studies website). If the petition is not approved or if a student fails to submit a petition, he or she will be withdrawn from the program and will have to apply for readmission.

The nature of the courses will determine the format of delivery of the course. Therefore, courses may be offered weekly in 3-hour weekly time blocks, in weeklong intensives, split intensives, blended/hybrid, or face to face formats. In addition to the course work noted, students must register for [TH760](#) – to complete their Clinical or Ministry/Professional Work Hours and complete their Human Relationship Dissertation ([TH780B](#)).

Continuous registration (3 terms each year) is required. It is important to continuously register in [TH760](#) each term for the first 2 years of your program (or until 500 hours is met), [TH740A](#) (until you have defended your comps), and [TH780B](#) (until you have defended your dissertation). To earn the PhD degree, students must meet all requirements of the program including attaining at least a B grade in each course of their program and a cumulative GPA of B+ in all required coursework.

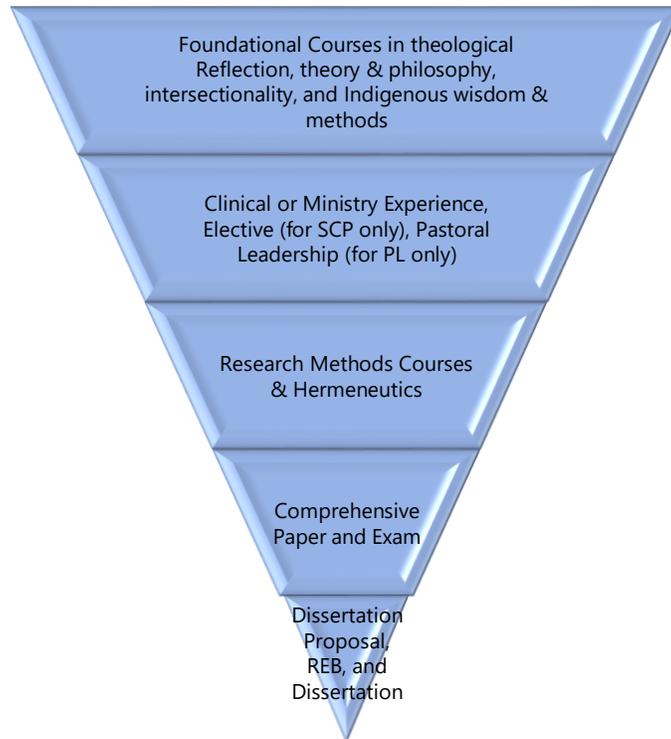


## Course Progression

FIELD	Spiritual Care and Psychotherapy	Pastoral Leadership
Year 1 Fall	<a href="#">TH760</a> - Clinical or Ministry Work <a href="#">TH761E</a> - Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling	<a href="#">TH760</a> - Clinical or Ministry Work <a href="#">TH761E</a> - Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling.
Year 1 Winter	<a href="#">TH645A</a> - Intersectionality: Interfaith and Intercultural Perspectives <a href="#">TH760</a> - Clinical or Ministry Work	<a href="#">TH645A</a> - Intersectionality: Interfaith and Intercultural Perspectives <a href="#">TH760</a> - Clinical or Ministry Work
Year 1 Spring	<a href="#">TH760</a> - Clinical or Ministry Work <a href="#">TH761K</a> -Theoretical Foundations in Human Relationships Research	<a href="#">TH760</a> - Clinical or Ministry Work <a href="#">TH761K</a> -Theoretical Foundations in Human Relationships Research
Year 2 Fall	<a href="#">TH644A</a> - Indigenous Wisdom and Methodologies <a href="#">TH760</a> - Clinical or Ministry Work	<a href="#">TH644A</a> - Indigenous Wisdom and Methodologies <a href="#">TH760</a> - Clinical or Ministry Work
Year 2 Winter	<a href="#">TH761I</a> - Introduction to Qualitative and Quantitative Research <a href="#">TH760</a> - Clinical or Ministry Work	<a href="#">TH761I</a> - Introduction to Qualitative and Quantitative Research <a href="#">TH760</a> - Clinical or Ministry Work
Year 2 Spring	<a href="#">TH761J</a> - Advanced Qualitative and Research -Counselling Elective	<a href="#">TH761J</a> - Advanced Qualitative and Research <a href="#">TH765A</a> - Pastoral Leadership Seminar I
Year 3 Fall	<a href="#">TH741</a> - Foundations in Hermeneutics	<a href="#">TH741</a> - Foundations in Hermeneutics
Year 3 Winter	<a href="#">TH740A</a> - Comprehensive Paper and Exam: Integration of Theory and Praxis	<a href="#">TH740A</a> - Comprehensive Paper and Exam -This course serves as the comprehensive exam and involves an oral defense.
Year 3 Spring	<a href="#">TH740A</a> - Comprehensive Paper and Exam: Integration of Theory and Praxis	<a href="#">TH740A</a> - Comprehensive Paper and Exam: Integration of Theory and Praxis
Year 4 and 5	<a href="#">TH780B</a> Human Relationships Dissertation following a successful defense of the Dissertation Proposal	<a href="#">TH780B</a> Human Relationships Dissertation following a successful defense of the Dissertation Proposal

See Appendix 1 to access advising checklists.

Figure 1 below outlines the broad scope of the doctoral program. As indicated, foundational courses and activities start out broadly, allowing the student to narrow down their research question as they progress towards years 4 and 5, when the dissertation proposal, application to the REB (Research Ethics Board), data collection, and dissertation write up occur.



**Figure 1 All elements of the PhD Program of Study are directed toward the area of research and completion of the Dissertation.**



## Required Courses/Descriptions:

### **TH760 Clinical/Leadership or Ministry Hours – Co-requisite course – no credit weight, no class attendance.**

All doctoral students will register in this course code for each term during their first two years of study or until the requirement of 500 clinical/leadership/ministry hours have been completed. This is not an official course, but a course code that is allocated to document your clinical/leadership/ministry work hours. The doctoral program advisor will work with the student to determine if the student already has a workplace where they can attain these hours OR whether the student needs or wants to find a clinical placement to complete these hours. These hours may also be completed in 4 SPE units. If the doctoral student is interested in furthering their Supervised Pastoral Education (SPE) offered by the Canadian Association of Spiritual Care (CASC), the student will apply directly to the CPE/PCE site. Potential education sites can be found on the [CASC website – click here](#).

Please note, before applying for a CASC approved SPE, a student membership to CASC must be attained. There MAY be an additional fee (beyond tuition) that the student will have to pay for, if the SPE location they want to attend is NOT affiliated with Luther. Please confirm whether the site you are applying to is affiliated with Luther when you are seeking an SPE. It is the student's responsibility to contact the potential clinical site and follow all procedures for applying for a placement. The doctoral program advisor will assist the student in every way possible to obtain a practicum placement; however, the final decision of whether a student is accepted into a practicum placement rests with the site supervisor.

All students must complete and sign the personal attestation form that confirms you have attained your 500 hours. Please see the Appendix 2 at the end of this handbook for the forms necessary to document these hours. For those students who are already approved to be an independent practitioner and are currently not being supervised for their clinical work, the personal attestation form will also be completed.

### **TH761E Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling**

This course will explore theological reflection in the context of pastoral care and counseling. A variety of models and methods of theological reflection will be presented including classical, modern, and post-modern. The similarities and differences between systematic and practical theology on theological reflection will also be explored. The role of theological reflection in the praxis of ministry and in pastoral identity will also be addressed. This course will prepare students for the integration of their research work in the comprehensive paper and thesis.

### **TH761K Theoretical Foundations in Human Relationships Research**

This course is foundational for the program in that it explains the theory and practice of adult learning, develops a learning covenant, and results in the production of each student's individual learning plan (ILP) for their course of study in the PhD. Identifying and focusing the student's research area for the learning plan is a central goal of this course. See Appendix #4 for a copy of the ILP outline.

### **TH644A Indigenous Wisdoms and Methodologies**

This course introduces select Indigenous worldviews and ways of knowing in relationship to the task of decolonizing and Indigenizing spiritual care, theology, and related academic inquiry.

### **TH645A Intersectionality: Interfaith and Intercultural Perspectives**

This course focuses on the lived reality of intersectionality from an interfaith and intercultural perspective, where students learn to recognize, acknowledge, and act upon multiple and intersecting forms of systemic and structural discrimination.

### **TH761I Introduction to Qualitative and Quantitative Research**

This course introduces quantitative, qualitative, mixed-method and arts-based research design and methodology. Students design and write a research proposal with the guidance of the instructor which will include a problem statement, research question, purpose statement, research design, sample, and data analysis process. Doctoral students in Pastoral Leadership field will be required to develop a research project relative to their emerging area by the end of this course. These will be used as case studies in the Pastoral Leadership Seminar.

### **TH761J Advanced Qualitative Research**

This course focuses on qualitative research with special attention and in-depth exploration to ethnography, phenomenology, feminist grounded theory, case study, and other forms of qualitative research. Students are expected to design a research project that will help them with their doctoral dissertation.

### **TH765A Pastoral Leadership Seminar**

Students in the pastoral leadership field take this seminar course during their second year of study. The course runs in the spring term in an "intensive" format (6 full days 9-4pm). The course places an emphasis on various aspects of pastoral leadership including but not limited to church context, community context, theological ethics, theology, preaching, and Biblical hermeneutics as they relate to student research interests. Within the pastoral leadership seminars students integrate theoretical learning by presenting case studies related to their emerging research area and pastoral leadership. The case studies are discussed later in the handbook.

### **Spiritual Care and Psychotherapy Field Elective Course**

One elective courses (600-level courses or higher) to be chosen in a student's learning plan that relate to the student's research area. Students may also take a directed study with a particular faculty member at Luther or at another university.

### **TH741 Foundations in Hermeneutics**

This course looks at the development of hermeneutics in light of contemporary considerations and will prepare students for their comprehensive paper and exam (TH740A).

### **TH740A Comprehensive Paper and Exam: Integration of Theory and Praxis**

Students register for this course code beginning in the winter term of their third year and register each term until the completion of their comps. Students work one on one with their advisor to complete their comprehensive paper and exam; there is no class attendance for this course. In this course the student, based on a bibliography that has been approved by their advisor to ensure breadth of knowledge in the field, will write a comprehensive paper that focuses on their area of research while giving evidence of the integration of critical contextual considerations. The Comprehensive Exam will be conducted by the student's advisory committee and involves an oral defense. The student has two attempts to successfully complete the exam. Pre-requisite: Completion of all course work in the PhD.

### **TH780B Human Relationships Dissertation**

This course will focus on the creation of the dissertation proposal, completing the REB (ethics) application, and researching, writing, and defending of the dissertation.



## Human Relationships – Pastoral Leadership Field

### The Practice of Ministry

There are a wide variety of understandings of what is meant by the practice of ministry. Traditionally, the central attention for ministry has been proclamation, worship, spiritual care, witness, and service. Taken together, we might refer to these as the “pastoral arts.” Ministry has often been “to” the faithful whom God “calls, gathers and enlightens” through the Holy Spirit.

Ministry has also had a very public function to the wider community and the world. United Methodist Bishop and theologian William Willimon (2002) has pointed to a range of metaphors that describe the practice of ministry; “media mogul,” “political negotiator,” “therapist,” “manager,” “resident activist,” “preacher” and “servant of the servants of God.” All of these approaches to ministry have some validity in different places and at appropriate times. There is a public focus for ministry, which is why it is often referred to in the church as a “public office.”

This public focus for the practice of ministry calls for some discernment by pastoral leaders in order to be able to recognize, to understand, to welcome, to engage critically, to serve and to enlist very diverse groups of individuals and communities, what we might call diverse “publics,” in a narrative of discipleship that gives life. As such, it is the public practice of Ministry that is the central focus of study in this program.

### Contextual and Trans-Contextual Reflection on Practice

Students in this program are expected to have a ministry context such as a congregation, agency, or other ministry context out of which to develop an area for further study and research. During the program of study, students are actively engaged in critical reflection on the context of their life work – their ministry vocation.

Accordingly, the central focus of TH765A Pastoral Leadership Seminar will be the development of “Ministry Case Studies” on specific ministry experiences that eventually contribute to their area of research. Critical reflection and research on specific ministry cases may help to elaborate dimensions of ministry and provide new insights in the practice and understanding of ministry. The Case Study Typography (see Figure 2) provides a framework for developing these case studies. Normally, the development of a Case Study will focus on the primary element of ministry raised from the experience. For example, one ministry experience may reveal important insights about “Equipping and Empowering Discipleship.” Another may be useful for “Interpreting Sources of the Christian Faith.” Developing the ability to identify which of these four elements is the area of primary focus is a key measure of the success of a Case Study.

A Ministry Case Study is a tool meant to probe the implications for ministry of a particular experience and self-awareness of the role of the pastoral leader. Each of these ministry case studies should include all the following below:

1. A **narrative description** of the ministry occurrence and the dynamics of the context. This is a description of what occurred. This may include a verbatim record or equivalent (e.g., a sermon text, newspaper article, etc.) of a central moment.
2. **An analysis** of what happened with this ministry occurrence, where it happened, and why it happened is done. Using appropriate sociological and behavioral sources and identifying the larger theoretical issues raised by this ministry occurrence is part of the analysis.
3. **A theological analysis** using appropriate classical and current scholarship.
4. **A self-critical appraisal** that identifies what was learned from the reflection on this ministry occurrence and what further work might be done that might help leader to a greater understanding of ministry.

These ministry case studies will be used to explore the area of research that a student intends to pursue in their thesis and will form the basis for discussion in the Pastoral Leadership Seminar TH765A. Each student will also be asked to critique ministry cases studies of their doctoral colleagues to assist them in their understanding of their ministry context. The Ministry Case Study method will seek to help students develop a contextual theological approach and will further endeavor to help students transcend their specific context for a more systematic or global perspective on the ministry approach under consideration.

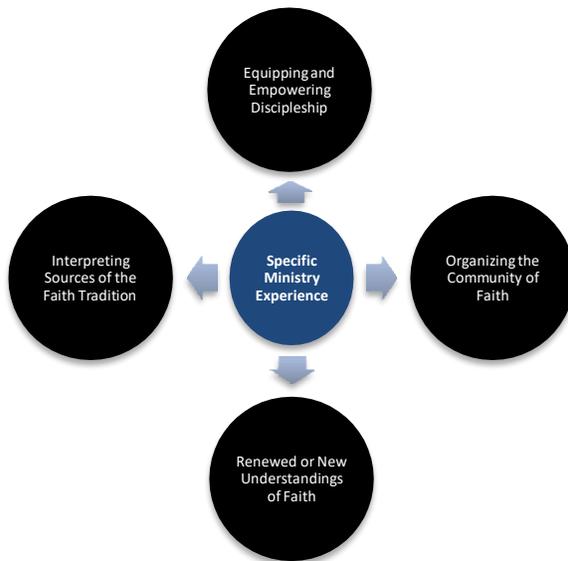
## Case Studies

Two case studies are prepared for the spring term pastoral leadership Seminar during the second year of the program. At the beginning of the winter term year 2, students should start reflecting on the case studies they will be using for the Spring year 2 pastoral leadership seminar course. The cases are prepared by the end of May (year 2) and e-mailed to other students and the professor, so they can be read in advance of the pastoral leadership seminar, discussed, and revised during the seminar week. A case study should reflect an experience or series of incidents in the student's practice of ministry and should be related to the doctoral research project, hopefully contributing to the doctoral dissertation.

A case study is a tool for reflecting on the larger theological dimensions of an incident, experience, or series of experiences (referred to as "experience" in this paper). It is expected to be a way of integrating perspectives so that there is a deeper analysis of the experience and implications for ministry.

The case study has three major aspects: The first part is to accurately describe the experience of ministry. The narrative includes who has been involved, what has happened, the context, any

previous experiences which contributed to people’s actions and interpretations, leadership with its style and effectiveness, and how this experience impacted the ministry and organization. The reader should have a clear picture of the experiences before the student begins reflection and interpretation. The second part would indicate the skills and competencies in ministry used and needed to address the issues within this experience (Figure 2).



After reporting on the specific ministry experience and the skills and competencies for ministry involved, the student in the third part explores the experience academically and reflects further. Specifically, the following questions should be addressed:

Figure 2 A Model for Case Studies

1. How would this experience be interpreted through various sources in *the student’s faith tradition* (history, theology, textual studies, doctrine, tradition, and any other relevant sources)?
2. How does reflection on this experience *equip and empower the student and others for service in the world*?
3. How does this experience reflect the current *organization of the community of faith* and does the experience call for renewal, changes, or deeper commitment?
4. How has this experience renewed or changed *understandings of faith* for the student and people involved in the ministry?

All these aspects need to figure prominently in the case study; however, the analysis needs to be integrated and creatively imagined.



## Pastoral Leadership Field -The Ministry Base Group (MBG)

In addition to the courses outlined for the doctoral program, students in the pastoral leadership field must create a Ministry Base Group. The Ministry Base Group (MBG) is created by the student and is composed of representative persons from the doctoral student's ministry setting. This helps focus the interaction between the student's social location in the practice of ministry and the reflection on theoretical and academic studies. Each student forms an MBG in the first semester of their program. The group must be able to meet regularly (every other month through the school year, twice per term if possible) for at least three years (or until the Dissertation Proposal has been successfully defended) to offer support and critical reflection on the student's doctoral work and ongoing practice of ministry. In the first session, the student should educate the MBG in the goals and dynamics of the program; the MBG develops a strategy for walking alongside the student and achieving the student's academic goals. This report is meant to evaluate the student's capacity to integrate his/her/their learning from the course work into the practice of ministry and the ability to effectively communicate current learning and reflection. The MBG can be dissolved when the student has the dissertation proposal approved; it can continue at the request of the student through the doctoral research and dissertation writing. One member from the MBG may be invited to be on the student's thesis committee.

### Purpose of the MBG

The MBG is the link between the student's program of study and his/her/their context in the practice of ministry. The MBG supports the student through the various phases of the program by being present, giving time, providing affirmation and encouragement as well as challenge and critique.

- The MBG promotes the integrative learning of the student by serving as a ministry-based dialogue partner on the implications of practice for study and study for practice.
- The MBG is a forum for mutual education as well as a significant dialogue partner for the student on issues relevant to the practice of ministry.
- The MBG engages in evaluating the student's progress through the program from the ministry base group's point of view.
- The MBG acts as a liaison between the student and members of the student's congregation/ministry-base to facilitate understanding of the student's academic commitments.

### Expectations of the MBG

The following is expected of the MBG:

- Regular meetings are generally two hours in length, and every other month during the school year. The MBG and student can agree to more meetings as appropriate. A

chairperson should be designated to lead the meetings so that the student is free to participate in discussion.

- An agreement or covenant should be established determining how the group will function together, including an understanding of confidentiality, time commitment, sharing of responsibilities (i.e., facilitation, recording of notes or minutes, hosting, etc.), topics for the meetings, etc.
- The student is responsible for educating the MBG on the purposes, phases, and dynamics of the doctoral Program.
- Each May, a brief, written, anecdotal evaluation of the student will be submitted to the Doctoral Program Director.
- The format of meetings will differ according to the group, although it is hoped that the meetings will follow principles for transformational adult learning. Some components that could be included are prayer, group check-in, an update report by the student, and a topic for extended reflection, and an evaluation of the meeting.
- The student should share significant papers and doctoral requirements (i.e., Individual Learning Plan, Comprehensive Paper, and Dissertation proposal) with the MBG for reflection and mutual learning.

## Choosing the Group Members

Factors to consider when choosing MBG members include:

- A workable number (5-7) with some variety of experience, age range, gender balance, gifts balance, expertise and skills that will be helpful to the student throughout the program.
- Individuals who are familiar with the student's ministry or have a strong interest in the research.
- People who have a faith commitment and are appropriately willing to share in the MBG setting.
- People willing to offer honest critique and challenge.



## Human Relationships – Spiritual Care and PsychotherapyField

Martin Luther University College has a long history of offering courses and degree programs in spiritual care and psychotherapy. 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: Spiritual Care and Psychotherapy degree. The doctoral degree in Human Relationships with a field in Spiritual Care and Psychotherapy continues to build on these earlier programs.

Ken Pargament (2007) a leader in the field of spiritually integrated psychotherapy writes,

Spiritually integrated psychotherapy assumes that clients often bring spiritual issues into the room and encourages clients to give voice to what may be difficult to express. A spiritually integrated psychotherapy makes the implicit explicit ... therapists and clients speak openly to spirituality as a significant dimension in its own right, one that is not reduced to presumably more basic psychologic or social processes. Therapists and clients identify more clearly what the client holds sacred. They talk more directly about how spirituality may be part of the clients' problems, a part of the clients' solutions, or a part of the therapeutic relationship. (p. 18)

Throughout the doctoral programs students seek to hone their clinical skills, critically reflect on theory, theology and practice and seek to further explore the integration of spirituality and psychological theory in their research project in order to make a contribution to their field. All the courses, clinical work, the Comprehensive Paper and Exam and Dissertation Proposal support the student to develop a research question that further investigates the integration of spiritually integrated psychotherapy into their clinical practice and final dissertation.



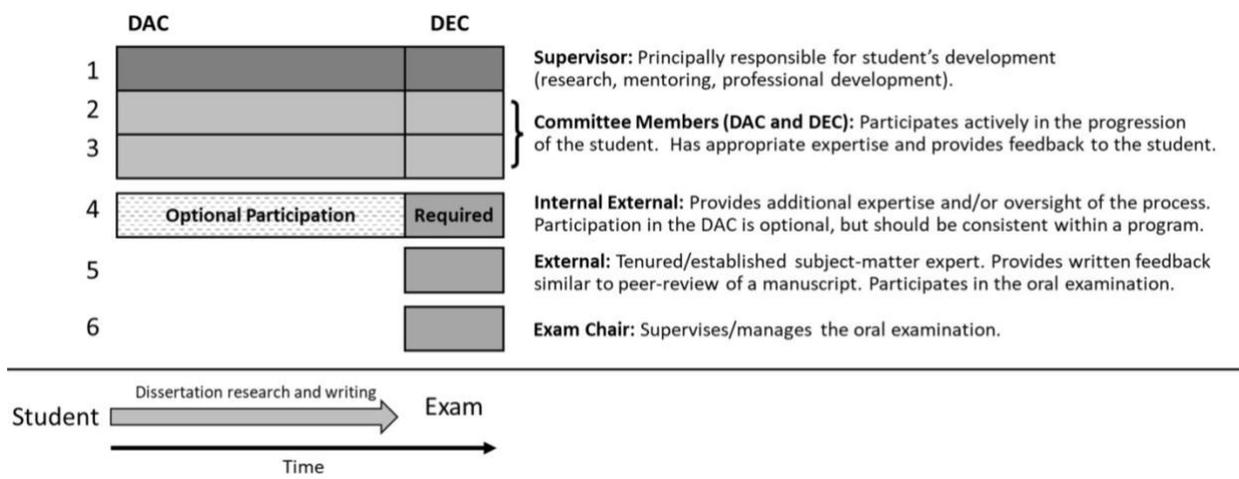
## Living the Doctoral Program

### Faculty Accompaniment

The faculty in the program will seek to accompany the students in the development in their expertise for their exploration of ministry or clinical work. There are courses designed to provide specific research skills (TH761I Qualitative and Quantitative Research and TH761J Advanced Qualitative and CS Research). TH740A Comprehensive Paper and Exam, facilitates the student’s specialization in a particular area of research which will be foundational for their doctoral dissertation.

### Advisors and Committees

Students entering their first year will be advised about their program and program progression by the program director or a faculty member. As the student works toward their comprehensive phase, a faculty member whose area of expertise is closest to that of the student, will be assigned as their dissertation supervisor by the program director in consultation with the student. Once the comprehensive paper has been completed a committee will be formed to create the Doctoral Advising Committee for the student (DAC). This includes the student’s Luther dissertation supervisor, two faculty members from Luther, and an internal/external committee member. The internal/external is “optional,” but Luther encourages this member be added to the committee better prepare the student for the dissertation process. Once the defense of the comprehensive exam is complete this same committee remains as part of the DEC (Dissertation Examining Committee) with the possible addition of another internal external member (if one was not on the DAC) and an external member once the dissertation is ready for defense. See Diagram below.



## Self-Directed and Shared Peer Learning

Students come to this program with recognized expertise and experience in the professional world or in the practice of ministry or clinical work. Building on their experience and expertise, and with the support of the faculty, students are expected to be self-directed in developing their exploration of their study of ministry/clinical work. [TH761K](#) Theoretical Foundations in Human Relationships Research is the introductory course designed to assist students in understanding the dissertation process as they develop their own specific learning plan and objectives. The student's ILP will be approved by the instructor of [TH761K](#) at the end of the first year of study.

Through other courses [TH761E](#) Theological Reflection; [TH761I](#) Qualitative and Quantitative Research; [TH761J](#) Advanced Qualitative Research. [TH740A](#), Comprehensive Paper and Exam students will be prepared to then move into the [TH780B](#) Dissertation phase). Students will gather with their cohort for mutual support and learning.

Doctoral students in the Pastoral Leadership field will also work with their ministry student colleagues in the program, with the faculty and with their Ministry Base Group (see Section Six - Guidelines) from their ministry setting in this process of study, research, and learning. These experienced colleagues in ministry will be valuable resources in this program of study.

Doctoral students in the Spiritual Care and Psychotherapy field will work with a clinical supervisor as they accumulate the required 500 clinical hours for the program. The supervisor will be a valuable resource for their ongoing professional development.



## Guidelines for the Comprehensive Paper and Exam

### Purpose

The main purpose of the Comprehensive Exam ([TH740A](#)) is to ensure that the student has the breadth and depth of knowledge in his/her field of study sufficiently enough to move forward to the next stage of independent research and to be able to teach. The examination consists of a written and an oral component. The student needs to demonstrate the ability to be able to draw and use relevant theories from the related areas to inform his/her doctoral research project. When the student begins the Comprehensive Paper, he/she will have developed a preliminary research topic but may not have yet narrowed down the research question that will inform his/her dissertation. At this stage, the student needs to prove the ability to use relevant theories of at least three subject areas directly related to the research topic in developing a discussion about the project. The student may consult the advisor to make a list of relevant theories and literature. The student also needs to demonstrate the knowledge of the theoretical foundation of methodology related to the method he or she will use to carry out

the research.

The student in the Spiritual Care and Psychotherapy track needs to use major theories of at least three subject areas to develop a discussion around the preliminary research topic. Since the development of more specific research questions and the list of major works of literature for the student's dissertation is expected to emerge in the Dissertation Proposal stage, the use of theories of three subject areas in this stage should be broad in scope. Besides, the student needs to prove the knowledge of the philosophical/theoretical foundation of the methodology directly related to the research method he or she will use. Given that this degree program includes a significant portion of clinical training, the student needs to explain how the context of one's clinical practice informs the research project.

The student in the Pastoral Leadership track needs to use major theories of at least three subject areas including theology to develop a discussion around the preliminary research topic. Since the development of more specific research questions and the list of major works of literature for the student's dissertation is expected to emerge in the Dissertation Proposal stage, the use of theories of three subject areas in this stage should be broad in scope. Besides, the student needs to prove the knowledge of a philosophical/theoretical foundation of methodology or practical/pastoral theological methodology directly related to the research method he or she will use. The student may choose a practical/pastoral theological method, a methodology in the field of social science, or a combination of methods in both fields. The student who is planning to integrate methods of both fields needs to explain how to integrate them. Given that the ministry practice is a significant resource of this study, the student needs to explain how the context of one's ministry informs the research project.

## Components of the Comprehensive Paper

The Comprehensive Paper of both tracts needs to include the following elements:

- A preliminary research topic
- Discussion about how the theories of your selected subject areas inform your research project
- Literature review
- The context of your clinical or ministry practice in which you developed your research topic
- A philosophical or theoretical foundation of methodology related to your method of research
- The bibliography or reference list

## Style and Format

For the student in the Pastoral Leadership stream, both the paper and the bibliography shall adhere to correct essay style and form as set out in the Chicago Manual of Style.

For the student within the Spiritual Care and Psychotherapy, both the paper and bibliography shall adhere to correct essay style and form as set out in the American Psychological Association Style (APA).

The following link on the WLU website provides some guidelines: <https://library.wlu.ca/help/activity/citing-sources/styles>

## Guidelines and Procedures for Evaluating the Comprehensive Paper

### A. Objective

The objective of the comprehensive paper and oral examination process is to ascertain whether students have the critical research and writing skills that will allow them: (1) to complete the Doctoral Dissertation successfully; and (2) to make a significant contribution to the advanced understanding of the professional practice in their respective field.

### B. Process

The comprehensive examination shall consist of the Comprehensive Paper followed by an oral examination with their committee. The Comprehensive Paper is a major research paper of 40-50 pages in length including a complete reference list. The oral exam will take 1-2 hours.

### C. Procedures

When the student has completed all required course work and clinical/ministry hours, normally in the Winter term of the third year of the program, the student will register for [TH740A](#) Comprehensive Paper and Exam. The student will meet with their advisor and comprehensive committee to determine a reading list that will demonstrate their ability to undertake substantive research and demonstrate a critical understanding of the philosophical and theoretical base that informs their current research areas. The advisor must be a full-time faculty member at Martin Luther University College. Other members of the committee can be faculty at Luther or Laurier.

Students submit a copy of their completed Comprehensive Paper to their doctoral advisor. Once the advisor has reviewed the paper if it is determined that it is ready to go to the committee for review the doctoral advisor will send it to the other members of the Comprehensive Committee. Once the Comprehensive Committee have reviewed the paper and assessed that the student is ready to defend the paper the advisor will set the time and place for the oral examination of the Comprehensive Paper. The advisor will chair the oral exam. Two hours will be set aside for the oral examination of the paper. After the examination, the committee will determine whether the student has met the requirements in accordance with the Guidelines for the Comprehensive Paper for the Oral Comprehensive examination and whether the student has the skills to successfully complete a doctoral dissertation. The Chair of the examination committee will complete the grade form with a "Pass" or "Fail."

The comprehensive examination may be repeated only once within three months of receiving the results of the first comprehensive examination. If the student is not successful the second time, they will be removed from the program. Once the examination is complete, the Chair of the examination committee will submit the grade.

Please Note: If any one of the examination committees cannot be present for the oral comprehensive

examination, the examination will be cancelled and rescheduled.  
Once students have successfully completed [TH740A](#) Comprehensive Paper and Exam they will register for TH780A Dissertation Proposal.



## Guidelines for the Dissertation Proposal, REB, and Dissertation

### Time Period Allowed for Completion of Degree

The program requires students to be registered for a minimum of two years, to a maximum of three years, in order to complete the required courses and comprehensive exam, with normally another year for completion of the doctoral dissertation. Normally, students not taking a full course load will need to be registered for one extra year beyond this for the completion of this part of their program. Following admission to the dissertation phase, students have a maximum of six terms for completion of the Dissertation while maintaining continuous registration as per Luther/WLU policy.

Throughout the doctoral program, students must maintain continuous registration each term until the degree is complete; with the exception of an approved Leave of Absence (see Luther's Student Handbook for further details at <https://luther.wlu.ca> ).

After the successful completion of the oral examination on the student's Dissertation Proposal the student will stay registered in [TH780B](#) Dissertation and will maintain continuous registration until the dissertation has been successfully defended or until the student has reached the maximum of 6 terms. If the student reaches the maximum time allotted for the dissertation that is six terms and has not successfully defended their dissertation, the student will be removed from the program.

## Dissertation Proposal

Upon the successful completion of all the required course work, the Comprehensive Examination, and clinical/ministry hours, the student will register for TH760B (Dissertation) and the Director of the doctoral program, in consultation with the student and the comprehensive examination committee, will appoint a dissertation advisor (who will be a full-time member of the Luther faculty) and three other dissertation committee members. This advisor and committee may be the same committee that the student work with for the Comprehensive Paper and Exam. The dissertation advisor will meet with the student to develop a Dissertation Proposal. During the Dissertation Proposal phase the student will register in TH780B and maintain their registration in this course each term until they defend their dissertation. For more information on doctoral dissertation procedure please click here:

<https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/dissertation-and-thesis-preparation.html>

## Dissertation Proposal Outline

Below is a general dissertation proposal outline and is designed to accommodate a broad range of approaches to dissertation research. The dissertation proposal is developed during the first term of [TH780B](#).

The dissertation proposal, normally 25-30 pages, will consist of the following:

1. **Cover Page** (see sample)
2. **Title:** The thesis title should give a clear indication of the topic being studied.
3. **Abstract:** The abstract summarizes the intent of dissertation.
4. **Introduction:** This section provides a description of the project to be researched, indicating the research question to be addressed. The introduction must contain a concise thesis statement and indicate in what way the project will constitute a contribution to the field of pastoral leadership or spiritual care and psychotherapy. This section should also provide the thesis focus and the rationale. The thesis proposal should include a clear presentation of the topic(s) to be addressed. Depending on the research approach, this may be a statement about the topic(s) to be investigated coupled with the particular questions of interest. Or the statement might focus on specific research question. In all proposals, a statement providing the rationale for undertaking this research is to be provided. Normally, this would include a discussion of its likely contributions to spiritual care and Psychotherapy or Ministry knowledge as well as its potential benefits for clinical/ministry practice, policy and/or other applications.
5. **Literature Review & Conceptual Foundations:** In this section the student provides a review of relevant literature and theory related to the research question. The

dissertation proposal should include a discussion of the initial theoretical, philosophical, theological, cultural, and conceptual framework/s that will guide the research. This should be based on an analysis and integration of the appropriate literature and research. For more emergent research approaches, the discussion should present the initial concepts guiding the research and a discussion of when and how a more complete theoretical or conceptual framework/s is to be developed. In many instances, it will be relevant to include information about the contexts influencing the topic(s) to be investigated. Generally, the literature analysis helps to frame the student's approach to the questions/issues that are being examined in the research study. In many instances, the presentation of the theoretical, theological, philosophical, cultural, and conceptual foundations(s) in the dissertation proposal would extrapolate from and add to the material developed in the comprehensive paper.

6. **Research Procedure, Design, and Methodology:** An explanation and rationale for the general research approach should be provided (e.g., phenomenology, feminist, grounded theory, ethnographic, etc.). Information should be provided about the nature and requirements of the general research approach to be used. This should include a discussion about why this general approach is appropriate for the research focus and research questions. The proposal should describe the research design(s) for the investigation: where and when information is to be gathered. It should also specify the sources of information for the study (e.g., documents, individual and group respondents, researcher observations etc.). It should identify the sampling strategies to be used to select sources of information in the study. Methods for gathering the information should be described. Where appropriate, it should provide an initial plan for analyzing the data. The connections between these methodological considerations and the study's research focus, questions and/or hypotheses should be explained. The strengths and limitations of the proposed research methods should be discussed. Any ethical concerns emanating from the proposed research should be identified and plans for addressing these concerns presented.
7. **Table of Contents:** This is to be a tentative outline of the dissertation by chapters, describing the content areas in some detail and showing their internal organization and development towards the thesis.
8. **Reference List:** Only items cited in the text should be included.

## Evaluation of the Dissertation Proposal

Once the Dissertation advisor and student have agreed the proposal is complete the Dissertation committee will meet with the student for the defense. The Dissertation proposal defense will result in one of four decisions:

- a) Accepted – The student passes with no conditions.
- b) Accepted with Conditions – The student passes with minor revisions.
- c) Decision Deferred – The decision of acceptance is deferred on account of the need for major revisions which requires the Committee to reconvene at a later time to examine the revised Dissertation proposal.

d) Rejected – The Dissertation proposal is rejected, and the student must completely redo the proposal.

If the student's Dissertation proposal is Accepted with Conditions the revisions will be reviewed by the advisor, and they will determine whether or not the student has completed the required revisions. If the result of the Dissertation proposal defense is Decision Deferred or Rejected, then the whole thesis committee will review the revised or new Dissertation proposal.

Once the entire committee has agreed upon any required changes, and any necessary approval by the Research Ethics Committee has been obtained, the student has completed the requirements of the doctoral Dissertation Proposal stage.

## The Research Ethics Board Application

Once the student has successfully defended their Doctoral Dissertation Proposal, they will complete the Research Ethics Board Application. The application form can be found here <https://students.wlu.ca/academics/research/human-research/index.html>. The student can submit the application once the advisor has reviewed and approved it. Before submitting their REB application, students must also complete the following Course on Research Ethics (CORE) TCPS2 Tutorial [https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2022.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html).



## Dissertation Guidelines

Throughout the preliminary stages of a student's doctoral program, attention has been given to the development of a dissertation topic. This has culminated in the student's dissertation proposal. The dissertation proposal now becomes the basis for the student's major research project that culminates in the dissertation. Throughout the dissertation phase the student registers in [TH780B](#) and will maintain continuous registration until the dissertation has been successfully defended or until the student has reached the maximum of 6 terms). When the student reaches the maximum time allotted for the dissertation, that is six terms, the student will be removed from the program.

This Research Project as articulated in the Dissertation Proposal will address an aspect of pastoral ministry or spiritual care and psychotherapy based on research related to the student's ministry or clinical interest, utilizing critical inquiry, theological insight, relevant theoretical orientations, and research methodologies. This means the research project and dissertation will have three parts: (1) the research project as articulated in the Dissertation Proposal, (2) a written dissertation based on the project; and (3) an oral examination of the dissertation. The research project and eventual dissertation will reflect the student's ability to think critically and focus on an area of ministry or spiritual care and psychotherapy and utilize research

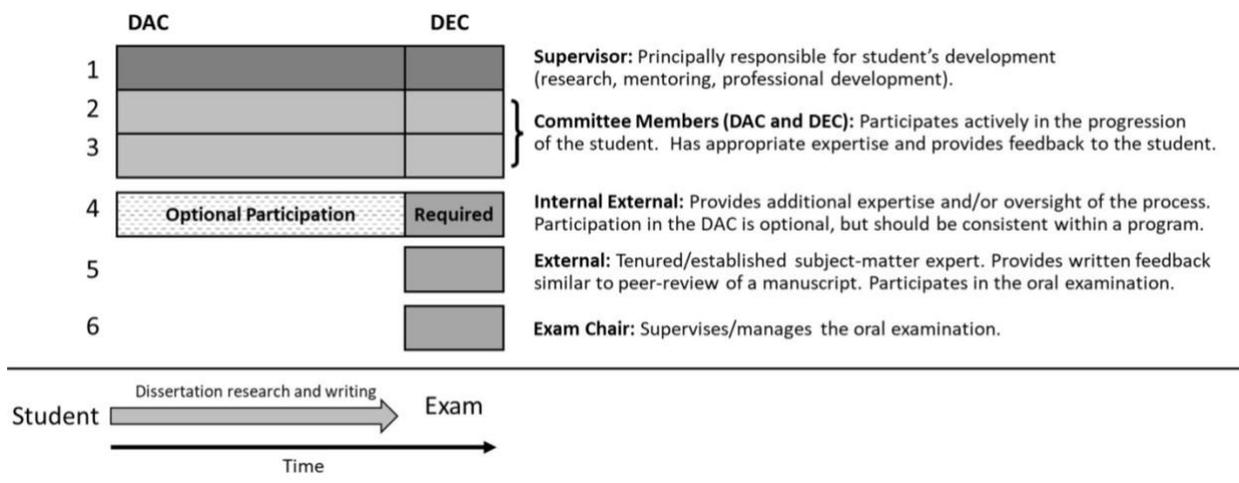
methodology and ministry resources in such a way that the study constitutes a contribution to professional reflection on the practice of ministry or spiritual care and psychotherapy.

## The Doctoral Examining Committee

The Doctoral Dissertation Examining Committee consists of an advisor who will be a Luther full-time faculty member, and three additional members connected with the student’s work, including one faculty member from WLU, subject to the approval of the Principal-Dean. The Dissertation Examining Committee may be the same as the students Comprehensive Committee. The Dissertation Examining Committee will provide critical reflection and evaluation of the doctoral dissertation research and the preparation of the dissertation. Once the dissertation is deemed ready to go to defence, the advisor in consultation with the student will identify three possible external advisors. These names, with appropriate documentation are forwarded to the Faculty for Graduate and Postdoctoral Graduate Studies, who will arrange for an external on the basis of these three ranked names.

When the student in consultation with their advisor and committee assess the dissertation to be complete, the student will follow the procedures as laid out by the Faculty of Graduate Studies regarding the formation of the Defense. These procedures can be found using the following link: <https://academic-calendar.wlu.ca/section.php?cal=3&s=1018&ss=4197&y=84>

Once the comprehensive paper has been completed a committee will be formed to create the Doctoral Advising Committee for the student (DAC). This includes the student’s Luther dissertation supervisor, two faculty members from Luther, and an internal/external committee member. Once the dissertation is complete this same committee remains as part of the DEC (Dissertation Examining Committee) with the addition of another internal external member (who was not on the DAC) and an external member. See Diagram below and [click here](#) for more information on committees.



The oral examination must result in one of four decisions:

1. **Accepted**—The candidate passes with no conditions, except for typographical and/or minor editorial changes.
2. **Accepted with Conditions**—The candidate passes with minor revisions required.
3. **Decision Deferred**—The decision of acceptance is deferred on account of the need for major revisions which requires the same Committee (insofar as possible) to reconvene at a later time to examine the revised thesis.
4. **Rejected**—The thesis is rejected, and the candidate will be required to withdraw from the doctoral program.

## Dissertation Style and Copy Requirements

For style requirements the student will consult the guidelines established by Wilfrid Laurier University and Luther at: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/dissertation-and-thesis-preparation.html>.

The student should consult this document for any and all specific details concerning dissertation procedures and requirements and consult with his/her advisor regarding any concerns. See Appendix 2 for Cover sheet and Title page example formatting.

The following are the minimum requirements as set by Wilfrid Laurier University and Martin Luther University College and can be found on WLU's website at: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/dissertation-and-thesis-preparation.html>.

## Dissertation

The format for the dissertation normally follows the guideline below, with the body of the dissertation mirroring what is outlined in the dissertation proposal”

Title Page  
Copyright page  
Declaration of Co-Authorship/Previous Publication  
Abstract  
Dedication (if applicable)  
Acknowledgements (if applicable)  
Table of Contents  
List of Tables (if applicable)  
List of Figures (if applicable)  
List of Appendices (if applicable)  
List of Abbreviations, Symbols,  
Nomenclature (if applicable)  
Body of thesis (divided into various chapters)  
Bibliography/References (note that the Bibliography/References section can either

precede or follow the Appendices)  
Appendices (include copyright releases here where applicable)

## Procedures for Submitting the Dissertation and Scheduling the Oral Examination

When the dissertation has been completed and the Advisor and Committee agrees that it is ready to proceed to the defense, an External Reader if found and a defense date is set following the procedures outlined on the WLU website:

<https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/dissertation-and-thesis-preparation.html>.

## The Oral Examination

The oral examination must result in one of four decisions:

1. **Accepted** – The candidate passes with no conditions, except for typographical and/or minor editorial changes.
2. **Accepted with Conditions** – The candidate passes with minor revisions required.
3. **Decision Deferred** – The decision of acceptance is deferred on account of the need for major revisions which requires the same Committee (insofar as possible) to reconvene at a later time to examine the revised dissertation.
4. **Rejected** – The dissertation is rejected, and the candidate will be required to withdraw from the PhD program.

## Submission of Approved Doctoral Dissertation for Binding

Students will abide by university policy for submission of the doctoral dissertation for binding. A link for further information is: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/dissertation-and-thesis-preparation.html>.

**CONGRATULATIONS! Please apply to graduate** <https://students.wlu.ca/registration-and-finances/convocation/apply-to-graduate.html>.



## Other Important Information

### Annual Report

Each year the student will complete the Student Annual Report found on the WLU website: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/managing-your-program/progression-and-activity-reports.html>. Please book an appointment to MEET with your advisor to complete this form together. This form should be signed and finalized no later than Apr. 15 each year. Once the student and advisor have signed off, the student should send this form to the program director Allen Jorgenson ([ajorgenson@luther.wlu.ca](mailto:ajorgenson@luther.wlu.ca)) for 2024-25. The program director will then send this to the Luther Student Advisor Aafiya Tinwala ([atinwala@luther.wlu.ca](mailto:atinwala@luther.wlu.ca)) by May 15 so it can be sent to Grad Studies and a copy is kept in the student's file.

### Faculty Advisor

In the first year of the program your initial program advisor is the program director. The interim director for 2024/25 is Allen Jorgenson, who can be contacted at [ajorgenson@luther.wlu.ca](mailto:ajorgenson@luther.wlu.ca). You can also contact [lutherstudents@wlu.ca](mailto:lutherstudents@wlu.ca) for any questions regarding your program. When it is time to register in TH740A Comprehensive Paper you will meet with the program director to discuss who on the Luther faculty is best fitted to become your advisor for the rest of your program. At that time a committee will also be formed to support the research phase of the program.

### Accessible Learning

*The Accessible Learning Centre supports students with documented disabilities succeed in their academic program. Many resources such as tutoring services, assistive technology support, exam accommodation etc. are available to students. More information can be found about the Accessible Learning Centre here:*

<https://students.wlu.ca/academics/support-and-advising/index.html>

### Library Services

*The Library at WLU offers many resources and students for graduate students including workshops each term regarding research skills and document and citation management tools. Be sure to check out the Library website <http://library.wlu.ca/>. The WLU librarian who supports the PhD in Human Relationships is Greg Sennema and he can be found at <https://library.wlu.ca/about/people/greg-sennema> .*

## Academic Integrity

Part of becoming a professional is being able to communicate clearly in both written and verbal forms. It is also critical to ethical professional practice that appropriate acknowledgement is given to someone else's ideas or work. It is expected in all class work that the student will acknowledge using appropriate citations when they are not using their own words.

Assignments will be checked for plagiarism through MyLS using Turnitin.com. In conversation with your instructor alternate arrangements can be made if you choose not to submit your essay through this system. Such a conversation should happen at least one week prior to the due date of the assignment.

Unless otherwise stated, Luther follows Wilfrid Laurier University's established policy with respect to academic integrity and misconduct (e.g., plagiarism, cheating) on assignments and examinations. **The student is required to know these guidelines.** Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the University for cheating and the offence may appear on one's transcript, in which event the offence can have serious consequences for one's business or professional career. Please be sure to review the following policies:

Student Code of Conduct and Discipline

<https://www.wlu.ca/about/governance/assets/resources/12.2-student-code-of-conduct-and-discipline.html>

Part of the writing experience in an academic environment is learning to use your sources properly. For both papers, you are expected to provide proper referencing. Failure to provide proper referencing may result in a grade of zero. Improper referencing can be identical to plagiarism (there are various forms of plagiarism). Here are some important guidelines:

- If you use someone else's words, even if it is just a phrase, you **must** put it in quotation marks to show these are not your own words and include the reference.
- You must reference someone else's **ideas** as well as **quotations**, not just quotations. If in doubt, reference!
- You must provide the reference **immediately following the sentence** containing the pertinent information, not just at the end of the paragraph.
- You must provide **a bibliography or a list of references** for all assignments, unless otherwise noted by the instructor.

## Required Luther Certificates

The student will submit **two certificates** with the first assignment submitted in this course:

- Luther – Academic Integrity – Graduate
- Luther – Citation — Graduate

These certificates are achieved by successfully completing the modules found in [MyLearningSpace](#) under "Self-registration" on the left-hand side of the main web page. This assignment (and subsequent assignments) will not be graded without the certificates.

Please ensure the modules and earned certificates are from “Luther” (not Laurier). The Luther logo will be visible on the certificates. Certificates completed in the student’s first term at Luther should be posted for assignments in subsequent courses. Certificates can be retrieved from MyLS within the completed modules under “Awards.”

In addition, Martin Luther University College follows Wilfrid Laurier University’s policy regarding **course work** at Luther:

Materials submitted in courses may also be retained by the University for use and disclosure as samples for course design and evaluation. Course materials may also be retained until operational use ceases with regard to petitions, cases of academic misconduct, or other similar uses.

Any information used for course or program design and evaluation will be anonymized. For full information on the collection of data, see [Notice of Collection, Use or Disclosure of Personal Information](#).

Finally, Martin Luther University College follows Wilfrid Laurier University’s policies on **research ethics**. The policy states:

research involving human participants and research involving human biological materials require ethics review and clearance by a research ethics board (REB) before the research commences. Therefore, research involving human participants and/or human biological materials conducted by Laurier students, faculty and staff requires review and clearance by the REB. (Source: [REB website](#))

Sanctions will be applied to those who do not adhere to these policies.

For more information, please consult the following resources:

Writing Centre Handouts and Websites (general):

<https://students.wlu.ca/academics/support-and-advising/student-success/resources.html#writing>

Writing Centre statement and resources on Academic Integrity:

<https://students.wlu.ca/academics/academic-integrity/index.html>

How not to plagiarize (U of T):

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

If you have any questions about academic integrity or writing, please ask the class instructor or consult the Writing Centre.

## Artificial Intelligence

The use of artificial intelligence tools to generate material is not allowed aside from limits specified within the parameters of a course or assignment.

## Turnitin

Assignments will be checked for plagiarism through MyLS using Turnitin.com. When you submit your assignments to dropbox on MyLS, your paper will generate a “similarity report.” This report provides you with a percentage score based on how similar your paper may be to sources from academic journals, websites, and/or other student papers. Check with your instructor, but it is recommended that you submit your assignment a few days before the due date so you can go in and assess your plagiarism/similarity score. If you see corrections are needed, you can make the citation corrections and then re-upload your corrected paper for grading. Your instructor will only read and grade your most recent submission. Please see these video links on how to understand your Turnitin score. [https://www.youtube.com/watch?v=0VBMgPlz\\_5g&t=57s](https://www.youtube.com/watch?v=0VBMgPlz_5g&t=57s)

In conversation with your instructor alternate arrangements can be made if you choose not to submit your essay through this system. Such a conversation should happen at least one week prior to the due date of the assignment.

## Assignment Style Guide

Students in the Pastoral Leadership field will use the Chicago Documentation Style for all written work. Students in the Spiritual Care and Psychotherapy field will use the American Psychological Association (APA) writing style. The following link on the WLU website will provide some guidelines: <https://library.wlu.ca/help/activity/citing-sources/styles>. Any paper written at the doctoral level is expected to be a publishable quality manuscript.

There are good online resources to support students in using these writing styles at WLU: <https://students.wlu.ca/academics/support-and-advising/student-success/resources.html#writing>

## Scholarships and Bursaries

Information regarding scholarships and bursaries can be found here:

<https://students.wlu.ca/registration-and-finances/scholarships-and-bursaries/index.html>

## Requests and Appeals

Student requests and appeals are first dealt with by the Academic Affairs Committee (AAC) at the Luther normally meets the second Tuesday of each month. Appeals or requests must be submitted to Aafiya Tinwala ([atinwala@luther.wlu.ca](mailto:atinwala@luther.wlu.ca)), Luther student advisor, by the first Tuesday of the month. More information and appropriate forms can be found here:

<https://students.wlu.ca/programs/luther/masters-and-diploma-programs/requests-and-appeals.html>



## Resources at Wilfrid Laurier University

Students within the PhD in Human Relationships have access to many resources at WLU including the Wellness Centre, Fitness Centre, various dining opportunities etc. Be sure to check the WLU website for further services for students.

## New Graduate Student Checklist

Please see this website to learn more about getting started at WLU/Luther

<https://www.wlu.ca/academics/faculties/graduate-and-postdoctoral-studies/admissions/step-3-accepting-your-offer/new-graduate-student-checklist.html>

## Mylaurier Email address

When you were accepted into the program a mylaurier email address was created for you. All communication from faculty, staff at the Luther and Laurier will be sent to this email address. As a student you are required to only use your mylaurier address when communicating with faculty and staff. Please be sure to check this email often as you are responsible for any communication that is sent to you. If you wish, you can forward your mylaurier email to your preferred email address.

## My Learning Space

My Learning Space is the online learning platform that is used in many of the courses offered at Luther. It is important to read your course syllabus for instructions regarding how a particular course may be using My Learning Space. Often the student will be requested to submit assignments online, access supplementary readings, etc. A student orientation video for My

Learning Space can be found here <https://www.youtube.com/watch?v=To4ZQRIW9WE>. If you have questions, please speak with the course instructor.

### Course Registration

Please see this video for assistance on registering for courses.

<https://youtube.com/playlist?list=PLr3gDBfyde1uiTWoKjE241o7pZWkhEvNi>

### Parking

There is no parking available at Luther for student parking. Street parking is available; however, students should be aware of the City of Waterloo's restriction on street parking:

<https://www.waterloo.ca/en/living/parking.aspx#:~:text=In%20Waterloo%2C%20you%20can%20park,or%20submit%20a%20complaint%20online>. Information regarding parking at Laurier is found here: <https://students.wlu.ca/services-and-spaces/parking-and-transportation/student-parking-permits/index.html>. Students are permitted to park for free in White lots at Laurier after 4:30 pm.



### Other Luther Policies

- a) Any other policies concerning fees, deferments, leaves of absence, extensions, reinstatements, withdrawal, grades, reading courses, cross-registration, and financial assistance, academic or nonacademic misconduct can be found in the Luther Student and Academic Handbook found on the Luther website <https://luther.wlu.ca>
- b) Students must receive at least a B grade in each course of their program and must complete all course work with a cumulative Grade Point Average of B+. Doctoral students will maintain continuous registration in all three terms throughout their program as per Luther's policy. Normally, failure to meet the required grade in a course will result in the student being removed from the program. Students may petition to be readmitted to the program.
- c) According to the regulations in the Graduate Studies Calendar, a graduate student is required to register in consecutive terms until the program is complete unless a term of inactive status is approved by the Graduate Student Appeals Committee (GSAC). Luther Doctoral students are required to register each term unless on a Leave of Absence, also approved by GSAC; permission is normally granted once in the program for up to three terms. Students must register for the term following an approved leave of absence. Deadlines for form submission depend on the form and the situation

## Student Concerns

Sometimes the content of a course or learning with a faculty person can be more challenging than expected. This can be for a variety of reasons. The course content may be significantly different than expected or the student finds the teaching method of the faculty member to be problematic. No matter the difficulty, it is important to see if a mutually agreeable resolution can be found.

## Grievance Procedure Process

First Level: Where there is a disagreement between the student and their course professor, comprehensive advisor, doctoral advisor, or their onsite clinical supervisor, the parties should first strive to mutually resolve the issue among themselves. If this seems too challenging to do on your own, it is possible to ask another faculty person to be present as support for the conversation.

Second Level: If the conflict cannot be resolved between the initial parties, the Program Director should be contacted to assist with mediating the situation (Allen Jorgenson [ajorgenson@luther.wlu.ca](mailto:ajorgenson@luther.wlu.ca) for 2024/25). Note: If the Program Director is also the student's dissertation advisor, the student may then contact the Principal Dean, Kristine Lund, [klund@luther.wlu.ca](mailto:klund@luther.wlu.ca).

Third Level: Should a resolution still not be achieved the issue should be escalated to the office of the Assistant Dean or Principal-Dean. The Assistant Dean or the Principal-Dean 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 Assistant Dean or 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.

If the concern is with the student's Program Coordinator, then the student would go directly to the Principal-Dean to discuss possible responses to the situation. If the concern is with the Principal-Dean, then the student would request a meeting with the Chair of the Board of Governors.

## Inclusive Language

Students enrolled in a course at Martin Luther University College are expected to use inclusive language (in both oral interaction and written work) to help facilitate respect for a diversity of opinions when voicing their own position: [ELCIC Inclusive Language Guidelines](#).

## Classroom Ethos

Basic rules of civility are expected in the classroom. These are means by which we show respect for one another and the subject matter. Among them, the most obvious deserve mention. Please be on time, be prepared for class discussion, show regard for others both within the classroom and without, and recall that one speaker at a time facilitates meaningful conversation. Diversity of opinion is welcome, but it is expected one's opinions are communicated in a respectful manner and with an intent to engage in dialogue. Laurier's Student Code of Conduct and Discipline applies to students enrolled in a course at Martin Luther University College: [Student Code of Conduct and Discipline](#)

## Pronoun Use

Students are free to choose the pronouns by which they wish to be addressed. Please feel free to speak with the course instructor in this regard.

## Course Materials and Copyright

"The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University." (Statement adopted from WLUFAs)

For all other policies please follow the following link:  
<https://luther.wlu.ca/academics/programs/index.html>

## Appendix 1: Human Relationships PHD Program/Course Checklists

<b>Design</b>	Although we did some remote teaching during the pandemic, we are not an online program. Accordingly, our courses are in person on campus.
<b>Identification</b>	TH course codes (theology) is what you will look for in Banner/Loris for registration
<b>Class Meetings &amp; Format</b>	<p>In person – usually 3-hour class once per week for 12-week term OR intensive format. 12-week course dates and times and room numbers will be posted on Loris/Banner. However, “<b>intensive</b>” format means it is in person at Luther but does not run the standard format 3 hours once per week for 12 weeks. Intensive courses run full days (~9 am-3:50 pm) for 5-6 days. Intensive days/times are not posted in Loris/Banner – Please See this Luther link for dates/times – you can also see past course syllabi archived at the bottom of this page.</p> <p><a href="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</a> But remember course content, books and teachers will likely change. The syllabi just give you a sense of the course workload. Also note missing classes means you are missing required content (professional and/or academic competencies) and is not permitted –unless under extreme circumstances.</p>



## Doctoral Program Advising Checklist: Spiritual Care and Psychotherapy Field

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

Term	Spiritual Care and Psychotherapy Required Courses	Completed Year/term	To be completed Year/term
Year 1 Fall	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH761E</a> - Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling		
Year 1 Winter	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH645A</a> - Intersectionality: Interfaith and Intercultural Perspectives		
Year 1 Spring	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH761K</a> Theoretical foundations in Human Relationships Research.		
Year 2 Fall	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH644A</a> Indigenous Wisdom and Methodologies		
Year 2 Winter	<a href="#">TH760</a> Clinical/Professional/Ministry Hours <b>Confirm with program director you have completed your 500 hours</b>		
	<a href="#">TH761I</a> - Introduction to Qualitative and Quantitative Research		
Year 2 Spring	<a href="#">TH761J</a> Advanced Qualitative Research		
	1 Counselling Elective		
Year 3 Fall	<a href="#">TH741</a> - Foundations in Hermeneutics		
Year 3 Winter	<a href="#">TH740A</a> Comprehensive Paper and Exam		
Year 3 Spring	<a href="#">TH740A</a> Comprehensive Paper and Exam Cont'd		
Year 4 and 5	<a href="#">TH780B</a> Dissertation (diss proposal, REB ethics application & dissertation are completed under this code)		
	<a href="#">REB ethics application</a>		



## Doctoral Program Advising Checklist: Pastoral Leadership Field

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

Term	Spiritual Care and Psychotherapy Required Courses	Completed Year/term	To be completed Year/term
Year 1 Fall	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH761E</a> - Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling		
Year 1 Winter	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH645A</a> - Intersectionality: Interfaith and Intercultural Perspectives		
Year 1 Spring	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH761K</a> Theoretical foundations in Human Relationships Research.		
Year 2 Fall	<a href="#">TH760</a> Clinical/Professional/Ministry Hours		
	<a href="#">TH644A</a> - Indigenous Wisdom and Methodologies		
Year 2 Winter	<a href="#">TH760</a> Clinical/Professional/Ministry Hours <b>Confirm with program director you have completed your 500 hours</b>		
	<a href="#">TH761I</a> - Introduction to Qualitative and Quantitative Research		
Year 2 Spring	<a href="#">TH761J</a> Advanced Qualitative Research		
	<a href="#">TH765A</a> Pastoral Leadership Seminar I		
Year 3 Fall	<a href="#">TH741</a> - Foundations in Hermeneutics		
Year 3 Winter	<a href="#">TH740A</a> Comprehensive Paper and Exam		
Year 3 Spring	<a href="#">TH740A</a> Comprehensive Paper and Exam Cont'd		
Year 4 and 5	<a href="#">TH780B</a> Dissertation (diss proposal, REB ethics application & dissertation are completed under this code).		
	<a href="#">REB ethics application</a>		

## Guidelines for the Individual Learning Plan (ILP) – TH761K

During the first year of the program students taking TH761K will, along with attaining other skills, create an individual learning plan for their doctoral program. The ILP is composed of the following elements:

- I. Personal Identification:**  
Name, Address, Email address, Phone, and Place of Ministry or Clinical Setting
- II. Introductory Section**
  - a. Ministry or Clinical Setting: Please provide a brief description of your ministry setting and indicate your responsibilities.
  - b. Research Interest: Please provide a brief description of your research interest, explaining as best as you can at this point why it is an issue of concern or curiosity for you and how it arises from your experience of ministry or spiritual care and psychotherapy and/or your own faith story.
- III. Your Doctoral Learning Objectives**  
Please specify your particular learning objectives for advancing your personal, professional, and theological integration in relation to achieving a higher level of competence in the practice of ministry.
- IV. Applying Doctoral Resources to Realize Your Objectives**

When outlining your specific goals, objectives, and research interests, you may also be asked to reflect on how each of the courses in the doctoral program will be helpful in contributing to your research project, narrowing your research question, and completing your dissertation. Below is a general outline, but the specifics of linking the courses to your ILP will be shared in more detail during TH761K.

### [TH760](#)

#### **Clinical or Ministry Work**

PL: How do you anticipate your ongoing work in ministry to contribute to your research interest? How will your Ministry Base Group support and further the refinement of your research question? How do you plan to use the resource of the Ministry Base Group as a dialogue partner on your practice of ministry?

SCP: How do you anticipate your clinical hours contributing to the formulation of your research question? What will you need to support the integration of your clinical interests into your research question? How might your supervisor be a resource for you in the development of your research question?

### [TH761E](#)

#### **Doctoral Pastoral Counselling Studies: Theological Reflection in Pastoral Care and Counselling**

In the comprehensive paper and dissertation, students are expected to provide a theological reflection that is linked to their research question. Consider how this course might support or provide you with the foundations necessary to integrate theological reflection with your research question and dissertation?

### [TH645A](#)

#### **Intersectionality: Interfaith and Intercultural Perspectives**

How are theories of human nature culturally constructed? How might the theories and/or methods you are considering for your research be culturally biased? What role does culture play for your anticipated participants and/or your research question?

- [TH644A](#)      **Indigenous Wisdom and Methodologies**  
 What do Indigenous wisdoms and methodologies offer you as you think critically about your dissertation project? How might these inform your practice/ministry and your research question?
- [TH761I](#)      **Introduction to Qualitative and Quantitative Research**  
 What are research methods and how will they ground your dissertation and help you identify your research question?
- [TH761J](#)      **Advanced Qualitative and Quantitative Research**  
 How might advanced research methods help you to narrow your research question and finalize your methodology?
- THXXX**      **Counselling Elective (SPC field only)**  
 For your chosen elective, you may choose a course from our SCP course list, or you may complete a directed study (DS). If it is a specific course being taught at Luther already, specify the projected title, professor, time frame, description, specific learning objectives, and method of evaluation. For a DS, specify the projected title, professor, time frame, description, specific learning objectives, and method of evaluation. Professors for these courses must have the proper credentials to be approved to direct the desired study. Petition forms for DS can be found here <https://students.wlu.ca/programs/luther/human-relationships/requests-and-appeals.html>
- The student will petition the Academic Advisory Committee at Luther to take a Directed Reading course well in advance of the term (at least one term) within which they plan to take the course. It is very important that the courses be chosen or shaped by your research interest in order to provide the challenging perspectives, theoretical knowledge, and skills needed to carry out your doctoral research. Avoid the temptation to choose elective courses that are too divergent from your research interest or, for that matter, too similar to material previously learned. The elective course is intended to equip you to carry out your research interest and expand your knowledge in your research area.
- [TH765A](#)      **Pastoral Leadership Seminar (PL field only)**  
 How will the case studies and analyses for this course contribute to your research question and dissertation?
- [TH741](#)      **Foundations in Hermeneutics**  
 Hermeneutics is the study of the methodological principles of interpretation. What role will interpretation take in your research and how might foundations in hermeneutics help you to interpret your research data/findings?
- [TH740A](#)      **Comprehensive Paper and Exam: Integration of Theory and Praxis**  
 In what way will the Comprehensive Exam contribute toward your final project and thesis?

## v. Other Remarks

The idea of creating an ILP is to outline the schedule for taking courses, fulfilling the clinical/ministry hours, and completing the Comprehensive exam, Dissertation Proposal and Dissertation with a projected date for graduation. More details on the ILP will be provided for you in TH761K.

## Appendix 2:

### TH760 Documentation Clinical/Leadership/Professional or Ministry Hours

Full name \_\_\_\_\_ Student ID \_\_\_\_\_

Where did you complete your hours? Name and Address of Location:

---

When did you complete your hours? Dates:

From \_\_\_\_\_ until \_\_\_\_\_

Clinical/Leadership/Professional or Ministry Hours:

Total Hours: \_\_\_\_\_

I attest to the successful completion of the required 500 hours for TH760.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Students will email this completed form to the PhD Program Director [ajorgenson@luther.wlu.ca](mailto:ajorgenson@luther.wlu.ca) and keep a copy for their records. These forms may also be modified to meet the specific needs the student. Please contact Allen Jorgenson for more information on these forms or how to make them best work your specific situation.



TITLE OF DISSERTATION

By

(Full name of author)

(Undergraduate and master's degree, university, year)

DISSERTATION

Submitted to Martin Luther University College

In partial fulfillment of the requirements for

Doctoral Degree

Wilfrid Laurier University

20\_\_

©Name of Author, 20\_\_\_\_\_