



**Master of Arts in Theology
Program/Practicum Handbook
For
MA Spiritual Care and Psychotherapy
(SCP)
MA Spiritual Care and Psychotherapy
(SCP) & MDiv Double Degree**

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

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Introduction

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

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

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



Martin Luther University College History

Martin Luther University College, formerly named Waterloo Lutheran Seminary, was founded in 1911 as the Evangelical Lutheran Seminary and received its first charter on May 6, 1913.¹ The Seminary was founded to provide theological training for pastors to serve the two Lutheran Synods in Canada. Lutherans have historically been committed to education generally and post-secondary education in particular. “In sixteenth century Germany, Martin Luther insisted that being able to read, interpret and understand the Bible was crucial for all Christians, and for living out their vocation in the world; in this sense and rather remarkable for that time, education was considered an obligation.”² There are more than 40 Lutheran Universities and Colleges in the United States and Canada mainly with liberal arts and professional programs. Lutherans in Eastern Canada followed a similar pattern of education that combined the need to be able to understand and comprehend a wide body of knowledge and put it into practice in order to be able to serve one’s neighbours and community. By 1924, the Waterloo College of the Arts was established to provide undergraduate liberal arts education and professional training. In its early days, Waterloo College was federated with the University of Western Ontario.

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

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

¹ Oscar Cole Arnal, *Toward An Indigenous Lutheran Ministry in Canada* (Waterloo Lutheran Seminary, Waterloo, ON, 1988).

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

Clinical Pastoral Education traces its roots to the 1930s, when Anton Boisen placed theological students in a clinical setting so that they could learn from supervised pastoral counselling experience. During the 1960s, Delton Glebe led pioneering initiatives at WLS in the field of pastoral counselling. WLS was a leader in North America in developing an understanding of this field and methods for this kind of contextual learning. This also resulted in the development of a range of graduate academic programs: Master of Divinity and Diploma for ordination bound students, the joint Master of Divinity-Master of Arts program, the Master of Theological Studies for those interested in studying theology, the Master of Divinity-Master of Social Work as well as the Master of Theological Studies-Master of Social Work, again for non-ordained students, and the Master of Theology in Pastoral Counselling. Over the years the field of pastoral counselling has evolved into what today is called “spiritually integrated psychotherapy” and appeals to students from many different faith traditions. Graduates from the Master of Arts program in Spiritual Care and Psychotherapy will be eligible for membership in the Province of Ontario’s new College of Psychotherapy.

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

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

Vision

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

Mission

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

Values

○ Excellence in Academic Discipline and Spiritually Integrated Learning

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

○ Integrity in Public Faith and Ethics

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

○ Hospitality Amidst Diversity

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

○ Community Engagement

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

- **Teamwork and the building of Sustaining Partnerships**

Persuaded that we are co-workers with God in the healing of creation, we are committed to the building of healthy, collaborative partnerships within the university and the wider community for the purpose of learning with others, optimizing our capacities and identifying opportunities for future collaborative efforts.



Master of Arts in Theology: Spiritual Care and Psychotherapy Degree Structure and Program Information³

Sacred Scriptures Area

Required - Take 2 of the following 4 courses:

[TH503A](#) Survey of Hebrew Scriptures

[TH503C](#) Survey of the New Testament

[TH503E](#) Reading and Interpreting the Qur'an OR [RE643](#) Islam and Muslims in the Contemporary World from the department of Religion and Culture (after registering please submit a petition [to AAC – "all other requests"](#) to apply this R/C course to Luther program).

TH608M Special Topics in Biblical Theology: Buddhist Discourses on Human Care (after registering, please petition [AAC – "all other requests"](#) to apply this new course to your Luther program). This is a Fall 2022 new course added as option in sacred scriptures – students can now take 2 of these **four** choices in this area.

Theology/Wisdom Traditions Area:

Required - take all 3 of the following courses:

[TH530A](#) Introduction to God and Theological Reflection

[TH644A](#) Indigenous Wisdom and Methodology

[TH645A](#) Intersectionality: Interfaith and Intercultural Perspectives

Required - Take 1 of the following 3 courses:

[TH530B](#) Introduction to Jesus and Salvation

[TH530C](#) Introduction to Spirit and Community

[TH503F](#) Survey of Sources in Asian Wisdom Traditions

Psychotherapy/Counselling Theory Area:

Required - take 1 of the following 3 courses:

[TH663M](#) Family Therapy Overview

[TH663Z](#) Theory of Change

[TH664O](#) The Neuroscience of Psychotherapy (Pre-requisite – Counselling theory course, psychology degree, & permission from instructor)

Human Development Area – 1 Required course, take:

[TH663V](#) Human Development

Take all of the Following 6 Required Courses:

[TH663Y](#) Assessment

[TH664H](#) Professional Ethics

[TH664L](#) Pre-Practicum

³ For double degree information (MA/MDiv) see page 13.

[TH664M](#) Practicum (1.0) OR TH652A – these clinical placement courses have the following prerequisites:

- [TH664L](#) Pre-practicum
- [TH663Y](#) Assessment
- [TH664H](#) Professional Ethics
- 1 counselling theory course from the following list: [TH663M](#) Family Therapy Overview; [TH663Z](#) Theory of Change; [TH664O](#) The Neuroscience of Psychotherapy; or [Th663E](#) Individual Theories
- 1 other counselling or theory course (can be from list above OR any other counselling course)

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

NOTE 2 – Students CANNOT TAKE BOTH TH664M AND TH652A during their program, they must choose one or the other.

Counselling Theory Electives

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

[TH663C](#) Cognitive and Dialectic Behaviour Therapy

[TH663O](#) Child Development and Therapeutic Theories in Practice

[TH663R](#) Core Skills in Emotionally Focused Therapy (pre-requisite is TH663W)

[TH663S](#) Spiritually Integrated Psychotherapy

[TH663W](#) Couple Therapy: Intervention from an Emotionally Focused Perspective (spring intensive – pre-requisite for TH663R)

[TH664A](#) Introduction to Art Therapy (spring intensive)

[TH664D](#) Post-Modern Family Therapy (intensive format)

[TH664P](#) Mindfulness and Psychotherapy

Additional Counselling Electives

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

[TH663A](#) Grief

[TH663L](#) Clinical Applications of Queer Theory: Working with LGBTQIP2SAA

[TH663U](#) Unique Healing Alternatives for Adolescents

[TH663X](#) Addiction, Mental Health and Spirituality: Clinical Apps.

[TH664I](#) Qualitative Research (intensive format)

[TH664T](#) Trauma and Theodicy (spring intensive)

MA SCP students – [please click here for](#) your updated 2022/2023 advising checklist – separate from this handbook.

Toronto Art Therapy Institute students – [please click here](#) for your 2022/2023 advising checklist – separate from this handbook.

Degree Outcomes for the MA in Spiritual Care and Psychotherapy

Students upon successful completion of the degree will:

1. Recognize spirituality as the integrating force that motivates and shapes the physical, psychological, and emotional functioning of all human beings and is able to integrate into clinical practice.
2. Critically articulate their beliefs and values and how these impacts their clinical practice.
3. Critically examine relevant literature related to their clinical practice.
4. Critically evaluate and integrate current research into clinical practice.
5. Develop a guiding theoretical foundation for their clinical work.
6. Recognize the implications of working within a specialized field of psychotherapy and the impact on clinical practice.
7. Integrate knowledge of the impact of the therapist's self on the therapeutic process.
8. Recognize the need for self-care and develop ways to maintain physical, psychological, emotional, spiritual and relational wellness.
9. Assess clinical effectiveness and modify practice to enhance effectiveness.
10. Recognize potential ethical issues or situations and identify responses.
11. Integrate knowledge of human diversity, including cultural, religious/spiritual, gender, socio-economic, age, differing abilities etc. including the ability to adapt the therapeutic approach in response to diverse clients.
12. Use clear and concise written and verbal communication.

MA SCP Faculty Advising

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

A-L Dr. Daniel Rzonczinski: drzonczinski@luther.wlu.ca 519-884-0710 x3927 Room 206

M-Z Dr. Ara Parker: araparker@luther.wlu.ca 519-884-0710 x4424 Room 212.

PROGRAM/CURRICULUM/COURSE SELECTION ADVISING:

Rather than contacting advisors above, to get assistance with course progression, review your course checklist, program progression, and graduation status, please send your completed program checklist to Andreas Patsiaouros, our Student Support and Communications Assistant. Andreas is the advisor on these issues.

Email: apatsiaouros@luther.wlu.ca

NOTE: Advisor for MA/MDiv double degree students: Dr. Mary (Joy) Phillip

mphilip@luther.wlu.ca

519-884-0710 x3576

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

Master of Arts (Spiritual Care and Psychotherapy) and Master of Divinity (MDiv) Double Degree Program Requirements

Degree Outcomes for the Master of Divinity

Religious Faith and Heritage

1. Demonstrate an understanding of the genesis and content of the Christian Scriptures and the ability to interpret them using a variety of methods, sources, and norms.
2. Demonstrate an understanding of the development of Christian doctrine and ideas, including the student's own denominational history, polity, and authoritative documents.

Culture and Context

3. Demonstrate critical self-awareness with regard to the student's own personal, theological, and social assumptions and their impact on ministry.
4. Demonstrate the ability to employ diverse methods of contextual analysis in service of ministry.
5. Demonstrate the ability to identify, converse, and respect a diversity of theological viewpoints and practices within an ecumenical, multi-faith, and multicultural context.

Personal and Spiritual Vocational Formation

6. Demonstrate an appreciation of the variety of callings and spiritual practices and an ability to reflect critically on the student's own sense of call to leadership and service.
7. Demonstrates faith that is evident in daily life, and a sense of call that reflects both personal conviction and corporate confirmation.
8. Demonstrate growing competences for self-reflective and theologically integrated ministry.

Ministerial and Public Leadership

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

MDiv/MA Double Degree FACULTY ADVISORS

For MDiv side of Double Degree:

Mary (Joy) Philip 519-884-0710 x3576 Rm. 212

mphilip@luther.wlu.ca

For SCP side of Double Degree:

Kate Harper

kharp@luther.wlu.ca

MDiv Contextual Option

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

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

MDiv Double Degree Coursework Option:

The **Coursework Option** is for students who are either already working in a ministerial setting, preparing for non-congregational ministry, or members of a faith community that does not require contextual placements. This option does not include the Contextual Education placements, Internship, or the Internship Seminars that are required under the Contextual Option.

Master of Arts in Theology: Spiritual Care and Psychotherapy & Master of Divinity Double Degree Structure

Required Courses:

[TH502A](#) - Critical Analysis of Biblical Texts: Introduction (**runs every second year**)

[TH502B](#) - Critical Analysis of Biblical Texts: Advanced (**runs every second year**)

[TH503A](#) - Survey of the Hebrew Scriptures

[TH503C](#) - Survey of the New Testament

TH503G - Jewish and Christian Bible Themes (**runs every second year**)

[TH530A](#) - Introduction to God and Theological Reflection

[TH530B](#) - Introduction to Jesus and Salvation

[TH530C](#) - Introduction to the Spirit and Community

[TH560A](#) - Introduction to Worship (**runs every second year**)

[TH560C](#) - Introduction to Proclamation and Preaching (**runs every second year**)

[TH560E](#) - Spiritual Formation and Nurturing Faith A (**runs every second year**)

[TH560F](#) - Spiritual Formation and Nurturing Faith B (**runs every second year**)

TH644A – Indigenous Wisdom and Methodology

TH645A – Intersectionality: Interfaith and Intercultural Perspectives

[TH652A](#)* Supervised Pastoral Education: SPEI (1.0 credit - students can take a clinical pastoral education (CPE) OR students can take TH664M – see further below for more information on this and the pre-requisites for SPE.

[TH621E](#) - Issues in Church History: Study of the Lutheran Confessions (**runs every second year**)

[TH663A](#) – Grief

[TH664H](#) - Professional Studies and Ethics – prerequisite for SPE or Practicum

Contextual option

TH681 Internship (1.0 credit)

TH665I Entry to Parish

Non-Contextual option - 3 electives

2 open electives

Open elective

Psychotherapy/Counselling Theory Area:

Required - take 1 of the following 3 courses:

[TH663M](#) Family Therapy Overview

[TH663Z](#) Theory of Change

[TH664O](#) The Neuroscience of Psychotherapy (Pre-requisite – Counselling theory course, psychology degree, & permission from instructor)

Human Development Area – 1 Required course, take:

[TH663V](#) Human Development

Take all of the Following 6 Required Courses:

[TH663Y](#) Assessment

[TH664L](#) Pre-Practicum

[TH664M](#) Practicum (1.0) OR TH652A – these clinical placement courses have the following prerequisites:

- [TH664L](#) Pre-practicum
- [TH663Y](#) Assessment
- [TH664H](#) Professional Ethics
- 1 counselling theory course from the following list: [TH663M](#) Family Therapy Overview; [TH663Z](#) Theory of Change; [TH664O](#) The Neuroscience of Psychotherapy; or [Th663E](#) Individual Theories
- 1 other counselling or theory course (can be from list above OR any other counselling course)

NOTE: [TH652A](#) SPE I (1.0) – An SPE can be taken in lieu of practicum TH664M. These placements are called CPE or PCE “units”. Pre-requisites are the same as noted above for TH664M. SPE opportunities are provided through CASC – the Canadian Association for Spiritual Care. Many CASC placements offer the opportunity to focus on Spiritual Care and/or Spiritually Integrated Psychotherapy and often take place in hospitals or specialized counselling centres. You are supervised by a CASC member who is also an RP So your hours do count toward CRPO certification. If you register for TH652A, you do not register in TH664M and do not attend the practicum course on campus. The education component of your field placement takes place at your placement site, not Luther. To apply for an SPE, you must apply and pay for a “student membership” through CASC. See More on this in the practicum section of this handbook further below. Students CANNOT TAKE BOTH TH664M AND TH652A during their program, they must choose one or the other.

Counselling Theory Electives

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

- [TH663C](#) Cognitive and Dialectic Behaviour Therapy
- [TH663O](#) Child Development and Therapeutic Theories in Practice
- [TH663R](#) Core Skills in Emotionally Focused Therapy (pre-requisite is TH663W)
- [TH663S](#) Spiritually Integrated Psychotherapy
- [TH663W](#) Couple Therapy: Intervention from an Emotionally Focused Perspective (spring intensive – pre-requisite for TH663R)
- [TH664A](#) Introduction to Art Therapy (spring intensive)
- [TH664D](#) Post-Modern Family Therapy (intensive format)
- [TH664P](#) Mindfulness and Psychotherapy

Additional Counselling Electives

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

- [TH663L](#) Clinical Applications of Queer Theory: Working with LGBTQIP2SAA
- [TH663U](#) Unique Healing Alternatives for Adolescents
- [TH663X](#) Addiction, Mental Health and Spirituality: Clinical Apps.
- [TH664I](#) Qualitative Research (intensive format)
- [TH664T](#) Trauma and Theodicy (spring intensive)

[Click here for MA/MDiv Double Degree checklist for your updated 2022/2023 advising checklist – separate from this handbook.](#)

Clinical Placement Information



Introduction

Welcome to your clinical placement. You have now reached the point in the program where you can now consider applying for a clinical placement. This section of the handbook will review the placement application process and walk you through the placement site expectations. This handbook also outlines how the clinical placement hours at Luther align with the CRPO registration process from entry as a student to RP (Qualifying), RP, and RP (independent practice).

Types of Placements

For the Luther MA programs, the student is required to do ONE of the following:

- 1) **A Psychotherapy “Clinical practicum/placement/internship”** – includes a CLINICAL PLACEMENT + ATTENDANCE IN PRACTICUM COURSE (TH664M) at Luther. The student register for TH664M which runs only in the fall and winter terms as a full year course (1.0 credits)
 - If students start their placement in May (May-April – 12-month placement), they work one-on-one with their site supervisor only for spring and summer and then start the practicum course/class (TH664M) in the fall term. The TH664M course only runs fall and winter term 1.0 credits - a full year course (3 hours per week).
 - Students who start a placement in May, must be registered in at least 1 spring term course to be sure they have the liability insurance. Students starting in May are restricted to taking a maximum of **3 intensive courses** maximum over the term and must prioritize client care over time away for courses and summer vacations.
 - If students start their placement in the Fall term (Sept to May, an 8-month placement), they will start in the TH664M class at the same time.
 - Students must be in a clinical placement at the same time they are in the practicum course (TH664M) fall and winter.

OR

- 2) An **SPE (Supervised Pastoral Education) Unit** can be taken in lieu of a practicum (mental health agency) placement and because the student will be supervised by an RP, these SPE client hours count toward the required 160 to graduate from Luther and the CRPO licensing. SPE Education can be undertaken in two forms, either as a Clinical Pastoral Education (CPE) unit or a Pastoral Counselling Education (PCE) unit. If the student takes either of these types of units – **They do not attend the class (TH664M) on campus at Luther – the student will attain this classroom learning onsite at their placement. And rather than registering for TH664M, SPE students will register for TH652A.**

To apply for a SPE unit the student must do so through the CASC association. Accordingly, to begin a SPE unit, the student must attain a CASC student membership. The student will apply to these online via the CASC website. All information below is taken from CASC website <http://www.spiritualcare.ca/>

i. Clinical Pastoral Education (CPE) 200 clinical hours + 200 classroom hours

“CPE is a fully integrated practical and theoretical experience conducted in units, each totalling a minimum of 400 hours. CPE provides training for spiritual care in such places as parishes, health institutions and correctional facilities” (CASC, 2019). Click here for upcoming CPE units

http://spiritualcare.ca/education_home/cpe-units/

ii. Pastoral Counselling Education (PCE)

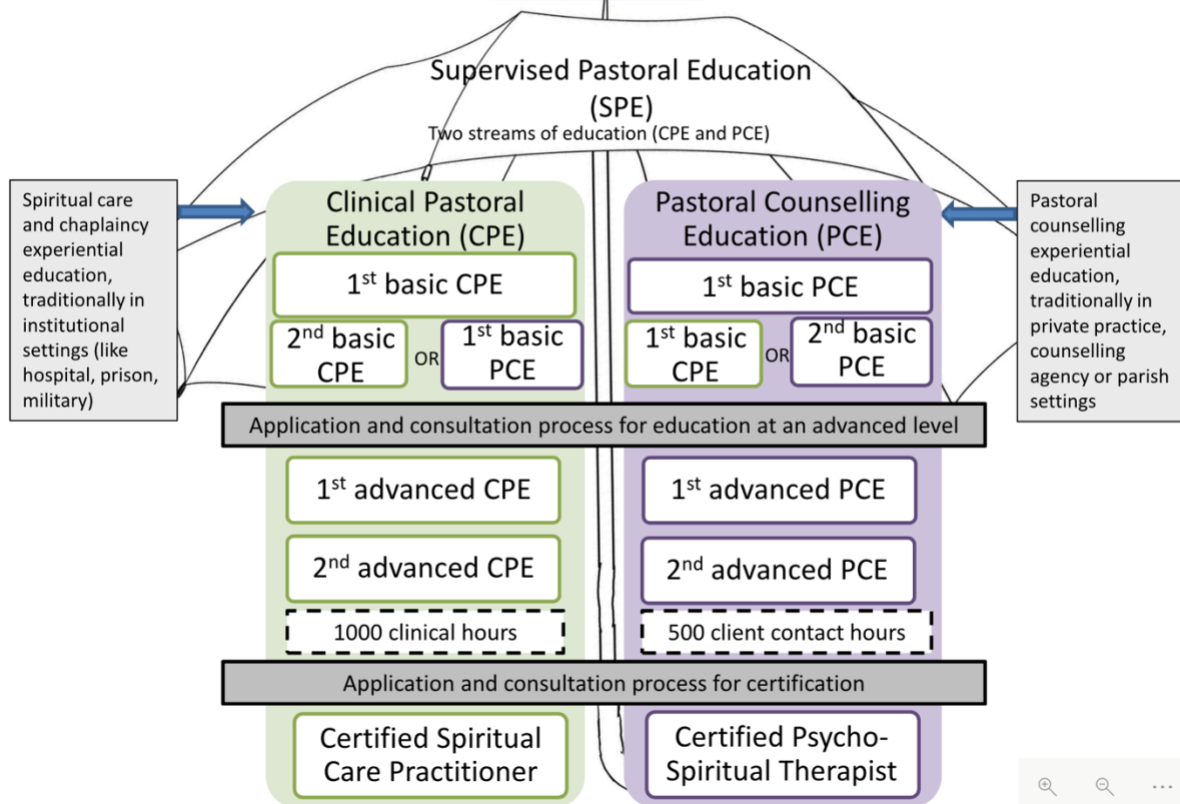
“Prepare student-interns to be psycho-spiritual therapists in a variety of faith-based and secular settings, including parish ministry, counselling agencies, private or social service agencies, hospices, elder-care facilities, and private practice. Essentially, psycho-spiritual therapy or what is sometimes referred to as ***pastoral psychotherapy***, is a faith-based approach to professional counselling which incorporates a range of evidence-based therapeutic modalities (CBT, psychodynamic, humanistic, etc.), in conjunction with pastoral and spiritual care. It is a form of holistic psychotherapy which addresses a need for a sensitive and skilled relational approach, which is also highly respectful of the religious faith traditions and practices of clients.” (CASC, 2021). http://spiritualcare.ca/education_home/pce-units/

These programs provide the foundations for “Psycho-spiritual therapists to undertake an intensive journey of training in the healing art, specializing in individual, couple, and family therapy, with a capacity to understand and relate theologically to clients who wish to integrate faith and spirituality into their treatment goals” (CASC, 2021).

iii. SPE is offered as “basic” units (introductory) or “advanced” units. For their first placement the student would be looking for a basic unit unless the student has already completed a SPE unit, then the student would apply for the advanced unit after consulting with their onsite supervisor and the practicum coordinator. But most of our placement students are seeing their first level of training. CPE units also come in “intensive” (full time – 4-5 days per week. Many students find summer intensive workable) and or “extended” formats (usually part time usually 2 days per week Sept to May – 8 months).

Below is a flow chart that outlines the differences between a CPE and PCE.

Canadian Association for Spiritual Care/ Association canadienne de soins spirituels
(national professional association for “**E**ducation, Certification and Support of Spiritual Care Professionals”
(www.spiritualcare.ca)



Definitions

Spiritually Integrated Psychotherapy or Pastoral Psychotherapy

Essentially, psycho-spiritual therapy or what is sometimes referred to as **pastoral psychotherapy**, is a faith-based approach to professional counselling which incorporates a range of evidence-based therapeutic modalities (CBT, psychodynamic, humanistic, etc.), in conjunction with pastoral and spiritual care. It is a form of holistic psychotherapy which addresses a need for a sensitive and skilled relational approach, which is also highly respectful of the religious faith traditions and practices of clients, but also those of no faith or who may be spiritual, but not religious. We do not push our spirituality/religion on to clients, we listen for what they need, we want to support them with their faith needs, not impose our own. what is important is for the professional to be able to support the client to use spiritual or religious resources as is appropriate and address questions of meaning as is relevant to the client’s therapeutic process.

Chaplaincy and Pastoral Support at Hospitals (CPE)

Chaplaincy and Pastoral Support Services offer **patients, staff, family, and friends support and comfort in times of need**. This may be when a person feels lonely, distressed, anxious or simply needs someone to listen for a while. Chaplains also provide a ministry of prayer and sacraments to those **who request them**; we do not impose, but support. Nevertheless, all our CPE supervisors are Registered Psychotherapists and spiritually integrated psycho

[Please see this link to](#) review the scope of practice and competency profile for SPE training.

[Please see this link](#) for more details on the competencies of certified CASC professional.

[Please see this link](#) for more details on supervisor competencies and competencies in bereavement.

Note: Christian counseling, also known as biblical counseling and Christian psychology, combines faith with the principles of psychology to improve mental health and relationships. Christian counselors believe that the bible is the ultimate guide on how people, especially Christians, should think and behave. While some other education centres teach from this perspective, we at Luther **do not and this type of counselling is not part of Luther's education** or practicum program training.

Once accepted into an SPE, students should be aware that they do not complete the same practicum agreement forms and practicum evaluation forms discussed in this handbook. Please contact Kate Harper kharp@luther.wlu.ca after your acceptance into an SPE to find out next steps and discuss who to contact regarding the paperwork needed for this process. While I am the practicum co-ordinator, and I am the person who will assist you finding an SPE, once you are accepted into it, Dr. Mary Joy Philip (mphilip@luther.wlu.ca) and Andreas Patsiaouros (apatsiaouros@luther.wlu.ca) lead some of the key administration aspects for our SPE students. So once accepted I will connect you with them. Also note, SPE applications can take extra time. Here is one example of an application and the questions you will be asked. [Click here](#). Also, here are some interview questions [\(click here\)](#).

Steps in the Placement Process

- 1) September - Complete the Practicum Request Qualtrics Survey ([See Appendix 1](#))
- 2) Practicum Co-ordinator (Kate Harper) will be contacting all students registered for TH664L to let them know about lunch and learns regarding placement in the fall term.
- 3) October and November - Join the fall lunch and learn zoom sessions that will help prepare you to start looking for a placement (cover letters, resumes, interview tips, and discussion of available placement sites Luther has worked with before, and how to start looking for your own placement site). Start writing up cover letters and resume – [and book appointments with the career centre.](#)
- 4) December 31 is the first deadline for applications to many SPE placement sites (interviews occur in January/February)
- 5) January and February are the first deadlines for applications to clinical practicum agency/practice sites (interviews January-March).
- 6) Acceptance at placement for either May or September start.
- 7) Meet with supervisor to complete all required placement forms/documentation before you start seeing clients. This is usually in April for May starts and August for September start dates. Depending on the placement site students may have the option of starting in May (May-April 12 month placement) or September (September – April 8 month placement). These forms will be sent to students once they confirm with the placement coordinator where they have been accepted to do their placement. [Click here to download](#) and review these forms and required paperwork.
- 8) Start placement orientation and seeing clients

Purpose, Objectives, and Competencies of Clinical Placement

The Purpose of Clinical Education

- a) To assist students in the integration of psychology, theology, counselling theory, and personal growth into effective clinical practice.
- b) To prepare students to work within the role and function of the Professional Association with which they wish to be certified following graduation. This practicum is primarily guided by the requirements of the College of Registered Psychotherapists of Ontario (CRPO).
- c) To provide a structure whereby students can complete a minimum of 160 hours of direct contact clinical work with clients and 36 hours of clinical supervision within their degree program.

Objectives and Goals of Clinical Education

To provide the student with the opportunity:

- a) to experience a variety of issues, as presented by the client, to further their development as psychotherapists.
- b) to develop and reflect on their theoretical orientation.
- c) to learn to establish and maintain therapeutic relationships.
- d) to integrate spiritually integrated psychotherapy into effective clinical practice
- e) to recognize and address multicultural and multifaith issues.
- f) to understand the use of self in the therapeutic relationship and be able to integrate appropriately
- g) to work with a supervisor who will support their development as a psychotherapist by providing critical feedback and support
- h) to critically reflect on ethical and legal responsibilities

Practicum Relationship to CRPO entry-to-practice competencies for registered psychotherapists.

The clinical placement, alongside the course TH664M, is designed to ensure you meet the following competencies:

- 1.2 Work within a framework based upon established psychotherapeutic theory.
- 1.4 Integrate awareness of self in relation to professional role.
- 1.5. Integrate knowledge of human and cultural diversity.
- 2.1 Use effective professional communication.
- 2.2. Maintain effective relationships
- 2.3 Contribute to a collaborative and productive atmosphere.
- 3.1 Comply with legal and professional obligations.
- 3.2 Apply an ethical decision-making model.
- 3.3 Maintain self-care and level of health necessary for responsible therapy
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 3.6 Provide education and training consistent with the therapist's practice.
- 3.7 Maintain client records.
- 3.8 Assist client with needs for advocacy and support.
- 4.1 Orient client to therapist's practice.
- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 4.4 Conduct an appropriate risk assessment.
- 4.5 Structure and facilitate the therapeutic process
- 4.6 Refer client
- 4.7 Conduct an effective closure process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

These will be elaborated on in your class and in the TH664M course syllabus and/or via your SPE supervisor.

Placement and the CRPO

To begin, Luther is an [approved education program](#) of the CRPO, and while you will not be applying to the CRPO until you have completed 90% of your course work, or are in your final term, this designation allows you to take a much easier application route. When you apply to the CRPO, you DO NOT have to use the CRPO course mapping tool, the student just acknowledges that they are an applicant from a “CRPO recognized/accepted program.” [Click here](#) for a link to the CRPO website’s **Getting Started** Page for more information on the application process.

Registration Categories

Below is an outline of the registration categories for the CRPO. Currently, you are a student and when you apply to register with the CRPO you will begin working toward attaining the RP Qualifying status as your first registration designation. You will then continue accruing clinical hours and supervision with the goal of becoming an RP approved for independent practice.

“RP (Qualifying) psychotherapists are registrants of CRPO who have completed or are nearing completion of their psychotherapy training. They are legally authorized to perform the controlled act of psychotherapy and are required to practise with clinical supervision as they gain experience in the profession. RP (Qualifying) registrants are subject to same standards and professional obligations that apply to those in the RP category, and both categories are subject to the same Quality Assurance mechanisms and accountability frameworks.

Registered Psychotherapist. To transfer to the full RP category of registration, RP (Qualifying) registrants are required to complete **450 direct client contact hours, 100 hours of clinical supervision**, and to pass the registration exam.

Registered Psychotherapist (Independent Practice status) will not be permitted to practice independently, i.e., without clinical supervision, until they have completed **1,000 direct client contact (DCC) hours and 150 hours of clinical supervision** over the course of their professional careers. For supervision, at least half of the required hours must be completed in an individual/dyadic format. Please visit the [Supervision page](#) for more information about supervisor qualifications and supervision requirements.”⁴

Below is a summary chart of the CRPO journey from student to RP (independent practitioner). However, this is a basic outline, and students must review all the instructions on the [CRPO website](#) to be sure they have all the details needed to apply and progress through the category system.

⁴ From the CRPO website.

Pregrad & New Grad

- During the last term of their program, or after 90% of their program is complete, students can apply to register with the CRPO as an applicant from a **CRPO recognized/accepted program**, which Luther is.
- The student will pay the **CRPO registration fee** and complete the **Professional Practice and Jurisprudence e-module & exam**. This module and exam are both done online.
- At this time, students will need to have Laurier send an "official transcript" to the CRPO directly. Please do not request a letter from the program. Your transcript will have "in progress," noted for your final courses without a final grade yet - this is ok. Once the student graduates, they will have to request that Laurier send another transcript to the CRPO with the final grades for all their courses. Transcripts are ordered online through WLU.
- Once the student completes these steps they are applying to the RP Qualifying category.
- Students often have to wait for a number of months to have their application approved by the CRPO, so it is important to apply during their last term of taking courses.

After Grad RP Qualifying

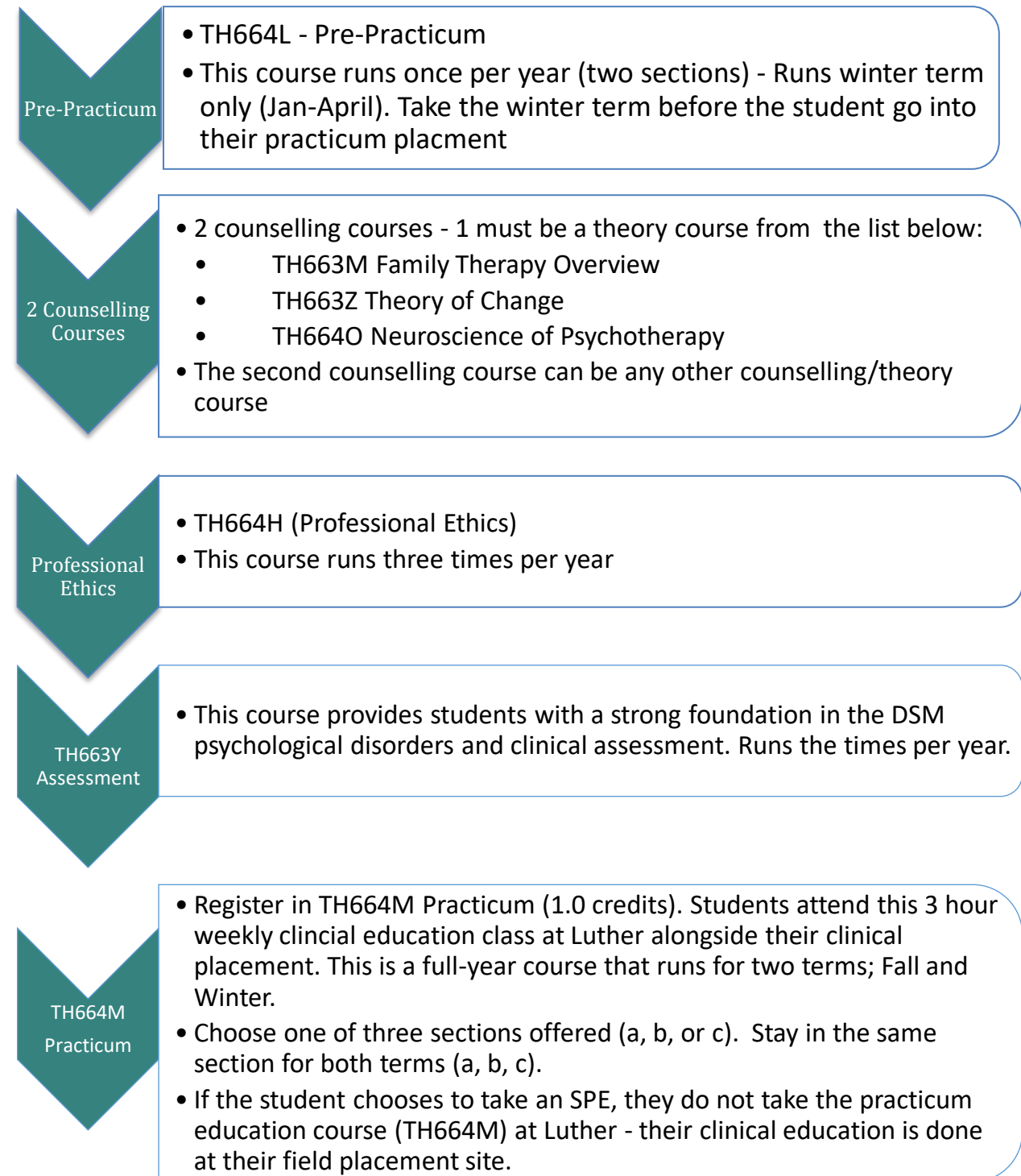
- Shortly after graduation from Luther, it is hoped the student will receive their RP Qualifying Status. No specific number of clinical hours are required to attain RP Qualifying status.
- RP Qualifying status provides the student with a registration number, which can be used for billing and insurance purposes.
- After graduation from Luther, students can then be supervised by any qualified supervisor from any of the other 6 regulated colleges. As long as they meet the CRPO's definition of a supervisor. Please See crpo for more information on the other colleges.
- After completing their placement at Luther, students no longer have liability insurance, accordingly, the student will need to attain private liability insurance or be insured by their workplace or volunteer/externship site.

RP

- To transfer from RP Qualifying to RP, the student must have acquired **450 direct client** contact hours, **100 hours of clinical supervision, and pass the registration exam**. See this link to the exam info https://www.crpo.ca/registration-exam/#eligibility_requirements
- Luther has provided the student with a minimum of 160 hours, 36 hours supervision which can be applied to the necessary total hours required for each category of registration.
- To transfer from RP to RP (Independent Practice, i.e., without clinical supervision) the student must have **1000 direct client contact hours and 150 supervision hours**.

Important Preparation and Placement Information

Flow Chart for Progression of Courses for the Practicum/SPE



NOTE: If a student is on academic probation (failed a course), they are not eligible to take go into a practicum or SPE placement until they retake the failed course and successfully complete it.

TH664M The Practicum Course and the Practicum Placement

A Spiritual Care and/or Psychotherapy Clinical practicum includes a clinical placement at a counselling agency, hospital, or counselling practice and requires the student to also attend a classroom-based course at Luther. The student registers for [TH664M Practicum](#). This course is a 1.0 credit course and runs for both fall and winter terms. The student must register in the same section of the course for both terms. TH664M, the practicum course runs concurrently as students are in their practicum placement. If the student registers for an [SPE \(TH652A\)](#) they do not attend the practicum class (TH664M) on site at Luther – they receive this clinical training at their placement site.

In general, the spiritual care and/or psychotherapy placement students have the choice of doing either an 8 month or 12-month placement, depending on what the agency/hospital/practice requires. For example, if students start their placement in May (May-April – 12-month placement), they work one-on-one with their site supervisor for spring and summer term and then begin attending the practicum course/class (TH664M) in the fall term.

Students who start a placement in May, must be registered in at least 1 spring term course to be sure they have liability insurance. Students starting in May are also restricted to taking a maximum of 3 intensive courses over the spring/summer term. Students are reminded that in spring/summer term placements they will also be assigned readings/activities by their site supervisor. Accordingly, we limit the number of spring term courses that can be taken. In Fall term students will register in TH664M Practicum and continue in their clinical placement.

If students start their placement in the Fall term (Sept to April, a 8-month placement), they will begin attending the TH664M class at the same time. Students must be in a clinical placement at the same time they are in the practicum course (TH664M) over the fall/winter terms.

TH664M provides students with readings related to ethics, the use of self in therapy, spiritually integrated therapy, genograms, and students present case studies from their placement site as they integrate theory and practice in this course. Students will integrate psychology, counselling, psychotherapy theory, theology, spirituality, and personal growth into effective clinical practice. The class meets weekly in small groups and students then take turns presenting case material for group discussion. Attention is paid to protecting the client's privacy and confidentiality. Students create a learning covenant and an initial self-evaluation of their skills and abilities during the first month of the TH664M course.

Learning Covenant

The Learning Covenant is an agreement between the practicum student and their practicum clinical supervisor regarding what the student wants to learn and how that learning can be evaluated. The Learning Covenant serves as a framework for the student's learning and can be modified at any point in the practicum as the student's learning needs change. In particular, the Learning Covenant should be reviewed following the mid-placement evaluation to determine if revisions are appropriate. The Learning covenant will be discussed with students during the first weeks of the Practicum course in the Fall term. The Learning Covenant consists of two parts: the self-assessment and then the articulation of learning goals. The Learning Covenant involves a variety of dimensions of the student's personal and professional development. These include the interpersonal, intrapersonal, theoretical, theological, and integrative elements of the learning process.

During the fall and winter terms the clinical practicum supervisors will be asked to complete two sets of evaluation forms that are to be submitted to the practicum course professor. **A mid-placement evaluation** is due by the beginning of the winter term (January) and a **final evaluation** due at the end of the practicum, usually at the end of April. The supervisor reviews the student's learning covenant and facilitates the modification of the covenant as the student's skills and needs change. The students also do self-evaluations and review their learning covenant (goals) at each evaluation period. However, the learning covenant is revised regularly in their course and with their supervisor at their placement site. Successful completion of the practicum course requires the student to receive a final evaluation from the site supervisor that indicates completion of the clinical hours as well as a passing grade (minimum B- /70) in TH664M Practicum course.

Outside of class time the student will see a minimum of 7 clients per week and receive one hour of supervision for every 4.5 direct client hours. The student is required to meet the administrative expectations of the clinical site for proper maintenance of clinical notes, response to client calls, reporting to the supervisor, etc. It is expected that students will continue to see clients during the Fall and Winter Reading Weeks and between the end of Fall term and the beginning of Winter term (Dec). Any time off from the clinical site is negotiated with the clinical supervisor and appropriate provisions are made for client coverage.

[Click here to download the learning covenant.](#) **You will be needing this early in your practicum class TH664M.** Students taking SPE will not be completing the Luther learning covenant – they do a different one through their SPE site. Or see [APPENDIX 3](#) for these forms in this handbook.

Vulnerable Sector Check

Before embarking on the clinical placement, all students must get a vulnerable sector (police) check completed. If the student resides in Waterloo Regions (Waterloo, Kitchener, Cambridge) please review the following information <https://www.wrps.on.ca/en/services-reporting/police-vulnerable-sector-check.aspx>. There are many types of police checks so be sure to apply for the correct one. The student needs the “vulnerable sector check,” and the student would be classified as a “volunteer.” If the student resides in other regions (or the address on their license and/or other identification is from another region) – the student must contact the local police department associated with that identification to apply for a vulnerable sector check information. If the student is accepted into a placement in March but they do not start until September, do not get your vulnerable sector check done too early, they often are only good for 3 months. Please check with their placement site regarding the timing of this process.

Vaccine Protocols

All students embarking on a clinical placement are students of Luther and Wilfrid Laurier University. Students will be required to follow the WLU/Luther vaccination mandates. These [mandates \(link\)](#) apply to being on-site at the University or on-site at an off-site facility for their placement. Depending on the site, students may be required to have a number of vaccinations. Please be in touch with your site supervisor to determine the vaccine requirements for your clinical site. Some tests may also be required such as a TB test and/or mask fitting.

Liability Insurance

Wilfrid Laurier University provides general liability coverage for students on placement assignment. Students must be registered for courses when they are on their placement as course registration ensures the student has the insurance coverage. This policy covers bodily injury, property damage and malpractice liability in the amount of five million dollars. Students must have all the required forms sent to the practicum co-ordinator before they start seeing clients so they can be insured. Should a practicum placement site require an insurance certificate, or a higher amount of liability coverage, please contact the practicum coordinator (kharp@luther.wlu.ca).

Staying Safe Off Campus - Unpaid Student Work Placements

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

students must complete a [Student Declaration of Understanding Form](#), and submit it to their Laurier placement coordinator kharper@luther.wlu.ca.

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

Clinical Notes and Record Keeping

Although you learn the basics of note and record keeping in your pre-practicum and other courses at Luther, it is important to learn the site-specific note and record keeping formats and/or practices. Supervisors and/or agencies/practices will likely have a specific format you should be using, however, foundationally your notes and records should follow the [CRPO guidelines](#), and this [checklist](#) from the CRPO website. We recommend that students ask their on-site supervisor about the format they use, ask for sample templates, and ask for feedback on their case notes.

Finding A Clinical Placement (Clinical Site)

- a. Students have the choice of doing a spiritual care and/or psychotherapy agency/practice practicum or a Spiritual Pastoral Education unit which are most often in hospital or institutional settings.
- b. Students are required to accrue a minimum of 160 direct contact (DCC) hours with clients.
- c. Students must accrue a minimum of 36 hours of clinical supervision (1 hour supervision for every 4.5 DCC hours).
- d. Students can expect to be at their placement sites a minimum of 2 days per week and can expect to be seeing 10-15 clients per week after the first half of their placement.
- e. Students are expected to be involved at their practicum site beyond their direct client hours. Each site will have different requirements for students, but it is expected that, in addition to seeing clients, students will spend time doing the following:
 - Attending staff meetings, lunch and learns, case conferences
 - Individual and/or group supervision
 - Writing up progress notes
 - Research and/or readings requested by their supervisor or the placement site
 - Creating and writing up case formulations/conceptualizations and treatment planning
 - Writing closing case file entries
 - Professional development activities
 - Research and/or presentations as requested
 - Shadowing and/or being mentored by other professionals and staff
 - Support other professionals and staff as needed between clients' sessions
 - Be a collaborating team member at the placement site.
- f. The process:
 - In the middle of the fall term, the practicum co-ordinator will send all students registered in the Winter term pre-practicum class (TH664L) a practicum requests Qualtrics online survey via their Laurier email. This survey will provide the practicum coordinator with information necessary to help support the student in their placement search.
 - In the late fall term, the Practicum Coordinator will send students the video lecture and the practicum handbook that reviews the practicum guidelines and provides students with a list of potential clinical sites, many of which Luther has an historical relationship with.
 - In the late fall term, the practicum coordinator will then create several "lunch and learn" zoom sessions to answer questions about this process. Students can also meet one-on-one with the coordinator if they are unable to attend any of the group discussions.
 - By mid-December and early January students will begin applying to placement sites and this continues through February and March.
 - Interviews are often late January through until March – for both May and Fall start dates.

- g. When seeking a placement, it is important to look early – some application deadlines are December 31, but most are January and February, almost 9 months before you would even start your placement.
- h. Keep in mind that agencies may have employment turnover in terms of supervisors, so it will be important to confirm that the site does have a qualified RP supervisor as [outlined](#) by the CRPO.
- i. Students who want to secure a practicum placement that is not on our placement list must do so in consultation with the Practicum Coordinator.
 - **Placement Choices:** When students are seeking their own placements, rather than using the Luther placement contact list, they should be sure they will be getting experience and training in [controlled act of psychotherapy](#).
 - Please see [this link](#) for activities that fall outside the controlled act (Non-Controlled Acts).
 - Students should be seeking placement sites that offer the opportunity to work with a variety of client issues (depression, anxiety, stress, grief/loss) and a variety of clientele (individuals of various ages, cultures, and faiths).
 - Students should avoid placements where they specialize in one, presenting issue, modality, and/or clientele (children, animal assisted therapies etc.). The goal of the placement is to gain broad experience in counselling and psychotherapy skills and techniques.
 - Luther does not approve alternative therapies and/or practices, only those modalities outlined on [this link by the CRPO](#).
 - Luther does not approve of students using their workplace as a practicum placement.
 - Luther recommends students find placements that allow them to see diverse populations and a range of clinical issues. For example:
 - Mental Health Agencies with clinicians that have professional designations (RP, Social workers, Psychologists etc.) will often accept students.
 - Spiritual Care Practices or Agencies with specific religious affiliations
 - All major hospitals have spiritual care departments, if a student is considering taking an SPE, they are usually run out of these departments. However, the spiritual care department will sometimes take on a practicum placement student who is not in an SPE unit.
 - Seniors and Retirement homes may be open to taking placement students
 - Culturally specific agencies with mental health supports
- j. Students should be aware of dual relationships with their supervisor and or clients and chose sites according to the [CRPO standards](#) regarding dual relationships.
- k. Luther does not allow students to do a practicum placement at any clinic or practice where they have had their own personal therapy (past or present).
- l. It is the student's responsibility to obtain a practicum placement. The Practicum Coordinator (Kate Harper kharper@luther.wlu.ca) will assist the student to obtain a practicum placement, however, the final decision of whether a student is accepted into a practicum placement rests with the clinical directors/human resources/site supervisors at the site.

- m. The Practicum Coordinator has a list of sites that regularly take Luther students in the K-W, London, Toronto, and surrounding areas – but it will be up to the student to make the initial contacts with these sites.
- n. The practicum agreement form ([Appendix 2](#)) must be completed and returned to the practicum coordinator (kharp@luther.wlu.ca) **BEFORE** the student starts working at their practicum placement site.
- o. Embedded at the bottom practicum agreement form is the [student declaration of understanding](#) insurance form. The student must download this form, sign it, and send it to the practicum coordinator along with their practicum agreement.
- p. Finally, the student must complete the [Wilfrid Laurier Unpaid](#) Student Work Placement Health and Safety module, attain a certificate of completion and send it to the practicum coordinator. This information is also noted on the bottom of the practicum agreement form.

Clinical Supervision of Students

The CRPO requires that students have RP supervision during their education program. However, this does not preclude students from having some supervision by another regulated professional from one of the 6 colleges, (Ontario are members of College of Psychologists of Ontario, Ontario College of Social Workers and Social Service Workers, College of Nurses of Ontario, College of Occupational Therapists of Ontario, and College of Physicians and Surgeons of Ontario) as long as they meet the CRPO regulations for supervisors. Any **Supervisor MUST have the following credentials:**

1. be a member in good standing of a regulatory college whose members may practise psychotherapy (the six colleges).
 2. have five years' extensive clinical experience.
 3. Meet the CRPO's "independent practice" requirement (completion of 1000 direct client contact hours and 150 hours of clinical supervision).
 4. have completed 30 hours of directed learning in providing clinical supervision. Directed learning can include course work, supervised practice as a clinical supervisor, individual/peer/group learning, and independent study that includes structured readings.
 5. The supervisor must provide a signed declaration that they understand CRPO's definitions of clinical supervision, clinical supervisor, and the scope of practice of psychotherapy.
- CRPO staff may request evidence of 30 hours of directed learning in providing clinical supervision and may also request a letter of verification and a statement describing the supervisor's approach to providing supervision.
- Upon request, a clinical supervisor should be able to provide their supervisee with a letter attesting to their competency, as set out in items 1 through 5 above. It is not necessary to submit this to the CRPO unless it is specifically requested by staff.

It is important to have an RP on-site for supervision. But at some placements the student may have supervision with an RP supervisor but also some supervision with a member of one of the other 5 colleges. For example, students may have an RP supervisor for individual supervision, but then join in group supervision at their placement site supervised by a social worker. The goal of the practicum placement, however, is to be sure the student is being supervised in the controlled act of psychotherapy.

The CRPO differentiates "**psychotherapy**" from the "**controlled act of psychotherapy.**" The confusion comes around the idea that we usually do both acts with clients simultaneously. So how do we separate them? Well, we don't at Luther, and the college (CRPO) does not either. [Please see this handout](#) for more information on the controlled act of psychotherapy. When applying to the CRPO students are not asked how many hours of "psychotherapy" they did and how many hours of the "controlled act" the student completed. They are so intermingled it would be impossible to separate them. The CRPO only wants to know how many clinical hours of direct contact the student had with clients.

Frequency of Clinical Supervision

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

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

Supervision will be provided at a ratio of one hour of supervision for every 4.5 clinical hours, usually 1 hour per week. At least 50% of the supervision hours must be done individually or in dyadic format (2 students, 1 supervisor 1-1.5 hours per week).

At least 50 per cent of clinical supervision hours required to transfer to the Registered Psychotherapist category and to achieve independent practice must be completed in an individual or dyadic format. The remaining 50 per cent may be group supervision, including structured peer group supervision. Effective April 1, 2022, CRPO will only accept reported clinical group supervision hours that occurred in a group size of eight or fewer supervisees. The public is better protected by practitioners receiving high-quality supervision through smaller group sizes.

Student Evaluations by their Practicum/Internship Supervisor

When students begin their practicum/internship placement, they also enrol in a practicum course (TH664M) at Luther. This full year course runs in both the fall and winter terms each year and provides students with the opportunity to reflect on their practice of psychotherapy. In this course, students integrate psychology, counselling and psychotherapy theory, theology and spirituality, and personal growth into effective clinical practice. During this course students meet weekly in small group settings and will be asked to confidentially bring in their case material for discussion. Accordingly, this course requires a clinical placement and supervision of the student's client work. During the fall and winter terms practicum supervisors will be asked by their students to complete two sets of evaluation forms that are to be submitted to the practicum course professor. A midterm evaluation is due by the beginning of the winter term (January) and a final evaluation due at the end of the practicum, usually at the end of April. Students beginning their practicum/internship in the Spring/Summer term will not enrol into the practicum course (TH664M) until the fall/winter term. Thus, during the spring/summer they are supervised by their practicum supervisor and there are no formal evaluations to be sent into Luther. However, should any difficulties arise in the placement over the spring term, the practicum coordinator must be notified. These evaluation forms are available in [Appendix 4](#) of this handbook.

Successful completion of a placement is determined both by the on-site supervisor's final evaluation and the in-class component that is graded by the class instructor. The on-site supervisor completes a mid-placement and final evaluation of the student's clinical work. The supervisor is encouraged to be in touch with the practicum coordinator if there are any concerns regarding the student's work at the mid-placement. This may result in a meeting between the on-site supervisor and the practicum coordinator or with the on-site supervisor, student, and practicum coordinator to determine whether or not different learning goals could be put in place to support the student's successful completion of the placement. The instructor of TH664M Practicum provides feedback and grades on the course requirements and receives the evaluations from the on-site supervisor. If the on-site supervisor indicates in the final evaluation that the student has successfully completed the clinical placement then the course instructor will submit the grade for the course which is based on the components of the course as outline in the course syllabus.

If a student fails the practicum placement, they automatically fail the TH664M course. If the student fails the course TH664M, they automatically fail the placement. If a failure, occurs, the student will be put on academic probation and may be removed from the program. The student, may, however be allowed to repeat TH664M and begin another placement the next year. But this depends on the reason for the initial failure. A serious violation within the practicum setting may require the student be removed from the program. However, sometimes a student's failure is due to the need for more remedial training and/or clinical experience. Any clinical hours accrued in the current failed practicum would count towards the student's CRPO total hours, but they **cannot** be used again when the student repeats TH664M; the student must begin accruing the full 160 hours again when they re-register for TH664M. Once they pass TH664M, the student comes off academic probation. Depending on the reason and timing of the premature ending of the practicum, the student will discuss with the Practicum Coordinator the next steps in the process.

If there is a failure, a grade of F is posted for the student for TH664M and following the submission of the course grade, students have six weeks to appeal the grade following the grade petition policy outlined here ([link to grade petition form and process](#)).

Practicum Expectations

1. Student Responsibilities

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

- 1.1 Students are to participate in all orientation procedures, staff meetings and any other clinical opportunities that are deemed appropriate by the supervisor and would contribute to the student's learning.
- 1.2 Clinical hours can only be accrued for direct contact with clients in a designated counselling session or educational or therapy groups. Online counselling sessions count as face-to-face. However, students should be keeping track on the sheet provided in this handbook of other activities that occur on the practicum.
- 1.3 The student will develop a learning covenant for the practicum and give the site supervisor and the professor of the Practicum course TH664M a copy as requested in the TH664M course syllabus.
- 1.4 Students will always maintain confidentiality at their practicum placement site and in the TH664M class. Clinical Case discussions in the TH664M class must be presented with respect toward the client and with as much confidentiality as possible i.e., using pseudonyms and providing only the most necessary personal information about the client.
- 1.5 Students are to strictly observe client confidentiality and their duty to access, use and disclose client personal information as authorized by the Practicum Site (both during and after their Placement). Confidentiality is life-long.
- 1.6 Clinical hours cannot be accrued at a practicum site or with a supervisor that has not been approved by the Practicum Coordinator.
- 1.7 Evening hours are expected at most practicum sites. The student will negotiate their time at the practicum site with their clinical supervisor. Any planned or unexpected absences will need to be addressed with the site supervisor.
- 1.8 If the student experiences difficulty accruing the 160 clinical hours, they may continue to see clients until the number of hours has been met. The Practicum Coordinator, the site supervisor, and the practicum site must approve this decision. If an extension into the spring/summer term is approved by all, the student will need to petition for an extension for the Practicum course (TH664M).
- 1.9 Practicum students are expected to abide by the Code of Ethics of the College of Registered Psychotherapists of Ontario and any Professional Association the student intends to join after graduation.
- 1.10 Practicum students breaching the CRPO code of ethics or the student [academic](#) or [non-academic](#) code of conduct at Luther/Wilfrid Laurier University will receive a failing grade for the practicum course, be removed from their placement, and/or removed from the program. Please see this link for [the CRPO code of ethics](#) and the WLU codes of conduct linked above.

- 1.11 After acceptance into a placement, students are responsible for making an appointment with their potential supervisor at their site to complete the Luther and WLU required documentation. All three documents should be sent to the Luther practicum coordinator at the same time, rather than sending items one at a time over a period of time. Students will not be able to begin seeing clients until the following documentation has been submitted to the practicum coordinator:
 - 1.11.1 The practicum agreement form – signed by the student and the supervisor
 - 1.11.2 [The WLU student declaration of understanding](#) – signed only by the student
 - 1.11.3 The WLU Unpaid Work Placement Health and Safety Orientation Certificate (self-registration on MyLS). Completed by the student.
- 1.12 Students will complete all the appropriate forms in the supervisory process as is required by the supervisor and/or practicum sites.
- 1.13 Students are not paid for their practicum hours. Client fees collected by the student will be used to cover the supervision and administrative costs of the Practicum. If client fees are not adequate to cover these costs, the student may be financially responsible for the remaining cost. This will be discussed at the beginning of the practicum by the site supervisor.
- 1.14 Students are expected to follow the health and safety protocols put forth at the practicum site, including any city, provincial, or federal guidelines and/or mandates.
- 1.15 Students are expected to confirm with their supervisors or the practicum facility, who their primary contact is in case of a client emergency.
- 1.16 Students are responsible to attain and must confirm with their potential placement sites what documentation is necessary before starting their placement. It is the student's responsibility to acquire this documentation in a timely fashion, so their placement start date is not affected. Confirming what documentation is needed before starting their placement is usually discussed once you been accepted into the placement. Any documentation would be required before starting the placement and/or seeing clients:
 - 1.16.1 Hospital settings may require the following:
 - 1.16.1.1 Proof of Immunizations, including Covid
 - 1.16.1.2 Tuberculosis Testing
 - 1.16.1.3 Mask fitting
 - 1.16.2 Hospital and all other clinical settings will require:
 - 1.16.2.1 Vulnerable Sector check
- 1.17 Students are expected to know that their supervisor has met the CRPO requirements for supervision and which college their supervisor is registered with (CRPO, Social Work etc.).
- 1.18 Students must understand the facility or supervisor policies regarding safety planning, assessment, and emergency protocols, whether working at the facility in person or when doing telemedicine or online counselling.
- 1.19 Students will negotiate with their clinical supervisor any absences from the clinical placement and advise the Luther practicum co-ordinator.
- 1.20 Students are expected to spend additional time on course readings and assignments; in other words, course readings and assignments are not considered instructional hours.

- 1.21 The placement site can extend the placement of the student if it is agreed upon by the placement site, the student, and Luther. If an extension is requested into the spring term, the student must request (petition) to stay enrolled in TH664M for one extra term. The student must ask their practicum teacher at least 6 weeks prior to the needed extension. Students must also be enrolled in a spring term course to maintain liability insurance.
- 1.22 The minimum number of hours required by Luther is 160 DCC, however, if the placement site requires the student to attain more hours based on the needs of the client load, the student should identify these expectations at the beginning of their placement.
- 1.23 Once the student has been accepted into a placement, they must honour that commitment and stop interviewing/looking for other placement opportunities; the commitment to the placement site, the clients, and the staff is a priority.
- 1.24 Students are only allowed to be at one site with one supervisor for the entirety of their placement. Only in situations where students are not meeting their DCC hours should they contact the practicum coordinator to seek out auxiliary placement options.

2. Practicum Site Supervisor Responsibilities

The practicum site is aware the students are inexperienced practitioners and will provide students with clinical supervisors who meet the supervisor ***requirements of the CRPO***.

- 2.1. The practicum site and on-site supervisor takes full responsibility for the safe and effective care of all clients seen by students.
- 2.2. If the practicum student is unable to continue their placement due to extenuating circumstances, the practicum co-ordinator must be contacted. The placement must have policies in place to safeguard the care and well-being of the clients should this occur. The supervisor is responsible for being sure the clients are transferred.
- 2.3. The practicum site supervisor provides 1 hour of individual supervision per week or 1.5 hours per week of dyadic supervision for the full length of the placement OR 1 hour of supervision for every 4.5 hours of direct client contact.
- 2.4. The practicum site supervisor should directly observe the student's work with clients at some points over the course of their placement (i.e., beginning, middle, end) and/or allow the student to audio or video record live sessions for supervisor feedback, instructions and/or guidance. The practicum site is responsible for attaining recording consent from the client.
- 2.5. The practicum site supervisor will provide Luther with a mid-placement evaluation of the student's work by early January and a final evaluation at the end of the practicum placement (usually April or August depending on the student end date).
- 2.6. Clinical hours cannot be accrued at a practicum site or with a supervisor that has not been approved by the Luther practicum Coordinator.

3. Practicum Site Responsibilities

- 3.1. The practicum site will provide a Registered Psychotherapist to supervise the student at the site and ensure the supervisor meets the [CRPO](#) supervisor requirements/credentials.
- 3.2. The practicum site will provide the student with a minimum of 160 direct contact clinical hours in spiritual care, psychotherapy, and/or spiritually integrated psychotherapy and a minimum of 36 supervision hours.
- 3.3. Students require a minimum of ~7 clients per week (not including cancellations and holidays) to meet their 160-hour goal in 24 weeks for a 8-month placement. This usually means booking 8-10 clients per week at a minimum.
- 3.4. Students should be onboarded and trained during the first weeks of their placement. It is expected that after the first 4 months (Sept-December) the student will have accrued at least ~70 DCC hours. It is expected that during the first few months of the placement, the student will see fewer clients and as they gain experience will slowly increase their client load. It is expected that students start with 2-3 regular clients and each month slowly increase their case load. Students will likely attain more hours from January to April.
- 3.5. During the second half of their placement; from January– April, the students will be seeing more clients per week usually between 10-15 client hours weekly.
- 3.6. The practicum site is expected to outline the increase of case load process at their site for students in training, so they know what to expect.
- 3.7. The practicum site will ensure the direct contact hours be in the form of individual, family, or couples therapy; the majority of which should be individual therapy.
- 3.8. The practicum site and onsite supervisor will ensure the student understands how to activate a safety plan and the facility procedures for clients in serious distress.
- 3.9. The practicum site clients will be informed at intake that they will be seeing a counselling student working under supervision and that students will be talking about their case to a supervisor.
- 3.10. The practicum site client files are kept at the practicum site following completion of the practicum; the client files belong to the site or supervisor, not the student.
- 3.11. The placement site can extend the placement of the student if it is agreed upon by the placement site, the student, and Luther. If an extension is requested into the spring term, the student must request (petition) to stay enrolled in TH664M for one extra term. The student must also be enrolled in a spring term course to maintain liability insurance.

4. Practicum Site Orientation and Administration:

- 4.1. The practicum site will provide students with a full orientation to the facility, required equipment, and resources.
- 4.2. The practicum site is aware that clients must be provided to the students; the student is not expected to market and/or find their own clients.
- 4.3. The practicum site will assign clients to the student based on the client issues and the student's level of skill development.

5. Practicum Site - Telemedicine/Virtual/Online (TVO) Counselling:

- 5.1. The practicum site and/or onsite supervisor will decide if TVO counselling is permitted by the student, based on their skills.
- 5.2. The practicum site and/or onsite supervisor will decide whether TVO counselling must occur at the practicum site facility or if it is permitted from the student's home.
- 5.3. The practicum site and/or onsite supervisor will provide TVO counselling training if this modality is required by the site.
- 5.4. The practicum site and onsite supervisor will provide adequate supervision for the student whether they are working onsite at the facility or if the student is doing TVO counselling from their own home.
- 5.5. If the student is permitted to provide TVO counselling from their own home, the facility and onsite supervisor must ensure that on-call supervision is available for support.
- 5.6. If the student is permitted to provide TVO counselling outside the business hours (evenings, weekends/holidays) of the facility, the facility and onsite supervisor must ensure that on-call supervision is available for support. The practicum site and/or onsite supervisor must ensure students do not provide TVO counselling on evenings, weekends and/or holidays when the facility is closed and/or supervisor support is not available.
- 5.7. The practicum site and supervisor will ensure the student is aware of the safety protocols necessary for doing TVO counselling, whether this is done in the student's home or at the facility.
- 5.8. The practicum site and supervisor will ensure the student is aware of the emergency protocols (calling 911 or breaking confidentiality) necessary for doing TVO counselling, whether this is done in the student's home or the facility.
- 5.9. The practicum site and supervisor will ensure the student is using HIPAA compliant platforms for virtual counselling.
- 5.10. The practicum site will ensure that clients sign an informed consent form that acknowledges the limitations regarding confidentiality, even when using an HIPAA compliant platform

6. Martin Luther University College Practicum Responsibilities:

- 6.1. Luther will appoint a key contact – the practicum coordinator – whose responsibility it is to liaise with Practicum Site staff (supervisor, administration, human resources), the student and the practicum course professor.
- 6.2. Luther will orient students to the practicum placement process and provide a list of potential practicum placement and/or SPE sites to students. Luther does not guarantee students a placement and Luther does not employ a matching program. Students are responsible to find and interview for their own placements based on the criteria set forth in the practicum handbook and the MA and MA-MDiv. Double degree student handbooks.
- 6.3. The practicum coordinator may collaborate with the onsite supervisor and course instructor to support the student when they are not meeting the learning objectives of the clinical site or the course objectives of TH664M

- 6.4. The practicum coordinator will ensure each placement site meets the clinical requirements outlined by Luther and the TH664M practicum class.
- 6.5. Wilfrid Laurier University will provide and maintain \$5,000,000 (per occurrence) in liability insurance. Students must be registered in courses at Luther to acquire this insurance.
- 6.6. Luther will provide and maintain insurance certificates for placement sites. These are renewed annually, January 1 and can be sent to placement sites upon request.
- 6.7. Luther and the Practicum Sites will collect, use, disclose, and otherwise handle student personal information independently of each other in accordance with applicable privacy legislation.
- 6.8. Luther is not responsible for the loss of, unauthorized access to or unauthorized disclosure of student personal information that is in the practicum site's control, including any notification and reporting obligations.
- 6.9. Luther is not responsible for any expenses incurred by the placement site when they agree to take on students.

7. Premature Ending of a Placement

In the event that a student is unable to complete their placement due to medical or extenuating circumstances, it is important they connect with their on-site supervisor and the practicum coordinator. The supervisor and/or the placement site must have policies in place for the supportive transfer of clients should a student need to abruptly end their placement; the student should make themselves aware of these policies and practices at their placement.

Occasionally, a practicum experience will become more difficult than is helpful for the student, supervisor, the clinical site, and/or the clients at the clinical site. For example, learning goals may not be being met by the student in a timely matter or the student may need more remedial assistance in their placement in terms of clinical skills and practices. The practicum coordinator can assist the supervisor and the student should this arise. In addition, should relational or interpersonal difficulties arise in the practicum between the student, the supervisor, and/or the site, students can contact the Practicum Coordinator for mediation. If possible, a solution to the current difficulty should be sought among the parties involved, however, it may become necessary to prematurely end the practicum.

The following steps should be taken if difficulties arise with the on-site practicum supervisor:

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

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

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

Appendix 1 – Practicum Request Survey

September - To request a practicum placement please complete the following form via the linked Qualtrics Survey below

https://wlu.ca1.qualtrics.com/jfe/form/SV_ddvySP8owuL99BQ

Have handy before you start completing the survey your Full name, Student ID, Name of Program, and your @mylaurier student email address will be needed on the survey. Below is an outline of the questions you will be asked on the electronic survey, please review these questions before completing the survey so you are prepared ahead of time. Thanks in advance.

Questions asked on the Qualtrics survey		
Anticipated Start date of Placement		
Spring (May – April) 12-month placement	YES	NO
Fall (Sept to April – 8-month placement	YES	NO
Open to either start date	YES	NO
Have you ever been the recipient of any allegations of professional negligence in writing or verbally?	YES	NO
Have you ever been aware of any facts, circumstances, or situations, which may reasonably give rise to a claim, other than as noted above?	YES	NO
I am interested in taking a SPE (PCE/CPE) unit as a placement rather than a spiritual care and/or psychotherapy agency/practice placement. Click here for more information on SPE placements.	YES	NO
I have a car that I can use to travel to my placement site	YES	NO
Is there any reason you would not receive a clear Criminal Record Check for working with Vulnerable Persons?	YES	NO
I have self-identified as a person with a disability-related need and I am attaching the accommodation plan from Accessible Learning.	YES	NO
Please list your preferred city/geographical areas of the practicum site		
I am interested in pursuing certification with the following association AAMFT American Association of Marriage and Family Therapy CASC Canadian Association of CCPA Canadian Counselling and Psychotherapy Association CAPT Canadian Association for Play Therapy CATA Canadian Art Therapy Association		
Describe your work and volunteer experience		
Preference for clinical setting format (ext. general counselling, agency, hospital, counselling practice etc.)		
I have completed and passed the following prerequisite courses or am registered for them:	year	term
Pre-practicum (TH664L)	year	term
Assessment (TH663Y)	year	term
Professional Ethics (TH664H)	year	term
I have taken at least ONE or am registered for one of the following courses:		
TH663M Family Therapy Overview	year	term
TH663Z Theory of Change	year	term
TH664O Neuroscience of Psychotherapy	year	term
Please note a Second counselling Theory course if not already taken above – course code and name:	year	term

You will also be asked on the Qualtrics survey to list **ALL other courses you have taken** (passed and completed) at Luther (theology and counselling courses).

AND you will be asked to:

Please list ALL other courses you are **registered for at Luther (theology and counselling courses)**

Fall 2022 – Code: Titles
Winter 2023 - Code: Titles
Spring 2023 - Code: Titles

End of survey questions.

Appendix 2 – Practicum Agreement Forms

[Click here](#) to download the practicum agreement signature forms.

These need to be completed once you have found a placement and been accepted. They should be sent to the practicum co-ordinator before you begin seeing clients.

Appendix 3 - Learning Covenant

[Click here](#) to download the Learning Covenant needed for TH664M

You will need the learning covenant during the first weeks/month of your TH664M course starting in the fall term.

Appendix 4 - Practicum Placement Evaluations Forms

[Click here](#) to download all the practicum placement evaluation forms needed for TH664M.

Your placement supervisor will need to fill these out mid-placement and at the end of your placement. You will also do self-evaluations at this time.

Appendix 5 – SUBMITTING YOUR CRPO CLINICAL HOURS

As you know Martin Luther University College has been recognized as a [CRPO education centre](#) for several years. Luther is pleased to report we have now also achieved [Clinical Experience Recognition](#) from the College of Psychotherapists of Ontario (CRPO), indicating that the quality of our clinical placements and supervisors is high. We are so very grateful to all our placement sites and supervisors for helping us to achieve this recognition.

Accordingly, students no longer need to submit individual supervisor/clinical attestation forms from their supervisors to the CRPO. Going forward Martin Luther University College will report all student DCC and supervision hours directly to the CRPO for you. Note: Luther does not report your non-DCC clinical currency hours to the CRPO.

For those in TH664M

Normally, in April when the practicum course ends students in TH664M are required to submit their final evaluation forms from their placement supervisor to their practicum teacher (check with your practicum teacher for the final due date). The final evaluation provides a record of your DCC direct client contact) and supervision hours, allows for supervisor notes and comments, and confirms you have passed the clinical placement portion of TH664M. This has not changed. What has changed is the need for students to now submit forms #1 and #2 (below) to the practicum co-ordinator (kharp@luther.wlu.ca) so their DCC (hours can be submitted to the CRPO.

If you are accruing DCC hours for a few weeks after your final evaluation has been submitted to your practicum teacher, this is fine. It is ok if the hours on your final evaluation form and forms #1 and #2 are slightly different. The forms below will be used for the final tally of your hours for submission to the CRPO, so only submit these forms after you have finished collecting ALL your DCC hours (the same applies for those who have petitioned for an extension of TH664M).

Reminder - for those ending their placement and the end of winter term, you will have no insurance beyond the last day of the term in April so you cannot see clients after this date. For those extending their placement into the spring term, you are only insured if you also enrolled in a spring term course and that insurance ends August 15th.

For those in SPE TH562A

For those of you taking TH562A as your placement, please follow the instructions below.

[Click here to download](#) these CRPO forms as a separate document.

Instructions for Reporting Hours TH664M and TH652A

1. Please create an [account with the CRPO](#)

2. For TH664M students only – please have your placement supervisor submit your final evaluation form to your practicum placement teacher by the due date.
3. Once you have completed all your placement hours, please complete the following forms (attached below):
 - Form #1. This form must be signed by the placement supervisor(s). If more than one supervisor is attesting to your DCC hours, both supervisors must sign the form OR alternatively, you can submit separate forms for each supervisor. Only the supervisor(s) signs form #1.
 - Form #2. Students then aggregate all their DCC /supervision hours from form #1 and complete and sign Form #2. Only the student signs form #2.
 - NOTE: For TH664M students only - In the forms below, ONLY include the group supervision hours from your placement sites. Please DO NOT include practicum class hours on these forms. Any group hours from the practicum class will be reported to the practicum coordinator directly by the practicum teacher – you do not need a signed form from your TH664 teachers. I will add these DCC hours to your group hours record upon submission to the CRPO.
4. Once students have finished their clinical DCC hours please send signed forms #1 and #2 to Kate Harper (Kharper@luther.wlu.ca) to request these be submitted to the CRPO. Students should keep copies of forms 1 and 2 for their records.
5. **Note:** you should only request your hours be submitted if you have already created an account with CRPO. If you have not yet created an account, CRPO will not be able to process the hours.

Once Luther reports your hours to the CRPO, the following steps begin:

1. The hours will be added to your CRPO account shortly thereafter.
2. You will be able to see the hours in your CRPO account.

Note: if your application is **in-progress**, you will not be able to see any hours until your application is approved.



Form #1 Clinical and Supervision Hours Attestation Supervisor Form

(This is the same form your supervisor fills out for your final evaluation above)

Full name _____

Student ID _____

Supervisor & Agency Name _____

Dates of Practicum _____ until _____

Clinical Hours

Individual/Adult (18 and over) _____

Individual/Child or Adolescent _____

Couples: _____

Families: _____

Group: _____

Total Hours: _____

Supervision Hours

Individual/Dyadic: _____

Group: _____ (max 8 members)

Total Hours: _____

Indirect Currency/Service Hours - research and writing, case report writing, writing clinical/progress notes – see CRPO website for further explanation of these types of hours- (Luther is not submitting these hours to the CRPO – this is for your own records.)

Total Hours: _____

Supervisor's Signature

Date



Form #2 - Clinical and Supervision Hours Attestation - Student Form

Instructions: Please aggregate your DCC totals from form #1 and complete the required information in the table below. This is the information that will be relayed directly to the CRPO. Only the student needs to sign this form.

	Information needed	NOTES
First name		This should match name on your WLU transcript
Last name		This should match name on your WLU transcript
Student birthdate		Day/Month/Year (this is the only format accepted)
Total DCC hours		Give ONLY the total number of direct clients contact hours, do not differentiate, individual, group, children, families etc. on this form.
Total individual or dyadic supervision hours		Individual= the student and supervisor only. Dyadic = the student, another student, and one supervisor
Total small group supervision (3-8 supervisees)		As of April 1, 2022, large group supervision hours will no longer be accepted. Max in a group is 8.

Student Signature _____ Date _____

APPENDIX 6 - Documentation of Clinical and Supervision Hours Chart

THIS FORM DOES NOT NEED TO BE SUBMITTED BUT IS A TEMPLATE YOU CAN USE TO KEEP TRACK OF YOUR HOURS.

Week of:												Total
Direct Individual Therapy Hours												
Direct Therapy Hours with Children/Adolescents												
Direct Therapy Hours with Couples												
Direct Group Therapy Hours												
Individual Supervision												
Group Supervision (no more than 8)												
Clinical Progress Notes/Reports/Letters												
Workshops, Seminars or Conferences												
Research and Research Writing (related to client work)												
Total Hours Per Week												