Asbury Theological Seminary Syllabus

PC655 or PC755 O1: Clinical Pastoral Education
All Semester - 3 Credit Hours

Contact Information
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Office Hours: Call or email for an appointment

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COURSE DESCRIPTION
The learning of pastoral care through participation in programs accredited by the Association of Clinical Pastoral Education or College of Pastoral Supervision and Psychotherapy. Emphasis is placed upon the interpersonal relationships of the student under the supervision of certified chaplains or diplomates. Includes lectures, interviews, readings, and case presentations, along with individual and group discussions led by chaplains, pastors, and guest lecturers. Taught at approved Association of Clinical Pastoral Education (ACPE) or College of Pastoral Supervision and Psychotherapy (CPSP) centers. Application needs to be made three months prior to the start of the unit. Some placement sites require a current background check. The fee for this is $45.00 payable by the student. A current background check is viable for 6 months. Prerequisites: PC510 or PC515 (Master of Divinity); CO600 or CO601, CO655, and PC520 (Master of Arts in PC); and interview by chaplain (cost borne by student). Recommended for middlers and seniors. Credit only.

WELCOME TO PC655: Clinical Pastoral Education
Welcome to Clinical Pastoral Education! The purpose of this course is to provide you the opportunity to experience ministry and to reflect upon that experience. CPE is an interfaith professional education program. It brings theological students/ministers into supervised encounters with persons in crises. Out of an intensive involvement with persons in need and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on the specific human needs of those to whom they minister, students grow in their understanding of how to participate in God’s care for all persons. More mature understandings of pastoral care and ministry can develop in such reflective experiences. It is also possible that students will interact with persons who have diverse personal and theological perspectives and backgrounds. This kind of experience is also valuable and formational. Within the interdisciplinary team process of helping persons, students develop skills in interpersonal and inter-professional relationships. ~ EC
STUDENT LEARNING OUTCOMES

By the end of CPE training, students will have gained an understanding to:

1. Respond to the changing context of spiritual care in the communities they serve;
2. Model professional competence, integrity and high ethical standards;
3. Embrace diversity, collaboration, and accountability in contexts of differing faiths and spiritual practices;
4. Respond empathetically at a spiritual and theological level to issues of pain, suffering, and grief in providing pastoral and spiritual care.

METHODS OF INSTRUCTION

The course is field-based experiences, which include a mixture of seminar, group discussion/supervision, and extensive practice of pastoral counseling and care skills with patients/clients. There is no Asbury class attendance in this course.

Required Course Texts:
   - Any reading assignments are given by your CPE training site supervisor(s)

ASSIGNMENTS

Course learning objectives learned through assignments are evaluated through (1) the on-site supervisor’s final CPE summary report, (2) PC655 CPE Supervisor Evaluation form, and (3) student’s final CPE reflection paper.

All CPE training will be conducted at the student’s CPE site and your CPE supervisor will define the content of training. Training is guided by ACPE Standard Outcomes as defined below:

Pastoral Formation
   • 311.1 Articulate central themes of their religious heritage and the theological understanding that informs their ministry.
   • 311.2 Identify and discuss major life events, relationships and cultural contexts that influence personal identity as expressed in pastoral function.
   • 311.3 Initiate peer group and supervisory consultation and receive critique about one’s ministry practice.

Pastoral Competence
   • 311.4 Risk offering appropriate and timely critique.
   • 311.5 Recognize relational dynamics within group contexts.
   • 311.6 Demonstrate integration of conceptual understandings presented in the curriculum in pastoral practice.
   • 311.7 Initiate helping relationships within and across diverse populations.

Pastoral Reflection
   • 311.8 Use the clinical method of learning to achieve their educational goals.
   • 311.9 Formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and weaknesses.

After completion of CPE training and in order to receive credit for PC655, turn in:

1. Your supervisor’s final CPE evaluation.
2. The Department of Counseling and Pastoral Care CPE supervisor evaluation form (see below Appendix A and also on FBE website)
3. Your final written reflection paper (that you will write for your CPE supervisor).
GRADING SUMMARY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Point Value</th>
<th>SLO</th>
<th>Means of Assessment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Pastoral Formation</td>
<td>Credit/No Credit</td>
<td>1-4</td>
<td>1. Summary Report</td>
<td>End of CPE experience</td>
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<td>2. Supervisor Evaluation</td>
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<td>3. Reflection Paper</td>
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GRADING
Grading for this course is Credit or No Credit. A Credit is achieved by satisfactorily completing CPE hours as defined and evaluated by your CPE supervisor, and completing all PC655 syllabus requirements.

COURSE AND COUNSELING PRACTICE POLICIES

Liability Insurance
All practicum students will need to present proof of liability insurance to site supervisors before the accumulation of practicum hours. Such forms may be obtained from Laura Hunter in the office of Counseling and Pastoral Care.

Ethical Conduct
All students in counseling internship are expected to adhere to ethical guidelines in conducting their work. The ethical standards for the American Counseling Association apply. Students should also adhere to any ethical standards and guidelines of the placement site.

“In Progress” Grades
If you have not completed your CPE training hours at the end of the semester you are registered for, you will automatically receive an “In Progress” grade. Once completion of all PC655 syllabus requirements, your grade will then be changed to a CREDIT.

POLICIES AND SUPPORT INFORMATION

Accessing Library Resources

1. General Questions:
   - The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.commons@asburyseminary.edu.
   
   2. Materials Requests:
      - To search the library catalog for available materials, use the links on the library website. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.
- Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:
- Students should contact the Information Commons for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

4. Online Databases and Resources:
- **Asbury Scholar** - Users can perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library’s website at [asbury.to/library](http://asbury.to/library).
- **Complete Resource List** - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library’s online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at [http://guides.asburyseminary.edu/resources](http://guides.asburyseminary.edu/resources).

5. Technology Questions:
- Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Information Commons. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.
Plagiarism
Academic integrity is expected from every student. Plagiarism, that is, “presenting…another’s ideas or writings as one’s own,” is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

Copyright Policies
The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Online Media Copyright Information
By using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.

Americans With Disabilities Act Information
Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, located in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

Online Section Descriptions and Communication Guidelines
The Online Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester: a) Course News and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Online Support Contact Information
For technical support, library research support, library loans and Online media contact Information Commons:
email: information.commons@asburyseminary.edu
Phone: 859.858.2100; Toll-free: 800.2ASBURY

For general questions and administrative assistance regarding the Online program, contact Dale Hale:
mailto:ExL.Office@asburyseminary.edu Phone: 859.858.2393
APPENDIX A
Asbury Theological Seminary Department of Counseling & Pastoral Care

CPE Supervisor Evaluation of CPE Student

PC655 Semester/Year _______________________________
Student Name: ________________________________________     Student ID# _______________________
Supervisor Name:  _________________________________   CPE Site:  ______________________________

DIRECTIONS: This evaluation is intended to help the student and seminary assess the student’s development of the knowledge, values, and skills necessary for the practice of pastoral counseling and care. Please complete this form on the above named student’s CPE training experience. Feel free to include additional areas or criteria that you believe are important.

Indicate level of competency by using the rubric below

| N/A = Information Not Available (Did not observe student using this skill) |
| 1 = Needs Attention (Highlights a specific need to focus on this skill development) |
| 2 = Progressing But Needs Attention (Recognize beginning progress toward this skill development) |
| 3 = Developing (Progress in skill development appropriate to a student engaging in CPE training) |
| 4 = Proficient (Progress in skill development on level with a student who has completed CPE training) |
| 5 = Accomplished (Progress in skill development similar to someone in first year professional ministry) |

Learning Objective: Professional competence, integrity and high ethical standards

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<th>Score</th>
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<tbody>
<tr>
<td>1. Arrived punctually to CPE site and to supervision sessions.</td>
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<tr>
<td>2. Used time effectively, completed assignments in timely manner.</td>
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<tr>
<td>3. Dressed professional (relative to CPE environment) and conducted self in professional manner.</td>
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<td>4. Demonstrated knowledge and application of required ethical and legal ministry standards.</td>
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Learning Objective: Professional Delivery of Pastoral Counseling and Care Services

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<td>5. Acquired conceptual knowledge of relevant clinical pastoral counseling theories.</td>
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<tr>
<td>6. Demonstrated understanding of the professional issues (relevant to the CPE setting) in order to practice clinical pastoral counseling.</td>
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<td>7. Demonstrated empathic responses at a spiritual and theological level to issues of pain, suffering, and grief in providing pastoral and spiritual care.</td>
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<tr>
<td>8. Demonstrated appropriate use of culturally responsive individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling and care activities.</td>
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<tr>
<td>9. Recognized own limitations and sought supervision or consultation when appropriate.</td>
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Learning Objective: Embrace diversity, collaboration, and accountability in contexts of differing faiths and spiritual practices

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<tr>
<td>10. Demonstrated knowledge, sensitivity, and self-awareness in relationship to minority and/or majority population(s) served (e.g., ethnicity, gender, faith group, morals and values).</td>
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<tr>
<td>11. Demonstrated growth to self-regulate own emotions and maintain healthy boundaries.</td>
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<tr>
<td>13. Willing to self-confront and grow personally and in ministry role.</td>
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<td>14. Openness to new ideas and receptive to feedback by supervisor.</td>
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Additional comments or recommendations for this student’s training?

Thank you for taking the time to complete this evaluation. Please sign your name below. We encourage you to review your ratings/comments with the training student as an important opportunity for continued student learning and closure to the CPE experience.

Student: ___________________________________________________ Date: _____________________

CPE Supervisor: ______________________________________________ Date: _____________________

CPC Signature: ________________________________________   Date: ____________________