**Template for Academic Components of 2014 SACSCOC Report**

**SACSCOC Comprehensive Standard 3.3.1.1: Provost, MA (MF)**

**Mission.** Asbury Theological Seminary is a community called to prepare theologically educated, sanctified, Spirit-filled men and women to evangelize and to spread scriptural holiness throughout the world through the love of Jesus Christ, in the power of the Holy Spirit and to the glory of God the Father. This mission commits the Seminary to maintain a multi-denominational, multicultural community which:

1. Pursues the union of sound learning and vital piety through excellence in graduate, professional and continuing studies for ordained and lay ministries, and provides resources for scholarly leadership in the Wesleyan-Arminian tradition;

2. Nurtures men and women called of God for parish ministry and other forms of servant leadership in the experience and practice of personal and social holiness as defined by Scripture and Wesleyan theology;

3. Encourages its members, in their teaching, scholarship and service, to live out the witness of a Spirit-filled life formed by the authority of Scripture; and

4. Prepares women and men for prophetic ministries of redemption and renewal in an increasingly urbanized and secularized world.

**SACSCOC Comprehensive Standard 3.3.1**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

\_\_\_X\_\_\_4. In compliance

\_\_\_\_\_\_3. Mostly in compliance

 \_\_\_\_\_ 2. Somewhat in compliance

\_\_\_\_\_\_1. Not in compliance

**Introduction**

A review of the corpus of data contained in this report indicates that the program is in compliance with 3.3.1, has developed student learning outcomes for all courses in the MA in Marriage and Family Counseling program, has developed means of assessment that help program faculty to determine the extent to which the program is achieving its program level student learning outcomes, and the assessment process highlights which program level outcomes need more concentrated attention, specifically PLO #4: Identifies self as a marriage and family therapist.

**Mission of Department of Counseling and Pastoral Care:**

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| To equip students to serve communities by facilitating healing and growth through *reflectively* integrating professional counseling competencies and practices with Christian values, principles and resources. |

**Program Purpose:**

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| Graduating students will demonstrate at an accomplished level the knowledge, skills, and attitudes that are specific to and consistent with licensed marriage and family therapy. |

**Program-level student learning outcomes:**

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| --- |
| 1. Demonstrates mastery of skills for individual and systemic therapeutic models at an accomplished level, including the ability to articulate the theoretical foundations upon which these models are built. 2. Practices professional behavior that maintains appropriate boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons, couples, and families from diverse backgrounds. 3. Practices theological/theoretical integration, which is demonstrated in a maturing biblically-grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role. 4. Identifies self as a marriage and family therapist. |

The MA in Marriage and Family Counseling was launched in Fall 2010. This degree was crafted to meet the requirements for Licensed Marriage and Family Therapist in Florida and Kentucky. Graduation statistics for the MA in Marriage and Family Counseling are as follows:

* 2010-2011 – 1
* 2011-2012 – 5
* 2012-2013 -12

The common factors research in professional counseling psychology and marriage and family therapy supports a common core set of interpersonal characteristics that are related to successful therapeutic outcomes. These characteristics align with the degree program intended outcomes that had already been established for the MA in Counseling. The outcomes related to personal faith, Scripture, and theology are unique to the degree program’s location in a Seminary. Therefore, these same outcomes were continued for the MA in Marriage and Family Counseling.

**Evidence:** *Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, Mark A. (2009). The heart and soul of change: Delivering what works in therapy (2nd ed.). Washington, DC: American Psychological Association Press; Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009). Common factors in couple and family therapy. New York: Guilford.*

Based upon our professional judgment and common factors research, in 2010 the faculty in the Department of Counseling and Pastoral Care had established six degree program intended outcomes by which to assess the MA in Marriage and Family Counseling. They are as follows:

Graduates of the MA in Marriage and Family Counseling will

1. Integrate self-knowledge, personal faith, and ethical practice to facilitate their work with clients.
2. Understand Scripture as foundational to the practice of counseling.
3. Understand theology as foundational to the practice of counseling.
4. Be developing an identity as a counselor with a specialty in marriage and family counseling.
5. Use therapeutic skills appropriate to the setting.
6. Conduct themselves in a professional manner appropriate to the setting.

In 2010-2011 there was only 1 graduate in the MAMF. In 2011-2012 there were 5 graduates. For the purpose of valid statistical analysis the MAMF & MAMH results were treated as aggregate data.

During 2011-2012 and continuing in 2012-2013, the Seminary undertook a restructuring of its assessment and evaluation strategy for all Academic Programs. This included:

1. Discontinued use of “goal” language.
2. The creation and adoption of Program Learning Outcomes and Student Learning Outcomes language for all degrees.
3. The use of tk20 as an data collecting and data analysis tool for assessment and evaluation purposes

This report represents the first MA in Marriage and Family Counseling program assessment using the program learning goals developed through this process of curriculum revision.

**Departmental Gating System**

A central feature of the MA in Marriage & Family Counseling program assessment is the Counseling and Pastoral Care Department’s Gating System (Appendix A). While the Gate system was initially developed in response to Standards of the Council on Accreditation for Counseling and Related Educational Programs (CACREP; CACREP.org), the Departmental faculty determined that the process would provide a suitable assessment function for all counseling degree programs, including the MA in Marriage and Family Counseling.

The Gate system assesses students on six behavioral categories across three points in time (see the chart the follows the description of the Gating categories).

**Gate 1: Admissions.** Gate 1 Admissions establishes “goodness-of-fit” with the profession of pastoral counseling and a candidate’s capability and competency to complete the degree. In 2012-2013 (2012-2013 Academic Catalog) a group interview process was launched for degree program applicants. Prior to 2012-2013 all applicants were interviewed individually (Academic Catalog 2011-2012, and previous catalogues). The group interview standardizes the questions to which all candidates respond and provides the Counseling and Pastoral Care faculty with direct observation of how candidates will interact with each other. A parallel individual interview process is available for those candidates who cannot attend the group interview because of financial hardship or international travel considerations. Moreover, an Applicant Reference Form was developed which aligns questions with the six behavioral categories of the gating process (Appendix B).

**Gate 2: Pre-field placement.** At Gate 2 (Gate 2 Instructions - Appendix C) students prepare a portfolio, artifacts of which are linked to the Program Learning Goals and are founded upon required prerequisite academic course preparation (2013-2014 Academic Catalog). Students submit their portfolio to two interviewers, one of which is a Department faculty member while the second interviewer might be a professional in the field, a site-supervisor, or an adjunct professor. Gate 2 candidates participate in an evaluative interview with the two-person team who assessed their portfolio. Students must successfully pass Gate 2 in order to receive permission to begin field placement. If a student is not ready for field placement, the student develops a professional growth plan in conjunction with the interviewing faculty member, and the student is not given permission to begin field placement until he or she has successfully implemented the growth plan he/she created.

**Gate 3: Pre-graduation.** At Gate 3 students develop an update of Gate 2 material, and write a more comprehensive theological integration paper (Gate 3 Instructions - Appendix D). Based on the departmental faculty’s previous experience with Gate 3 interviews and in light of our Program Learning Outcomes, in 2012-2013 the faculty decided to add a case conceptualization component to Gate 3 (Nov 2012 Department Minutes). The Director of Training on the Kentucky campus developed case vignettes for each degree program, and evaluative rubrics for faculty use. Gate 3 candidates receive the appropriate clinical case 30-minutes before their gate interview and prepare a presentation of how they would work with this case. This is discussed during the Gate 3 interview (Appendix E).

In Spring 2013 the Faculty realized an oversight in the Gate policy when two students submitted poor Gate 3 portfolios. That is, while students were required to go through Gate 3, Gate 3 was not designated as a graduation *requirement* in the Academic Catalog. Department faculty passed a motion to make successful completion of Gate 3 a graduation requirement, and the Department will add a non-credit course to the MA in Pastoral Counseling program to help the Registrar keep track of this requirement (Department 9.30.13, School of Practical Theology Minutes 10.7.13; Curriculum Committee 10.14.13).

**Program Learning Outcomes and Gating System**

The following chart displays the connection between the current PLOs, the former degree plan goals, the Gate Categories, and MA in Marriage and Family Counseling courses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PLOs (2012-2013) | Former Degree Plan Goals | Gate Policy Categories | Courses by Gate Categories | |
| Required | Elective |
| 1. Demonstrate mastery of clinical skills in individual and group settings at an accomplished level, including an ability to articulate the theoretical foundations upon which these skills are built. | Apply relevant truths discovered through the behavioral sciences, informed by biblical theological studies, to enhance their counseling practice. | Demonstrates mastery of adequate clinical skills  Demonstrates appropriate use of self | CO600  CO611 CO626  CO655  CO660  CO705  CO706  CO715  CO720  CO725 | CO520  CO601  CO618  CO623  CO627  CO672  CO708  CO735  CO740  CO675  CO680 |
| 2. Practice professional behavior that maintains appropriate professional boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons from diverse backgrounds. | Conducts themselves in a professional manner appropriate to the setting. | Maintains appropriate professional boundaries.  Demonstrates humble respect for persons of diverse opinions | CO610  CO705  CO706  CO730 |  |
| 3. Practices theoretical/theological integration, which is demonstrated in a maturing biblically grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role. | Integrates self-knowledge, personal faith, and ethical practice to facilitate their work with clients.  Understands Scripture as foundation to the practice of counseling.  Understands theology as foundational to the practice of counseling. | Practices theological/theoretical integration  Manifests maturing spiritual formation | CO600  CO622 | CO515 CO601  CO526  CO615  CO616  CO620  CO621  CO626  CO654  CO660 |
| 4. Identifies self as a professional marriage and family counselor. | Be developing an identity as a professional counselor. |  | CO700  CO705  CO706 |  |

See **Appendix J** for a chart aligning Gate 1, 2, and 3 artifacts with MA in Marriage and Family Counseling PLOs.

Spring 2013 was the first administration of the MA in Marriage and Family Counseling Alumni Survey **[Appendix G]** and the Stakeholder Survey **[Appendix H]** using TK20. The Stakeholder Survey was sent to internship site supervisors and employers. Program level outcome measures and results from the MA in Marriage and Family Counseling Alumni Survey and Stakeholders Survey were included in Fall 2013 MA in Marriage and Family Counseling Degree Program evaluation discussions and are cited in this report as supporting documentation for the PLOs.

**Outcome: 1**

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| --- |
| Demonstrates mastery of skills for individual and systemic therapeutic models at an accomplished level, including the ability to articulate the theoretical foundations upon which these models are built. |

Measure: 1.1

CO600 Family Systems Theory Content Exam Scores – Aggregate mean score no lower than 80.00 (B-) for all MA in Marriage and Family Counseling students in CO 600 Family Systems Theory.

Measure 1.2

|  |
| --- |
| CO705 Internship I Supervisor Evaluation of Internship Student Final Review. The cumulative mean score on the section “Professional Delivery of Therapeutic Services” will fall no lower than 3.00 on scale of 1-5 for Final-Review Evaluations for MA in Marriage and Family Counseling students. |

Measure: 1.3

|  |
| --- |
| CO706 Internship II Supervisor Evaluation of Internship Student Final Review. The cumulative mean score on the section “Professional Delivery of Therapeutic Services” will fall no lower than 3.00 on scale of 1-5 for Final Review Evaluations for MA in Marriage and Family Counseling students. |

**Results:**

**Measure 1.1**

During Fall 2012 the professors who teach CO600 agreed on a common set of exam items. This common exam was implemented in 2012-2013. During 2012-2013, two sections were taught on the Kentucky campus and one section was taught on the Florida campus.

**Wilmore, Kentucky**:

CO600 Fall 2012 - mean for MA in Marriage and Family Counseling students: 84%

CO600 Su 2013 - mean for MA in Marriage and Family Counseling students: 86%

**Orlando, Florida:**

CO600 Fall 2012 – mean for MA in Marriage and Family Counseling students: 87%

**Measure 1.2 and 1.3**

|  |  |
| --- | --- |
| MA in Marriage and Family Counseling Measure 1.2; 1.3 | |
| MA in Marriage and Family Counseling Average = | 4.08 |
| 705 Average = | 3.86 |
| 706 Average = | 4.27 |
| Wilmore Average = | 4.39 |
| Orlando Average = | 4.35 |

Additional Data:

**2013 MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation (N=7, n=3) (Appendix G)**

Seven graduates were eligible to complete the MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation. While a return rate of 43% is strong, data must be interpreted cautiously since the 43% represents n=3.

Data on the MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation provide a mixed assessment on items related to PLO #1 (systemic counseling skills, and articulation of theoretical foundations). Using a 4 point scale, items where at least 1 respondent rated “disagree” or “strongly disagree” include:

* Item 3 (X = 2.33)
* Item 8 (X = 2.67)
* Item 10 (X = 3.33)
* Item 15 (X = 2.33)

**Data from the 2013 Counseling and Pastoral Care Department Stakeholders Survey (Appendix H)**

Few conclusions can be drawn from the 2013 Stakeholder Survey. Only 4 respondents out of 24 evaluated graduates from the MA in Marriage and Family Counseling degree and the data from the three counseling degree programs were combined on the Stakeholders Survey. The aggregate data (all degree plans) from items related to Program Learning Outcome # 1 on the Counseling and Pastoral Care Department Stakeholders survey indicates that supervisees/employees are functioning at the mastery level as indicated by no item on the 18 item survey attained a mean score below 3.05 on a 4.00 scale (Mean range: 3.50 (Item 6, setting professional goals) – 3.05 (Item 15, understands research methods and program evaluation).

**Analysis**:

Program Learning Outcome has been met.

According to these measures current students are able to apply systemic counseling techniques and are able to articulate the theoretical foundations upon which they stand. Negative alumni data may come from earlier graduates in the program, or from a student who moved into the MA in Marriage and Family Counseling from the MAMH degree.

**Recommendations**:

Separate Stakeholder Survey findings by degree plan.

In 2013-2014 review the scope and adequacy of systemic skills that are taught in the MA in Marriage and Family Counseling across the degree plan.

**Actions:**

During 2013-2014 Counseling and Pastoral Care Department faculty will address how systemic skills are presented across the degree. For example, the faculty suggested at their 9/30/13 Department meeting (*9.30.13 Counseling and Pastoral Care Department Minutes*) that we consider adding a micro-skills class that focuses on systemic micro-skills [parallel to CO655 The Counseling Relationship: Process and Skills in the MA in Mental Health Counseling, but for systemic counseling skills].

In the next administration of the Stakeholder Survey, data will be reported by degree plans.

Outcome: 2

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| --- |
| Practices professional behavior that maintains appropriate boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons, couples, and families from diverse backgrounds. |

Measure: 2.1

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| --- |
| CO610 Ethical and Legal Issues in Counseling Exam Scores. A cumulative mean score no lower than 80.00 on content examination for all MA in Marriage and Family Counseling students in CO610. |

Measure 2.2

|  |
| --- |
| CO705 Internship I: Supervisor Evaluation of Internship Student The cumulative mean score on the section “Professional and Ethical Conduct” will fall no lower than 3.00 on scale of 1-5 for Final Review Evaluations. |

Measure: 2.3

|  |
| --- |
| CO706 Internship 2: Supervisor Evaluation of Internship Student The cumulative mean score on the section “Professional and Ethical Conduct” will fall no lower than 3.00 on scale of 1-5 for Final Review Evaluations. |

**Results**:

**Measure 2.1**

CO610 Orlando – Course aggregate mean score of 79%; MA in Marriage and Family Counseling mean = 83% (n=10)

CO610 Wilmore – Professor did not use on-line platform to record grades and he had destroyed data prior to a request to provide it.

**Measure 2.2 and 2.3**

|  |  |
| --- | --- |
| MA in Marriage and Family Counseling Measure 2.3; 2.4 | |
| MA in Marriage and Family Counseling Average = | 4.24 |
| 705 Average = | 4.08 |
| 706 Average = | 4.38 |
| Wilmore Average = | 4.18 |
| Orlando Average = | 4.38 |

**Additional Data**

**2013 MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation (N=7, n=3) (Appendix G):**

Data from items related to PLO 2 on the MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation indicates that graduates affirm that their counseling degree prepared to practice in ethically appropriate ways. Using a 4 point scale, alumni responded strongly agree or agree on survey results for the following items 7 (X=3.00, SD=.00), 9 (X=3.33, SD=.58), 12 (X=3.67, SD=0.58), 13 (X=3.33, SD = .58), 16 (X=3.33, SD=1.00)

**Analysis**: Program Learning Outcome has been met.

Program faculty members are unable to evaluate Measure 2.1 fully because of incomplete data. The Wilmore section had been taught prior to the development of this document, and the adjunct professor was unaware that we would require his data.

Measures 2.2 and 2.3 indicate that we have met these criteria. Alumni data support the conclusion that the MA in Marriage and Family Counseling Program is meeting Program Learning Outcome 2.

**Recommendations**:

Better data collecting communication must occur between department and adjunct faculty teaching CO610 (Measure 2.1), such as requiring the professor to use the electronic course platform to record grades.

**Actions**:

Department chair contacted adjunct faculty member who teaches CO610 Ethical and Legal issues in Counseling to insure that this person is using the common exam items, and is recording these scores on the electronic course platform. Administrative assistance through the Counseling and Pastoral Care Office is available to assist this adjunct professor.

Outcome: 3

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| --- |
| Practices theological/theoretical integration, which is demonstrated in a maturing biblically grounded theological understanding of God and persons along with an informed theoretical perspective of the counseling role. |

Measure: 3.1

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| --- |
| 80% of successful applicants will achieve an evaluator rating no lower than 2.0 on a 4.00 scale on an item evaluation Gate 1 Admission Essay on Integration |

Measure: 3.2

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| --- |
| 80% of Gate 2 students will score no lower than a 3 on a 4-point scale on a Gate 2 rubric item assessing integration. |

Measure: 3.3

Gate 3 common Integrative Paper Rubric an aggregate mean score of no lower than 3.00 on a 4.00 scale using the common Theological Integration Rubric.

**Results**:

**Measure 3.1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty Rater** | **SP13** | #1 | #2 | #3 | #4 |  |  |  |  |  |  |  |  | Mean | SD |
| Applicant has articulated a clearly stated theoretical position for the practice of counseling. |  | 4 | 2 | 4 | 2.5 |  |  |  |  |  |  |  |  |  |  |
| **SU 13** | #5 | #6 | #7 | #8 | #9 | #10 | #11 | #12 | #13 | #14 | #15 | #16 |  |  |
|  | 2.5 | 3 | 4 | 1 | 3 | 4 | 2.5 | 2 | 4 | 3 | 3 | 2 |  |  |
| TOTAL |  |  |  |  |  |  |  |  |  |  |  |  |  | **2.91** | **0.92** |

**Measure 3.2**

**Integration Essay Gate 2 Measure 3.2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1st Rater** | **FA 12** | #1 | #2 | #3 | #4 | #5 | **SP 13** | #6 | #7 | #8 | #9 | #10 | Mean | SD |
| Theological Integration |  | na | 2.5 | 2 | 4 | 2 |  | 2 | 3 | 2 | 3 | 2 | 2.50 | 0.71 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2nd Rater** | **FA** | #1 | #2 | #3 | #4 | #5 | **SP** | #6 | #7 | #8 | #9 | #10 | Mean | SD |
| Theological Integration |  | na | na | na | na | na |  | 2 | 3 | 3 | 3 | 3 | 2.80 | 0.45 |

50% of the students met the criteria at Gate 2.

**Measure 3.3**

Miscommunication at the close of the semester resulted in incomplete data collected on the Gate 3 integration paper.

**Data from 2013 MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation (N=7, n=3) (Appendix G)**

Using a 4 point scale, survey results for the following item are: 10 (X= 3.33, SD=1.15).

Data from items related to PLO 3 on the MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation indicates that graduates affirm that their MA in Marriage and Family Counseling prepared them to practice integration.

**Analysis**:

Data from 3.1 indicates that successful applicants (2012-2013) met the criteria on integration. This means that newly admitted students have a base line understanding of integration that is consistent enough with the perspective of the Counseling and Pastoral Care Department. Measure 3.2 indicates that the department needs to attend to the way that Marriage and Family Counseling degree plan students are presented with material on the integration of theology and counseling practices prior to their field placement. Regarding measure 3.3, communication of procedures at Gate 3 data collecting regarding the Senior Integration Paper must be clarified so that accurate data is available for analysis for the 2013-2014 year.

As the program faculty discussed the data from Measure 2.2 (Gate 2) at the 9.30.2013 Department meeting (*Department Minutes 9.30.13),* faculty raised the issue of a lack of common qualitative criteria by which to evaluate integration at Gate 1, 2, and 3. For example, in Gate 1, does a “1” mean an applicant’s view of integration does not blend with the department or does it mean a beginning level of integration consistent with the department? Faculty decided that the qualitative meanings of the ratings should be clarified for Gates 1, 2, and 3. Faculty also wondered if we had set the Gate 2 criteria too high, and that a more appropriate criteria would be a “2” (Developing) rather than a “3” (Accomplished) (*Department Minutes 9.30.13).*

Faculty members who teach CO600 Family Systems Theory have included a common integrative assignment as part of a research paper. Gate 2 data in 2013-2014 will help the department faculty evaluate the effectiveness of this assignment as it relates to the preparation of Marriage and Family Program students to engage in theoretical/theological integration.

**Recommendations**:

Confirm Gate 3 data collecting rubrics and procedures by preparing an Administrative Assistant’s checklist for what rubrics to include in the Gate 3 folders for faculty review.

Develop clearer narrative statements about the qualitative meanings of the ratings in Gating 1, 2, and 3 Rubrics.

**Actions**:

Department chair and Administrative Assistants will collaborate to develop a workable Gate 2 and Gate3 checklist, which will include all rubrics that are used at each Gate.

Develop qualitative descriptions for gating rubrics.

Outcome: 4

|  |
| --- |
| Identifies self as a marriage and family therapist. |

Measure 4.1

80% of Gate 1 successful applicants will score no lower than a 2 on a 3-point scale on a Gate 1 rubric item evaluating Career essay.

Measure: 4.2

|  |
| --- |
| 80% of Gate 2 students will score no lower than a 2 on a 4 point scale on a Gate 2 rubric item assessing professional identity. |

Measure: 4.3

|  |
| --- |
| 80% of Gate 3 students will score no lower than a 3 on a 4 point scale on a Gate 3 rubric item assessing professional identity.   * Essay for Gate 3: Professional Identity: Develop a **600-word** essay that discusses the degree to which you have embraced a professional identity as a licensed professional counselor (if you are in the MAMH), a licensed marriage and family therapists (if you are in the MA in Marriage and Family Counseling), or a pastoral counselor (if you are in the MAPC). Begin by using a 1 to 5 scale to rate the degree to which you have embraced a professional identity with 1 being “I do not hold this professional identity at all” and 5 being “I fully embrace this professional identity.” In what ways have you gained clarity since Gate 2 about what this professional identity means to you today? Use of references is strongly encouraged.   Essay assessment item: The student understands what it means to be a professional marriage and family counselor. |

**Results**:

**Measure 4.1:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4.1 Admissions Career Essay | |  |  |  |  |  |  |  |  |  |  |  |  | Mean |
| **FA**  **12** | **1st Rater** | 3 | 3 | 3 | 2.5 |  |  |  |  |  |  |  |  |  |
|  | **2nd Rater** | 4 | 4 | 4 | 4 |  |  |  |  |  |  |  |  | 3.04 |
| **SP 13** | **1st Rater** | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 3 | 2.5 | 3.12 |
|  | **No 2nd rater** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Measure 4.2**

Gate 2: The student understands what it means to be a Marriage and Family Therapist

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall 2012 | 3 | 4 | 2 | 2 | 2 |  |
| Spring 2013: Rater 1 | 3 | 3 | 2 | 3 | 2 |  |  |
| Spring 2013:  Rater 2 | 2 | 2 | 3 | 3 | 3 |  |  |
| MEAN |  |  |  |  |  | 2.60 |  |

**Measure 4.3**

Gate 3: The student understands what it means to be a Marriage and Family Therapist

|  |  |
| --- | --- |
| Fall 2012  Rater 1 | 3 |
| Spring 2013  Rater 1 | 3 | 3 | na | 3 | 3 | 4 | 3 | 2.5 |  |
| Spring 2013  Rater 2 | 3 | 4 | 3 | 3 | 4 | 4 | 2 | 4 |  |
| MEAN |  |  |  |  |  |  |  |  | 3.09 |

**Data from post-gate 2 and 3 review of portfolios:**

The following data were collected on the Kentucky campus based on a review of Gate 2 and 3 for Spring/Summer 2013 portfolio material. Data is aggregate for all gating students in MA in Mental Health Counseling, MA in Marriage and Family Counseling, and MA in Pastoral Counseling. Thirty-one (31) students prepared portfolios; the data below represent an assessment of 67.7% (n=21) of the portfolios.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2013 Gating  Professional Identity | Gate 2  n=7 | | Gate 3  n=14 | |
|  | Y | N | Y | N |
| Theory consistent with degree | 1 | 3 | 6 | 1 |
| Member of professional organization | 2 | 5 | 5 | 8 |
| Attended professional conference | 2 | 5 | 3 | 10 |
| Intends licensure | 6 | 1 | 13 | 1 |

**Data from the 2013 Alumni Learning Outcome Evaluation (N=7; n=3) (Appendix G)**

Using a 4 point scale, survey results for the following items related to professional identity: item 1 (X=3.00, SD=0.00), item 11 (X=2.33, SD=1.53).

The “gold standard” for this degree is the successful attainment of licensure as a Licensed Marriage and Family Therapist. This indicates that graduates have embraced a professional identity as a marriage and family therapist. The initial licensure designation in KY is licensed marriage and family therapist associate [LMFTA, KY] and in FL it is a marriage and family therapist intern [LMHC-I, FL]. The award of the next level of licensure, which allows one to practice independently, requires applicants to successfully pass the designated state board examination and accumulate a specified number of client contact hours under supervision. This process can take up to three years or longer following graduation. Licensure data was collected for the first time in the 2012-2013 MA in Marriage and Family Counseling Alumni survey (Appendix G). Data from items related to PLO 4 on the MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation indicates that 1 of the 3 respondents is pursuing a license as a marriage and family therapist; 2 of the 3 respondents were not pursuing any licensure.

Membership in a professional marriage and family therapy organization is a second variable as an indicator of a professional identity as a marriage and family therapist. No respondent had joined a professional counseling organization. Given the substantial debt (see Graduating Student Survey, Appendix I) carried by the 2013 graduating class and the known starting salaries for early professionals, it is not surprising that the Alumni Survey indicated that none of the respondents had joined a professional organization.

**Analysis**:

Although the data suggest that the Department has achieved this Program Learning Outcome, Departmental faculty would like to strengthen students’ understanding of what it means to be a licensed marriage and family therapist.

**Recommendations**:

At the 9.30.13 Department Meeting (*Minutes 9.30.13)* a suggestion was made to place a clarifying statement about the scope of practice for each degree on the Department’s web page by January 2014.

**Actions**:

Regarding the data collected from the post-gate 2 and 3 review of portfolios, “Attending professional conference” will be expanded to include attending licensure board meetings, reviewing the minutes of licensure board minutes, attending state counseling association chapter or conference, and attending any CEU event during their program.

Place a clarifying statement about the scope of practice for each degree on the Department’s web page by January 2014.

**From PLOs to Program Improvement**

A review of the corpus of data contained in this report indicates that the program has developed means of assessment that help program faculty to determine the extent to which the program is achieving its program level student learning outcomes, and the assessment process also highlights which program level outcomes need more concentrated attention, specifically PLO #4: Identifies self as a marriage and family therapist.

**Regarding Assessment tools**: Data from the Alumni survey (Appendix G) should be interpreted with caution because of the small number of respondents (N=7, n=3). Nevertheless, the Counseling and Pastoral Care Department faculty found the items in the Alumni Survey and the Stakeholders Survey *were useful tools for evaluating the MA in Marriage and Family Counseling.* The Alumni survey will be administered yearly for graduates 2-years, 5-years, and 10-years post-graduation. This conforms to the Seminary’s alumni survey process.

We had contact data on site supervisors, and limited contact data from employers. Program faculty concluded that the survey is useful. The next administration of this survey is Spring 2014. Reports from the Stakeholders Surveys will be separated by degree programs.

**Regarding response rate on assessment tools:** During 2013-2014 the Counseling and Pastoral Care Department faculty will work to improve the response rate on the Alumni and Stakeholders’ Surveys. We will partner with the Counseling Alumni Council to communicate to alumni the importance of their feedback. The Directors of Training for Counseling Programs will keep accurate records of site supervisors. We will continue to build our data base of the employers of our MA in Marriage and Family Counseling graduates.

**Adding to assessment:** Beginning with Fall 2013, graduating MA in Marriage and Family Counseling students will complete an assessment of their experience in the program. The questions on this assessment are equivalent to those on the Alumni Survey and will give use feedback on the perceptions of graduating students.

In sum, faculty determined to make the following additions to improve our data collection:

1. Separate administration of Stakeholder Survey results by degree plan to facilitate specific degree plan analysis.
   1. Add the following categories to Stakeholder Survey #27: Social Worker License, Kentucky Certified Fee Based Pastoral Counselor, Certified Supervisor of Clinical Pastoral Education
2. Administer modified questions from the Alumni Survey to each year’s Graduating Class begin in Fall 2013 to capture graduating student perceptions.
3. Separate Professional Identity analysis from portfolios by degree plans and by campus
4. Reviewing Integration Paper at Gate 3: the portfolio reviewer and 1 “blind” reviewer will suffice. The Common Theological Integration Rubric will be included in the Gate 3 material for faculty. (PLO 3)

**Anticipated Use of Results:**

Improving data gathering methodology and developing user-friendly data reporting spreadsheets is the focus of our use of results.

Faculty will review the scope of systemic theory and techniques that are present in the degree plan.

**Dissemination of Results:**

This report is posted on the Counseling Department web page, which is available to the public through the Seminary’s web page.

**Appendix A**

**Department of Counseling and Pastoral Care Gating System Policy**

**Approvals**

CPC 11/19/09; edited to reflect degree plan changes 03.22.10; School of Practical Theology 05.03.10; Academic Council 08.17.10; Plenary Faculty 08.27.10

**Goal 1**: The first goal of this gating process is to assess student readiness for participation in supervised practicum experiences as part of the counseling degree programs (MA: MHC; MA: MFC; MA: PC) at Asbury Theological Seminary.

**Goal 2**: The second goal of this gating process is to engage students who show evidence of professionally harmful or deficient behavior in the course of their time as a student at Asbury Theological Seminary.

The aim of **gatekeeping** in the professional and pastoral counseling degree programs is primarily to screen potential counselors throughout the formal educational process in order to facilitate their learning and, as needed, to “remediate, or dismiss students who are not well-suited to the demands of the helping professions” (Palmer, White, & Chung, 2008, p. 30). Gatekeeping can function as an intervention mechanism to limit behaviors that could threaten the welfare of clients by helping redirect students in their development of professional skills or redirect them toward other professions. The gatekeeping responsibility is mandated for all professional counselors in the ethical standards of the American Counseling Association (ACA), 2005, Section F.5. Also, counselor educators bear an additional responsibility as specified in the 2009 *Standards* of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These standards require “a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development…. if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program, and, if possible, into a more appropriate area of study (CACREP, 2009, Section I, Standard P.).

Potential signs of student impairment may be “reflected in one or more of the following ways:

(a) inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior,

(b) an inability to acquire professional skills in order to reach an acceptable level of competency,

(c) an inability to control personal stress, psychological dysfunction, or excessive emotional reactions that interfere with the professional’s functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p. 598).

Assessment occurs at three “gates.” The admissions process serves as the first gate. Admission decision recommendations include consideration of the following:

(a) Each applicant’s potential in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts;

(b) Each applicant’s aptitude and readiness (e.g., academic, emotional, etc.) for graduate-level study in counseling; and

(c) Each applicant’s career goals and their relevance to the program.[[1]](#footnote-1)

A second gate assessment occurs prior to a student’s enrollment in practicum.[[2]](#footnote-2) Approval at this gate serves as faculty endorsement of a student’s readiness for practicum. A third gate assessment occurs at the end of the student’s degree work (during the final semester or equivalent) and functions as an exit interview. Because these gates include an evaluative function, they are separate from the “guidee” meetings associated with the Christian Formation Program at Asbury Theological Seminary.

The second and third gate processes assess **six general areas**. They are boundary maintenance, respect for persons of diverse opinions, theological/theoretical integration, use of self, clinical skills, and spiritual formation.

1. *Appropriate boundary maintenance* refers to a quality of relating in which there is healthy self-disclosure and respect for others, as well as the abilities to participate in a group and pick up on interpersonal cues.
2. *Humble respect for persons of diverse opinions* is demonstrated in the ability to dialogue effectively and respectfully. This area involves the abilities to understand diverse opinions and seek out alternative interpretations.
3. *Growing theological/theoretical integration* is demonstrated in a maturing biblically grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role.
4. *Appropriate use of self* refers to a growing self-awareness based in an understanding of personal strengths and limitations. This area also suggests an understanding of the impact of life experiences and personal development on the counseling role.
5. *Adequate* c*linical skills* involve the capacity to manage personal anxiety, establish and maintain rapport, reflect feelings and content, ask honest open-ended questions, and differentiate self from others.
6. *Maturing spiritual formation* refers to growth in the six core areas of the Christian Formation Program at Asbury Theological Seminary.

The Counseling and Pastoral Care Department (CPC) shall assess students by **four methods** at each gate. Students will present their own *self-assessment portfolio* that includes a self-evaluation, relevant papers/formation projects, and a professional development plan. Students are responsible for the development, maintenance, and presentation of their portfolio. Two confidential *peer evaluations* will be completed by peers chosen by CPC faculty. A *departmental recommendation* will be produced based on formal and informal interactions with students as well as the self-assessment portfolio and peer evaluations. A copy of a practicum supervisor’s evaluation will be added to the third gate. Finally, the *gate interview* itself will be a point of communication and a final assessment opportunity where recommendations will be made and plans affirmed. The ability of students to relate constructively in this academic and professional review will be taken into consideration. Members of the faculty of the Department of Counseling and Pastoral Care conduct the gating interviews.[[3]](#footnote-3)

The materials used in the assessment process are accessible only to the CPC faculty. Any information from the assessment process relevant to a student’s performance as a practicum counselor may also be shared with practicum site supervisors or administrators. All materials will be maintained in a secure location on campus. An office assistant shall be responsible for maintaining the filing policies and procedures for the assessment materials. Students are advised to retain copies of all materials they submit.

The CPC faculty at Asbury Theological Seminary reserves the right not to endorse a student for a practicum experience, based on observation, interactions, and evaluation. Satisfactory completion of necessary course work does not qualify a student for a supervised practicum experience. The endorsement of the department is the authorization to register for a practicum class.

In the event that a student disagrees with the decision of the faculty of the CPC department, the student can appeal the decision using the Course Complaints (Part 4. Section 5) process as specified in the *Faculty Handbook*. The dean to whom the student would file an appeal is the dean of the school in which the MA degree is housed, which in this case is the Dean of the School of Practical Theology. Should this course of action be chosen by a student, information from the assessment materials may be used to support the departmental recommendation.

Occasionally, on the basis of information gained from participation in the gating system, the CPC department will require that students postpone the beginning of practicums or discontinue classes for the purpose of self-care and remediation. These decisions are made by the department as a whole, but one faculty member will usually be assigned as a representative for communication with the student in question.

Students will be asked to submit a developmental plan in response to the concerns. The plan must accurately describe the issues of concern; outline specific strategies for addressing those concerns; describe expected outcomes by which the student and the department may measure growth; and establish a timeline for implementation. Failure to create a developmental plan or participate in its timely implementation will almost certainly result in inability to register for future classes, including practicum.

If students are suspected of “impairment,”[[4]](#footnote-4) as defined above, this same assessment process shall commence. Even though a regularly scheduled “gate” may not be imminent, this process can be used to consider the situation.

**References**

Bethel Seminary Marriage and Family Therapy. (2007). Marriage and Family Therapy Manual.

Minneapolis: author

Lamb, D. H., Presser, N. R., Pfost, K. S., Baum, M. C., Jackson, V. R.,& Jarvis, P. A. (1987).

Confronting professional impairment during internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice, 8*, 597-603.

Palmer, R. B., White, G., & Chung, W. (2008). Deficient trainees: Gatekeeping in Christian

practitioner programs. *Journal of Psychology and Christianity, 27 (1)*, 30-40.

Appendix B

Gate 1:

October 2, 2012 \*\* Updated October 30, 2012 [see 10.29.12 CPC minutes]

*CACREP I.K Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:*

1. *Each applicant’s potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts,*
2. *Each applicant’s aptitude for graduate-level study,*
3. *Each applicant’s career goals and their relevance to the program*

**Introduction**

The admission process provides the context for the first Gate for all degree programs in the Department of Counseling and Pastoral Care. The purpose of Gate 1 is to accept applicants into the CPC degree programs who are academically and personally appropriate for employment as LPCs, LMFTs, or pastoral counselors.[[5]](#footnote-5) Gate 1 includes an applicant submitting particular materials and participating in a group interview day.[[6]](#footnote-6) The following paragraphs describe the flow of Gate 1.

**Step 1: Pre-Gate 1 Group Interview Admission Documents**

**Responsible: Admissions**

* ATS application is completed by applicant.
* GPA check – *continuing with current policy that provides a way for applicant to establish a 3.00 GPA prior to application to any counseling degree program* [CACREP I.K.2]
* Background check – *background check vendor conducts a thorough and in-depth review* ($45.00)
* Submission of 3 references using reference form specific to CPC, which aligns with CPC Program Learning Goals.
  + One reference from professional who has worked in counseling/mental health arena is preferred
  + One reference from academic setting
  + One reference from pastor
  + Omit close personal friends and family members as referees.
* ***Applicant is then cleared to apply for a counseling degree and the administration shifts from Admissions to the Counseling Department***

**Step 2: Pre-Gate 1 Group Interview Application Packet Required by Counseling Department**

**Responsible: Department of Counseling and Pastoral Care**

***Packet includes:***

* ***Counseling degree admission essay instructions***

*Counseling Degree Admission Essay.* CPC Applicant Essay with 300 word limit per question (CPC will develop rating scale for faculty use)[[7]](#footnote-7)

* Counselors of faith have at least two sources of information that they can draw upon to counsel others. Imagine a continuum where #1 represents the position of “using Bible only” and #5 represents the position of “using psychological studies only”. Where would you currently place yourself on this continuum? Why?[PLO#3]
* Describe how relating to persons who are different from you [race, gender, age, economic, sexual orientation] has impacted you. [PLO#2; CACREP I.K.1]
* Discuss your career goals and how this degree helps you to move toward them [PLO#4; CACREP I.K.3]
* ***Assessment instruments [LEMI, FIRO-B, MMPI]***

CPC Administrative Assistant compiles applicant folders. Completed folders are distributed among CPC Program faculty, who use a rubric to review each folder prior to the interview day. Program faculty meet prior to the interview day to discuss applicants and to finalize details for the interview day.

***Step 3 Gate 1 Group Interview Day***

Gate 1 process Reviewed and affirmed at Feb 1, 2012 CPC Dept. mtg.

Essay addition to admission requirements approved by SPT at Sept. 17, 2012 mtg.

Essay addition to admission requirements approved by CC at Sept. 17, 2012 mtg.

Gate 1 reviewed, evaluated, and modified by CPC at its 10.29.12 mtg.

Gate 1: Welcome and Announcements

1. Warm welcome to applicants to MA degree programs
   1. All applicants, faculty, and staff should have name tags with print large enough to read first name from a distance
2. Introduce faculty and staff who are present
3. Location of rest rooms & any hospitality beverages/food if provided
4. Review of schedule of the day
   1. Group interaction around questions -- two 60min rounds w 15 min break
   2. Q & A with faculty about degrees [large group]
   3. Q & A with students. Students wrap up and accompany applicants to lunch.
5. Explain Group interaction process
   1. Applicants will self-organize into discussion group(s)
   2. Each group will be assigned to a room and the group will work in that room for the entire Group discussion period.
   3. Faculty will rotate between groups **at the break.**
   4. Group interaction time will be divided into 15 minute segments. Your group will have 15 minutes to discuss the different questions that will be given to you throughout the morning. [**Note: if the group discussion is profitable, observers can make a decision to let the discussion proceed. If discussion has “died”, observers can ask the next question].**
   5. Faculty are observers. They will give no additional direction to the group beyond the question for that time period. They will not participate in the group interaction. It is up to the group to be sure that all have an opportunity to participate.
   6. The first round of questions is from 9:00-10:00. Break at 10:00. Second round of questions from about 10:15-11:15.

Gate 1: Question & Rotation Schedule

|  |
| --- |
| **Question** |
| Why did you choose to apply to one of Asbury Seminary’s counseling programs? |
| Counselors of faith have at least two sources of information that they can draw upon to counsel others. Imagine that #1 represents the position of “Bible only” and #5 represents the position of “psychological studies only”. Where would you place yourself on that continuum? Why? |
| What issues of diversity are you most uncomfortable with? How does your discomfort show up in your thoughts, feelings, and behaviors? |
| Discuss the kind of person that would make you the most uncomfortable if that person were assigned to you as a client? Why? What would that other person experience that would clue him/her into your distress? |
| **BREAK – Observers switch groups after break** |
| Describe the characteristics that you possess that you believe are consistent with being a good counselor. How do you see these characteristics functioning in a counseling session? |
| Describe and discuss aspects of yourself that may prove to be hindrances to your capacity to counsel another person. How might these characteristics show up when you are counseling another person? |
| Some people run away from the problems of others. Other people never met a problem that they didn’t feel obligated to fix. Pretend that there is a continuum in the room that runs from 1 to 5, and imagine where you would fall on that continuum if #1 was “running away” from others’ problems and #5 was feeling responsible to attend to every problem that someone you know is having. Why did your place yourself there. |
| How do you react when your interpersonal relationships are in conflict or filled with tension? |

Group Interaction Protocol

1. Remind the group of these basic directions:
   1. You will be given a question to discuss. There are no “right and wrong” answers to these questions.
   2. You will have approximately 15 minutes to discuss each question. We will tell you when the 15 minutes are up.
   3. The faculty will not participate in your discussion. They are observers only.
   4. At 10:00 we will take a 15 minute break.
   5. This group discussion portion of the morning ends at 11:15am
2. Faculty act as time keepers for the 15 minute rounds. So in your observation teams be sure that you know who is watching the clock ☺.
3. Suggested things to watch for: who takes the lead; who speaks first; who facilitates the discussion; quality of responses; ease of interaction with other participants; does anyone dominate? And etc.
4. The first hour of the group discussion focuses on your beliefs about the counseling process.
5. THEN after break: The second round of group discussion presents questions that are about the Person of the counselor, that is, the focus is not on the client, but on you, the counselor.

|  |  |
| --- | --- |
|  | **New Admissions Recommendation Form for all CPC MA Degrees** |
|  | Use likert scale for all items with space for comment. |
| 1 | Demonstrates a level of self-disclosure appropriate to the setting. |
| 2 | Demonstrates a respect for others' boundaries. |
| 3 | Demonstrates ability to accurately interpret others' interpersonal cues. |
| 4 | View of others is free from cultural, gender, or racial stereotypes. |
| 5 | Is able to engage others' respectfully when disagreements arise. |
| 6 | Seeks out the perspectives of those who may hold different views than his/her view. |
| 7 | Believes that psychology is a valuable component of effective counseling for Christians. |
| 8 | Believes that the Bible is the only resource required for effective counseling. |
| 9 | Shows an interest in how theological resources can inform counseling practice. |
| 10 | Can identify his/her strengths. |
| 11 | Can identify areas for growth. |
| 12 | Possesses appropriate self-worth. |
| 13 | Can see how his/her life experiences influences his/her ministry. |
| 14 | Does not take over another when tension arises in their relationship. |
| 15 | Easily gives up their perspective when tension arises in their relationship. |
| 16 | Withdraws from another when conflict or tension arises in their relationship. |
| 17 | Manages his/her anxiety that might otherwise interfere with relationships or job performance. |
| 18 | Participates in Christian practices that deepen his/her spiritual life. |
| 19 | Others would identify this person as one who is maturing in his/her faith. |
| 20 | Regularly participates in a faith community. |

Approved by CPC at the 2/1/12 dept meeting

Emailed to Carolyn Clayton, Matthew and Eric 2/22/12

**Composite Rubric for rating applicants: Admissions Portfolio and Quality of Group Interaction**

**1=Beginning or None of the time**

**2=Developing or Some of the time**

**3= Accomplished or Most of the time**

**4=Exemplary or All of the time**

**Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Documentation** | **Application Criteria** | **1** | **2** | **3** | **4** |
| GPA | GPA |  |  |  |  |
| References | Supportiveness of references for admission |  |  |  |  |
| Admission Essay  Norm group: Compared to “ideal applicant” | Understanding of integration is compatible with department’s |  |  |  |  |
| Openness to working with culturally different people |  |  |  |  |
| Goodness of fit with career goals of degree of choice |  |  |  |  |
| Overall quality of pre-admission essay |  |  |  |  |
| Life Experience Memory Inventory | Absence of red flags in narrative |  |  |  |  |
| MMPI | Absence of red flags in profile |  |  |  |  |
| Firo-B | Absence of red flags in profile |  |  |  |  |
| Group Interview--  Quality of interactions in terms of: | Appropriate Boundary Maintenance |  |  |  |  |
| Respect for Diversity |  |  |  |  |
| Position on Integration |  |  |  |  |
| Management of anxiety |  |  |  |  |
| Degree of engagement |  |  |  |  |
| Contributes to group process |  |  |  |  |
| Absence of problematic interactions with others |  |  |  |  |
|  |  |  |  |  |  |

**Appendix C**

**Gate 2 Self-Assessment Portfolio Instructions**

**Updated 04/10/13**

***Introduction***

In order to insure that students in Asbury Seminary’s counseling degree programs (MA:MHC, MA:MFC, MA:PC) are ready for their practicum experience, each student will prepare a Self-Assessment Portfolio. This portfolio is developed and maintained by the student. It is presented to the Counseling and Pastoral Care faculty prior to the student’s Second Gate meeting. Students schedule their Second Gate during the semester before the student begins CO705 or PC655 or PC660.Students must pass the Second Gate successfully before they can enroll in practicum.

*Purpose of the Second Gate*

Goal 1: The first goal of this gating process is to assess student readiness for participation in supervised practicum experiences as part of the counseling degree programs (MA:MHC, MA:MFC, MA:PC) at Asbury Theological Seminary.

Goal 2: The second goal of this gating process is to engage students who show evidence of professionally harmful or deficient behavior in the course of their time as a student at Asbury Theological Seminary.

The materials that follow will help you to develop your Self-Assessment Portfolio. Keep in mind that this Portfolio is your documentation to the faculty of your professional readiness for practicum so you want it to be an accurate reflection of your competence and professionalism.

***Steps to prepare your Self-Assessment Portfolio***

Students will present their own *self-assessment portfolio* which includes a written self-evaluation narrative, completion of the self-evaluation assessment, sample papers/ formation projects from classes that the students deems relevant to the portfolio, and a draft of a professional development plan. Students are responsible for the development, maintenance, and presentation of their portfolio.

1. Read the gating policy and understand the purpose and the function of the second gate.
2. Develop a “Curriculum Vitae.” See instructions. Imagine that you are presenting this to a potential practicum site supervisor as you prepare your document.
3. Prepare your self-evaluation narrative. This essay addresses the six target areas of the second gate (boundary maintenance, respect for diverse opinions theoretical/theological integration, appropriate use of self, clinical skills, and spiritual formation).
4. Complete the likert scale assessment of each area.
5. Preparation of three essays.
   1. Essay 1 - Integration: Review the integration paper that you prepared for CO601 or CO600. If you applied to one of the counseling degree programs in Fall 2012 or after that semester, you may update your Integration essay from your application material. Develop a **900 word** [about 3 pages] essay that discusses how your understanding of the integration of theology and counseling has evolved, grown, and/or changed since you began your counseling program. This paper should include a clear statement of the current theoretical position from which you intent to counsel. Use of citations and scholarly references is strongly encouraged.
   2. Essay 2 – Diversity: Develop a **600-word** essay that discusses how your interaction with persons who are different from you has impacted who you are today. Compare who you are today with who you were at the time you entered your counseling program in terms of how persons who are different from you [e.g., ethnicity, culture, economics, gender, sexual orientation, etc.] have impacted your personal growth and professional development. Use of references is strongly encouraged.
   3. Essay 3 – Professional Identity: Develop a **600-word** essay that discusses to degree to which you embrace a professional identity as a licensed professional counselor (if you are in the MAMH), a licensed marriage and family therapists (if you are in the MAMF), or a pastoral counselor (if you are in the MAPC). Begin by using a 1 to 5 scale to rate the degree to which you have embraced a professional identity with 1 being “I do not hold to his professional identity at all” and 5 being “I fully embrace this professional identity.” In what ways have you gained clarity over the course of your degree program about what this professional identity means to you today? Use of references is strongly encouraged.
6. Update your Rule of Life that you prepared in CO601 or CO600 or IS501/CD501. Do not submit your original paper. Reflect upon your experiences with your original plan, and then discuss the changes that you need to make to integrate practices that presently support you in your spiritual growth? [600-900 words]
7. Prepare your Professional Development Plan using the format provided in these instructions.
8. Email the Administrative Assistant to the Counseling and Pastoral Care Department with 2 names of peers who could fill out the Peer Evaluation on your behalf.
9. Include a copy of your current degree plan (this can be printed off of OneATS under Registrar/degree plans). Fill this out with the classes you have already taken.
10. Compile your portfolio by organizing the above documents in a three-ring binder and turn it in to the Administrative Assistant two weeks before the scheduled interview.

**Self Evaluation Narrative**

Six counselor developmental areas are listed below. In response to each of the developmental areas, discuss the degree to which you are wrestling with this component of counselor development. Provide evidence of your growth in each area by citing specific experiences that you have had in counseling classes or in your life that relate to each area. As appropriate describe areas of vulnerability/weakness with which you struggle within each of the areas. Your professional development plan should reflect your strategy for enhancing your strengths and for remediating the vulnerabilities you have identified.

Remember this is not a theoretical discussion of an area; that is, it is not a theoretical discussion of dual relationships [boundary maintenance]. Instead talk about yourself and how well you do with each specific target area [where you maintain appropriate professional boundaries and where you struggle with maintaining appropriate boundaries].

Your response to each area should be approximately 300-400 words in length.

Boundary Maintenance

*Appropriate boundary maintenance* refers to a quality of relating in which there is healthy self-disclosure and respect for others, as well as the abilities to participate in a group and pick up on interpersonal cues.

Humble respect for persons of diverse opinions

*Humble respect for persons of diverse opinions* is demonstrated in the ability to dialogue effectively and respectfully. This area involves the abilities to understand diverse opinions and seek out alternative interpretations. This is related to the Diversity essay. The difference is that this question asks you to reflect upon the development of your skills and your comfort level in engaging clients who are different from you [race, culture, socio-economics, sexual orientation, etc.] in a counseling context. Do you believe that you are able to work with all clients who come to you for counseling? What areas of cultural diversity in counseling will present you with the greatest challenges?

Growing theological/theoretical integration

*Growing theological/theoretical integration* is demonstrated in a maturing biblically grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role. This is related to the Integration essay. The difference is that this question as you to discuss how you have experienced working “integratively” in counseling role plays and how your ability to think Christianly about therapeutic issues has matured since your admission into the degree plan.

Appropriate use of self

*Appropriate use of self* refers to a growing self-awareness based in an understanding of personal strengths and limitations. This area also suggests an understanding of the impact of life experiences and personal development on the counseling role.

Adequate clinical skills

*Adequate* c*linical skills* involve the capacity to manage personal anxiety, establish and maintain rapport, reflect feelings and content, ask honest open-ended questions, and differentiate self from others.

Maturing spiritual formation

*Maturing spiritual formation* refers to a deepening understanding of and commitment to holiness as expressed in the three core areas of the Christian Formation Program at Asbury Theological Seminary [Loving Community, Loving Mission, Loving Transformation].

SELF - EVALUATION

Directions: Use each continuum to indicate your understanding of your readiness for practicum in the following areas. Assuming that everyone has growth areas, it is expected that most students will receive 2's and 3's.

Key: 1 = Student seems to struggle greatly with this and/or to have little awareness of his/her issues in this area.

2 = Student seems to struggle somewhat with this and/or has moderate awareness of his/her issues in this area.

3 = Student functions adequately in this area.

4 = Student demonstrates self-awareness and intentional growth in this area.

5 = Student demonstrates outstanding mastery of this area.

1. Appropriate boundary maintenance: Effective therapists maintain appropriate boundaries through a) healthy self-disclosure, b) respect for others’ boundaries, c) ability to invite others to participate in group process, and d) ability to pick up on others’ interpersonal cues.

1 2 3 4 5

1. Respect for persons of diverse opinions: Effective therapists demonstrate a willingness to engage in dialogue. They are open to understanding diverse opinions and seek out alternative interpretations.

1 2 3 4 5

1. Integration of theoretical and theological understanding with counseling practice: Effective therapists work toward a thorough integration of biblically grounded theological understandings and informed theoretical perspectives in their counseling role.

1 2 3 4 5

1. Appropriate use of self: Effective therapists work from a point of growing self-awareness by understanding their strengths and limitations, and the impact of life experiences and personal development on their work with families.

1 2 3 4 5

1. Clinical Skill: Effective therapists demonstrate the ability to manage anxiety, to ask honest, open questions and to differentiate themselves from others.

1 2 3 4 5

1. Maturing spiritual formation: Effective therapists demonstrate a commitment to developing and deepening their spiritual life.

1 2 3 4 5

GATE 2 PROFESSIONAL DEVELOPMENT PLAN

Directions: Identify significant areas of professional growth you would like to experience during your practicum experience. Next identify *resources* available to foster growth in these areas.

**1. Target Area: Theoretical Foundations**

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Target Area: Therapeutic Skills (e.g., assessment, joining, escalating conflict, etc.)**

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Target Area: Ethical Understandings (e.g., confidentiality, reporting laws, etc.)**

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Target Area:** Professional Practice (e.g., appointment logistics, termination, etc.)

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Target Area:** Use of Self (e.g., one’s own family of origin issues, difficult kinds of client issues, etc.)

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Target Area:** Spiritual Formation (e.g., relationship with God, involvement with faith community, social holiness, etc.)

If I successfully attend to this area I will be able to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rate current level of mastery

1 (poor) 2 3 4 5 (excellent)

These are the things I will do to help me attain this goal (resources)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum Vitae Outline

Think of this as a specialized resume. Imagine that you are applying for a practicum/internship site position and that you will mail this document to your potential site supervisor. Imagine that the quality of the format and your responses will determine whether or not you will be offered a placement.

This document does not ask for your entire educational or work experience, but seeks to highlight the activities and experiences that you have had relevant to your counseling degree and your professional preparation since you entered Asbury Seminary.

Prepare a document that includes **all** of the categories below:

1. Name, address, contact information
2. Professional Mission Statement [What is your purpose now in pursuing this degree? Keep this short – a few sentences]
3. Professional Goals [e.g., attain license status as LPC, LMFT, LMHC, etc.; pursue doctoral studies in \_\_\_\_; enter chaplaincy; seek ordination in \_\_\_\_ (church/denomination); go on the mission field; open a private practice, etc.]
4. Denominational/church affiliation [if appropriate to your circumstances, e.g. seeking ordination]
5. Memberships in Professional Organizations [i.e., ACA, AAMFT, KCA, KAMFT, CAPS, AACC]
6. Professional Development Activities. [List the workshops, seminars, conferences that you have attended that are related to your degree plan and professional goals]
7. Work or volunteer experience since you entered Asbury Seminary that is relevant to your counseling degree and professional goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Map Rubric for Theological Integration**  **Paper** | **Exemplary**  Student exceeds assignment requirements & expectation  4 | **Accomplished**  Student meets assignment requirements and expectations  3 | **Developing**  Student somewhat meets assignment requirements & expectations  2 | **Beginning**  Student inconsistently meets assignment requirements & expectations  1 |
| **Introduction** | Composed paragraphs that clearly stated the paper’s purpose, explicitly identifying the key points to be compared and contrasted. Paragraphs contain necessary citation(s). | Composed paragraphs that clearly stated the paper’s purpose, identifying the key points to be compared and contrasted. Citations are missing. | Composed one paragraph that summarized the paper’s purpose. Listed the key points from each reading to be compared and contrasted. Citations are missing. | Composed one paragraph that listed the key points from each reading to be compared and contrasted. Citations are missing. Main purpose of the paper is not stated. |
| **Body** | Provides evidence of critical analysis using research, experience and factual evidence; evidence of thorough review of contemporary counseling research in light of biblical and theological understanding; engages scholarly literature in a manner that extends knowledge base past a simple book/article review; provides evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides evidence of critical analysis using research, experience and factual evidence; some evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; tends to engage scholarly literature from a few sources review; there is some evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides some evidence of critical analysis using research, experience and factual evidence; little evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; engages scholarly literature from a simple book/article review; almost no evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides little evidence of critical analysis using research, experience and factual evidence; no evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; engages scholarly literature from a simple book/article review; lacks evidence of a faith/theological based approach to the understanding of the whole person and their human condition. |
| **Conclusions and Recommendations** | Conclusions and recommendation are logical and reasonable; clearly states the advantages and limitations of the position presented. | Conclusions and recommendation are logical and reasonable; states a few advantages and limitations of the position presented. | Conclusions and recommendation are logical and reasonable; there is a brief conversation about possible advantages and limitations of the position presented. | Conclusions and recommendation are questionable and not reasonable; there is no clarity about any advantages or limitations of the position presented. |
| **Grammar and mechanics** | Sentence fluency is coherent, unified, varied; sentence structure complete; correct spelling, punctuation, capitalization; varied diction, word choices. Paper length requirement met. | Sentence fluency correct, varied; Minor errors in structure (fragments, run-ons), correct spelling punctuation, capitalization; limited diction, word choices. Paper length requirement met. | Relatively few errors in sentence fluency; multiple fragments/run-ons, poor spelling, punctuation and capitalization; limited diction, uses trite words, slang, or contractions. Paper length 10% below minimum required. | Significant errors in sentence fluency and structure, spelling, punctuation and capitalization; diction weak or inappropriate. Paper length 20% below minimum requirement. |
| **Format** | Appearance is readable and neat; correct use of APA, margins, font size/style, pagination, title page; reference page correctly formatted, double spaced, in-text citations correctly used. | Appearance is readable and neat; most of paper uses correct APA margins, font size and style, pagination, title page; reference page generally consistent with APA style, in-text citations used correctly. | Readability and neatness of paper are compromised by the number of errors; APA format is inconsistent and inadequate; reference page in inconsistent with APA format, required in-text citations are missing. | Disorderliness of paper makes it difficult to read; several format errors; significant errors in APA format, many in-text citations are missing. |

Edited vth 8/15/12

Note: This is the form your faculty will use to review your paper. You don’t need to do a thing with this chart ☺

Appendix D

Gate 3 Instructions

**GATE 3 Portfolio Instructions**

**Updated 11/1/12**

*Introduction*

When students are completing their counseling degree (MA:MHC, MA:MFC, MA:PC), students will prepare a Self-Assessment Portfolio. This portfolio is developed and maintained by the student. It is presented to the Counseling and Pastoral Care faculty prior to the student’s Third Gate meeting and serves as an exit interview.

Your Gate 3 Portfolio builds upon what you prepared for your Gate 2 interview. Keep in mind that this Portfolio is your documentation to the faculty of your professional readiness for the world of professional counseling or pastoral counseling so you want it to be an accurate reflection of your competence and professionalism.

*Steps to prepare your Gate 3 Self-Assessment Portfolio*

Students will present their own *self-assessment portfolio* which includes a written self-evaluation narrative, an updated version of your Rule of Life, and an evaluation of your degree of completion of the professional development plan that you developed for Gate 2. Your portfolio will also include the exit essay that presents your current understanding of integration. You are responsible for the development, maintenance, and presentation of their portfolio.

1. Read the gating policy and understand the purpose and the function of the third gate.
2. Update your Gating Curriculum Vitae (see instructions). Prepare this document as if your were presenting it to a potential employer.
3. Prepare your self-evaluation narrative, including the self-evaluation likert scale. The essay reflects your self-assessment of your growth and development in terms of the six target areas of the second gate (boundary maintenance, respect for diverse opinions theoretical/theological integration, appropriate use of self, clinical skills, and spiritual formation).
4. Write three essays.
   1. **Essay 1 – Integration: Follow the instructions for the Integration Essay that you will get from the Administrative Assistant.**
   2. Essay 2 – Diversity: Develop a **600-word** essay that compares who you are today with who you were at the time that you prepared your Gate 2 portfolio in terms of how persons who are different from you [e.g., ethnicity, culture, economics, gender, sexual orientation, etc.] have impacted your personal growth and professional development. Use of references is strongly encouraged.
   3. Essay 3 – Professional Identity: Develop a **600-word** essay that discusses the degree to which you have embraced a professional identity as a licensed professional counselor (if you are in the MAMH), a licensed marriage and family therapists (if you are in the MAMF), or a pastoral counselor (if you are in the MAPC). Begin by using a 1 to 5 scale to rate the degree to which you have embraced a professional identity with 1 being “I do not hold this professional identity at all” and 5 being “I fully embrace this professional identity.” In what ways have you gained clarity since Gate 2 about what this professional identity means to you today? Use of references is strongly encouraged.
5. Discuss how you have implemented your Rule of Life since Gate 2 and discuss how you have grown as a maturing Christian since Gate 2. What practices do you intend to maintain after graduation? [600-900 words]
6. Using the form provided discuss how well you implemented your Gate 2 Professional Development Plan from Gate 2. What are you plans to grow as a professional after your graduation?
7. Include a copy of your degree audit that the Registrar’s Office sent to you.
8. Include a copy of the most recent evaluation from your internship site supervisor.
9. Email to the Administrative Assistant to the Counseling and Pastoral Care Department the names of 2 peers who could fill out the Peer Evaluation.
10. Compile your portfolio by organizing the above documents in a three-ring binder.

**You will also be asked to respond to a case study appropriate to your degree as part of your Gate 3 interview. You will review a copy of the case study immediately prior to your interview.Curriculum Vitae for Gate 3**

Review and update the Curriculum Vitae that you prepared for Gate 2. Remember that this document does not ask for your entire educational or work experience, but seeks to highlight the activities and experiences that you have had relevant to your counseling degree since Gate 2. **Prepare this document as if you were presenting it to a prospective employer.**

This document includes all of the categories below:

1. Name, address, contact information
2. Professional Mission Statement [What is your purpose for your work as a mental health professional?]
3. Professional Goals [e.g., attain license status as LPC, LMFT, LMHC, etc.; pursue doctoral studies in \_\_\_\_; enter chaplaincy; seek ordination in \_\_\_\_ (church/denomination); go on the mission field; open a private practice, etc. ]
4. Denominational/church affiliation
5. Memberships in Professional Organizations [i.e., ACA, AAMFT, KCA, KAMFT, CAPS, AACC]
6. Professional Development Activities. [List the workshops, seminars, conferences that you have attended that are related to your degree plan]
7. Work or volunteer experience since you entered Asbury Seminary that is relevant to your counseling degree [You can include your practicum/internship experience here]

**Self Evaluation Narrative**

Six counselor developmental areas are listed below. In response to each of the developmental areas, discuss the degree to which you are wrestling with this component of counselor development. Provide evidence of your growth in each area by citing specific experiences that you have had in counseling classes or in your life that relate to each area. As appropriate describe areas of vulnerability/weakness with which you struggle within each of the areas. You should refer to ways that you have changed between Gates 2 and 3. Your Gate 3 professional development plan should reflect your strategy for enhancing your strengths and for remediating the vulnerabilities you have identified.

Remember this is not a theoretical discussion of an area; that is, it is not a theoretical discussion of dual relationships [boundary maintenance]. Instead talk about yourself and how well you do with each specific target area [where you maintain appropriate professional boundaries and where you struggle with maintaining appropriate boundaries].

Your response to each area should be approximately 300-400 words in length.

Boundary Maintenance

*Appropriate boundary maintenance* refers to a quality of relating in which there is healthy self-disclosure and respect for others, as well as the abilities to participate in a group and pick up on interpersonal cues.

Humble respect for persons of diverse opinions

*Humble respect for persons of diverse opinions* is demonstrated in the ability to dialogue effectively and respectfully. This area involves the abilities to understand diverse opinions and seek out alternative interpretations.

Growing theological/theoretical integration

*Growing theological/theoretical integration* is demonstrated in a maturing biblically grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role.

Appropriate use of self

*Appropriate use of self* refers to a growing self-awareness based in an understanding of personal strengths and limitations. This area also suggests an understanding of the impact of life experiences and personal development on the counseling role.

Adequate clinical skills

*Adequate* c*linical skills* involve the capacity to manage personal anxiety, establish and maintain rapport, reflect feelings and content, ask honest open-ended questions, and differentiate self from others.

Maturing spiritual formation

*Maturing spiritual formation* refers to a deepening understanding of and commitment to personal and social holiness as expressed in the six core areas of the Christian Formation Program at Asbury Theological Seminary.

SELF – EVALUATION SCALE

**Directions**: Use each continuum to indicate your understanding of your readiness for practicum in the following areas. Assuming that everyone has growth areas, it is expected that most students will receive 2's and 3's.

Key: 1 = Student struggles greatly with this and/or to have little awareness of his/her issues in this area.

2 = Student struggles somewhat with this and/or has moderate awareness of his/her issues in this area.

3 = Student functions adequately in this area.

4 = Student demonstrates self-awareness and intentional growth in this area.

5 = Student demonstrates outstanding mastery of this area.

1. Appropriate boundary maintenance: Effective therapists maintain appropriate boundaries through a) healthy self-disclosure, b) respect for others’ boundaries, c) ability to invite others to participate in group process, and d) ability to pick up on others’ interpersonal cues.

1 2 3 4 5

1. Respect for persons of diverse opinions: Effective therapists demonstrate a willingness to engage in dialogue. They are open to understanding diverse opinions and seek out alternative interpretations.

1 2 3 4 5

1. Integration of theoretical and theological understanding with counseling practice: Effective therapists work toward a thorough integration of biblically grounded theological understandings and informed theoretical perspectives in their counseling role.

1 2 3 4 5

1. Appropriate use of self: Effective therapists work from a point of growing self-awareness by understanding their strengths and limitations, and the impact of life experiences and personal development on their work with families.

1 2 3 4 5

1. Clinical Skill: Effective therapists demonstrate the ability to manage anxiety, to ask honest, open questions and to differentiate themselves from others.

1 2 3 4 5

1. Maturing spiritual formation: Effective therapists demonstrate a commitment to developing and deepening their spiritual life.

1 2 3 4 5

GATE 3 Review of PROFESSIONAL DEVELOPMENT PLAN

Directions: Create a document that uses the format below. This document evaluates the extent to which you achieved your Gate 2 Professional Development Plan.

**1. Target Area: Theoretical Foundations**

* Restatement of Gate 2 Goal
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**2. Target Area: Therapeutic Skills (e.g., assessment, joining, escalating conflict, etc.)**

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**3. Target Area: Ethical Understandings (e.g., confidentiality, reporting laws, etc.)**

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**4. Target Area:** Professional Practice (e.g., appointment logistics, termination, etc.)

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**5. Target Area:** Use of Self (e.g., one’s own family of origin issues, difficult kinds of client issues, etc.)

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**6. Target Area:** Professional Practice (e.g., appointment logistics, termination, etc.)

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**7. Target Area:** Spiritual Formation (e.g., relationship with God, involvement with faith community, social holiness, etc.)

* Restatement of Gate 2 Goal:
* Brief narrative evaluation of the extent to which I achieved my professional development in this area
* Activities that helped me to attain an increased level of mastery were:
* Obstacles that I experienced in working on this goal were:

Gate 3 level of mastery

1 (poor) 2 3 4 5 (mastery)

**Gate 3 Integration Paper Instructions**

The integration of counseling and theology is a thread that runs through our entire program. During your application for admission (Gate 1), you answered questions about your understanding of integration at that point in time. Then you wrote your first paper on the integration of counseling and theology in one of your first counseling courses (CO600 or CO601). Next you updated your thinking at Gate 2. Now you have an opportunity to pull together your course work and your field experience. In this final paper on the integration of counseling and theology we ask you to provide evidence of critical analysis, theological and psychological integration using research and factual evidence; plus an understanding of whole persons and their human condition in light of scriptures by writing a paper that will:

1). State *your theory of choice* to counseling (contemporary);

2). Review your theory of counseling by engaging scholarly literature in a manner that extends your demonstrated knowledge base past a simple book/article review.

3). Provide evidence of *a biblical, faith/theological based approach* to the understanding of the *whole person* and *their human condition*;(in other words, show evidence of integration of psychology and the bible, theology/faith in your writing)

4). Provide some conclusions and recommendations that are logical and reasonable; that clearly state the *advantages* and *limitations* of the position you presented.

5). Include APA formatted reference list.

Paper length: 5-7 pages (not counting reference list, using 12 pt. font, 1” margins all around)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Map Rubric for Theological Integration** | **Exemplary**  Student exceeds assignment requirements & expectation  4 | **Accomplished**  Student meets assignment requirements and expectations  3 | **Developing**  Student somewhat meets assignment requirements & expectations  2 | **Beginning**  Student inconsistently meets assignment requirements & expectations  1 |
| **Introduction** | Composed paragraphs that clearly stated the paper’s purpose, explicitly identifying the key points to be compared and contrasted. Paragraphs contain necessary citation(s). | Composed paragraphs that clearly stated the paper’s purpose, identifying the key points to be compared and contrasted. Citations are missing. | Composed one paragraph that summarized the paper’s purpose. Listed the key points from each reading to be compared and contrasted. Citations are missing. | Composed one paragraph that listed the key points from each reading to be compared and contrasted. Citations are missing. Main purpose of the paper is not stated. |
| **Body** | Provides evidence of critical analysis using research, experience and factual evidence; evidence of thorough review of contemporary counseling research in light of biblical and theological understanding; engages scholarly literature in a manner that extends knowledge base past a simple book/article review; provides evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides evidence of critical analysis using research, experience and factual evidence; some evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; tends to engage scholarly literature from a few sources review; there is some evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides some evidence of critical analysis using research, experience and factual evidence; little evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; engages scholarly literature from a simple book/article review; almost no evidence of a faith/theological based approach to the understanding of the whole person and their human condition | Provides little evidence of critical analysis using research, experience and factual evidence; no evidence of thorough review of contemporary counseling research in light of biblical and theological understanding shown; engages scholarly literature from a simple book/article review; lacks evidence of a faith/theological based approach to the understanding of the whole person and their human condition. |
| **Conclusions and Recommendations** | Conclusions and recommendation are logical and reasonable; clearly states the advantages and limitations of the position presented. | Conclusions and recommendation are logical and reasonable; states a few advantages and limitations of the position presented. | Conclusions and recommendation are logical and reasonable; there is a brief conversation about possible advantages and limitations of the position presented. | Conclusions and recommendation are questionable and not reasonable; there is no clarity about any advantages or limitations of the position presented. |
| **Grammar and mechanics** | Sentence fluency is coherent, unified, varied; sentence structure complete; correct spelling, punctuation, capitalization; varied diction, word choices. Paper length requirement met. | Sentence fluency correct, varied; Minor errors in structure (fragments, run-ons), correct spelling punctuation, capitalization; limited diction, word choices. Paper length requirement met. | Relatively few errors in sentence fluency; multiple fragments/run-ons, poor spelling, punctuation and capitalization; limited diction, uses trite words, slang, or contractions. Paper length 10% below minimum required. | Significant errors in sentence fluency and structure, spelling, punctuation and capitalization; diction weak or inappropriate. Paper length 20% below minimum requirement. |
| **Format** | Appearance is readable and neat; correct use of APA, margins, font size/style, pagination, title page; reference page correctly formatted, double spaced, in-text citations correctly used. | Appearance is readable and neat; most of paper uses correct APA margins, font size and style, pagination, title page; reference page generally consistent with APA style, in-text citations used correctly. | Readability and neatness of paper are compromised by the number of errors; APA format is inconsistent and inadequate; reference page in inconsistent with APA format, required in-text citations are missing. | Disorderliness of paper makes it difficult to read; several format errors; significant errors in APA format, many in-text citations are missing. |

Edited vth 8/15/12

Appendix E

Case Study and Rubric

**GATE 3 MAMF CASE STUDY (Family)**

Dan is a 45-year-old divorced, Caucasian male who has been in outpatient substance abuse treatment for the past year. He has an ex-wife (Pam) whom he was previously married to for 18 years and one 16-year-old daughter (Jessica) with Pam. Dan and Pam are bringing in their daughter Jessica for counseling but both Dan and Pam are willing to participate in sessions. Dan’s main concern is his daughter’s increasing defiant and acting out behaviors at home and at school.

Dan admits to a long history of substance abuse that has “caused” the problems of his family. While drinking, Dan often had “one night stands”, which his wife eventually found out about. Unfaithfulness combined with his alcohol problem, and multiple times of failed rehab lead to Pam filing for divorce, which was finalized a year and a half ago. Despite the fact Dan and Pam are divorced, Dan lives with his “ex” and daughter as he is the “bread winner” and the arrangement seems to work albeit with some difficulty. Dan admits to ulterior motives in living with them stating he still loves his wife and wants to win his family back. Pam admits to still having feelings for Dan as well but doesn’t trust him. Dan’s been “on the wagon” before and Pam expects him to fall off again. However, Pam doesn’t have a job and so relies on Dan to financially support the family.

Jessica is fully aware of the difficulties her parents have, not only observing the arguments between her parent (and pushing and shoving between the parents when Dan would come home drunk), but because mom “confides” in Jessica using her as an ally, confidant, and emotional support. Much of the “problems” Jessica is having is showing “disrespect” to her father, blaming him for “everything” and in anger often states she “hates” him. Jessica admits sometimes she will get so angry at her father she screams “I’m kill herself with a kitchen knife”. At the same time she manipulates her father to get “whatever I want”, and her father will spend any amount of money to buy Jessica’s affection and make her happy. Jessica admits that as the only child she grew up “spoiled” and knows how to get what she wants from her parents. Dan and Pam also admit to spoiling her, but both state this fact in such a way that makes the observer wonder if they think of it as a “cute” thing.

Currently, Dan has been sober for a year as of last month and is faithful to his outpatient substance abuse group. He has gained a lot of insight into his behavior and the pain he has caused to his family. Pam is happy that Dan is sober and “trying” to set things right. However Pam still has some anger toward Dan and doesn’t want to be gullible again. Pam continues to use Jessica as her emotional support and confides in Jessica the private conversations Pam has with Dan (which causes more arguments between Pam and Dan, and in which Jessica will take her mom’s side and join in the yelling). Jessica often expresses anger (in the form of screaming and tantrums) toward her father, she doesn’t believe he will stay sober, and only interacts in any meaningful way when she wants her father to buy something.

Dan states Jessica is currently seeing another counselor “individually once a month”, but feels it is minimally effective and wants you to begin family work with you. When asked what the family wants from counseling, both Pam and Dan see a need for Jessica’s behavior to become less defiant and angry around the house. Dan also says he wants to have a better relationship with his daughter. Jessica doesn’t want to be there at all. But when encouraged, Jessica acknowledges a need for less chaos, but thinks that will happen if her father lived somewhere else.

1. Identify legal and/or ethical issue(s) present in the scenario and possible responses to manage issues.
2. Diagnose a main treatment concern based on presenting information and discuss rationale for diagnosis.
3. Identify theoretical orientation approach you would use and discuss why it is a fit for this case.
4. Discuss assessment(s) tool, if any, you would use and why.
5. Formulate a treatment plan identifying (1) one problem statement, (2) one treatment goal, (3) two treatment objectives for the goal, and (4) one Intervention strategy for each objective.
6. Describe your course of treatment.

**GATE 3 MAMH OR MAMF CASE STUDY: FAMILY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning**  Did not meet requirements or expectations in this skill  (1 point) | **Developing**  Somewhat meets requirements and expectations in this skill  (2 point) | **Accomplished**  Meets requirements and expectations in this skill  (3 points) | **Exemplary**  Exceeds requirements and expectations in this skill  (4 points) |
| **1. Identify ethical and/or legal issues present in the scenario and possible responses to manage issues.** | Did not recognize ethical/legal issues and responses  Or identified ethical concerns not present in case scenario. | Recognized one issue present (as defined below)  AND a reasonable response to manage issue.  OR provided weak management responses to identified ethical/legal issues. | Recognized 2-3 ethical issues present (as defined below)  AND provided reasonable responses to managing issues. | Recognized all 4 issues present (as defined below)  AND provided reasonable responses to managing issues. |
|  | 1. My competency to treat families sociocultural identity   Reasonable Response: *Seek supervision, seek competency through trainings and workshops.*   1. My competency to treat presenting issues of family   Reasonable Response: *Seek supervision, seek competency through trainings and workshops.*   1. Suicidal ideation of Jessica   Reasonable Response: *Assess further, seek supervision or consult with colleagues, create safety plan with family, if necessary seek hospitalization.*   1. Jessica is also in counseling with another counselor.   Reasonable Response: ACA Ethics: *Inform client you cannot see her while in she is in treatment with another counselor unless the other counselor is aware this relationship, discuss treatment needs that will be non-overlapping with other counselor, seek informed consent to communicate with other counselor to ensure boundary of services offered by each.*  NOTES: | | | |
| **2. Diagnose a main treatment concern based on presenting information and discuss rationale for diagnosis.** | Did not recognize a treatment concern.  OR identified something other than child anger / disruptive behaviors as treatment concern. | Only recognizes anger / disruptive behavior as reasonable focus of treatment.  OR Recognizes anger / disruptive behavior as treatment focus but over-diagnosis the client with ODD or CD without further assessment.  OR diagnosis with V-Codes (child-parent) problem only | Recognizes anger / disruptive behavior as treatment issue AND limits diagnosis to Disruptive Behavior NOS or Adjustment D/O | Recognizes anger / disruptive behavior as treatment issue AND limits diagnosis to Disruptive Behavior NOS or Adjustment D/O  AND recognizes need to assess to rule out ODD or CD;  AND recognizes need to assess further for depression / anxiety. |
|  | *IF* identifies something other than anger/ disruptive behavior, score 1 point and redirect client to use a anger/behavior for rest of case study.  NOTES: | | | |
| **3. Identify and summarize a theoretical orientation and explain why it is a fit for this case.** | Did not identify a theoretical orientation  OR was ambivalent on theoretical orientation  OR identified an theoretical orientation but conceptualized inaccurate | Identified a theoretical orientation but conceptualized the theory with some inaccuracy.  OR rationale for identified theoretical orientation was very weak. | Reasonably conceptualized theoretical orientation with reasonable rationale as to why treatment theory is best to use with client and presenting issue. | Coherently states a theoretical orientation with good evidence and rationale for why this treatment theory is best for client and presenting issue. |
|  | NOTES: | | | |
| **4. What assessment tools (if any) would you use and why.** | Does not discuss any assessment process. | Simply states a need to assess client(s) without clear idea of what is being assessed  OR simply states no need to assess client without any clear reason to this assertion. | Has reasonable idea on need to assess client for “diagnostic clarification” and/or “other issues”, with a basic defined process, but may not have a specific tool(s) in mind.  OR provides a reasonable rationale for not using any formal assessment tools with this client. | Coherently states need to assess either for “diagnostic clarification” or “other issues present”, what specific assessment tool(s) and process to be used.  AND speculates on what elevations would be expected given client presentation.  OR provides a strong rationale for not using any formal assessment tools, possibly based on stated theoretical orientation. |
|  | NOTES: | | | |
| **5. Formulate a treatment plan:**  ***a. Problem Statement***  (i.e., simple pithy statement of client issue and evidence for issue) | Does not provide a problem statement for the treatment plan. | Provides weak problem statement on anger/disruptive behavior. | Problem statement identifies anger/disruptive behavior as the problem without providing evidence of problem.  OR provides a problem statement that is not a concise statement. | Coherently states a concise one-sentence problem statement that identifies the problem (anger/disruptive behavior) and evidence of problem. |
|  | **Problem Statement** should be a simple one-sentence statement of client issue with evidence provided.  Example: *Mother and father reports frequent anger outburst and disruptive behaviors at home and evidenced by defiant behavior, frequent verbal outbursts, and arguing with authority figures.*  NOTES: | | | |
| ***b. One Treatment Goal* Statement**  (i.e., problem restated in the positive, broad behavioral outcome goal for the client to meet) | Does not provide a treatment goal for the problem statement  OR gives a treatment goal not related to the problem statement | Treatment plan is minimally related to problem statement or client symptoms  (e.g., Client needs to learn to accept life’s difficulties…) | Gives a treatment goal that addresses anger/behavior or an identified depressive symptom BUT is not stated as a behavioral outcome statement  (e.g., Client wants to feel better) | Coherently states in one-sentence a treatment goal that identifies a behavioral outcome related to treating client overall anger/behavior or specific depressive symptoms. |
|  | **One Treatment Goal** restates the problem in the positive overall goal for client to meet. Goal should be a behavioral outcome statement. (i.e., NOT “client will feel better)  Example: *Treatment seeks to reduce frequency and intensity of anger while improving overall functioning*  NOTES: | | | |
| ***c. Two Treatment Objective Statements***  (i.e., measurable behavioral outcome statement on what the client will do, and based on above stated theoretical orientation.) | Does not provide any treatment objectives;  OR treatment objective(s) not related to stated goal;  OR objectives are what the counselor will do and not what the client will do. | Provides only one (or 1 good) measurable behavioral outcome objective statement;  OR objective(s) is weakly related to goal statement;  AND objective(s) is weakly associated with stated theoretical orientation. | Provides two reasonably measurable behavioral outcome objective statements;  AND reasonably tied to goal statement;  OR reasonably tied to theoretical orientation. | Provides two measureable behavioral outcome objective statements;  AND concisely indicating what the client will do; and  AND logically connected to goal statement; and    AND based on stated theoretical orientation. |
|  | **Two Objectives** (i.e., measurable outcome statement on what the client/family will do, based on above stated theoretical orientation)  Example 1: *Client and parents recognize and name thoughts and feelings associated with triggering anger events.*  Example 2: *Client and parents will learn additional communication strategies to minimize anger events.*  Example 3: *Mother and father will learn alternative parenting strategies to minimize anger events in client.*  NOTES: | | | |
| ***d.* *Intervention Strategy***  (i.e., What the counselor will do to bring about change based on theoretical orientation) | Does not provide any stated intervention strategy statement.  OR statement is on what the client will do and not what the counselor will do. | Provides only one (or 1 good) intervention strategy on what the counselor will do;  OR intervention(s) is weakly associated with stated objective(s)  AND intervention(s) is weakly associated with stated theoretical orientation. | Provides two reasonable intervention strategies on what the counselor will do;  AND reasonably tied to respective objective statement;  OR reasonably tied to theoretical orientation. | Coherently provides two intervention strategies on what the counselor will do;  AND is coherently tied to each respective objective statement;  AND is coherently tied to stated theoretical orientation. |
|  | **Interventions** (i.e., what the counselor will do, based on above stated theoretical orientation.)  Example 1: *Aid client and parents to recognize the variety of emotional responses to triggering events and understand role each play in their relationship to the dominant anger response.*  Example 2: *Assist client and parents to learn assertiveness listening skills and practice in session and home environment.*  Example 3: *Aid parents to learn alternative boundary strategies and practice in session and in home environment.*  NOTES: | | | |
| **6. Describe your course of treatment.** | Does not provide any course of treatment | Course of treatment is given in very general of terms;  OR course of treatment is inconsistent with stated theoretical orientation.  OR course of treatment is inconsistent with presenting issue, stated goals, objectives, and interventions;  INCLUDES 1-2 of below:   1. Assessing psychsocial hx and presenting symptoms; 2. Any other assessment (test) process; 3. Establishing Rapport; 4. Developing treatment plan with client; 5. Aspects of implementing treatment plan; 6. Expected treatment progress. | Course of treatment is given in reasonable terms with some inconsistency based on stated theoretical orientation, AND/OR inconsistency in logic based on presenting issue, stated goal, objectives, and interventions;  INCLUDES 3-4 of below:   1. Assessing psychsocial hx and presenting symptoms; 2. Any other assessment (test) process; 3. Establishing Rapport; 4. Developing treatment plan with client; 5. Aspects of implementing treatment plan; 6. Expected treatment progress. | Coherently provides a course of treatment consistently formulated on client presentation, identified treatment issue, goals, objectives and interventions, and grounded in stated theoretical perspective.  INCLUDES ALL:   1. Assessing psychsocial hx and presenting symptoms; 2. Any other assessment (test) process; 3. Establishing Rapport; 4. Developing treatment plan with client; 5. Aspects of implementing treatment plan; 6. Expected treatment progress. |
|  | NOTES: | | | |

Appendix F

MA in Marriage and Family Counseling SLO [CACREP related] by PLO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **MAMF PLO** | | | |
| **COURSE** | **Course SLOs** | Demonstrates mastery of skills for individual and systemic therapeutic models at an accomplished level, including the ability to articulate the theoretical foundations upon which these models are built. | Practices professional behavior that maintains appropriate boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons from diverse backgrounds. | Practices theological/theoretical integration, which is demonstrated in a maturing biblically grounded theological understanding of God and persons along with an informed theoretical perspective of the counseling role. | Identifies self as a marriage and family therapist. |
| **CO600 Family Systems Theory** | Demonstrate introductory knowledge of particular family therapy approaches in light of specific real life issues. | CO600 Content Item Exam Scores – items included in folder w. MAMF rubrics |  |  |  |
| Demonstrate developing skills in assessment and treatment planning from a systemic framework. |  |  |  |  |
| Identify personal systemic & Theological issues at a beginning level that may potentially strengthen or harm one’s practice. |  |  |  |  |
| Interact with others in cooperative and collaborative Learning. |  |  |  |  |
| Students will recognize the importance of family, social networks, & community systems in assessment and treatment. |  |  |  |  |
|  |  |  |  |  |
| CO610 Ethics | II.G.1.b. Understands professional roles, functions,and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications; |  | Final Exam Items |  |  |
| II.G.1.d. Knows self-care strategies appropriate to the counselor role; |  |  |  |  |
| II.G.1.f. Knows professional organizations, including membership benefits, activities, services to members, and current issues; |  |  |  |  |
| II.G.1.g. Understands professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; |  |  |  |  |
| II.G.1.j. Knows ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. |  | Final Exam Items |  |  |
| CMHC A.2 Understands the ethical and legal considerations specifically related to the practice of CMHC. |  | Final Exam Items |  |  |
| CMHC A.4 Understands the ethical and legal considerations specifically related to the practice of CMHC. |  | Final Exam Items |  |  |
| CMHC B Demonstrates the ability to apply & adhere to ethical and legal standards in clinical mental health counseling. |  |  |  |  |
| CO611 Dynamics of Human Sexuality | Understand human sexuality issues (gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning |  |  |  |  |
| Understand and become comfortable with students’ own sexuality, as they integrate a Biblical sexual theology into their lives and counseling practice. |  |  |  |  |
| Understand sexual biology, psychology, conception, sexual development, identity, fertility, birth control, sexual functioning, and Biblical values related to sexuality, identifying sexual disorders currently recognized in professional sex therapy and an initial understanding of typical treatment models and efficacy studies on these models. |  |  |  |  |
| Understand common sexual questions, myths and problems, as basic therapeutic answers and interventions are developed with the ability to dialogue, educate, coach and strategically refer when needed. |  |  |  |  |
| Identify sexual disorders currently recognized in professional sex therapy and develop an initial understanding of typical treatment models and efficacy studies on these models. |  |  |  |  |
| CO622 Theories of Personality Development Across the Life Span | *CMHC A.5 Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.* |  |  |  |  |
|  | CMHC A.9 The student understands the impact of crises, disasters, and other trauma-causing events on people. |  |  |  |  |
|  | *CMHC C.6 Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.* |  |  |  |  |
|  | *CMHC D.3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities* |  |  |  |  |
|  | *CMHC D.9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.* |  |  |  |  |
|  | *CMHC F.1 Maintains information regarding community resources to make appropriate referrals.* |  |  |  |  |
|  | *CMHC G.1 Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.* |  |  |  |  |
|  | *CMHC L.3 The student differentiates between diagnosis & developmentally appropriate reactions during crises disasters, & other trauma-causing events.* |  |  |  |  |
| CO626 Couples Counseling Theory & Interventions | Understand biblical and theological themes that relate to Christian marriage. |  |  |  |  |
| Know the history, philosophy and trends in marriage and couple counseling. |  |  |  |  |
| Understand the ethical and legal considerations specifically related to the practice of marriage and couple counseling. |  |  |  |  |
| Understand a variety of models and theories of marriage and couple counseling. |  |  |  |  |
| Demonstrate the ability to select models or techniques appropriate to couples’ presenting problems. |  |  |  |  |
| Understand issues of marriage, couple, and family life cycle dynamics, healthy family functioning, family structures, and, family of origin and intergenerational influences in a multicultural society. |  |  |  |  |
| Recognize specific problems (e.g., addictive behaviors, domestic violence, and immigration) and interventions that can enhance family functioning. |  |  |  |  |
| Use systems theory to conceptualize issues in marriage, couple and family counseling. |  |  |  |  |
| Use systems theories to implement treatment, planning and intervention strategies. |  |  |  |  |
| CO655 The Counseling Relationship: Process & Skills | II.G.5.a The student understands an orientation to wellness and prevention as desired counseling goals. |  |  |  |  |
| II.G.5.b The student understand counselor characteristics and behaviors that influence helping processes. |  |  |  |  |
| II.G.5.c The student understands essential interviewing and counseling skills |  |  |  |  |
| CMHC B.1 The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. |  |  |  |  |
| CMHC D.9 The student demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. |  |  |  |  |
| CMHC H.4. The student applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality & placement criteria within the continuum of care. |  |  |  |  |
| The student understands the theological assumptions, biblical foundations, and spiritual platform that relate to understanding persons and the nature of wellness. |  |  |  |  |
| **CO705 Counseling Internship – One** | **CMHC B.1** Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC C.7** Knows the principles, models, and documentation formats of bio-psycho-social case conceptualization and treatment planning. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC C.9** Understands the professional issues relevant to the practice of clinical mental health counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC D.5** Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC D.6** Demonstrates the ability to use procedures for assessing and managing suicide risk. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC D.7** Applies current record-keeping standards related to clinical mental health counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC D.9** Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and seek supervision or refer clients when appropriate. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC F.3** Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC H.2** Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC H.3** Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC J.1** Applies relevant research findings to inform the practice of clinical mental health counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC J.3** Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC L.1** Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairment. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC L.2** Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating individuals. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| **CMHC L.3** Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
| Through practicum experiences and group discussion students will also gain insight of learned theological assumptions and biblical foundation and integration into the practice of professional counseling |  |  |  |  |
| **CO 706 Counseling Internship --Two** | **CMHC B.1** Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC C.7** Knows the principles, models, and documentation formats of bio-psycho-social case conceptualization and treatment planning. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC C.9** Understands the professional issues relevant to the practice of clinical mental health counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC D.5** Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC D.6** Demonstrates the ability to use procedures for assessing and managing suicide risk. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC D.7** Applies current record-keeping standards related to clinical mental health counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC D.9** Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and seek supervision or refer clients when appropriate. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC F.3** Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC H.2** Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC H.3** Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC J.1** Applies relevant research findings to inform the practice of clinical mental health counseling. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC J.3** Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC L.1** Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairment. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC L.2** Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating individuals. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| **CMHC L.3** Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. | Supervisor Evaluation Form for CO705, 706 | Supervisor Evaluation Form for CO705, 706 |  |  |
| Through practicum experiences and group discussion students will also gain insight of learned theological assumptions and biblical foundation and integration into the practice of professional counseling |  |  |  |  |
| **CO 715 Assessment Inventories in Counseling** | II.G.7.a Knows Historical perspectives concerning the nature and meaning of assessment |  |  |  |  |
| II.G.7.b Understands Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; |  |  |  |  |
| II.G.7.c Understands Statistical concepts, including scales of measurement, measure of central tendency, indices of variability, shapes and types of distributions, and correlations; |  |  |  |  |
| II.G.7.d Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information). |  |  |  |  |
| II.G.7.e Undetstands Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) |  |  |  |  |
| II.G.7.f Understands Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations |  |  |  |  |
| II.G.7.g Knows Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling |  |  |  |  |
| CMHC G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. |  |  |  |  |
| CMHC G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. |  |  |  |  |
| CMHC H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. |  |  |  |  |
| CMHC K.4. Understands the relevance and potential biases of commonly used diagnostic tools w/multicultural populations. |  |  |  |  |
|  | The student will understand and integrate theological assumptions and biblical foundation with ethical counseling theory and practice. |  |  |  |  |
|  |  |  |  |  |  |
| **CO 720 Psychopathology: Theory & Assessment** | II.G.3.f. The student can provide an understanding of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. |  |  |  |  |
| II.G.3.g. The student can provide an understanding of the etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. |  |  |  |  |
| CMHC A. 6. The student recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. |  |  |  |  |
| CMHC A. 9. The student understands the impact of crises, disasters, and other trauma- causing events on people. |  |  |  |  |
| CMHC C. 2. The student knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. |  |  |  |  |
| CMHC C. 4. The student knows the disease concept and etiology of addiction and co- occurring disorders. |  |  |  |  |
| CMHC C. 5. The student understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. |  |  |  |  |
| CMHC C. 8. The student recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. |  |  |  |  |
| CMHC D. 1. The student uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. |  |  |  |  |
| CMHC G. 1. The student knows the principles of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. |  |  |  |  |
| CMHC J. 1. The student applies relevant research findings to inform the practice of clinical mental health counseling. |  |  |  |  |
| CMHC K. 1. The student knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). |  |  |  |  |
| CMHC K. 2. The student knows the impact of co-occurring substance use disorders on medical and psychological disorders. |  |  |  |  |
| CMHC K. 3. The student understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. |  |  |  |  |
| CMHC L. 1. The student demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. |  |  |  |  |
| CMHC L. 2. The student is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. |  |  |  |  |
| CMHC L. 3. The student differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. |  |  |  |  |
| The student understands theological and biblical perspectives that relate to human psychopathology. |  |  |  |  |
| **CO725 Research Seminar: Theory & Design** | II.G.8.a Knows The importance of research in advancing the counseling profession; |  |  |  |  |
|  | II.G.8.b Understands Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research |  |  |  |  |
|  | II.G.8.c Understands Statistical methods used in conducting research and program evaluation |  |  |  |  |
|  | II.G.8.d Understands Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modification |  |  |  |  |
|  | II.G.8.e Understands The use of research to inform evidence-based practice |  |  |  |  |
|  | II.G.8.f Understands Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies |  |  |  |  |
| I.1 Understand how to critically evaluate research relevant to the practice of clinical mental health counseling. |  |  |  |  |
| I.2 Know models of program evaluation for clinical mental health programs. |  |  |  |  |
| I.3 Know evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. |  |  |  |  |
| J.1 Apply relevant research findings to inform the practice of clinical mental health counseling. |  |  |  |  |
| J.2 Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. |  |  |  |  |
| J.3 Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs. |  |  |  |  |
| II.G.8.a The importance of research in advancing the counseling profession; |  |  |  |  |
|  |  |  |  |  |  |
| **CO730 Advanced Issues in Cross-Cultural Counseling** | CMHC D.2 Students will demonstrate developing multicultural competency in counseling families and individuals, marked by: Foundational Knowledge & Application . |  |  |  |  |
| CMHC E.1 Students Understand how living in a multicultural society affects clients who are seeking clinical mental health counseling services. |  |  |  |  |
| CMHC E.2 Students Understand the effects of racism, discrimination, sexism, power, privilege, & oppression on one's own life & career & those of the client. |  |  |  |  |
| CMHC E.5 Students Understand the implications of concepts such as internalized oppression & institutional racism, as well as the historical & current political climate regarding immigration, poverty, & welfare |  |  |  |  |
| CMHC F.3 Students Demonstrate the ability to modify counseling systems, theories, techniques, & interventions to make them culturally appropriate for diverse populations. |  |  |  |  |
|  |  |  |  |  |  |
| GATE 1:  Admissions | Applicants will submit an essay in response to the prompt: Counselors of faith have at least two sources of information that they can draw upon to counsel others. Imagine a continuum where #1 represents the position of “using Bible only” and #5 represents the position of “using psychological studies only.” Where would you currently place yourself on this continuum? Why? |  |  | Applicant Evaluation Rubric |  |
| Applicants will submit an essay in response to the prompt: Describe how relating to persons who are different from you [race, gender, age, economic, sexual orientation] has impacted you. |  | Applicant Evaluation Rubric |  |  |
| Applicants will submit an essay in response to the prompt: Discuss your career goals and how this degree helps you move toward them. |  |  |  | Applicant Evaluation Rubric |
|  |  |  |  |  |  |
| Gate 2: Successful completion of Gate 2 provides faculty approval to enroll in field placement when all academic requirements are fulfilled. | Student will complete a portfolio that includes written documents that address PLOs | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric |
| Students will participate in an interview with a departmental faculty member and an interviewer invited by the department. | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric |
|  |  |  |  |  |  |
| Gate 3: Assessment during students’ final semester prior to graduation. | Student will complete a portfolio that includes written documents that address PLOs | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric |
| Students will participate in an interview with a departmental faculty member and an interviewer invited by the department. | Gate 2.3 Evaluation Rubric | Gate 2.3 Evaluation Rubric | Gate 2.3  Evaluation Rubric | Gate 2.3 Evaluation Rubric |
| Students will respond to a case study that they receive 30 minutes prior to their Gate 3 interview | Case Study rubrics | Case Study rubrics | Case study rubrics |  |
|  |  |  |  |  |  |
| **Marriage & Family Electives** | Four classes are included under the category. They are grouped together b/c this one degree is crafted to serve the LMFT requirements of KY & FL., which do not have identical licensure laws. | | | | |
| **CO601 Counseling Theories & Techniques**  **Required for FL LMFT but not KY** | II.G.5.d. Knows counseling theories that provide models to conceptualize client presentation and that help to select appropriate counseling interventions. Students will know models of counseling that are consistent with current professional research and practice in the field. Students will begin to develop a personal model of counseling; |  |  |  |  |
| II.G.5.e. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. |  |  |  |  |
| CMHC A.1 Understands the history, philosophy, and trends in CMHC. |  |  |  |  |
| CMHC A.5 Understands a variety of models and theories related to CMHC, including methods, models, and principles of clinical supervision. |  |  |  |  |
|  |  |  |  |  |  |
| **CO627 Family Counseling Theory & Intervention**  **Required for FL and one possibility to fulfill KY LMFT category of Family Therapy Techniques** | Understand and explain how change occurs in family counseling |  |  |  |  |
| Identify the common variables that make family counseling effective at helping families |  |  |  |  |
| Name and enhance counselor’s personal qualities and professional competencies and skills |  |  |  |  |
| Acknowledge and practice the different ingredients of building a therapeutic relationship with families |  |  |  |  |
| Have a sense of direction on how to address the needs of clients |  |  |  |  |
| Discuss distinctive considerations when working with multi-problem families and families dealing with special needs |  |  |  |  |
| Reflect biblically and theologically about working with families and their needs |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
| CO615 Family Development: Discipleship & the Home | Students will be able to envision and articulate a formational process for making disciples. |  |  |  |  |
|  | Describe the historical, sociological. and developmental trends that are changing the definition, structure, and outcomes of the contemporary family. |  |  |  |  |
|  | Deepen an understanding of parent-child relation including implications for the family throughout the life-course |  |  |  |  |
|  | Image the components of healthy families and how to encourage their growth |  |  |  |  |
|  | Identify the various forces at work in the church that either impede or encourage ministry to families. |  |  |  |  |
|  | Create strategies for ministering to families |  |  |  |  |
|  | Describe the historical, sociological. and developmental trends that are changing the definition, structure, and outcomes of the contemporary family. |  |  |  |  |
|  | Deepen an understanding of parent-child relation including implications for the family throughout the life-course |  |  |  |  |
|  |  |  |  |  |  |
| CO616 Young & Middle Adult Development and Discipleship | Articulate theological constructs and Biblical narratives that inform ministry to and with young and middle adults. |  |  |  |  |
|  | Name the broad societal and cultural trends that have changed Western understandings of the meaning, structure, and potentialities of contemporary adulthood and compare these to other cultures. |  |  |  |  |
|  | Articulate and critique theoretical models that conceptualize movement through the young and middle adult years with a view toward understanding the complexity of adult lives in the contemporary context. |  |  |  |  |
|  | Understand the underlying issues that often create vitality and/or stagnation through the young and middle adults through the theoretical lens of Erik Erikson and Robert Kegan. |  |  |  |  |
|  | Focus a strategic ministry project on ministry with young and middle adults. |  |  |  |  |
|  | Better understand the lives of middle adults and respond in ministry to their needs. |  |  |  |  |
|  |  |  |  |  |  |

Appendix G

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2013 MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation (April 16th-May 7th)** | | | | | | | | | | | | |
| Response Rate: 43% (N=7, n=3) | | | | | | | | | | | | |
| **Assess the degree to which your ATS marriage and family counseling degree has prepared you …** | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Applicable (0)\* | | Mean | Standard Deviation |
| # | % | # | % | # | % | # | % | # | % |
| 1. … for the real world of marriage and family counseling. | 0 | 0.00 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 2 | 0.67 | 3.00 | 0.00 |
| 2. … to understand the theory(s) behind the systemic counseling process. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 3. … to apply techniques to assist various types of individuals who are clients. | 0 | 0.00 | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 2.33 | 0.58 |
| 4. … to apply techniques to assist various types of couples. | 1 | 0.33 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 1 | 0.33 | 3.50 | 0.71 |
| 5. … to apply techniques to assist various types of families. | 0 | 0.00 | 3 | 1.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.00 | 0.00 |
| 6. … to use the current DSM to make an accurate diagnosis. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 7. … to work with supervisors, other counselors, and clients. | 0 | 0.00 | 3 | 1.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.00 | 0.00 |
| 8. … to set professional goals. | 0 | 0.00 | 2 | 0.67 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 2.67 | 0.58 |
| 9. … to apply principles of diversity to various counseling populations. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 10. … to integrate spirituality with marriage and family counseling in a manner that is consistent with the ethical standards of this profession and the policies of the counseling site. | 2 | 0.67 | 0 | 0.00 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 3.33 | 1.15 |
| 11. … to understand what it means to be a licensed marriage and family therapist. | 1 | 0.33 | 0 | 0.00 | 1 | 0.33 | 1 | 0.33 | 0 | 0.00 | 2.33 | 1.53 |
| 12. … to apply ethical standards of the marriage and family therapy profession. | 2 | 0.67 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.67 | 0.58 |
| 13. … to work with clients from developmental perspectives in multicultural contexts. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 14. … to conduct and understand assessments of individuals, couples, and families. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 15. … to understand research methods. | 0 | 0.00 | 2 | 0.67 | 0 | 0.00 | 1 | 0.33 | 0 | 0.00 | 2.33 | 1.15 |
| 16. … to maintain appropriate professional boundaries in individual, couple, and family counseling settings. | 1 | 0.33 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.58 |
| 17. … to understand your strengths and limitations. | 1 | 0.33 | 1 | 0.33 | 1 | 0.33 | 0 | 0.00 | 0 | 0.00 | 3.00 | 1.00 |
| 18. … to manage your personal anxiety during counseling or supervision sessions. | 1 | 0.33 | 0 | 0.00 | 2 | 0.67 | 0 | 0.00 | 0 | 0.00 | 2.67 | 1.15 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **2013 MA in Marriage and Family Counseling Alumni Learning Outcome Evaluation (April 16th-May 7th)** | | | | | | | | Response Rate: 43% (N=7, n=3)   |  | | --- | | **MA in Marriage and Family Counseling Alumni Survey Comments--Response Rate: 43% (N=7, n=3)** | |  | | **21. If you selected Other for your ethnicity, please type in your ethnicity.** | | -- | |  | | **24. If you selected Other Asbury Seminary MA for the previous question, please type in the MA degree.** | | -- | |  | | **27. If you selected Other for your current employment setting, please type in your current employment setting.** | | *Technical Director at my church.* | |  | | **29. If you selected Other for the amount of time you work, please type in your work time.** | | -- | |  | | **31. If you selected Other for your primary function, please type in your primary function.** | | *Technical Director* | |  | | **34. If you selected Other for the professional organizations you belong to; please type in the organization(s).** | | -- | |  | | **36. If you selected Other for your licensure/credential status, please type in your licensure/credential status.** | | *Marriage and Family Therapy Associate* | |  | | **38. If you selected, Yes, Other for additional certifications, please type your certification.** | | -- | |  | | **40. We welcome any comments you may have about your academic preparation and we invite you to make recommendations to us about how we may strengthen your degree program** | | *My decision not to pursue licensure had nothing to do with my training at Asbury. I feel very confient in the education I received. I have decided to continue my previous employment as a technical director right now, and we will see where the future takes me.   I would like to add that the systemic perspective and understanding that I learned has also benefited me in the technical realm as I understand and manage our audio-visual system and the interworking of the components. Of course, the relational skills also benefit me as I work with our volunteers.* | | *Please spend more time talking about faith and marriage and family therapy. Also talk about how to handle personal anxieties within the program and practicum. I have since talked to alot of the people still in the program and out of it and alot of them are afraid to talk about the struggles they are experiencing in the program. More marriage therapy classes. More training with treatment planning and the administrative side of being a therapist.* | | *The most frustrating part of the program was the lack of advisor knowledge of the Marriage and Family Program. Also struggling to understand the process of going from student to licensure. I think it would be helpful to have somewhere in the curriculum practice and role play of teaching self soothing, relaxation and breathing. Also, risk reduction with suicidal or post suicidal clients.* | |  | | **41. Do you have an expertise that you would be willing to share with current students? If so, what is your expertise and how would we contact you.** | | -- | |  | | **42. Would you share with us the name and address of your employer? We ask this question because the counseling department seeks the input of employers and supervisors to assess the quality of our training.** | | *bluegrass.org* | | | | | | | | | 32. Would you share your counseling salary range with us? | # | % |  | 35. Licensure/credential status [check all that apply] Licensed to practice independently [without supervision] Certified to practice under supervision | # | % | | I prefer not to do so. | 2 | 0.67 |  | | Under $5,000 | 0 | 0.00 |  | LPC | 0 | 0.00 | | $5,000-10,000 | 0 | 0.00 |  | LPCA | 0 | 0.00 | | $10,000-15,000 | 0 | 0.00 |  | LMHC | 0 | 0.00 | | $15,000-20,000 | 0 | 0.00 |  | Registered MHC Intern | 0 | 0.00 | | $20,000-30,000 | 0 | 0.00 |  | Psychologist | 0 | 0.00 | | $30,000-40,000 | 1 | 0.33 |  | LMFTA | 1 | 0.33 | | $40,000-50,000 | 0 | 0.00 |  | Registered MFT Intern | 0 | 0.00 | | $50,000-60,000 | 0 | 0.00 |  | LMFT | 0 | 0.00 | | $60,000-70,000 | 0 | 0.00 |  | Other | 0 | 0.00 | | $70,000-80,000 | 0 | 0.00 |  | I am not pursuing licensure or certification | 2 | 0.67 | | $80,000-90,000 | 0 | 0.00 |  |  |  |  | | $90,000-100,000 | 0 | 0.00 |  | 37. Have you pursued any additional certifications? | # | % | | Over $100,000 | 0 | 0.00 |  | No | 2 | 0.67 | |  |  |  |  | Yes, Emotionally Focused Therapist | 0 | 0.00 | | 33. To what professional organizations do you belong? | # | % |  | Yes, Gottman Certified Relationship Therapist | 1 | 0.33 | | None | 3 | 1.00 |  | Yes, Registered Play Therapist | 0 | 0.00 | | American Counseling Association | 0 | 0.00 |  | Yes, Other | 0 | 0.00 | | American Association of Christian Counselors | 0 | 0.00 |  |  |  |  | | American Association for Marrriage and Family Therapy | 0 | 0.00 |  | 39. Have you pursued or are you currently enrolled in education beyond your MA degree? | # | % | | American Psychological Association | 0 | 0.00 |  | No | 3 | 1.00 | | American Association of Pastoral Counselors | 0 | 0.00 |  | Yes, PhD | 0 | 0.00 | | Association for Clinical Pastoral Education | 0 | 0.00 |  | Yes, PsyD | 0 | 0.00 | | Christian Association for Psychological Studies | 0 | 0.00 |  | Yes, EdD | 0 | 0.00 | | Society for Pastoral Theologians | 0 | 0.00 |  | Yes, Dmin | 0 | 0.00 | | Other | 0 | 0.00 |  | Yes, Second MA degree | 0 | 0.00 | |  |  |  |  |  |  |  |  |  |  |  |  |

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Appendix H

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2013 Counseling and Pastoral Care Department Stakeholders Survey (April 16th-May 7th)** | | | | | | | | | | | | |
| Response Rate: 41% (N=58, n=24) | | | | | | | | | | | | |
| **Please indicate the extent to which your perceptions agree with the following:** | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Observed/Not Applicable (0)\* | | Mean | Standard Deviation |
| # | % | # | % | # | % | # | % | # | % |
| 1. This master’s program has prepared my employee/supervisee for the real world of counseling. | 3 | 0.13 | 20 | 0.83 | 1 | 0.04 | 0 | 0.00 | 0 | 0.00 | 3.08 | 0.41 |
| 2. My employee/supervisee understands the theory(s) behind the counseling process. | 8 | 0.33 | 16 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.48 |
| 3. My employee/supervisee can apply techniques to assist various types of clients. | 8 | 0.33 | 13 | 0.54 | 2 | 0.08 | 0 | 0.00 | 1 | 0.04 | 3.26 | 0.62 |
| 4. My employee/supervisee can use the current DSM to make an accurate diagnosis. | 3 | 0.13 | 15 | 0.63 | 1 | 0.04 | 0 | 0.00 | 5 | 0.21 | 3.11 | 0.46 |
| 5. My employee/supervisee is prepared to work with supervisors, other counselors, and clients. | 11 | 0.46 | 10 | 0.42 | 3 | 0.13 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.70 |
| 6. My employee/supervisee can set professional s. | 12 | 0.50 | 12 | 0.50 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.50 | 0.51 |
| 7. My employee/supervisee can apply principles of diversity to various counseling populations. | 8 | 0.33 | 13 | 0.54 | 2 | 0.08 | 0 | 0.00 | 1 | 0.04 | 3.26 | 0.62 |
| 8. My employee/supervisee can integrate spirituality with counseling in a manner that is consistent with the ethical standards of the counseling profession and the policies of the counseling site. | 8 | 0.33 | 14 | 0.58 | 1 | 0.04 | 0 | 0.00 | 1 | 0.04 | 3.30 | 0.56 |
| 9. My employee/supervisee understands what it means to be a professional counselor. | 9 | 0.38 | 14 | 0.58 | 1 | 0.04 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.56 |
| 10. My employee/supervisee can apply ethical standards of the counseling profession. | 9 | 0.38 | 15 | 0.63 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.38 | 0.49 |
| 11. My employee/supervisee can work with clients from developmental perspectives in multicultural contexts. | 5 | 0.21 | 18 | 0.75 | 1 | 0.04 | 0 | 0.00 | 0 | 0.00 | 3.17 | 0.48 |
| 12. My employee/supervisee understands career development and the impact of related life factors on career development. | 6 | 0.25 | 15 | 0.63 | 1 | 0.04 | 0 | 0.00 | 2 | 0.08 | 3.23 | 0.53 |
| 13. My employee/supervisee is competent to provide group approaches in counseling in a multicultural society. | 4 | 0.17 | 11 | 0.46 | 1 | 0.04 | 0 | 0.00 | 8 | 0.33 | 3.19 | 0.54 |
| 14. My employee/supervisee knows how to conduct and understand assessments of individuals. | 4 | 0.17 | 18 | 0.75 | 0 | 0.00 | 1 | 0.04 | 1 | 0.04 | 3.09 | 0.60 |
| 15. My employee/supervisee understands research methods, needs assessment, and program evaluation. | 3 | 0.13 | 14 | 0.58 | 2 | 0.08 | 0 | 0.00 | 5 | 0.21 | 3.05 | 0.52 |
| 16. My employee/supervisee can maintain appropriate professional boundaries in individual and group counseling settings. | 8 | 0.33 | 16 | 0.67 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.48 |
| 17. My employee/supervisee understands his/her strengths and limitations. | 10 | 0.42 | 12 | 0.50 | 2 | 0.08 | 0 | 0.00 | 0 | 0.00 | 3.33 | 0.64 |
| 18. My employee/supervisee can manage his/her personal anxiety during counseling or supervision sessions. | 7 | 0.29 | 17 | 0.71 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.29 | 0.46 |

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|  |
| **28. If you selected Other for the license you hold, please type in your license.** |
| *LPCA* |
| *MEd, College Student Affairs* |
| *I am not a licensed counselor. I direct the campus career center and our Asbury Theological Seminary practicum student worked directly with me, but received clinical supervision from the director of our health and wellness center, a licensed mental health counselor.* |
| *Board Certified Christian Counselor* |
| *Kentucky Certified Fee Based Pastoral Counselor* |
| *LCSW* |
| *NCC, MCC* |
| *Association for Clinical Pastoral Education* |
| *lcsw* |
| *LCSW* |
| *Certified Supervisor of Clinical Pastoral Education* |
| *CSW* |

**Appendix I**

MA in Marriage and Family Counseling Graduating Student Survey 2013

Evaluation Report: MA Marital and Family Counseling Graduating Student Survey 2012-2013

N=6, n=8 (1.33%)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **n or Mean** | **% or SD** |  | **Question** | **n or Mean** | **% or SD** |  | **Question** | **n or Mean** | **% or SD** |
| **1. On which campus did you complete the majority of your work?** | | |  | **6. How many children do you have?** | Mean = 0.67 | SD = 1.63 |  | **9. What was your college G.P.A.?** | | |
| Asbury Cluster Education | 0 | 0 |  | 0 children | 5 | 0.63 |  | 4.00-3.50 | 4 | 0.50 |
| Florida | 3 | 0.38 |  | 1 child | 0 | 0.00 |  | 3.49-3.00 | 4 | 0.50 |
| Kentucky | 5 | 0.63 |  | 2 children | 0 | 0.00 |  | 2.99-2.50 | 0 | 0.00 |
| Online Courses | 0 | 0.00 |  | 3 children | 0 | 0.00 |  | 2.49-2.00 | 0 | 0.00 |
| **2. What is your gender** | | |  | 4 children | 1 | 0.13 |  | **10. What is your seminary G.P.A.?** | | |
| Female | 6 | 0.75 |  | 5 children | 0 | 0.00 |  | 4.00-3.50 | 6 | 0.75 |
| Male | 2 | 0.25 |  | **7. In which geographical area did you spend most of your time growing up?** | | |  | 3.49-3.00 | 2 | 0.25 |
| **3. What is your age?** | Mean = 35.00 | SD = 13.40 |  | Midwest | 2 | 0.25 |  | 2.99-2.50 | 0 | 0.00 |
| **4. What was your marital status upon entering Seminary?** | | |  | Northeast | 1 | 0.13 |  | 2.49-2.00 | 0 | 0.00 |
| Single; Never-Married | 4 | 0.50 |  | Southeast | 1 | 0.13 |  | **11. How much debt did you incur as a direct result of seminary?** | | |
| Married | 4 | 0.50 |  | Southwest | 0 | 0.00 |  | None | 3 | 0.38 |
| Divorced/Single | 0 | 0.00 |  | Western | 2 | 0.25 |  | Less than $5,000 | 0 | 0.00 |
| Divorced/Remarried | 0 | 0.00 |  | Outside U.S.A. | 1 | 0.13 |  | $5,000-$10,000 | 0 | 0.00 |
| Widowed | 0 | 0.00 |  | **8. What is your intended area of ministry?** | | |  | $10,000-$15,000 | 0 | 0.00 |
| **5. What is your marital status upon graduating from Seminary?** | | |  | Chaplaincy | 0 | 0.00 |  | $15,000-$20,000 | 0 | 0.00 |
| Single; Never-Married | 2 | 0.25 |  | Counseling | 5 | 0.63 |  | $20,000-$25,000 | 0 | 0.00 |
| Married | 6 | 0.75 |  | Evangelism/Missions | 1 | 0.13 |  | $25,000-$30,000 | 1 | 0.13 |
| Divorced/Single | 0 | 0.00 |  | Pastoral | 1 | 0.13 |  | $30,000-$35,000 | 1 | 0.13 |
| Divorced/Remarried | 0 | 0.00 |  | Teaching | 1 | 0.13 |  | $35,000-$40,000 | 2 | 0.25 |
| Widowed | 0 | 0.00 |  | Other | 0 | 0.00 |  | $40,000 or more | 1 | 0.13 |

|  |  |  |
| --- | --- | --- |
| **Question** | **n or Mean** | **% or SD** |
| **12. How many years have you taken to earn your degree?** | | |
| 1 year | 0 | 0.00 |
| 2 years | 0 | 0.00 |
| 3 years | 5 | 0.63 |
| 4 years | 1 | 0.13 |
| 5 years | 1 | 0.13 |
| 6 years | 1 | 0.13 |
| **13. Have you been appointed to a ministry position as of today?** | | |
| Yes | 1 | 0.13 |
| No | 7 | 0.88 |
| **14. If you answered "Yes" to Question #13, what is the ministry position to which you have been appointed?** | | |
| Adult Ministries | 0 | 0.00 |
| Chaplain | 0 | 0.00 |
| Children's Ministries | 0 | 0.00 |
| Counselor | 0 | 0.00 |
| Director of Christian Education | 0 | 0.00 |
| Evangelist | 0 | 0.00 |
| Missionary | 0 | 0.00 |
| Pastor (Senior / Assoc / Assist / Youth) | 0 | 0.00 |
| Teacher | 0 | 0.00 |
| Other | 1 | 1.00 |

Appendix J

Gate Artifacts Associated with PLOs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MAMF PLOs | Gate Policy Categories | Gate 1: Admission Referral Letter Questions | Gate 1: Admission Essays Questions | Gate 1: Admissions Group Interview Questions | Gate 2 & 3 Artifacts and  Faculty Evaluation of Candidate Performance During Gate 2 or 3 Interview |
| 1. Demonstrate mastery of clinical skills in individual and group settings at an accomplished level, including an ability to articulate the theoretical foundations upon which these skills are built. | Demonstrates mastery of adequate clinical skills | Does not take over another when tension arises in their relationship.  Easily gives up their perspective when tension arises in their relationship.  Withdraws from another when conflict or tension arises in their relationship.  Manages his/her anxiety that might otherwise interfere with relationships or job performance. |  | Discuss the kind of person that would make you the most uncomfortable if that person were assigned to you as a client? Why? What would that other person experience that would clue him/her into your distress?  Some people run away from the problems of others. Other people never met a problem that they didn’t feel obligated to fix. Pretend that there is a continuum in the room that runs from 1 to 5, and imagine where you would fall on that continuum if #1 was “running away” from others’ problems and #5 was feeling responsible to attend to every problem that someone you know is having. Why did your place yourself there.  How do you react when your interpersonal relationships are in conflict or filled with tension? | Gate 2 & 3 Peer Feedback Forms  Gate 2 & 3 Candidate Self-evaluations  Gate 2: Faculty observation from classroom experiences  Gate 3 Case Vignette presentation  Gate 3: Internship Supervisor evaluation form  Gate 2: Professional Development Plan  Gate 3: Reflection on Implementation of Professional Development Plan |
| Demonstrates appropriate use of self | Can identify his/her strengths.  Can identify areas for growth.  Possesses appropriate self-worth.  Can see how his/her life experiences influences his/her ministry. |  | Describe the characteristics that you possess that you believe are consistent with being a good counselor. How do you see these characteristics functioning in a counseling session?  Describe and discuss aspects of yourself that may prove to be hindrances to your capacity to counsel another person. How might these characteristics show up when you are counseling another person? | Gate 2 & 3 performance during interview/faculty assessment based on professional judgment |
| 2. Practice professional behavior that maintains appropriate professional boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons from diverse backgrounds. | Maintains appropriate professional boundaries. | Demonstrates a level of self-disclosure appropriate to the setting.  Demonstrates a respect for others' boundaries.  Demonstrates ability to accurately interpret others' interpersonal cues. | Describe how relating to persons who are different from you [race, gender, age, economic, sexual orientation] has impacted you. |  | Faculty observation of candidate performance during Gate 2 & 3 interview |
| Demonstrates humble respect for persons of diverse opinions | View of others is free from cultural, gender, or racial stereotypes.  Is able to engage others' respectfully when disagreements arise.  Seeks out the perspectives of those who may hold different views than his/her view. |  | What issues of diversity are you most uncomfortable with? How does your discomfort show up in your thoughts, feelings, and behaviors? | Gate 2 Essay 2 – Diversity: Develop a **600-word** essay that discusses how your interaction with persons who are different from you has impacted who you are today. Compare who you are today with who you were at the time you entered your counseling program in terms of how persons who are different from you [e.g., ethnicity, culture, economics, gender, sexual orientation, etc.] have impacted your personal growth and professional development. Use of references is strongly encouraged.  Gate 3: Gate 3 Integration Essay  1). State *your theory of choice* to counseling (contemporary);  2). Review your theory of counseling by engaging scholarly literature in a manner that extends your demonstrated knowledge base past a simple book/article review.  3). Provide evidence of *a biblical, faith/theological based approach* to the understanding of the *whole person* and *their human condition*;(in other words, show evidence of integration of psychology and the bible, theology/faith in your writing)  4). Provide some conclusions and recommendations that are logical and reasonable; that clearly state the *advantages* and *limitations* of the position you presented.  5). Include APA formatted reference list.  5-7 pages in length |
| 3. Practices theoretical/theological integration, which is demonstrated in a maturing biblically grounded theological understanding of God and persons, along with an informed theoretical perspective of the counseling role. | Practices theological/theoretical integration | Believes that psychology is a valuable component of effective counseling for Christians.  Believes that the Bible is the only resource required for effective counseling.  Shows an interest in how theological resources can inform counseling practice. | Counselors of faith have at least two sources of information that they can draw upon to counsel others. Imagine a continuum where #1 represents the position of “using Bible only” and #5 represents the position of “using psychological studies only.” Where would you currently place yourself on this continuum? | Counselors of faith have at least two sources of information that they can draw upon to counsel others. Imagine that #1 represents the position of “Bible only” and #5 represents the position of “psychological studies only”. Where would you place yourself on that continuum? Why? | Gate 2 & 3: Updated Rule of Life  Gate 2 Essay 1 - Integration: Review the integration paper that you prepared for CO601 or CO600. If you applied to one of the counseling degree programs in Fall 2012 or after that semester, you may update your Integration essay from your application material. Develop a **900 word** [about 3 pages] essay that discusses how your understanding of the integration of theology and counseling has evolved, grown, and/or changed since you began your counseling program. This paper should include a clear statement of the current theoretical position from which you intent to counsel. Use of citations and scholarly references is strongly encouraged. |
| 4. Identifies self as a professional marriage and family counselor. | Manifests maturing spiritual formation | Participates in Christian practices that deepen his/her spiritual life.  Others would identify this person as one who is maturing in his/her faith.  Regularly participates in a faith community. | Discuss your career goals and how this degree helps you to move toward them. |  | Gate 2 Essay 3 – Professional Identity: Develop a **600-word** essay that discusses to degree to which you embrace a professional identity as a licensed marriage and family therapists. Begin by using a 1 to 5 scale to rate the degree to which you have embraced a professional identity with 1 being “I do not hold to his professional identity at all” and 5 being “I fully embrace this professional identity.” In what ways have you gained clarity over the course of your degree program about what this professional identity means to you today? Use of references is strongly encouraged. |

1. Items a, b, and c are adapted from Section 1.K of the 2009 CACREP Standards. [↑](#footnote-ref-1)
2. Practicum regularly happens after a student, going full time, has accumulated about 24 hours and has completed all of the course prerequisites for practicum. It is our intent that the second gate process happen around the “mid-way” point. For example, if a full-time student starts in Fall, the second gate process happens during the following Spring semester [with most students registering for practicum for the following summer or the next fall]. For a full-time student who starts in a Spring semester, the second gate process happens in the next Fall semester. For part-time students, the second gate process should occur between 15-24 hours and prior to enrolling in practicum. [↑](#footnote-ref-2)
3. A minimum of two faculty members of the CPC Department will be present at the second and third gate interviews [↑](#footnote-ref-3)
4. “Impairment” is the term used in license laws for professional counselors and marriage and family therapists. [↑](#footnote-ref-4)
5. See CPC Gate Policy [↑](#footnote-ref-5)
6. The CPC department recognizes that attending a group interview may create a financial hardship for some USA students and may be impossible for international students. Applicants in those situations are exempted from the Group Interview process and will participate in an individual interview with a faculty member of CPC instead. [↑](#footnote-ref-6)
7. Questions updated at 10.29.12 CPC Dept. mtg. [↑](#footnote-ref-7)