**Academic Components of 2014 SACSCOC Report**

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

**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**

The MA in Pastoral Counseling is in compliance. All courses in this degree program have student learning outcomes (Appendix H). Furthermore, the MA in Pastoral Counseling’s assessment of Program Learning Outcomes was implemented in 2012-2013. A report of the effectiveness of degree plan’s program learning outcomes follows. In brief, the MA in Pastoral Counseling has met the four program learning outcomes associated with this degree, and this report outlines the plans have been made to use the results of this assessment to improve the degree program during 2013-2014. In addition the Department continues to strengthen its data gathering strategies.

**Mission of Department of Counseling & 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. |

**MA in Pastoral Counseling Program Purpose:**

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| Program Purpose: Graduating students will demonstrate at an accomplished level the knowledge, skills, and attitudes that are specific to and consistent with pastoral counseling. |

**Program-level student learning outcomes:**

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| 1. Demonstrate knowledge of major theories of pastoral care and counseling and life cycle development. 2. Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling. 3. Demonstrate pastoral counseling knowledge and skills in a variety of settings. 4. Identifies self as a pastoral counselor. |

The MA in Pastoral Counseling prepares students to pursue vocations that emphasize the ministry of pastoral care in the local church and in other ministry settings, such as chaplaincy. Data on the number of graduates in the MA in Pastoral Counseling over the past three academic years is as follows:

|  |  |
| --- | --- |
| Academic Year | # |
| 2010-2011 | 7 |
| 2011-2012 | 4 |
| 2012-2013 | 8 |

**Degree Program Goals/Program Learning Outcomes 2008-2011**

Based on our professional judgment, the Department of Counseling and Pastoral Care established the following program learning outcomes for the MA in Pastoral Counseling. These PLOs were assessed between 2007-2011 are as follows:

Upon graduation students in the MA in Pastoral Counseling will:

1. Understand and use scripture and theology as foundational for the practice of pastoral counseling.
   1. All graduating students in PC400 complete integrative paper. Multiple faculty members read and evaluation the papers on the basis of 8 specific criteria. The criteria are scored on a 5-point scale. The mean score across faculty raters will exceed 3.0 on a 5-point scale, and 80% will score above at 3.0, 4.0, or 5.0.
2. Apply self-understanding, personal faith, and moral reflection to facilitate working with others.
   1. 80% of the student evaluations will score 3-4 on items dealing with self-knowledge on the Pastoral Practicum Evaluation Form.
   2. 80% of the student evaluations will score 3-4 on items dealing with ethical behavior on the Pastoral Practicum Evaluation Form.
3. Demonstration of knowledge of major content areas required of pastoral counselors.
   1. On the Pastoral Comprehensive Exam, 80% of students will score 70 percent or above on an exit exam covering the core areas of knowledge in the MA Pastoral Counseling core courses.
   2. Overall GPA for graduating MAPC students was calculated to demonstrate that a criterion of 2.0 was met
   3. On the Pastoral Practicum Evaluation Form, 80% of graduating seniors will achieve three or four on a five-point Likert scale for those sections pertaining to theoretical pastoral counseling knowledge.
4. Articulate an understanding of the foundational elements of the pastoral counseling process.
   1. On the Pastoral Practicum Evaluation Form, pastoral counseling students will achieve a score of 3 or 4 on a 5-point Likert scale on those items pertaining to interactions with pastoral counselee. A criterion is st at 80% of pastoral counseling students to achieve this goal. A score of 3 is considered “acceptable performance” and the standard for competence in pastoral counseling evaluation.
5. Apply counseling principles, techniques and clinical skills appropriate for counseling in church and para-church settings.
   1. The Pastoral Practicum Evaluation Form will demonstrate that 80% of pastoral counseling students participated in a practicum clearly defined as pastoral in nature.
   2. On the Pastoral Practicum Evaluation Form, pastoral counseling students will achieve a score of 3 or 4 on a 5 point Likert scale on those items pertaining to application of pastoral counseling skills. A criterion is set at 80% of pastoral counseling stuents to achieve this goal. A score of 3 is considered “acceptable performance” and the standard for competence in pastoral counseling evaluation.

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 a data collecting and data analysis tool for assessment and evaluation purposes.

Previous assessment reports provided direct data (i.e., field placement supervisor’s reports, faculty assessment of designated artifacts, etc.) on the extent to which the MA Pastoral Counseling was meeting its goals. This report represents the first MA Pastoral 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 Pastoral 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 Pastoral 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, and the Gate Categories. It is understood by program faculty that the counseling skills that are targeted in the Pastoral Counseling degree program are those consistent with the field of pastoral counseling.

**Restatement of Program Learning Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | Former Degree Goal [2011-2012] | Former Degree Goal as noted in the 2012-2013 Academic Catalog | Gate System Categories | Required MA in Pastoral Courses Associated with PLOs |
| Demonstrate knowledge of major theories of pastoral care and counseling and life cycle development. | Articulate an understanding of the foundational elements of pastoral counseling process. | Demonstrate knowledge of major theories of pastoral care and counseling and life cycle developmental concepts.  Demonstrate awareness and sensitivity to multicultural dynamics and issues of difference [race, gender, age, economics, etc.] | Student is asked to discuss a major theory from which he/she works during the Gate interview, and in writing in the theological integration paper. | PC510  CO622 |
| Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling. | Understand and use scripture and theology as foundational for the practice of pastoral counseling.  Commit to cultivate holy love of God and neighbor demonstrated by a knowledge of and practice in the Christian disciplines including works of service, with particular attention to a Wesleyan understanding of the means of grace. [Seminary’s QEP] | Articulate an understanding of theological foundations for pastoral care and counseling.  Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling.  Commit to cultivate holy love of God and neighbor demonstrated by a knowledge of and practice in the Christian disciplines including works of service, with particular attention to a Wesleyan understanding of the means of grace. [Seminary’s QEP] | Practice theological/theoretical integration  Manifests maturing spiritual formation. | PC510  PC515  CO601 |
| Demonstrate pastoral counseling knowledge and skills in a variety of settings. | Apply self-understanding, personal faith, and moral reflection to facilitate work with others.  Demonstrate knowledge and skills appropriate for counseling in church and para-church settings. | Demonstrate pastoral counseling knowledge and skills in a variety of settings including parish, para-church ministries, and workplace chaplaincy. | Maintain appropriate professional boundaries  Demonstrate appropriate use of self  Demonstrate a mastery of adequate clinical skills  Demonstrate humble respect for persons of diverse opinions | CO 601  PC520  PC660  PC655  CO610  CO730  PC670 |
| Identifies self as a pastoral counselor. |  | Be developing an identity as a pastoral counselor. | Student prepares a professional identity essay at each Gate point. | PC510  PC515  PC670  PC520  CO655  CO660 |

The comparison chart bears witness to the fact that the new Program Learning Outcomes allow Departmental faculty to assess the effectiveness of our program more fully.

Appendix I presents how the artifacts of Gate 1, 2, and 3 are associated with the PLOs for the MA in Pastoral Counseling.

**Program Learning Outcomes and Pilot of Alumni Survey and Stakeholder Survey**

Spring 2013 was the first administration of the MA in Pastoral Counseling Alumni Survey [Appendix F] using TK20. A Stakeholder Survey was sent to field placement supervisors and to employers. However only 3 of the 58 respondents on the Stakeholders Survey had supervised graduates from the MA in Pastoral Counseling Program. Therefore only program level outcomes measures and results from the Alumni Survey are included in this report as supporting documentation.

**Program Learning Outcome: 1**

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| --- |
| Demonstrate knowledge of major theories of pastoral care and counseling and life cycle development. |

**Measure: 1.1**

80% of MAPC students in PC510 Care of Persons will score no lower than 80.00 (B-) on their content exam scores.

**Results:** A shared set of content items is being developed by the full-time departmental faculty. Nevertheless, the following data from the various content exams across all sections of PC 510 Care of Persons from 2012-2013 in which MA Pastoral Counseling students were enrolled indicate that five of the seven students met the criteria for Measure 1.1 on their section’s content exam. Grades are unknown for two of the seven students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Faculty/Campus | # of MA Pastoral Counseling Students | Mean Grade | Comments |
| Fall 2012 | Headley/KY | 3 | 86.8% |  |
| Fall 2012 | Van Tatenhove/ExL | 2 | unknown | Professor did not record grades using the electronic platform, and no longer had access to these grades |
| January 2013 | Headley/KY | 1 | 85% |  |
| Summer 2013 | Baptista/ExL | 1 | 91% |  |

**Measure: 1.2:** 80% of MAPC students in CO622 Theories of Personality Development Across the Lifespan will score no lower than 80.00 (B-) on their content exam score.

**Results:** The faculty who teach CO622 Theories of Personality Development Across the Lifespan are developing the shared set of content items. Nevertheless, the following data is noted below from the various content exams across all sections of CO622 Theories of Personality Development Across the Lifespan from 2012-2013 in which MA Pastoral Counseling students were enrolled.

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Campus | # of MA Pastoral Counseling Students | Mean Grade |
| Summer 2013 | KY | 1 | 86.8% |
| FL | 3 | 92.3% |

**Measure 1.3:** 80% of the graduation seniors will achieve 3-4 on a 5-point scale on the Supervisor Evaluation of Practicum and Clinical Pastoral Education (CPE) Pastoral Counselor Student Form [PCF3] on the following items, which measure knowledge of major areas required of pastoral counselors. Item 12: Possesses conceptual knowledge of relevant pastoral counseling theories.

**Results:**

|  |  |
| --- | --- |
| MAPC PC660 Degree Outcomes | |
| Overall Measure 1.3 = | 4.33 |
| Wilmore Measure 1.3 = | 4.33 |
| Orlando Measure 1.3 = | NA |

Wilmore:  100%  n = 3 (PC)

Orlando: No PC students were enrolled in Practicum. CPE supervisors did not use evaluation form.

**Additional Data from the MA in Pastoral Counseling Alumni Survey**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Selected items from the MA in Pastoral Counseling Alumni Survey**  Response Rate: 31% (N=67, n=21) | | | | | | | | | | | | |
| **Assess the degree to which your Asbury Theological Seminary pastoral counseling degree has prepared you …** | | | | | | | | | | | | |
|  | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Applicable (0)\* | | Mean | SD |
| # | % | # | % | # | % | # | % | # | % |
| … to understand the theory(s) behind the pastoral counseling process. | 10 | 0.48 | 11 | 0.52 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.48 | 0.51 |
| … to work with clients from developmental perspectives. | 6 | 0.28 | 9 | 0.43 | 4 | 0.19 | 0 | 0.00 | 2 | 0.10 | 3.11 | 0.74 |
| \*Not Applicable excluded from Mean and SD. |  |  |  |  |  |  |  |  |  |  |  |  |

**Analysis:** The available data indicate that Program Learning Outcome #1 has been met.

**Recommendations:** In the previous assessment report of the MA in Pastoral Counseling (Spring 2013), the full-time regular faculty who teach PC510 Care of Persons were to create and share common content items. As of 10.31.13 the faculty continue to discuss and determine which items will be common across all sections of PC510. This same process is underway for the faculty who teach CO622 Theories of Personality Across the Lifespan (*Counseling and Pastoral Care Department Minutes 10.28.13*).

**Actions:** Monitor the development of common assessment items in PC510 and CO622 (*CPC* *Minutes, 10.28.13)*.

**PLO #2:**

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| --- |
| Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling. |

**Measure: 2.1:**  Using common Theological Integration Rubric on the CO601 Theological Integration Paper, 80% of students will achieve an aggregate mean score no lower than 2 on a 4.00 point scale.

**Results:**

|  |  |  |
| --- | --- | --- |
| Campus | # of MA Pastoral Counseling Students | Mean Grade |
| KY | 3 | 3.67 |
| FL | 2 | 4.00 |

**Measure: 2.2:** 80% of students will attain an aggregate mean score of no lower than 3.00 on a 4.00 scale using the common Theological Integration Rubric on Gate 3 Integrative Essay Papers.

**Results:** Ratings for 2012-2013 using the common Theological Integration Rubric on Gate 3 Integrative Essay Papers

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | Mean | SD |
| **1st Rater** | 4 | 1 | 3 | 3 | 4 | 4 | 3.17 | 1.17 |
| **2nd Rater** | No 2nd rater | 3 | 2.5 | 3 | 3 | 4 | 3.10 | 0.55 |

**Measure: 2.3:** 80% of students will achieve a score no lower than three on a five-point scale on Item 20 on the Supervisor Evaluation of Practicum and CPE Pastoral Counselor Student Form [PCF3] related to their understanding of and participation in the pastoral counseling process in PC655 and PC660.  **Item 20**: Demonstrates knowledge and sensitivity to issues of personal faith and morals of clients served.

**Results:** Wilmore:  100% n = 4

|  |  |
| --- | --- |
| MAPC PC660 Degree Outcomes | |
| Overall Measure 2.3 = | 4.43 |
| Wilmore Measure 2.3 = | 4.43 |
| Orlando Measure 2.3 = | NA |

Orlando: No PC students were enrolled in Practicum. CPE supervisors did not use evaluation form.

**Additional Data from the MA in Pastoral Counseling Alumni Survey**

Response Rate: 31% (N=67, n=21)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assess the degree to which your Asbury Theological Seminary pastoral counseling degree has prepared you …** | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Applicable (0)\* | | Mean | SD |
| # | % | # | % | # | % | # | % | # | % |
| 4. … to articulate a theology of pastoral counseling. | 11 | 0.52 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 1 | 0.05 | 3.55 | 0.51 |
| 6. … to appropriately use Scripture and theological reflection in pastoral counseling settings. | 7 | 0.33 | 11 | 0.52 | 3 | 0.14 | 0 | 0.00 | 0 | 0.00 | 3.19 | 0.68 |
| 9. … to 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. | 13 | 0.62 | 6 | 0.28 | 1 | 0.05 | 1 | 0.05 | 0 | 0.00 | 3.48 | 0.81 |
| \*Not Applicable excluded from Mean and SD. |  |  |  |  |  |  |  |  |  |  |  |  |

**Analysis:**  Data indicate that Program Learning Outcome #2 has been met.

**Recommendations:** No action is needed at this time.

**Actions:** No action needed.

**Program Learning Outcome #3**

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| Demonstrate pastoral counseling knowledge and skills in a variety of settings. |

**Measure: 3.1:** 80% of students will attain a score of 80 (B-) or above on the second Counseling Practice paper in CO655 Counseling Relationship: Process and Skills

**Measure 3.1 Results:**

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Faculty/Campus | # of MA Pastoral Care Students | Mean Grade |
| Fall 2012 | Headley/KY | 2 | 95% |
| Sierra/FL | 4 | 82.5% |
| Spring 2013 | Headley/KY | 1 | 96% |
| Sierra/FL | 1 | 90% |

**Measure: 3.2:** 80% of students will achieve a score no lower than three on a five-point scale on Items 13-17, 18, 19, 21, 22, & 23 on the Supervisor Evaluation of Practicum and CPE Pastoral Counselor Student Form [PCF3] related to their understanding of and participation in the pastoral counseling process in PC655 and PC660.

|  |  |  |
| --- | --- | --- |
| MAPC PC660 Degree Outcomes | |  |
| Overall Measure 3.2 = | 4.55 |  |
| Wilmore Measure 3.2 = | 4.55 | N=12 |
| Orlando Measure 3.2 = | NA |  |

Orlando: No PC students were enrolled in Practicum. CPE supervisors did not use evaluation form.

**Additional Data from the MA in Pastoral Counseling Alumni Survey**

Response Rate: 31% (N=67, n=21)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assess the degree to which your Asbury Theological Seminary pastoral counseling degree has prepared you …** | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Applicable (0)\* | | Mean | SD |
| # | % | # | % | # | % | # | % | # | % |
| 3. … to apply appropriate counseling techniques to assist various types of clients. | 6 | 0.28 | 12 | 0.57 | 2 | 0.10 | 0 | 0.00 | 1 | 0.05 | 3.20 | 0.62 |
| 8. … to apply principles of diversity in my work with clients. | 10 | 0.48 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 2 | 0.10 | 3.53 | 0.51 |
| 11. … to apply ethical standards of the pastoral counseling profession. | 10 | 0.48 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 2 | 0.10 | 3.53 | 0.51 |
| 13. … to maintain appropriate professional boundaries in pastoral counseling settings. | 13 | 0.62 | 7 | 0.33 | 0 | 0.00 | 0 | 0.00 | 1 | 0.05 | 3.65 | 0.49 |
| \*Not Applicable excluded from Mean and SD. |  |  |  |  |  |  |  |  |  |  |  |  |

**Analysis:** Data indicate that PLO #3 has been met.

**Recommendations:** Implement the use of this evaluation for CPE supervisors.

**Actions:** Orlando Director of Training will implement the evaluation for CPE supervisors.

**Program Learning Outcome #4**

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| --- |
| Identify themselves as pastoral counselors. |

**Measure: 4.1:** Successful applicants will achieve a faculty rating no lower than a 3 on a 4-point scale for an evaluation of the Gate 1 Admissions essay on professional goals: “Discuss your career goals and how this degree helps you to move toward them.

**Results:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gate 1 Career Essay: “Discuss your career goals and how this degree helps you to move toward them.” | | | | | | | | | | | |
|  | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | Mean | SD |
| **1st Rater** | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3.67 | 0.71 |
| **2nd Rater** | 2.5 | 3 | 3 | x | x | x | x | x | x | 2.83 | 0.29 |

**Measure 4.2:** Gate 3 rubric item on professional identity will be assessed by two evaluators and 80% will score above or at 3.0 on a 4-point scale.

Gate 3 Essay on 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.

**Measure 4.2 Results:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Identity Rating: Gate 3- Fall 2012-Spring 2013** |  |  |  |  |  |  |  | Mean | SD |
| The student understands what it means to be a pastoral counselor | 3 | 3 | 3 | 3 | 2.5 | 3 | 4 | 3.07 | 0.45 |

**Additional Data from the MA in Pastoral Counseling Alumni Survey**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response Rate: 31% (N=67, n=21) | | | | | | | | | | | | |
| **Assess the degree to which your Asbury Theological Seminary pastoral counseling degree has prepared you …** | Strongly Agree (4) | | Agree (3) | | Disagree (2) | | Strongly Disagree (1) | | Not Applicable (0)\* | | Mean | SD |
| # | % | # | % | # | % | # | % | # | % |
| 7. … to set professional goals. | 9 | 0.43 | 3 | 0.14 | 6 | 0.28 | 0 | 0.00 | 3 | 0.14 | 3.17 | 0.92 |
| 10. … to understand what it means to be a pastoral counselor. | 11 | 0.52 | 8 | 0.38 | 0 | 0.00 | 1 | 0.05 | 1 | 0.05 | 3.45 | 0.76 |
| \*Not Applicable excluded from Mean and SD. |  |  |  |  |  |  |  |  |  |  |  |  |

**Analysis:** This assessment is missing a second rater. The external raters did not fill out the form so data is inconsistently.

**Recommendations:** When there are 2 raters, each rater will complete a rating form individually.

**Actions:** Implement the two rater evaluation process in 2013-2014.

**From PLOs to Program Improvement**

1. Increase the number of stakeholders that respond to the Stakeholders Survey to evaluate the MA in Pastoral Counseling. During 2013-2014 the Counseling Department faculty will explore avenues for increase the response rate to the MA in Pastoral Counseling Stakeholders Survey
2. During Gate 2 and Gate 3 interviews both raters will complete an assessment on student portfolio and interview performance when two raters are present.
3. Complete and implement the development of common exam items where in PC510.

**Anticipated Use of Results**

The department anticipates that it will deepen its assessment processes during 2013-2014.

**Dissemination of Results**

These results will be posted to the Counseling Department’s web page, in the “File Cabinet”.

**Appendix A**

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

**Approvals**

Counseling and Pastoral Care Department11/19/09; 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 Description

*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***

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; Essay addition to admission requirements approved by SPT at Sept. 17, 2012; Essay addition to admission requirements approved by CC at Sept. 17, 2012; Gate 1 reviewed, evaluated, and modified by CPC at its 10.29.12

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.
6. Questions for Applicants to discuss:
   1. Why did you choose to apply to one of Asbury Seminary’s counseling programs?
   2. 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?
   3. What issues of diversity are you most uncomfortable with? How does your discomfort show up in your thoughts, feelings, and behaviors?
   4. 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?
   5. 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?
   6. 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?
   7. 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.
   8. How do you react when your interpersonal relationships are in conflict or filled with tension?

**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; 2=Developing; 3= Accomplished; 4=Exemplary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 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**

**Gate 3 Case Conceptualization Rubrics**

**GATE 3 MAPC CASE STUDY (Adult: Kristen)**

Kristen is a 41-year-old widowed Asian American female, mother of one (male age 12). Kristen has a career in retail sales management and feels she manages her small family well given the difficulties of being a single parent. Her husband died in a car accident almost 9 years ago. Kristen states this was a “devastating “ time in her life and it took a “long time to live with my grief”. Kristen has had a few “dates” here and there over the 2 years but has mostly devoted herself to her son and providing for their comforts in life. Kristen and her son are active members of First Church. Kristen serves on the benevolence committee, Sunday school committee, organizes the monthly community outreach supper, helps out the youth pastor providing food and snacks for youth events, and loves taking a turn watching the babies in the nursery on Sundays.

Kristen reports a good family support system with her elderly parents (whom she sees on a daily basis to make sure they are alright) and 2 siblings (who live out of town). Kristen describes her family as very important to her. When asked to describe herself, Kristen said she used to be a fairly happy person, but since her husband’s death she said she has developed into a “worry wart”. At least that is how her mother describes her. Kristen describes her mother as often “nagging” her (Kristen expressed a sense of embarrassment using the work “nagging”.) “Let go and let God” is what her mother will often say to her. Kristen admits to not really knowing what that means, but will agree with her mother because “she’s my mother and it’s wrong to argue with your mother”.

Kristen admits her sense of worry has gotten worse over the years. She worries about her job. She worries about putting enough money away for her son to go to college. She worries about paying the bills and making sure her son is happy. She worries about fulfilling her obligations at church, whether she is a good enough Christian. She worries about taking care of her aging parents, and in general what the future will bring. Over the past two months Kristen states her worry has gotten worse, with most of the time feeling restless, tired, and tense. At nighttime she has a hard time getting to sleep. While lying in bed she feels her mind is constantly rehearsing what she has to do the next day, often thinking of worst-case scenarios of how things will go for her. She hasn’t been able to shake these negative thoughts, even when she has tried to “let go an let God”. Privately she wonders if she is cursed in some way and confides that sometimes she wishes she wasn’t around anymore to deal with her problems. Kristen states she is currently seeing another counselor but feels it is not effective. She thinks also seeing a pastoral counselor will help. When asked what she wants from counseling, Kristen states she wants to stop feeling so worried all the time and to regain control, and some of the happiness she had years ago.

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 MAPC CASE STUDY: KRISTEN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 client’s sociocultural identity.   Reasonable Response: *Seek supervision, seek competency through trainings and workshops.*   1. My competency to treat presenting issue of client.   Reasonable Response: *Seek supervision, seek competency through trainings and workshops.*   1. Possible suicidal ideation.   Reasonable Response: *Assess further, seek supervision or consult with colleagues, if necessary create a safety plan with client, if necessary hospitalize.*   1. Kristen is also in counseling with another counselor.   Reasonable Response: AAPC 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 anxiety as treatment concern. | Only recognizes anxiety as reasonable focus of treatment.  OR Recognizes anxiety but over-diagnosis the client with GADs or other anxiety based disorder without further assessment. | Recognizes anxiety as treatment issue;  AND limits diagnosis to Anxiety NOS;  AND expresses need to either:  1. Assess further for comorbid issue such as depression;  ORexpresses need to assess further to rule out OCD or trauma related issue;  OR expresses possible need to refer for psychological services if suspected mental health need exceeds pastoral counseling boundaries. | Recognizes anxiety as treatment issue;  AND limits diagnosis to Anxiety NOS;  AND expresses need to assess further for comorbid issue such as depression;  ANDexpresses need to assess further to rule out OCD or trauma related issue;  AND expresses possible need to refer for psychological services if suspected mental health need exceeds pastoral counseling boundaries. |
|  | *IF* identifies something other than anxiety, score 1 point and redirect client to use a anxiety 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 anxiety. | Problem statement identifies anxiety 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 (anxiety) and evidence of problem. |
|  | **Problem Statement** should be a simple one-sentence statement of client issue with evidence provided.  Example: *Client reports feelings of anxiety as evidenced by obsessive thoughts, consistent worry about future, feeling tense, sleeplessness, and fatigue.*  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 anxiety or an identified anxiety 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 anxiety or specific anxiety 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: *Reduce overall feelings of anxiety while increasing coping strategies to manage stress.*  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 will reframe negative cognitions associated with anxiety.*  Example 2: *Client will learn and utilize meditative relaxation technique to manage anxiety.*  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: *Education to aid client understanding of connection between thoughts/feelings/actions*  Example 2: *Explore important biblical stories held by client that related to control and felt anxiety. Aid client to begin reframing these stories in a personal context.*  Example 2: *Aid client to meditate on select Bible passages paired with relaxation technique as avenue to reduce anxiety and increase coping skills.*  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**

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| **2013 MAPC Alumni Learning Outcome Evaluation (April 16th-May 7th)** | | | | | | | | | | | | |
| Response Rate: 31% (N=67, n=21) | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assess the degree to which your Asbury Theological Seminary pastoral 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 pastoral counseling. | 8 | 0.38 | 10 | 0.48 | 1 | 0.05 | 0 | 0.00 | 2 | 0.10 | 3.37 | 0.60 |
| 2. … to understand the theory(s) behind the pastoral counseling process. | 10 | 0.48 | 11 | 0.52 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3.48 | 0.51 |
| 3. … to apply appropriate counseling techniques to assist various types of clients. | 6 | 0.28 | 12 | 0.57 | 2 | 0.10 | 0 | 0.00 | 1 | 0.05 | 3.20 | 0.62 |
| 4. … to articulate a theology of pastoral counseling. | 11 | 0.52 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 1 | 0.05 | 3.55 | 0.51 |
| 5. … to work collaboratively with supervisors, staff, & other counselors. | 7 | 0.33 | 9 | 0.43 | 3 | 0.14 | 0 | 0.00 | 2 | 0.10 | 3.21 | 0.71 |
| 6. … to appropriately use Scripture and theological reflection in pastoral counseling settings. | 7 | 0.33 | 11 | 0.52 | 3 | 0.14 | 0 | 0.00 | 0 | 0.00 | 3.19 | 0.68 |
| 7. … to set professional goals. | 9 | 0.43 | 3 | 0.14 | 6 | 0.28 | 0 | 0.00 | 3 | 0.14 | 3.17 | 0.92 |
| 8. … to apply principles of diversity in my work with clients. | 10 | 0.48 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 2 | 0.10 | 3.53 | 0.51 |
| 9. … to 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. | 13 | 0.62 | 6 | 0.28 | 1 | 0.05 | 1 | 0.05 | 0 | 0.00 | 3.48 | 0.81 |
| 10. … to understand what it means to be a pastoral counselor. | 11 | 0.52 | 8 | 0.38 | 0 | 0.00 | 1 | 0.05 | 1 | 0.05 | 3.45 | 0.76 |
| 11. … to apply ethical standards of the pastoral counseling profession. | 10 | 0.48 | 9 | 0.43 | 0 | 0.00 | 0 | 0.00 | 2 | 0.10 | 3.53 | 0.51 |
| 12. … to work with clients from developmental perspectives. | 6 | 0.28 | 9 | 0.43 | 4 | 0.19 | 0 | 0.00 | 2 | 0.10 | 3.11 | 0.74 |
| 13. … to maintain appropriate professional boundaries in pastoral counseling settings. | 13 | 0.62 | 7 | 0.33 | 0 | 0.00 | 0 | 0.00 | 1 | 0.05 | 3.65 | 0.49 |
| 14. … to understand your strengths and limitations. | 13 | 0.62 | 7 | 0.33 | 1 | 0.05 | 0 | 0.00 | 0 | 0.00 | 3.57 | 0.60 |
| 15. … to manage your personal anxiety during counseling or supervision sessions. | 12 | 0.57 | 6 | 0.28 | 2 | 0.10 | 0 | 0.00 | 1 | 0.05 | 3.50 | 0.69 |
| \*Not Applicable excluded from Mean and SD. |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Appendix A, continued  **2013 MAPC Alumni Learning Outcome Evaluation (April 16th-May 7th)**  Response Rate: 31% (N=67, n=21) | | | | | | |
| 16. What is your gender? | # | % |  | 23. Current employment setting | # | % |
| Female | 10 | 0.48 |  | Full time homemaker | 1 | 0.05 |
| Male | 11 | 0.52 |  | Academic/Teaching | 2 | 0.10 |
|  |  |  |  | Community mental health agency | 0 | 0.00 |
| 17. What is your ethnicity? | # | % |  | Private mental health counseling practice | 1 | 0.05 |
| African | 1 | 0.05 |  | Church-based counseling practice | 1 | 0.05 |
| African American | 1 | 0.05 |  | Ordained ministry [e.g., pastor] | 5 | 0.24 |
| Asian | 1 | 0.05 |  | College-related mental health counseling position | 0 | 0.00 |
| Asian American | 0 | 0.00 |  | Missions | 0 | 0.00 |
| Biracial/Multiracial | 1 | 0.05 |  | Hospital | 3 | 0.14 |
| Caucasian | 16 | 0.76 |  | Hospice | 3 | 0.14 |
| Latino/Latina | 0 | 0.00 |  | Public or private school settings | 1 | 0.05 |
| Native American | 0 | 0.00 |  | Chaplain (hospital/military/workplace) | 0 | 0.00 |
| Other | 0 | 0.00 |  | Student life related postiion | 1 | 0.05 |
|  |  |  |  | Other | 3 | 0.14 |
| 19. What is your age range? | # | % |  |  |  |  |
| 20-29 | 0 | 0.00 |  | 25. I am working | # | % |
| 30-39 | 6 | 0.28 |  | Full time | 13 | 0.62 |
| 40-49 | 4 | 0.19 |  | Part time | 5 | 0.24 |
| 50-59 | 5 | 0.24 |  | Other | 3 | 0.14 |
| 60-69 | 5 | 0.24 |  |  |  |  |
| 70-79 | 1 | 0.05 |  | 27. My primary function is as a (select the one where you put the majority of your working time) | # | % |
| 80-89 | 0 | 0.00 |  | Pastoral Counselor | 1 | 0.05 |
|  |  |  |  | Administrator | 3 | 0.14 |
| 20. What other degrees did you obtain at Asbury Seminary? (Check all that apply) | # | % |  | Chaplain | 6 | 0.28 |
| No second degree | 15 | 0.71 |  | Pastor | 5 | 0.24 |
| MDIV | 4 | 0.19 |  | Other | 6 | 0.28 |
| Other Asbury Seminary MA | 2 | 0.10 |  |  |  |  |
|  |  |  |  |  |  |  |
| 22. In what year did you graduate with your counseling degree? | # | % |  |  |  |  |
| 2006 | 6 | 0.28 |  |  |  |  |
| 2007 | 5 | 0.24 |  |  |  |  |
| 2008 | 1 | 0.05 |  |  |  |  |
| 2009 | 2 | 0.10 |  |  |  |  |
| 2010 | 5 | 0.24 |  |  |  |  |
| 2011 | 0 | 0.00 |  |  |  |  |
| 2012 | 2 | 0.10 |  |  |  |  |

**Appendix G**

**MA Pastoral Counseling Curriculum Map**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLO** | **Gate 1: Baseline** | **CO601** | **CO610** | **CO622** | **CO655** | **CO730** | **PC510** | **PC515** | **PC520** | **Gate 2** | **PC655 or PC660** | **PC670** | **Electives** | **Gate 3** | **Alumni Survey** | **Stakeholder Survey** |
| **#1: theories** |  |  |  | Content exam |  |  | Content exam |  |  | Interview | Supervisor evaluation |  |  |  | Survey | Survey |
| **#2: theological integration** | Admission essay | Essay Paper |  |  |  |  |  |  |  | Essay & Interview | Supervisor evaluation |  |  | Essay & Interview | Survey | Survey |
| **#3: skills** | Group interview faculty observation |  |  |  | Counseling Practice Paper #2 |  |  |  |  |  | Supervisor evaluation |  |  | Case study | Survey | Survey |
| **#4: professional identity** | Admission essay |  |  |  |  |  |  |  |  | Essay & Interview |  |  |  | Essay & Interview | Survey | Survvey |

**Appendix H**

**MAPC SLOs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **MAPC PLO** | | | |
| **COURSE** | **Course SLOs** | Demonstrate knowledge of major theories of pastoral care and counseling and life cycle development.. | Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling. | Demonstrate pastoral counseling knowledge and skills in a variety of settings. | Identifies self as a pastoral counselor |
| **CO601 Counseling Theories & Techniques** | 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; |  | CO601 Integration Paper 5 Views Rubric |  |  |
| 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. |  |  |  |  |
| 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; |  |  |  |  |
| 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. |  |  |  |  |
| CMHC A.2 Understands the ethical and legal considerations specifically related to the practice of CMHC. |  |  |  |  |
| CMHC A.4 Understands the ethical and legal considerations specifically related to the practice of CMHC. |  |  |  |  |
| CMHC B Demonstrates the ability to apply & adhere to ethical and legal standards in clinical mental health counseling. |  |  |  |  |
| 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.* | Common items on content exam |  |  |  |
| 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.* |  |  |  |  |
| II.G.5.b The student understand counselor characteristics and behaviors that influence helping processes. |  |  |  |  |
|  |  |  |  |  |
| 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 |  |  | Assessed by grade on second counseling practice paper |  |
| 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. |  |  |  |  |
|  |  |  |  |  |  |
| **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. |  |  |  |  |
| PC510: Care of Persons | Understand and practice basic pastoral care & counseling skills like: listening Attending, empathic response and use of pastoral resources in care. | Common exam items |  |  |  |
| Identify personal issues that may potentially strengthen or harm one’s ministry, and establish healthy personal boundaries and ethical behaviors. |  |  |  |  |
| Devise effective models of ministry premised on partnerships with lay caregivers. (Primary) | Common exam items |  |  |  |
| Value pastoral care as a valid and foundational component of ministry for others. |  |  |  |  |
| Identify as one who thinks and act as a pastor – one who creates the present conditions for God to move in variety of contexts and issues. |  |  |  |  |
|  |  |  |  |  |  |
| PC515 | Distinguish a crisis from a critical event by articulating knowledge of crisis development and skills in assessment. |  |  |  |  |
| Demonstrate developing skills in crisis assessment and intervention using at least one crisis intervention approach. |  |  | Class presentation, role play & research paper rubric [TBA] |  |
| Begin to interpret the integrative psychological and theological process that persons in crisis engage. |  |  |  |  |
|  |  |  |  |  |  |
| PC520 | Understand the nature of the diagnostic process and how this operates from a pastoral perspective |  |  |  |  |
| Understand Biblical and theological foundations for pastoral diagnosis including an understanding of the human person and the usefulness of diagnosis in promoting change |  |  |  |  |
| Understand Biblical and theological foundations for pastoral diagnosis including an understanding of the human person and the usefulness of diagnosis in promoting change |  |  |  |  |
| Understand The DSM-IV TR and its role in mental health diagnosis of disorders often encountered in pastoral settings |  |  |  |  |
| Understand the role of pastoral diagnosis in pastoral counseling treatment |  |  |  |  |
| Know how to conduct a diagnostic interview |  |  |  |  |
| Prepare a case report which captures the demographic and spiritual information relative to a presenting issue |  |  |  |  |
| Use theological categories to develop a pastoral case conceptualization and treatment |  |  |  |  |
|  |  |  |  |  |  |
|  | The same evaluation is used in PC660 and PC655. |  |  |  |  |
|  |  |  |  |  |  |
| PC660 Practicum in Pastoral Counseling | Demonstrates the ability to apply and adhere to ethical and legal standards in pastoral counseling (see http://www.aapc.org/policies/code-of-ethics.aspx) | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning relevant to pastoral counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Understands the professional issues relevant to the practice of pastoral care and counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | 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 |  |  |
|  | Applies current record-keeping standards related to pastoral counseling. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | 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 |  |  |
|  | Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a assessment for treatment planning and caseload management. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client as it relates to practicum setting an pastoral counseling | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Gain insight of learned theological assumptions and biblical foundation and integration into the practice of pastoral counseling | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| PC655 Clinical Pastoral Education | Respond to the changing context of spiritual care in the communities they serve. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Model professional competence, integrity and high ethical standards; | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Embrace diversity, collaboration and accountability in contexts of diverse faiths; | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  | Respond empathetically at a spiritual and theological level to issues of pain, suffering and grief in providing pastoral and spiritual care. | Supervisor Evaluation Form | Supervisor Evaluation Form |  |  |
|  |  |  |  |  |  |
| PC670 Pastoral Approaches to Marriage and Family Counseling | conceptualize theological and biblical foundations for marriage and family life |  |  |  |  |
|  | recognize fundamental family systems concepts and interventions |  |  |  |  |
|  | identify and analyze marital and family dynamics |  |  |  |  |
|  | learn how to apply intervention strategies to dysfunctional relationships |  |  |  |  |
|  | apply family systems concepts to dynamics in family systems |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 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 |  |
| 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 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 |
| 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 |
| Students will respond to a case study that they receive 30 minutes prior to their Gate 3 interview |  | Case Study rubrics |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Appendix I**

**MA in Pastoral Counseling PLO by Gate Categories Artifacts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MA in Pastoral Counseling 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 knowledge of major theories of pastoral care and counseling and life cycle development. | Practices theological/theoretical integration |  |  |  | Discussion of theory of choice during interview and in Gate 3 integration paper |
| 2. Demonstrate pastoral counseling knowledge and skills in a variety of settings. | 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 |
| 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 |
| Demonstrate the ability to integrate theological tenets with psychological knowledge and skills in offering pastoral care and counseling. | 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 pastoral 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 pastoral counselor. 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)