

APPENDIX C

MORAVIAN SEMINARY • MAPC PROGRAM CLINICAL PLACEMENT LEARNING AGREEMENT & SUPERVISOR EVALUATION

Name of Student: _____

Name of Supervisor: _____

Clinical Placement Agency/Program: _____

Address: _____

Phone Number: _____

Email Address: _____

Effective Dates of the Agreement: _____

Specific Days/Times of Placement: _____

Supervision Day/Time: _____

Linking the Learning Agreement to the curriculum

The purpose of the Clinical Placement Learning Agreement is to direct the student's clinical placement experience. The Learning Agreement objectives incorporate specific MAPC Program learning outcomes which serve as the organizing principles toward which the overall curriculum is oriented. The specific Learning Agreement goals should reflect collaboration between the student, the clinical placement supervisor, and the school's clinical director.

MAPC Program Learning Outcomes

The MAPC program has eight Learning Outcomes to be accomplished in the course of instruction and clinical experience. See Appendix A.

All eight MAPC Learning Outcomes are to be addressed in the Internship Learning Agreement. Students are asked to identify two – three tasks to be accomplished for each of these eight Learning Outcomes. Students may additionally identify, with the support of their supervisor, one to three "OTHER GOALS" that are either specific to their Internship site (aka group work) or clinical goals that the student has a particular interest in, and are relevant to the site.

Not every single item under each learning outcome will be addressed in the Clinical Placement Learning Agreement, nor do the tasks highlighted on the Learning Agreement need to specifically name these Learning Outcome items. Each task IS however to address the learning WITHIN each learning outcome category. For example, under the Learning Outcome "Professional Identity" a student might identify the following task:

“To spend 5 minutes centering myself in mindful meditation prior to each session, and to review this with my supervisor weekly”. The task addresses item # 4 “Knowledge of and engagement with spiritual disciplines”, under the Learning Outcome “Professional Identity”.

Upon completion of the Clinical Placement Experience the student will be able to demonstrate competency in all 8 Learning Outcome areas.

Instructions for the Supervisor Evaluation (Please read very carefully.)

Complete all areas of the evaluation form.

A rating scale will be used for each item listed below to assess the competence of your student during the semester just completed. Please note that while the same form will be used for all three semesters, the **focus during the first and second semesters will be on the student’s willingness to develop the designated item. For the third semester, an appropriate degree of competence is expected for all items.**

Keeping in mind that this is a progressive learning experience, some items will be weighted more heavily for evaluation purposes. You are asked to rate all items, in part as an opportunity for discussion with your student. Please feel free to make additional comments, as an addendum to this evaluation, to provide helpful information on the student’s behalf.

The rating chart below is taken directly from the list of learning outcomes for the Master of Arts in Pastoral Counseling Degree at Moravian Theological Seminary. This list is also utilized in the student’s learning agreement. These Learning Outcomes are used consistently in order to create a uniform assessment of the student’s progress toward the outcomes in all aspects of their program. **If there are items that are not relevant to the student’s work at your agency, or for which you cannot provide an evaluation, simply enter the “n/a” option in the box provided.**

CLINICAL PLACEMENT LEARNING AGREEMENT & SUPERVISOR EVALUATION

THE STUDENT DEMONSTRATES A WILLINGNESS
TO DEVELOP (1st, 2nd Semesters) OR EXHIBITS COMPETENCE (3rd Semester)
IN THE FOLLOWING AREAS:

The rating scale is as follows:

- | | | |
|----------------|------------------|----------------------|
| 1 – Not at all | 2 – Rarely | 3 – Sometimes |
| 4 – Frequently | 5 – Consistently | N/A – Not applicable |

a. Professional Identity	
	Knowledge of and informed engagement with ethical issues and standards in pastoral counseling
	Development and articulation of pastoral counseling identity
	Ability to identify need for, pursue, and access supervision/new knowledge
	Knowledge of and engagement with spiritual disciplines leading to continued spiritual formation as a pastoral counselor beyond seminary
	Awareness of the need for self-care and development of a self-care plan
	Articulation of the inter-relationship of psychology and spirituality in the practice of pastoral counseling
	Knowledge of biblical text and application of hermeneutics in case conceptualization
	Knowledge of the basic process of pastoral care and counseling, including contracting, handling of information, transference/counter transference, and referral
	Knowledge of and application of Christian/diverse religious history, theology, and tradition, in a pastoral counseling context
	Ownership of professional role & responsibilities: with instructors, supervisor, and clients
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

b. Social & Cultural Diversity	
	Awareness of the global context
	Ability to articulate issues of diversity (interfaith, ecumenical, racial, cultural, sexual orientation, disability, gender, social, and economic status)
	Appreciation of and engagement with clients of diverse backgrounds, including diverse religious traditions
	Ability to assess and engage cultural dynamics in various counseling contexts
	Awareness and acknowledgement of one's own social location and cultural situation
	Ability to recognize and advocate in order to address personal and systemic injustice
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

c. Human Growth and Development	
	Demonstration of understanding of human and faith development and issues of sexuality in a counseling context
	Integration of relevant human and faith developmental theory in assessing and conceptualizing client cases
	Application of developmental knowledge in creating treatment plans
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

d. Career Development	
	Articulation of a theological understanding of vocation
	Application and articulation of career theory in conceptualizing client cases of career transition and discernment
	Use of relevant and appropriate resources for career assessment and guidance
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

e. Helping Relationships	
	Ability to provide crisis care, pastoral counseling, and appropriate referrals as needed
	Consistent use of basic skills in forming and sustaining caring and therapeutic relationships in various counseling settings
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

f. Group Work	
	Knowledge of group theory
	Ability to recognize and articulate group dynamics
	Ability to demonstrate group facilitation skills
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

g. Clinical Assessment, Diagnosis & Treatment Planning	
	Ability to make an accurate clinical assessment based on a clinical interview and application of the DSM-IV-TR.
	Integration of resources and methods for pastoral assessment, diagnosis and treatment planning as appropriate in diverse client cases
	Formulation of a treatment plan and goals based on the clinical assessment, diagnosis, and client input
	Demonstrated skill in following and adapting treatment plans and goals throughout the counseling process
	Knowledge and use of personality and counseling theories and their application in a pastoral and professional manner
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

h. Research Design & Methodology	
	Effective oral, written, and electronic communication skills
	Demonstration of critical thinking in client assessment and treatment planning
	Ability to understand and apply research in a clinical setting
	Ability to develop and effectively utilize program and therapeutic evaluation tools
	Knowledge and use of APA citation style.
	<p>LEARNING AGREEMENT GOALS:</p> <ol style="list-style-type: none"> 1. 2. 3.
Comments	

LEARNING AGREEMENT SIGNATURE PAGE

I agree to:

A. Complete _____ clinical placement hours in the Clinical Placement Setting, beginning _____ and ending April 29, 2012.

B. Fulfill these obligations under the direction of the Internship Placement supervisor

Name

C. Apply the principle of the Code of Ethics in my conduct and practice in, or as a representative of, the Clinical Placement program/agency.

I, _____, commit to this Learning Agreement and to completing the Clinical Placement portion of my Masters of Arts in Pastoral Counseling.

Signed, _____
Student

Date

Signed, _____
Agency/Program Supervisor

Date

SUPERVISOR'S NARRATIVE EVALUATION

Overall, this student is (please select one):

Exceeding Standard (90-100) Meeting Standard (73-89) Below Standard (72 or below)

Discuss strengths and needs in this area; explain ratings that need clarification. Please identify the learning goals for future endeavors, be it next semester or life after graduate school. Comment on overall goals that are in progress or have not been addressed, as well as any new goals.

Date: _____

Signature of Agency Supervisor

I have read and discussed this evaluation:

Date: _____

Signature of Student

To the Student: In the event that you have a different perception of any aspect of the feedback in this evaluation, please indicate your specific comments on an addendum.

Please submit the original and one copy to the Moravian Seminary Clinical Director

Clinical Director's Narrative

Date: _____

Signature of Clinical Director