



MORAVIAN
THEOLOGICAL SEMINARY

Master of Arts in Pastoral Counseling Program

2011-2012

CLINICAL PLACEMENT MANUAL

**Practical Guidelines for Supervisors and Students
in Clinical Placement**

MORAVIAN SEMINARY
1200 Main Street
Bethlehem, PA 18018-6650
Fax: 610-861-1569
Phone: 610-861-1516

MARCELLA KRAYBILL-GREGGO, MSW, LSW
MAPC Clinical Director
Phone: 610-861-1516
Email: marcellakg@moravian.edu

TABLE OF CONTENTS

	Page
I. Introduction: Clinical Placement	2
II. Philosophy and Objectives of Clinical Placement	3
III. Overview of Masters of Arts in Pastoral Counseling (MAPC) and Dual Degree Program:	
MAPC and Masters of Social Work (MSW)	4
IV. Clinical Placement: Functions and Responsibilities.....	6
V. Assessment of Student Performance in Clinical Placement	
A. Overview	9
B. Supervisor Evaluation of Student in Clinical Placement	9
C. Student Evaluation of Clinical Placement	9
VI. Appendices	
A. Learning Outcomes.....	10
B. Clinical Placement Data Sheet	12
C. Clinical Placement Learning Agreement & Supervisor Evaluation	13
D. Student Evaluation of Clinical Placement Form	21
E. Student in Clinical Placement Timesheet	23
F. Counseling Incident Reflection Guidelines	24

INTRODUCTION: CLINICAL PLACEMENT

The Masters of Arts in Pastoral Counseling (MAPC) Program at Moravian Seminary has as its stated goal: to integrate the spiritual and theological understanding of humanity with the practice of counseling and psychotherapy in a graduate education program. Therefore, the MAPC Program views class work and Clinical Placement as mutually supportive and complementary. In line with the program's belief that the Clinical Placement attempts to relate to and support all parts of the curriculum, the Clinical Placement agency is called upon to provide an educational setting in which the student has the broadest possible exposure to all aspects of social agency functioning, in addition to direct practice experiences.

Recognizing that the education value of Clinical Placement is enhanced by the very fact of the difference between social agencies and the educational institution, the program seeks to avoid making the Clinical Placement setting an extension of the classroom. Rather, its objective is to develop harmonious working relationships through which the vitality and unique values of the Clinical Placement can enrich, illuminate, and complement the more theoretical classroom learning.

Scope, depth, and breadth of learning must increase throughout the program so that at the end, the student will have reached a point of competence for practice at the Master's level. It is in the context of this total objective that this manual addresses the specific requirements for this Clinical Placement experience.

PHILOSOPHY AND OBJECTIVES OF CLINICAL PLACEMENT

Consistent with its philosophy that professional education rests upon integration of theory and practice, the MAPC program provides concurrent class and Clinical Placement instruction during the final year of the graduate program. The overall objective of the Clinical Placement is to enable the student to augment and integrate his/her learning through providing a service within a social agency or pastoral counseling setting. Through this experience it is expected that the student will:

- 1) Develop awareness of the relationship between the agency and the social, political, cultural, and spiritual contexts of practice.
- 2) Demonstrate understanding of the role of clinical values and ethics in practice.
- 3) Develop pastoral counseling practice skills including the abilities to be self-aware, to intentionally engage in the professional use of self, to cultivate a pastoral presence, and to apply a holistic perspective in working with client systems.
- 4) Effectively integrate classroom content into the Clinical Placement.
- 5) Develop an understanding of the process through which an agency changes and develops in response to changes in the community it serves.
- 6) Demonstrate responsible interaction with professional counselors, and/or with practitioners from other disciplines.
- 7) Utilize clinical supervision in a manner that enhances professional development.

OVERVIEW OF MASTERS OF ARTS IN PASTORAL COUNSELING PROGRAM

The Master of Arts in Pastoral Counseling Program (MAPC) combines clinical excellence with an understanding of the spiritual and theological dimensions of individuals and families in a multicultural, multi-religious context. Pastoral counselors are counseling professionals whose preparation includes in-depth academic and clinical training combined with study of biblical tradition, theological reflection, and spiritual formation. The MAPC is a degree for those who want to integrate an inclusive holistic perspective in their counseling work that allows them to work with issues of mind, body, and spirit.

The 62 credit MAPC program is designed to meet the academic and practicum/internship degree requirements in Pennsylvania for Licensed Professional Counselors (LPC). Graduates seeking LPC licensure in Pennsylvania must complete 3600 additional clinical hours under the supervision of an experienced LPC counselor and then pass a state-required exam, most notably the National Counselor Exam (NCE) offered by the National Board of Certified Counselors (NBCC). MAPC students who wish to seek licensure receive intensive advising and guidance concerning coursework and documentation of clinical hours for the academic requirements for the LPC.

Not all MAPC students wish to pursue licensure and independent or group practice. The MAPC degree also prepares counseling professionals who intend to counsel in a parish or agency setting, or to pursue accreditation for chaplaincy (which requires additional intensive Clinical Pastoral Education/CPE experience). Bivocational clergy or clergy who wish to further develop their pastoral care and counseling ministry skills also find the MAPC program furthers their goals.

The MAPC degree can be completed in as few as two years of intensive, full-time study. Students must complete the degree within six years.

Course work in the 62 credit MAPC program is distributed among three areas:

Theological Disciplines	21 credit hours (includes World Religions, Intro to the Bible, Developing Effective Multicultural Competencies through the Hebrew Bible)
Clinical Courses	31 credit hours (includes Clinical Assessment and Treatment Planning, Group Theory and Practice, Individual Psychotherapy and Counseling Practice, Human and Faith Development, and Practicum/Internship)
Electives	10 credits (includes courses in Marital and Family Counseling; Addictions; Chronic Illness, Disability, Death, and Loss; Individual Spiritual Direction; Counseling Children and Adolescents)

DUAL DEGREE PROGRAM: MAPC AND MASTERS OF SOCIAL WORK (MSW)

In 2003, Moravian Seminary entered into a cooperative agreement with Marywood University School of Social Work (Scranton, PA) to offer a dual master's degree in both Social Work and the Masters of Arts in Pastoral Counseling.

The MAPC/MSW program is ideal for students who seek to integrate a spiritual and theological understanding into their practice of counseling, seek to employ the skills of social work in the clinical setting, or look to hold an administrative position in a social service/mental health organization.

The MAPC/MSW program requires a total of 94 credits. This can be accomplished in 3 years of full-time study, as compared with 4 years if the degrees were taken separately.

CLINICAL PLACEMENT: FUNCTIONS AND RESPONSIBILITIES

FUNCTIONS

A. THE SEMINARY:

1. Determines the criteria for selection of a Clinical Placement agency, student assignment to the Clinical Placement, and assessment of student performance.
2. Furnishes the agency/program with information regarding the curriculum of the seminary, the goals of the MAPC program, and any changes in the program which may affect Clinical Placement.
3. Provides the Seminary Clinical Director, who serves as the link in the seminary/agency relationship.
4. Provides Student liability insurance coverage for the student in Clinical Placement.
5. Provides five concurrent courses for Clinical Placement students: *Intro to Internship*, *Counseling Supervision I and II*, and *Peer Group I and II*.
6. Provides continuing educational opportunities to the agency supervisor, the scope of which is determined by the Seminary.
7. Upon recommendation of the agency supervisor, assigns the final grade to the student.

B. THE CLINICAL PLACEMENT SETTING:

1. Provides a setting which gives the student practice in clinical work in accordance with the standards as set forth in this manual.
2. Makes available an agency supervisor who is a counseling professional, certified or licensed in their field, e.g. social worker, psychologist, psychiatrist, Fellow or Diplomate in the American Association of Pastoral Counselors, or Approved Supervisor in the American Association of Marriage and Family Therapists.
3. Keeps the seminary Clinical Director informed about changes in agency function and structure, or in community developments, which may affect student learning.
4. Evaluates the student's performance and shares this evaluation with the student throughout the process, while keeping the Seminary Clinical Director informed regarding performance issues.

C. THE STUDENT:

1. Takes initiative in using weekly supervision to further his/her learning.
2. Acts in a professional manner as a representative of the agency in his contacts with clients, colleagues, and the community.
3. Is responsible for securing information with regard to agency function, structure, policies and procedures.
4. Maintains confidentiality at all times with regard to knowledge of clients. Also holds in professional regard information pertaining to the agency.
5. Functions within the administrative policies and procedures with reference to agency practice.
6. Confers with the seminary Clinical Director at regular intervals regarding his/her total educational progress.

RESPONSIBILITIES

A. AGENCY/COUNSELING CENTER SUPERVISORS:

1. Schedules regular supervision meetings/feedback sessions with the Clinical Placement student, typically weekly (the number of sessions being determined by the complexity of the tasks and the abilities of the student — both positive and negative aspects of performance being discussed).
2. Provides the student with orientation to the agency policies, procedures, and structure, while providing access to necessary information, records, and other materials.
3. Provides the student with office space, supplies, equipment, and privacy consonant with duties.
4. Arranges for student participation in appropriate agency group meetings, or other activities pertinent to his/her learning.
5. Participates in Seminary Clinical Director on-site and phone consultations.
6. Participates in Supervisor orientation/training as provided by the Seminary.
7. Carries responsibility for the student's assignments during student's absence from the Clinical Placement.
8. Reviews and provides comments on student Counseling Incident Reflections (CIR's) SEE APPENDIX F) in accordance with program timeframes.
9. Evaluates student's accomplishments on the Clinical Placement Learning Agreement & Supervisor Evaluation (Appendix C). These must be submitted to the Clinical Director at the end of each semester, as feedback from this evaluation will be taken into consideration in the student obtaining a Pass/No Pass for the clinical placement.
10. Provides opportunity for audio or video taping of a client for purposes of learning

B. SEMINARY CLINICAL DIRECTOR:

The Seminary Clinical Director serves as the link in the Seminary/agency relationship, provides consultation to agencies/centers engaged in Clinical Placement and facilitates one supervisor training session/semester.

The Clinical Director offers consultation to agencies regarding:

1. Expectations of the MAPC program for the Clinical Placement experience through regular contacts with the student and the agency/center supervisor, arranging a minimum of one on-site visit with the agency supervisor (additional visits may be arranged on an as needed basis).
2. Criteria for student performance evaluations.
3. Any problem situations between the student and the agency.
4. Awareness of student needs, and maximizing educational opportunities at the agency/center.

C. THE STUDENT:

1. Maintains regular communication with the agency supervisor through weekly supervision, and with the seminary Clinical Director.
2. Meets the 100 hour practicum plus the 600 hour internship time requirements for the Clinical Placement experience, with a minimum of a third of the hours per week being direct client hours. As students will have begun to accumulate practicum hours prior to their internship, each student will clarify the number of practicum hours s/he needs.
3. Participates in weekly on-campus Clinical Supervision class and bi-weekly Peer Group class.
4. Completes the monthly Clinical Placement Timesheet and submits this to the Clinical Director in an accurate and timely manner (Appendix E).
5. Prepares for conferences and verbatims and completes the case documentation and administrative procedures required in the clinical placement setting.
6. Participates in on-site visits with the Clinical Director.
7. Completes the Student Evaluation of Clinical Placement form at the end of the Clinical Placement experience.
8. Insures that all required documents are in the possession of the Clinical Director as of the last day of the Clinical Placement for each semester.

Clinical Placement students are ultimately responsible for insuring that the Clinical Placement experiences are meaningful. Students are to initiate communication with supervisors when problems or opportunities arise. It is the responsibility of the student to meet the criteria for acceptable performance articulated in the Clinical Placement Agreement. This often requires assertiveness and initiative. It is also the responsibility of the student to insure submission of all documents to the Clinical Director in a

timely fashion. Untimely submission of documentation may reduce the Clinical Placement student's grade.

ASSESSMENT OF STUDENT PERFORMANCE IN CLINICAL PLACEMENT

EVALUATION OVERVIEW

The process of evaluation is a continuous one, and professional judgments about the student's abilities and potentialities as demonstrated in his/her total performance in the clinical placement agency are made throughout the student's experience in the agency. This evaluation becomes educationally meaningful as it grows out of a mutual effort which involves discussion with the student, and suggests to the student how he/she is progressing in professional development. Both the agency/center supervisor and the student focus on the way in which the student can develop his/her capacity to utilize knowledge and skills appropriate to assigned responsibilities. The emphasis is on the student's performance with the clients, the staff, the agency, etc.

SUPERVISOR EVALUATION OF STUDENT IN CLINICAL PLACEMENT (Appendix C)

There is a major evaluation and assessment of the student's progress in clinical placement at the end of each semester.* At these three junctures, the student and the agency supervisor look at current performance as measured against the criteria for that semester's goals. Ordinarily, the student should be expected to be further along in professional development as the placement progresses. The evaluation process is intended to give the student and the supervisor an opportunity to determine overall progress and the specific areas needing work. At the end of the clinical placement experience, the student is expected to work with a high degree of skill and autonomy. It is intended that the student be equipped to operate in a professional self-directed manner when he/she graduates.

*This evaluation is based on the MAPC Program Learning Outcomes (Appendix A)

STUDENT EVALUATION OF CLINICAL PLACEMENT (Appendix D)

In the normal course of events, evaluation is seen as a two way process in which the student and the agency supervisor participate in mutual evaluation of both the agency and the student, as well as evaluating the supervisory process itself. The intent is educational and, hopefully, growth-producing for both parties.

APPENDIX A

MORAVIAN SEMINARY • MAPC PROGRAM LEARNING OUTCOMES

The following is a list of learning outcomes for the Master of Arts in Pastoral Counseling Degree at Moravian Theological Seminary. This list is used to evaluate the student's performance in particular academic courses. In order to create a uniform assessment of the student's progress toward the outcomes in all aspects of their program, reference to this list will be made both in the student's learning agreement and in the end of the semester student evaluations.

A. PROFESSIONAL & PASTORAL 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

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

C. HUMAN GROWTH & DEVELOPMENT

- Demonstration of an 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

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

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

F. GROUP WORK

- Knowledge of group theory
- Ability to recognize and articulate group dynamics
- Ability to demonstrate group facilitation skills

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

H. RESEARCH & METHODOLOGY

- Effective oral, written, and electronic communication skills
- Ability to understand and apply research in a clinical setting
- Demonstration of critical thinking in client assessment and treatment planning
- Ability to develop and effectively utilize program and therapeutic evaluation tools
- Knowledge and use of APA citation style.

APPENDIX B

MORAVIAN SEMINARY • MAPC PROGRAM
CLINICAL PLACEMENT DATA SHEET

Name of Student _____

Telephone Number _____

Degree _____

Dual Degree: Social Work _____ MDiv _____ MATS _____

SITE OF CLINICAL PLACEMENT

Agency _____

Street Address _____

_____ Zip _____

Supervisor's Name _____

Supervisor's Title _____

Supervisor's Licensing body and/or professional affiliation(s) _____

Supervisor's Phone: () _____ Email: _____ Fax: _____

Description of Clinical Placement Student Activities/Tasks (attach a job description if available):

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.
	LEARNING AGREEMENT GOALS: 1. 2. 3.
Comments	

Overall, this student is (please select one):

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

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

APPENDIX D

MORAVIAN SEMINARY • MAPC PROGRAM STUDENT EVALUATION OF CLINICAL PLACEMENT

Name _____ Date _____

Program _____ Supervisor _____

1. Please rate each item below using the following scale:

4=Excellent	3=Good	2=Fair	1=Poor
____ Value of experience		____ Skills learned	
____ Supervision provided		____ Challenges of assignment(s)	
____ Appropriate workload		____ Variety of Work	
____ Orientation of internship site		____ Safety of site/environment	
____ Freedom to integrate pastoral counseling		____ Internship met my expectations	

2. What kind of supervision did you receive from your on-site supervisor?

____ regularly scheduled meetings

____ other, please explain

3. What did you like most about this Clinical Placement?

4. What did you like least about this Clinical Placement?

5. Please comment on how your internship did/not tie into your coursework and how that impacted your overall Clinical Placement experience.

6. Please comment about how you were or were not able to integrate your role as a pastoral counselor into your internship setting. Please clarify why this was so?
7. Do you have any special comments relating to the strength or limitations of your particular Clinical Placement supervisor?
8. What changes could be instituted in order to improve the experience provided by this placement?
9. Were you offered a full-time/part-time position by your Clinical Placement employer?
_____Yes _____No
If yes, did you accept the offer? _____Yes _____No
10. Would you recommend this Clinical Placement site to other students? _____Yes_____No
Please explain:
11. On a scale from one to five (one being unsatisfactory, five being excellent), how would you rate your overall Clinical Placement experience? Select one.
- 1 2 3 4 5

APPENDIX E

MORAVIAN SEMINARY • MAPC PROGRAM
STUDENT IN CLINICAL PLACEMENT TIME SHEET

Student Name: _____

Month/Year: _____

Date	Supervision Hour(s)	Group Client Hours	Individual Client Hours	Other	Total Hours for the Day
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
MONTHLY TOTAL	X			X	
TOTAL HRS TO DATE	X			X	

Supervisor comments/concerns/compliments about the timesheet: _____

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

APPENDIX F

MORAVIAN SEMINARY • MAPC PROGRAM COUNSELING INCIDENT REFLECTION GUIDELINES

In two to three single-space typed pages, describe an incident or interaction at your counseling placement site this past week. Choose an event in which you were personally involved (usually, but not always in a counseling session), one that triggered high anxiety within you or gave you intense satisfaction or gratification. In other words, an incident might be an event seen as a “low point” or a “high point” in your practice of pastoral counseling at your site this week.

Introduce the other person/s with a brief description including age, gender, family status, presenting problem, whether this is an intake/supervision session/ongoing counseling client, etc. Mask the identity of the client by using initials or a made-up name. Identify, also, the place and situation in which this incident occurred (e.g., “This was our second session in marital counseling. M., the wife, had come in without her husband, G. – apparently at his request.”)

Then, cover as many of the following areas as you can. If you leave out an area, explain why.

In Verbatim Form:

1) Describe the incident or interaction as fully, clearly, and concisely as you can. Record all verbal interchanges in verbatim form (C1, C2, C3, etc. for what the client says; use your own initials for your responses such as J1, J2, J3, etc.). See the Verbatim example that follows these guidelines.

(2) Describe the emotions you perceived in the client or other as accurately as you can, putting them in parentheses next to the appropriate verbatim segment.

(3) Describe your feelings and internal reactions during the incident, putting them in parentheses next to the appropriate verbatim segment. Note especially any awareness of internal anxiety. Be aware of other gut-level feelings that could be signs of counter-transference.

(4) Record your observations of non-verbals, putting them in parentheses next to the appropriate verbatim segment (facial expressions, gestures, posture, hand movements, etc.). Include your own non-verbal communications!

SEPARATE SECTION FOR REFLECTION/ANALYSIS:

Identify what are your clinical hunches, observations, and analytical impressions of what process was going on in the incident. How do you interpret clinically what was occurring and the meaning of the interaction.

Identify what significant theological themes (grace, hope, community, forgiveness, sin, etc.), thoughts, connections between the human story and the divine story (Biblical stories or pericopes) that occur to you as you reflect on this interaction? Where might God have been working in this interaction – or not?

Reread your verbatim and reflection. What do you like/dislike about what you did? What did you “miss” during the session that you see now? If you are seeing this person for another session, what do you want to do differently? What do you want to continue to do? How will you prepare for the next session professionally? personally? as a person of faith? What is one learning you will take from this experience?

Verbatim Example

The following example is an example of the way you will record the Verbatim portion of the Critical Incident Report. In this excerpt, Mark (M) is on sick leave from his teaching job and meets with his counselor (C).

M1: I really don't know what to do...whether to go back to teaching school. Ah- I can hardly stand the thought...but, you know, a stable job - a decent salary...Or else make a clean break, likely go back to university - find something I can get excited about...(clasps and unclasps his hands; he seems nervous, anxious and looks around the room without making eye contact)

C1: (I interrupt Mark and lean in closer to him, trying to make eye contact) The closer it gets for you to return to work, the bigger this inner turmoil...

M2: I don't know...(buries his head in his hands)

C2: (I'm feeling anxious . . . what can I say that will make him feel better? I breathe deeply to calm myself) You say “I don't know” but I wonder whether you really do know what you want to do.

M3: (Looks up and makes eye contact; he look frightened and trapped) Perhaps I am too scared to really say... (looking away) that I don't want to go back to teaching.

C3: (I take another breath; I'm feeling a tinge of fear or apprehension) Pretend that you are not scared. Tell people - your dad... your wife...Right now tell me: “I don't want to go back to school.”

M4: I...I.. don't want to go back... to school. (haltingly, looks at the floor) (Silence)

C4: What is happening Mark? (my heart is pounding, am I doing the right thing?)

M5: God – my heart is pounding...(begins to cry) I can't even say it.

C5: Perhaps it is not just your job you are disgusted with ... (oops, here I am putting my own thoughts into his situation)

M6: What do you mean? (looks vulnerable, ashamed, then makes eye contact)

C6: I think I hear you berating yourself, saying that you haven't the guts to quit.

M7: Well should I quit? .

C7: (I caught myself before responding to his question. I reminded myself that I need to throw this back to him. My palms are sweaty with anxiety) How important is it for you to know what others think is best for you, and how concerned are you not to disappoint them?

M8: It wouldn't be the first time that I disappoint people, especially my family... (sniffs and wipes nose)

C8: I think, Mark, these are the scariest things in life - to leave, or disappoint others. (oops, now I see how I keep putting my own interpretations into my responses –I am anxious to look like I know what I'm doing)