



Master of Arts in Christian Counseling—  
Clinical Mental Health

Department Handbook

2020 – 2021

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## Introduction:

Greetings counseling students!

Welcome to the Masters of Arts in Christian Counseling –Clinical Mental Health (MACC-CMH) Program at the Charlotte Campus of Gordon Conwell Theological Seminary (GCTS)! We are pleased to welcome you into the MACC program and into the GCTS family. It is our hope that these next few years will be filled with opportunities for you to grow and be challenged, not only academically, but also personally, professionally and spiritually.

The MACC program strives to train students to be equipped as competent professional counselors who have a Christian worldview, able to journey with clients and help move them to a place of healing and hope. The faculty and staff in the MACC program are interested in your growth and development in all areas of life—personally, professionally, academically and spiritually. As you move through the program you will be provided with opportunities to become aware of yourself as a person, and you will be trained to have an identity as a counselor who can be professionally licensed.

We also desire to see your development as a counselor include practicing in a godly, ethical, professional manner that respects people from all walks of life. Realizing that we live in a multicultural society, it is important to understand people in the context of their development. We believe that it is absolutely imperative for future clinicians to be well-rounded in providing counseling services to individuals who come from a wide variety of multicultural backgrounds. We want students to understand that factors such as race, ethnicity, religion, sexual orientation, age, gender, etc. influence clients in profound ways. Therefore, in order to be a counselor who practices ethically, you must also be cognizant of the elements that make up a person's life journey and be willing to walk with people who may be very different from you. It is our hope that in the coming years as you engage with peers, faculty, and clients, you will develop a deepening passion for the work of counseling and feel equipped to carry out God's call on your life. In addition, we also hope that you will have FUN and enjoy your journey.

Again, we welcome you and look forward to journeying with you, as you become professional counselors!

Warmly,

A handwritten signature in purple ink that reads "Pamela Davis". The signature is written in a cursive, flowing style.

Dr. Pamela Davis  
Director of Graduate Programs in Counseling

## Mission Statement and Objectives:

### **Gordon Conwell-Charlotte Counseling Department Mission Statement:**

The aim of the Master of Arts in Christian Counseling Program at *Gordon-Conwell Theological Seminary-Charlotte* is to train students to become competent professional counselors who advance Christ's Kingdom in various clinical, educational, and ministry settings by equipping them to think theologically, live biblically, and engage globally.

- Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice.
- Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation.
- Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, ethnic, and socioeconomic populations.

## Master of Arts in Christian Counseling (MACC) Objectives and Goals:

**The MACC program goals are informed by our mission statement and anchored in the CACREP common core curriculum for counseling programs. We have five program priorities with 16 corresponding goals for the development of counseling students.**

### **1. Professional Identity.** *We expect that students will demonstrate:*

- A. A basic understanding of the roles and functions of professional counselors (Counselor identity).
- B. An ongoing commitment to professional, interpersonal, and spiritual growth (Personal Growth).

### **2. Knowledge and skills for competent counseling practice.** *We expect that students will demonstrate:*

- A. Understanding of the nature and needs of persons at all developmental levels, including theories of wellness and development over the lifespan. (Human Growth and Development)
- B. Basic professional dispositions necessary for effective counseling. Students should be aware of self and others, teachable, ethical, multiculturally sensitive, and relationally adept. (Professional Dispositions)
- C. Understanding of the primary theoretical orientations and evidence-based interventions shaping the counseling field today. (Theory and Interventions)
- D. Skills necessary for assessment in counseling, including basic interviewing and observation skills, differential diagnosis, assessment of suicide risk, and the selection and administration of tests appropriate to counseling. (Assessment)
- E. Understanding of research and program evaluation methodology and skills and their application in counseling contexts. (Research and Program Evaluation).
- F. Development of a personal, theologically integrated theoretical model that facilitates counseling diverse populations. (Integration of Faith and Counseling).

### **3. Respect for human diversity within a multicultural perspective:** *We expect that students will demonstrate:*

- A. Understanding, sensitivity and respect of persons pertaining to culture, ethnicity, race, gender, sexuality, values, beliefs and other contextual factors (Social and Cultural Diversity).

- B. Understanding how issues of discrimination, racism, oppression, sexism, power and privilege impact the practice of professional counseling, including the counselor's role in promoting justice in a variety of human domains and reducing intentional and unintentional oppression and discrimination (Advocacy).
- C. Awareness of self as a person of culture and how this impacts others (Cultural self-awareness).

**4. Adherence to ethical and legal standards of the profession.** *We expect that students will demonstrate:*

- A. Understanding of the legal and ethical standards of the counseling profession, including those of the American Counseling Association. (Professional Standards).
- B. Basic skills in ethical decision making, including the ethical dilemmas encountered by Christian counselors (Professional Ethics).

**5. Christian leadership.** *We expect that students will demonstrate:*

- A. Leadership skills including personal and professional integrity, honesty, maturity, responsibility, and respect for diversity. (Leadership).
- B. A commitment to competent professional practice within the church, the community, and other mental health settings. (Servant leadership).
- C. Advocacy for Christian values within the professional community (Christian leadership.)

## MACC Faculty and Staff:

**Dr. Pam Davis**

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**Dr. Carolina Benitez**

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**Dr. Christopher Cook**

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**Dr. Vickey Maclin**

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*Program Administrator*  
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## MACC Admission Requirements:

To qualify for admission consideration, the applicant must possess a Baccalaureate (or its academic equivalent) from an accredited institution of higher learning and have demonstrated intellectual capability. Applicants to the Master of Arts in Christian Counseling should have a college GPA of at least 3.0 (on a 4.0 scale).

Students are admitted to the MACC degree in the fall or spring semesters. Admission to the MACC program is a two-phase process. Both phases must be completed by the deadlines in order to be considered for admission to the degree program. Admission begins with a submitted application.

Further information regarding the MACC degree program requirements, completion time, licensure and other details can be found on the GCTS website: <http://www.gordonconwell.edu/degree-programs/MA-Christian-Counseling.cfm>

### **Phase 1-Application**

Prospective MACC students must submit a full application, as described in our application procedures. The full application and all required components must be received before permission to continue with Phase 2 can be granted. Once all components of your application are received, the application is reviewed for permission to continue with Phase 2 of the admissions process. Permission to continue to Phase 2 **does not** guarantee admission to the seminary or the MACC degree program. The early decision application deadline is February 15<sup>th</sup>. Students who meet the early decision deadline will be notified by mid-March. Other applications are accepted on a rolling basis. Prospective students should keep in mind that a Phase 2 Interview must be completed before the application is considered complete.

### **Phase 2 – On-Campus Interviews**

If approved, applicants to the program are notified in writing to contact the Admissions Office to schedule an on-campus interview. The on-campus interviews include a one-on-one interview with a faculty member and also a group interview. Phase 2 interviews are scheduled four times per year: February, April, July, and October, usually from 9 am – 12 noon. The Admissions Committee will meet and review applications after Phase 2 has been completed. Final admissions decisions will be sent in writing, usually within two weeks of the on-campus interview.

### **Standard of Personal Conduct**

Students who are admitted to the program must agree to abide by the Community Life Statement outlined in the [GCTS-Charlotte Student Handbook](#) (page 7).

### **Standard of Professional Conduct**

Students who are admitted to the program must agree to abide by the ACA Code of Ethics (2014) available here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

## MACC Degree Course Requirements:

The Master of Arts in Christian Counseling program is designed for those who wish to prepare for entry level counseling positions as Licensed Professional Counselors (LPC), Licensed Clinical Mental Health Counselors (LCMHC or LMHC), or Licensed Clinical Professional Counselors (LCPC), depending upon the state of licensure. During the final semester of the program, students can be qualified to sit for the National Counselors Exam (NCE), which is the professional qualifying exam in the field of professional counseling.

Those who complete this training program in counseling may expect significant growth in their personal and professional development in preparation for Christian and/or secular employment opportunities. A major feature of the program is its commitment to supervised clinical practicum/internship experience. Students will have opportunities to participate in seminars, workshops, staff meetings, group supervision and other professional development.

The program consists of three courses in Biblical Studies, two courses in Christian Thought, 12 foundational courses in the field of Counseling, two additional elective counseling courses, and three semesters of practicum/internship at a clinical training field placement.

- Students must complete 67 credit hours, including 22 courses (66 credit hours) and CO501 Introduction to Counseling Research (1 credit hour)
- Students must attend one counseling retreat (offered every-other year)
- Students must complete 12 individual didactic counseling sessions
- Student must successfully complete the Exit Evaluation (EE)
- Students must successfully complete the Counselor Preparation Comprehensive Exam (CPCE)
- Students must maintain a grade point average of 3.0 or higher in order to graduate. For all counseling (CO) courses, students must obtain a C- or higher. Students that receive a grade below C- in a counseling course will have to retake the course.

### **MACC- CMH Check Sheet:**

At matriculation, students are provided with a “check sheet” that lists all requirements of the program. The check sheet is an official document provided by the registrar. For more information, refer to the [GCTS Canvas Registration Hub](#) and the [GCTS-Charlotte Student Handbook](#) (pages 31-33).

## Community Context of Training:

The MACC program seeks to function as a community of learning that fosters professional and spiritual formation in students, faculty and staff alike. We seek to provide an atmosphere of trust and collegiality where we can challenge and encourage each other. For this reason, it is important that all members of the community be committed to this end. Mutual respect and support are valued above competition.

The department is committed to diversity among all members of our community. This commitment goes far beyond philosophical positions and represents our firm belief that diversity adds depth and richness to the learning environment for everyone involved. A homogeneous environment is often an inadequate setting for learning to carry out the department’s mandate to think theologically, live biblically, and engage globally.

### **MACC Diversity Council:**

The MACC Diversity Council intentionally seeks to cultivate an environment where all students, faculty, and staff feel welcomed and supported. We pursue excellence in ministry and in clinical professional service by promoting the good of all individuals, especially those who have been historically and traditionally underrepresented and/or marginalized and wounded by our society. The mission of the Diversity Council is founded upon the Scriptural principles of the unity of believers (Jn. 10:16, 17:11, 21; Rom. 12:5) and the truth of the *imago dei*—that all of us are made in the image of God (Gen. 1:27; Ps. 139). Because the Gospel extends to all people (Acts 10: 34-35; Rom. 10: 11-12), we are motivated by the example of Jesus who modeled inclusion of individuals marginalized and outcast by society (Mt. 15:22-28; Lk. 4:38-40; Lk. 10:30-37; Lk. 19:1-10), of women (Mt. 12:48-50; Mk. 5:25-34; Jn. 4: 7-26), of the disabled (Mk. 7:31-35; Lk. 18:35-43; Jn. 9:1-3); and of those trapped in sin (Mt. 9:13; Lk. 7:37-48). We strive to emulate the fullness of the kingdom of God (Rev. 7:9-10) now and forever.

The Diversity Council is comprised of at least five individuals including a faculty representative, a staff representative, the MACC student success worker, and two (or more) students at large. The committee meets at least three times per year (once per semester) to foster the following objectives: (1) Recruitment and mentoring of students, faculty, and staff who belong to historically underrepresented groups; (2) Promoting awareness and advocacy regarding issues of diversity relevant to the GCTS community, the broader community, and the Church at large; (3) Strengthening the relationship between our commitment to diversity and our commitment to Christ in a way that reflects our diversity in the GCTS community. Students who are interested in serving on the Diversity Council should contact the MACC Program Director or the Diversity Council faculty representative to indicate their desire to serve.

### **MACC Social Committee:**

The MACC Social Committee is comprised of students in the second year of the program (“second year cohort”) who plan and organize two social events per year for the greater MACC community. The first MACC social is typically held in September or October, as a welcome event for new students (“first year cohort”) in the program. The second MACC social is held in April or May, as a farewell event for graduating students (“third year cohort”). A modest budget is allocated for these social events. Members of the Social Committee may contact Dr. Davis for budget approval.

## MACC Counseling Course Descriptions:

### **CO 501-INTRODUCTION TO COUNSELING RESEARCH**

Students focus on the learning objectives of CO501 by learning proper citation formats in the Publication Manual of the American Psychological Association. Students also focus on the integration of Counseling and Theology. Required of all counseling students during their first year of academic study at Gordon Conwell. Offered fall, spring, and summer. All MACC students must take this course during their first year of study and preferably in or before their first semester or term.

### **CO 502-INTRODUCTION TO COUNSELING/SYSTEMS THEORY**

This course provides an introduction to the counseling profession with a survey of the basic theoretical approaches to counseling and an introduction to theological integration in counseling. This course also aids students in beginning the process of professional identity development as a counselor.

### **CO 540-HELPING RELATIONSHIPS**

This course covers the theological ground for helping relationships, counseling theories and application for helping relationships, including skills in listening, attending, and empathy needed in consultation and bringing about change.

### **CO 610-LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING**

This surveys several of the major models of human development and life-span and includes integration and critique of related theories from a biblical and theological perspective. Counseling strategies related to major developmental milestones are covered.

### **CO 614-FAMILY SYSTEMS THEORY**

This review of the major theories of family systems development places emphasis on a critical analysis of these theories from an orthodox Christian perspective.

### **CO 635-CRISIS AND TRAUMA COUNSELING**

This course addresses the impact of crises, disasters, sexual assault, and other trauma-causing events on individuals and communities, as well as the treatment of trauma related disorders. Emphasis will be placed on providing clinical interventions in disaster, crisis, and traumatic situations. Developing a theology of suffering will be explored.

### **CO 650-EXIT EVALUATION**

Completed concurrently with Internship II, students undergo a rigorous and comprehensive evaluation of their clinical, personal, and professional development in preparation for entry into the field of professional counseling.

### **CO 699-RESEARCH METHODS AND DESIGN**

This overview of the basic approaches to research methods and design gives particular attention to the application of research in the counseling setting and prepares the student for program design and assessment.

### **CO 710-PSYCHOPATHOLOGY**

This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the DSM-5 and ICD-10.

**CO 712-MULTICULTURAL DIVERSITY IN COUNSELING**

This course provides an opportunity to develop sensitivity, insight, and multicultural awareness when conducting counseling with individuals and families. Strategies needed to work effectively with issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status will be addressed alongside a theological framework for developing self-awareness and engaging diversity. Emphasis will be given to the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems.

**CO 713-FOUNDATIONS OF PLAY THERAPY**

This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. A theological foundation for engaging children through play will be emphasized, along with an experiential component focused on basic play therapy skill development within the context of ethical and diversity sensitive practice.

**CO 714-FAMILY COUNSELING**

This clinical course helps students to develop basic skills in counseling families and to evaluate the most applicable methods for counseling interventions with families. Prerequisite: CO 614.

**CO 715-ADVANCED PSYCHOPATHOLOGY**

This advanced course in the theories, concepts and structures that form an understanding of psychopathology focuses on enhancing usage of the DSM-5 and understanding of psychopharmacology. Prerequisite: CO 710.

**CO 716-COUPLES COUNSELING**

This course focuses on basic theories of couples counseling with particular attention to biblical and theological issues. The process of couples counseling is introduced by carefully constructed role play/feedback sessions. Prerequisite: CO 614.

**CO 718-GROUP DYNAMICS**

This course is designed to provide a theoretical and practical understanding of the use of groups and group process. Each member will also become part of an active group to provide an experiential instruction to the nature of group process.

**CO 719-HUMAN SEXUALITY**

This study provides an overview of biological, psychological, behavioral, and theological material concerning human sexuality; it also includes DSM diagnostic categories and treatment options.

**CO 720-COUNSELING CHILDREN**

This course gives special attention to understanding the role and function of children as the focus for family counseling and learning to develop appropriate intervention strategies in working with children in the context of the family. Pre-requisite: CO 610.

**CO 725-COUNSELING ADOLESCENTS**

This course gives special attention to understanding the role of preadolescents and adolescents as the focus for family counseling and learning to develop appropriate intervention strategies in working with preadolescents and adolescents in the context of the family.

**CO 735-ASSESSMENT IN COUNSELING**

This course explores a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal. Emphasis is placed on the collection and analysis of data, factors that influence validity and reliability, and the specific skills associated with administering and interpreting tests for personal characteristics. Prerequisites: CO 500 and CO 710.

**CO 750-COUNSELING FOR CRISIS AND ADDICTIONS**

This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social studies focusing on healing processes. Various crises will be studied and etiology, assessment, and models of treatment will be addressed.

**CO 770-CAREER COUNSELING**

The student will explore theoretical approaches that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision-making.

**CO 790-PROFESSIONAL STANDARDS AND CHRISTIAN ETHICS FOR COUNSELORS**

This course offers a comprehensive review of the process of professional specialization in the counseling field. Topics include professional organizations, ethical standards, legal responsibilities, etc. Emphasis is given to the unique dilemmas faced by Christian counselors.

**CO 850-ADVANCED CHRISTIAN COUNSELING MODELS & PRACTICE**

Taken in the final semester/year, this seminar format course focuses on integration and consolidation of students' model of counseling, integrating theory, practice and theology. This course is taken in the final spring semester before graduation.

**CO 867-CLINICAL COUNSELING PRACTICUM**

The clinical practicum is designed to provide the student with an introduction to the practice of counseling in a variety of settings. Individual and group supervision will be an integral part of this learning experience. Students are required to obtain 150 hours of counseling practice, including 60 hours of direct client contact. Individual and group supervision are required. Prerequisites: CO 501, CO540, CO 710, one additional counseling course and the Pre-Practicum Orientation. Pre- or Co-requisite: CO 790.

**CO 868-CLINICAL COUNSELING INTERNSHIP I**

The clinical internship I follows the clinical practicum experience. Students are expected to function in a clinical setting and carry a client load. During CO 868 and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 867.

**CO 869-CLINICAL COUNSELING INTERNSHIP II**

This internship is a continuation of the clinical experience at a more advanced level. During CO 868 and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 868.

## MACC Program Requirements

In addition to completing required coursework, students must also successfully meet the following program requirements prior to graduation:

### Professional Dispositions:

An important part of becoming a professional counselor includes developing essential professional dispositions. Professional dispositions encompass the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues (CACREP 2016 Standards).

The MACC program has identified five professional dispositions for students to strive toward during the program. Students self-report perceived attainment of these dispositions during new student orientation, and then are evaluated annually by program faculty during the Annual Student Review. A final evaluation of the student's attainment of professional dispositions occurs during the Exit Evaluation.

- **Aware of self and others.** (Awareness of one's thoughts and feelings as well as others' thoughts and feelings, able to be reflective, practices self-care.)
- **Teachable.** (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth.)
- **Ethical.** (Honest, fair, displays integrity, shows respect for professional ethical standards.)
- **Multiculturally sensitive.** (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination.)
- **Relationally adept.** (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries.)

Students are evaluated in these areas using the *Professional Dispositions Evaluation Rubric* (found under *Appendix* of this handbook). Students must achieve a score of *(3) meets criteria regularly/ meets expectations* or *(4) meets criteria consistently* for each disposition prior to completing the program. Students who do not meet the minimum criteria for professional dispositions near the end of the program will begin a process of remediation (See *Remediation and Growth Plan beginning on p. 18 of this handbook*).

### Exit Evaluation

Successful completion of the MACC degree program is based on the demonstration of both knowledge and skills in academic, professional, and personal areas related to professional counseling. Faculty members in the counseling program have a responsibility to evaluate the academic and professional development of students in the program. Evaluation occurs throughout the program, with the final evaluation being the Exit Evaluation (CO 650). The Exit Evaluation is a skills and knowledge evaluation that takes place in the student's final year of the MACC program.

The purpose of the Exit Evaluation (CO 650) is to:

1. Provide the student with information related to their overall progress that will enable them to take advantage of their strengths and to address weaknesses in their academic, professional, interpersonal and spiritual development.
2. Provide counseling program faculty with information regarding the student's readiness to be a professional counselor, ensuring that all decisions made are in the best interest of student, their intended profession and the public.

The Exit Evaluation occurs during the semester that the student is registered for CO 869. Students should register for CO 650 (Exit Evaluation) for the semester that they intend to complete this requirement. Students prepare and submit a list of materials (see below) and then meet with two faculty members for a review of their materials. The Exit Evaluation meeting with faculty lasts approximately 45 minutes. Faculty utilize the *Exit Evaluation Rubric* (found in the Appendix of this handbook and also on Canvas, under Files for Exit Evaluation) to evaluate students during the Skills Evaluation. Students usually complete the Exit Evaluation while enrolled in CO 869 (Internship II). **(EXCEPTION: If the student completes CO 869 during the summer semester, the Exit Evaluation will occur during the following Fall semester. No Exit Evaluations are completed in the summer. Students who complete CO 869 in the summer should retain a video recording of a CO 869 client session to submit during the fall semester Exit Evaluation.)** Other exceptions to the timing of the Exit Evaluation may be made at the discretion of the student's advisor in consultation with the Program Director and the Program Administrator. The department will publish the dates and times that the Exit Evaluation may be scheduled. It is the student's responsibility to schedule the Exit Evaluation based on the available times. Students will sign up for a time slot for their Exit Evaluation on the Canvas course site for CO 650.

#### Documents Required:

All of the following documents are required to be submitted to the specified assignment page in the Canvas course site for *Exit Evaluation, CO 650*, by the specified due date prior to the scheduled Exit Evaluation:

- a) Personal self-evaluation, covering all areas mentioned in consent form (professional responsibility, competence, maturity, integrity, spiritual formation; including attention to growth/changes during time in the program, strategies for personal and professional self-evaluation, and implications for practice.) This document, written in narrative form, should be approximately five (5) pages in length and double-spaced.
- b) Clinical skills evaluation (based on one client, chosen by student).
  - Case conceptualization (use form required for case presentations in CO 867, 868, 869)
  - One full video recording of a counseling session submitted via Panopto video to the Canvas course CO 650.
  - Complete transcription of the above video recording
- c) Copies of all clinical site supervisor's Mid-term and Final evaluations with summaries from clinical field placement(s). Copies of all faculty supervisor's Final Evaluations.
- d) Pastoral reference (see Canvas MACC Program Site "Files" for form or for Survey Monkey link).

#### Outcomes of the Exit Evaluation:

- a) Pass
- b) Pass with follow-up
- c) Remediation

d) Voluntary withdrawal or dismissal from the program

*Note:* Outcome (d), voluntary withdrawal/ dismissal, is rare and reserved for severe violations such as ethical violations or violations of the Community Life Statement. If Outcome 3 (remediation) is determined, procedures outlined in the policy on *Remediation and Retention of Students* (in this handbook) are followed.

Input from other GCTS- Charlotte faculty and staff are solicited and may be incorporated into the Exit Evaluation. The student is notified of the outcome of the Exit Evaluation, along with any concerns or follow-up assignments that may be required. If a student believes that the decision made during the Exit Evaluation is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision. The appeal should be made to the Director of Graduate Programs in Counseling or to the student's advisor. The appeal will be reviewed by an Appeals Council of three faculty members with professional counseling background, at least two of whom were not part of the original faculty dyad who conducted the Exit Evaluation. Should a student disagree with the decision of the Appeals Council, further appeal may be made following the Appeals policy on page 21 of this handbook.

### Counselor Preparation Comprehensive Exam (CPCE)

Students enrolled in the MACC-CMH program complete a knowledge exam, the *Counselor Preparation Comprehensive Exam* (CPCE) during their last semester in the program. (EXCEPTION: If students intend to complete the program during the summer semester, they must take the CPCE in the spring semester *prior to* the summer they finish the program.) The CPCE is not administered during the summer. Exceptions to the timing of this exam may be made at the discretion of the student's advisor, in consultation with the Program Director and/or Program Administrator. The program determines and communicates the CPCE test date each fall and spring to all eligible students. It is the student's responsibility to register for the CPCE and to be present on the pre-arranged testing date. The exam is taken online while physically present at the GCTS-Charlotte campus and students receive their scores immediately. If the student takes the CPCE on campus, the exam fee (currently \$75) is already included in student fees and is not an extra expense to students. However, students who wish to take the CPCE at a PearsonVue testing site rather than on campus are responsible to cover the PearsonVue exam fee (currently \$150). It is the student's responsibility to submit their official score report to the Counseling department ([maccinfo@gordonconwell.edu](mailto:maccinfo@gordonconwell.edu)).

The CPCE is a standardized 160-question comprehensive knowledge exam that assesses the student's objective knowledge in eight core areas: (1) Human Growth & Development, (2) Social & Cultural Foundations, (3) Helping Relationships, (4) Group Work, (5) Career & Lifestyle Development, (6) Assessment, (7) Research & Program Evaluation, and (8) Professional Orientation & Ethics.

A passing score on the CPCE is considered to be any total score *higher than the score that is 1 standard deviation below the mean* of all test takers. For example, if the mean score of all test takers is 87 with a standard deviation of 17, then the passing score will be any score higher than 70 (87 – 17). Students who do not pass the CPCE may be required to re-take the exam or may be required to complete additional activities as part of a Student Performance Remediation Plan (See SPRP). Remediation of a failing score on the CPCE is decided upon by the student's advisor, with input from the Counseling faculty.

Study materials for the CPCE are similar to study materials for the National Counselors Exam (NCE), as the two exams are quite similar. While some study resources are listed on CANVAS, students may find other resources are better suited to their particular learning style.

### **Didactic Counseling**

For a student entering into the helping field, it is important to gain experiential knowledge of being a counselee as well as to address personal matters that may interfere with providing clinical services to their clients. As such, the Counseling Department understands the value and benefit for our students-in-training to begin their own individual didactic counseling during their enrollment in the MACC-program. We believe that this didactic counseling experience enhances professional development and competency for students learning to be professional counselors. The requirement is 12 consecutive counseling sessions with an approved licensed counselor. It is imperative that at least eight counseling sessions take place during a clinical rotation placement (i.e. Practicum or Internship). In keeping with the ethics of confidentiality, the content of the didactic counseling sessions is not made known to the Counseling Department.

Prior to beginning the didactic counseling experience, students should complete the Didactic Counseling Approval form found on the MACC Program Site on Canvas and submit it to the program administrator at [maccinfo@gordonconwell.edu](mailto:maccinfo@gordonconwell.edu). At the completion of the didactic counseling experience, students are required to turn in to the program administrator a Didactic Counseling Completion Statement form, signed by the didactic counselor, indicating that the student completed 12 sessions. Students should send the completed form to [maccinfo@gordonconwell.edu](mailto:maccinfo@gordonconwell.edu). No other reporting is required. The MACC department keeps a list of licensed counselors, many of whom have agreed to see our students at a reduced rate. This counselor referral list is available to students on Canvas under the Didactic Counseling file on the MACC Program tab.

### **MACC Counseling Retreat**

Students in the MACC degree program are required to attend one Counseling Retreat during their course of study. The purpose of the retreat is three-fold: spiritual renewal, emotional/physical rest and community building. The retreat is a time to establish relationships among peers, discuss the field of counseling with respect to calling, professional concerns, and the Christian life; and to spend time in spiritual retreat alone and together. The retreat consists of a weekend (Friday evening through Sunday morning) in January every other year. The retreat, which does have an associated fee, is held at a conference center within 100 miles of the Charlotte.

### **MACC Clinical Counseling Practicum and Internship**

A 150-hour Practicum and a 600-hour Internship experience are required in the MACC Program. For detailed information regarding the requirements for practicum and internship, please refer to the *Practicum/Internship Manual*, available to students on Canvas under the “Files” section of the MACC PROGRAM tab.

## Procedures and Policies: Evaluation, Remediation, Retention and Dismissal

### **Evaluation Procedure**

In order to evaluate the academic, personal, professional and spiritual progress of the counseling student, evaluative procedures take place throughout the course of the program. These measures identify and provide feedback of the counseling student's strengths and note any areas of concern that need attention and further growth or development.

### **Annual Student Review**

All students enrolled in the MACC program are evaluated annually by Counseling Department faculty. Students are evaluated using the *Student Annual Review Rubric* and the *Professional Dispositions Evaluation Rubric* (both found under Appendix of this handbook) in the following areas: (1) academic performance (including GPA and attainment of KPI's); (2) professional development; (3) interpersonal development; (4) clinical development; (5) Christian leadership; and (6) attainment of the professional dispositions outlined previously in this handbook (p. 12). Students are assessed in each of these areas based on data gleaned from student coursework as well as observations that faculty and staff make of students as they progress through the program. Observations are made through personal engagement with students, during classes, and through coursework that is submitted.

Each year (usually in April), MACC faculty meet together to individually review each student in the program. During this review, all data points noted in the paragraph above are assessed, with written documentation provided on the *Professional Dispositions Evaluation Rubric* and the *Student Annual Review Rubric* (see Appendix of this handbook.) Following the *Annual Student Review*, the student will be notified regarding the outcome of the Annual Student Review, with one of three possible outcomes:

1. Satisfactory
2. Satisfactory with Concern(s)/Comment(s)
3. Unsatisfactory with Concern(s)/Comment(s)

If a student receives a "Satisfactory with Concern(s)/Comment(s)" the student's advisor will include a written comment regarding the area(s) that the student should address. If the student wishes to talk with the advisor about the concern, the student should contact the advisor. With this category there may or may not be a Remediation and Growth Plan required, depending upon the area of concern. If a Remediation and Growth Plan is required, the student's advisor will indicate such on the *Student Annual Review Rubric*, and the advisor will follow up with the student. Students will be informed of the necessary steps for improvement in the area of concern and the time frame that the matter must be addressed.

If the student receives an "Unsatisfactory with Concern(s)/Comments," a Remediation and Growth Plan will be required. The advisor will indicate in the written evaluation that the student should contact the advisor within two weeks to schedule an appointment to discuss remediation. Students will be informed of the necessary steps for improvement in the area of concern and the time frame that the matter must be addressed. Additionally, the advisor will inform students of the consequences if the probationary period passes and the area of concern has not been addressed. Typically, if noted areas of concern remain unaddressed, students enter into a three-stage departmental remediation process. (See *Policy on Retention and Remediation of Students* below). Annual Student Reviews become part of the student's permanent file.

Any student who wishes to appeal the decision made during the Annual Student Review should follow the *Appeals* process explained later in this handbook.

### **Exit Evaluation**

A student's final evaluation takes place during the Exit Evaluation, which is required to graduate. For a detailed understanding of the Exit Evaluation, refer to pp. 13-14 of this handbook.

### **Policy on Retention and Remediation of Students**

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate training. Students are expected to demonstrate professional and interpersonal competence, social consciousness, and disciplined reflection in their work. This includes high standards of professional and ethical behavior in interactions with clients, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity.

This policy describes the procedures used to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

### **Identification and Verification of Problems**

Professional ethics demand that student problems be addressed as soon as possible. Incompetence, ethical violations, or problematic behaviors are typically identified in one of four ways. First, formal evaluation of each student's progress takes place each year during the Annual Student Review (see *Annual Student Review* in the preceding section). This evaluation involves a review of the student's academic performance, professional development, interpersonal development, and intrapersonal development. Second, a faculty member or supervisor may raise an issue of concern at any time. Third, students might have a concern about a fellow student. Students who have concerns should first discuss the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Fourth, students may identify a concern about themselves that they discuss with a faculty member or advisor. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem but may request that the student meet to provide additional information.

### **Code of Conduct or ACA Ethical Violations**

In the case of a violation of the Community Life Statement (found in [GCTS-Charlotte Student Handbook](#), (page 7) or violations of the ACA ethical code, the faculty member who is made aware of the violation will notify the Director of Graduate Programs in Counseling and the Dean of Students for the Charlotte campus. Resolution of the issue will follow guidelines outlined in the [GCTS-Charlotte Student Handbook](#) (pages 93-96).

### **Students at Risk**

In the event that a faculty member is made aware of student impairment, the student will be assessed for risk of harm to self or others by the faculty member and/or the Dean of Students. The faculty member who is made aware of the impairment will document the concern and contact the Dean of Students, the Director of Graduate Programs in Counseling, and the Academic Dean of the Charlotte campus.

## **Academic and Performance Deficiencies**

Many academic and performance deficiencies may be successfully addressed by a student and faculty member in the context of a course or other experience (e.g. clinical rotations,) without recourse to the more formal procedures. For example, if a student receives a letter of *Unsatisfactory* standing in the program following the Annual Student Review, a meeting between the advisor and the student occurs, during which a Remediation and Growth Plan is discussed. If the plan is successfully implemented, the deficiency is considered addressed. If agreement on a plan is not reached during the meeting or if the plan is not successful, a three-stage departmental remediation process begins. Additionally, a Remediation and Growth Plan may be implemented if the student receives an evaluation of *Satisfactory with Comment/ Concern*, depending upon the area of concern and what the faculty deem necessary to address the concern.

### **Stage 1: Early Remediation**

When student deficiencies cannot be addressed within the context of a course or other experience, either because they are too serious or too broad, (i.e. they extend beyond a single course or experience), they must be brought to the attention of the Director of Graduate Counseling Programs. The program director will work with the reporting faculty member or advisor to develop a Remediation and Growth Plan, which becomes part of the student's permanent file.

### **Remediation and Growth Plan (RGP)**

During Stage 1: Early Remediation, a Remediation and Growth Plan (RGP) is developed to aid the student in overcoming performance deficiencies and growing in needed areas. The plan is developed by the Counseling Department faculty and specifies required activities and deadlines that must be achieved by the student, as well as consequences or failure to complete the plan. Failure to successfully complete directives prescribed in the RGP will result in sanctions up to and including temporary or permanent dismissal from the program.

A remediation and growth plan will include-

- 1) a detailed description of the performance/behavioral deficiencies,
- 2) a detailed explanation of the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum/ internship evaluation criteria)
- 3) the required actions to be taken and the documentation necessary to substantiate successful completion of the action steps
- 4) the specific timeframe for completion of the plan
- 5) the consequences for failure to complete the plan.

The plan will be signed and dated by the student and the advisor, with a copy given to the student and another placed in the student's file. The advisor and student will discuss and establish mechanisms that will aid the student in completing the remediation and growth plan in the allotted time, and the advisor will monitor the student's plan and progress and report this progress to the Counseling Department faculty.

Based on a review of the student's progress, the Counseling Department faculty will determine whether the student has met the terms of the remediation. If the student demonstrates compliance with the terms of the RGP, the student will be considered in good standing. If the student fails to complete the Remediation and Growth Plan in accordance with its terms, the student may proceed to *Stage 2: Secondary Remediation* (see below). In rare cases, the student may be subject to temporary or

permanent dismissal from the program following *Stage 1 Remediation*. (See *Dismissal from the Program*.) The Counseling Department faculty will communicate its determinations in writing to the student, with a copy placed in the student's file.

Remediation and growth interventions may consist of, but are not limited to, the following:

- Personal counseling
- Increased faculty contact
- Increased supervision
- Repeat academic/ clinical courses
- Additional assignments (journaling, research papers, tutoring)
- Require additional courses
- Leave of absence
- Workshops/ seminars
- Dismissal from the program

When a Remediation and Growth Plan has been developed, the reporting faculty member will meet with the student to review the plan and discuss next steps for implementation. The timeframe for review and completion will be determined collaboratively with the student. If agreement can be reached, the student will move forward with the plan.

### **Stage 2: Secondary Review Remediation**

If no agreement is reached in *Early Remediation* or if the plan is unsuccessful in remediating the deficiency, the process moves to *Secondary Review Remediation*. In this stage of remediation, the Counseling Department faculty, develop a new, or revised, RGP for the student. The student will be asked to meet with the Director of Graduate Counseling Programs for a discussion of the issues and to review the RGP. If the student agrees to the remediation plan, the plan is implemented. If the student does not agree with the plan, or the terms of the plan, the student may appeal to the Dean of Students or to the Academic Dean of the Charlotte Campus.

### **Stage Three: Final Remediation**

If early and secondary remediation efforts are unsuccessful, the Counseling Department faculty could determine that a student's deficiencies are of such a nature and severity that neither the student nor the program will benefit from additional efforts with the RGP. In those cases, a student may be dismissed temporarily or permanently from the program. Dismissal procedures are described below.

### **Dismissal from the Program**

It is the policy of the Counseling Department that any student participating in the Master of Arts in Christian Counseling program, must adhere to the following: the policies articulated in the GCTS Community Life Statement, found in the [GCTS-Charlotte Student Handbook](#) (page 7), this student handbook, course syllabi and the American Counseling Association (ACA) Code of Ethics (found on the ACA website: <https://www.counseling.org/knowledge-center/ethics>). Students are responsible for reading and complying with the expectations contained in the documents referenced above and remaining informed of seminary, departmental, and program policy changes.

Students who fail to comply with the terms of their RGP may be temporarily or permanently dismissed from the program. Additionally, the program reserves the right to dismiss a student from the program if it is determined that the student's performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from an RGP. Final decisions regarding dismissal due to performance/behavioral deficiencies will be made by the Counseling Department faculty. Dismissal from

the program may follow a period of remediation (RGP), probation, and/or suspension, but such a period is not required to precede dismissal.

A student being considered for dismissal will be advised in writing of the performance/behavioral deficiencies under review by the Counseling Department faculty. The student may be requested to appear before Counseling Department faculty, provide the committee with a written statement, or both. Any oral or written statement by the student is expected to respond to the performance deficiencies under review. A copy of the student's written statement will be placed in the student's departmental file. While attempting to be consistent in its performance evaluations and dismissal decisions, the program attempts to be sensitive to the facts and circumstances surrounding individual cases. These two values may, at times, conflict, but both will be weighed in the effort to achieve as fair of a process/decision as possible.

Following review of the case, the Counseling Department faculty will determine whether a recommendation to dismiss from the program is warranted and whether the dismissal should be temporary or permanent. The Counseling Department faculty then makes its recommendation to the Academic Dean of the Charlotte Campus, who has the authority to make the final program dismissal decision. The student will be advised in writing regarding the dismissal decision, with a copy placed in the student's file. The following are examples of circumstances that may result in dismissal from the program:

- Failure to meet and maintain minimum academic, program, and professional performance standards
- Unsatisfactory performance in practicum and/or internships
- Unethical or unprofessional conduct
- Circumstances that interfere with training or threaten client welfare

Additionally, a student may be dismissed from the MACC program under the following circumstances:

- If a student fails to demonstrate academic improvement after a period of academic probation. Academic dismissal is processed by the Registrar's office, in accordance with GCTS policy
- If a student has breached community guidelines of academic integrity as described in the [GCTS-Charlotte Student Handbook](#) (page 103, 121)
- If a student has breached behavioral code of conduct expectations as described in the [GCTS-Charlotte Student Handbook](#) (page 7, 121)
- If a student has been denied candidacy following the Exit Evaluation for reasons above or relative to matters of Christian character described in the *GCTS-Charlotte Student Handbook* and the Exit Evaluation process.

### **Appeals**

If a student believes that the decision made during the Annual Student Review, the Exit Evaluation, or any part of the remediation process is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision. In the case of an outcome determined by the professor alone, the appropriate appeal is to the Director of Graduate Programs in Counseling. In the case of an outcome determined by the faculty of the Counseling Department, the appropriate appeal is to the Dean of Students. A final appeal can be made to the Academic Dean of the Charlotte campus. The decision of the Academic Dean is final. Students may, at any time, enlist the services of the Dean of Students by contacting Deana Nail, at [dnail@gordonconwell.edu](mailto:dnail@gordonconwell.edu).

## Other MACC Policies and Procedures:

### Attendance Policy

Due to the modular/ weekend structure of the MACC program, attendance and full participation are expected during all class meetings. Many counseling courses include an experiential component as a crucial aspect of learning; thus, it is sometimes difficult for professors to assign “make-up work” that would effectively match the in-class experience. Students are responsible to notify the professor *prior to missing any portion of class*, whether the absence will be excused or unexcused. Professors have the right and authority to determine the attendance policy for a given course. Often, professors determine their attendance policy based on the nature and content of the coursework. Some professors may choose to fail any student who misses an entire weekend of class. This is a reasonable policy, given that missing a full weekend equates to missing 1/3 of the class time. Other professors may choose to deduct points or require make-up work following an absence. The professor’s attendance policy will be stated in the course syllabus, and it is the student’s responsibility to check with the professor as needed.

### Endorsement Policy

The Counseling Department faculty are usually happy to write a recommendation or reference letter for qualified students or alumni. The Counseling Department reserves the right to base this decision on the following considerations: GPA, clinical supervisor evaluations, Annual Student Review, performance on Exit Evaluation, and the students’ interpersonal skills, self-awareness and emotional stability. Students should contact the faculty member *prior to* giving the faculty member’s contact information to an agency. Faculty normally request two weeks to complete letters of reference.

### Policy for Grievances

It is possible that throughout your stay in the MACC program that students would have a grievance about a situation or decision that has been made related to a decision that has been made about them. Depending on what the grievance is related to there is a protocol that students should follow that is both Biblical and respectful of all persons involved. Whether the grievance is related to course material, including a grade on an assignment, an evaluation given to the student, or a recommendation about progress in the program, the student should speak to persons in the following order:

- a. If the student has a grievance about a grade or has a concern about the relationship with a professor, the student should first talk to the professor.
- b. If the issue is not resolved to the student’s satisfaction, then the student should speak with his or her advisor or the *Director of Graduate Programs in Counseling*.
- c. If the matter is still not satisfactorily resolved, then the student should contact in writing to the Charlotte Academic Dean. The Charlotte Academic Dean will follow the procedures outlined in the [GCTS-Charlotte Student Handbook](#) (pages 92-93)

## Professional Organizations, CE Events and Seminars:

The Counseling Department strongly encourages student membership and participation in national and state professional organizations (see list below) in order to make use of the various benefits and opportunities such as research, conferences, continuing education, scholarships, presentations, networking, etc. that these organizations offer. During *CO 790: Professional Standards and Ethics*, students will be required to join a professional counseling organization to enhance their developing professional identity.

Faculty also offer a variety of ways to get involved with various organizations such as extra credit for attendance at national and state conferences, working with faculty on research projects, paper and breakout session presentations.

The Counseling Department provides seminars for continuing education credit with NBCC on various counseling related topics in which all clinical site supervisors contracted with a student are invited to attend free of charge. Students are encouraged to attend. Upcoming events are posted on the GCTS website as well as emailed to students, alumni, clinical supervisors, and counselors in the community.

### **Professional Counselor Websites (licensure, code of ethics, professional development and other information).**

- National Counselor Examination: National Board of Certified Counselors – NBCC  
[www.nbcc.org/nce](http://www.nbcc.org/nce)
- American Counseling Association (ACA)  
[www.counseling.org](http://www.counseling.org)
- North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC)  
[www.ncblpc.org](http://www.ncblpc.org)
- American Mental Health Counselor's Association (AMHCA)  
[www.amhca.org](http://www.amhca.org)
- American Association of Christian Counselors (AACC)  
[www.aacc.net](http://www.aacc.net)
- Association for Counselor Education and Supervision (ACES)  
[www.acesonline.net](http://www.acesonline.net)
- Association for Multicultural Counseling and Development (AMCD)  
[www.multiculturalcounseling.org](http://www.multiculturalcounseling.org)
- Association for Play Therapy (APT)  
[www.a4pt.org](http://www.a4pt.org)

## Appendix

**A: Professional Disposition Evaluation Rubric**

**B: Annual Student Review Evaluation Rubric**

**C: Exit Evaluation (Skills Evaluation) Rubric**

**GORDON  CONWELL**  
**THEOLOGICAL SEMINARY**  
 CHARLOTTE CAMPUS

**MACC Program Professional Disposition Evaluation Rubric**

<b>Student</b>		<b>ID</b>
<b>Completed</b>	<input type="checkbox"/> <b>Advisor</b>	<b>Date</b>
<input type="checkbox"/> Beginning of Program <input type="checkbox"/> Annual (1 <sup>st</sup> Year) <input type="checkbox"/> Annual (2 <sup>nd</sup> Year) <input type="checkbox"/> Exit Evaluation <input type="checkbox"/> Other		

	1 = Rarely	2 = Sometimes/ Occasionally	3 = Regularly/ Meets Expectations	4 = Consistently
<b><u>Aware of self and others.</u></b> (Awareness of one’s thoughts and feelings as well as others’ thoughts and feelings, able to be reflective, practices self-care.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Comments*

<b><u>Teachable.</u></b> (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Comments*

<b><u>Ethical.</u></b> (Honest, fair, displays integrity, shows respect for professional ethical standards).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

*Comments*

<b><u>Multiculturally sensitive.</u></b> (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Comments*

<b><u>Relationally adept.</u></b> (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*Comments*

# GORDON CONWELL

## CHARLOTTE CAMPUS

### MACC Annual Student Review Rubric

**Student Name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**Academic Performance:**

GPA at or above 3.0:

KPI's met this academic year (circle all that apply):    1 2 3 4 5 6 7 8 9 10

KIP's attempted but unmet this academic year:        1 2 3 4 5 6 7 8 9 10

<b>Need Improvement</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Professional Development:**

(Professional engagement with those inside and outside the counseling program evident in behavior and verbal communication, involved in professional development by attending training opportunities e.g. conferences)

<b>Need Improvement</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Personal Development:**

(Demonstrates good interpersonal and intrapersonal development and engagement with all those in counseling program and with faculty and students in other programs)

<b>Need Improvement</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Clinical Development:**

(Demonstrates competent development of beginning counseling skills, counselor identity, and counselor presence. Input may be gathered from professors teaching foundational courses and/or site supervisors at site placements).

<b>Need Improvement:</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Christian Leadership:**

(Demonstrates leadership skills including personal and professional integrity, honesty, maturity, responsibility, and respect for diversity; respects Christian values both professionally and personally.)

<b>Need Improvement:</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Overall review:**

\_\_\_\_\_ Satisfactory

\_\_\_\_\_ Satisfactory with comment/ concern (see below; your advisor will contact you if a growth plan is indicated)

\_\_\_\_\_ Unsatisfactory with comment/concern (see below and contact advisor for remediation plan)

**Comments:**

## GRADUATE PROGRAMS IN COUNSELING

**Exit Evaluation Skills Rubric**

Student: \_\_\_\_\_

ID No. \_\_\_\_\_

Evaluators: \_\_\_\_\_

Date: \_\_\_\_\_

Gordon-Conwell Theological Seminary’s Master of Arts in Counseling (MACC) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field and in the church. In order to fulfill these responsibilities, faculty members evaluate students based on their academic and professional behaviors. In reviewing students, the counseling program faculty members consider a wide range of behaviors and attitudes requisite to the academic, spiritual, clinical and personal development of students. Dimensions assessed include professional responsibility, competence, maturity, and integrity.

<p>Directions: Based on observations of the student, select the relevant items, then circle the number that corresponds according to the rating scale:</p> <p>N – No/ insufficient opportunity to observe            1 – Rarely            2 – Sometimes/ Occasionally            3 – Regularly/ Meets Expectations            4 – Consistently</p>					
<b>CLINICAL (Counseling Skills and Abilities)</b>					
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.	N	1	2	3	4
2. The students demonstrate necessary basic fundamental counseling skills by:					
a. Understanding content – understanding the primary elements of the client’s story	N	1	2	3	4
b. Responding to or reflecting feelings – identifying client affect and addressing those feelings in a therapeutic manner	N	1	2	3	4
c. Congruence – genuineness; external behavior consistent with internal affect	N	1	2	3	4
d. Unconditional Positive Regard – being present and accepting clients story	N	1	2	3	4
e. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client	N	1	2	3	4
f. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	1	2	3	4
g. Immediacy – staying in the here and now	N	1	2	3	4
h. Timing – responding at the optimal moment	N	1	2	3	4
i. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention	N	1	2	3	4
3. The student collaborates with the client to establish clear therapeutic goals by:					
a. The student facilitates movement toward client goals.	N	1	2	3	4
b. Micro-skills – paraphrase, summarize, deepening affect, understand the rational for deepening affect	N	1	2	3	4

c. The student demonstrates an understanding of the use of a clinical theoretical approach when providing services to clients.	N	1	2	3	4
<b>CLINICAL (Counseling Skills and Abilities cont.)</b>					
d. The student demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting clinical profile.	N	1	2	3	4
e. The student demonstrates an understanding of case conceptualization using theoretical model in treatment approach and ties process (treatment plan and goals) to the theoretical approach	N	1	2	3	4
<b>PROFESSIONALISM (Professional Responsibility)</b>					
1. The student creates appropriate structure – setting boundaries of the helping frame and maintain boundaries throughout the work such as setting parameters for meeting time and place, maintain the time limits, etc.	N	1	2	3	4
2. The student demonstrates an understanding of the context – understanding the uniqueness of the story elements and their underlying meaning.	N	1	2	3	4
3. The student creates a safe clinical environment.	N	1	2	3	4
4. The student demonstrates analysis and resolution of ethical dilemmas.	N	1	2	3	4
5. The student willingly increases knowledge and implementation of effective counseling.	N	1	2	3	4
6. The student conducts self in an ethical manner that promotes confidence in the counseling profession	N	1	2	3	4
7. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	1	2	3	4
8. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	1	2	3	4
9. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	1	2	3	4
10. The student projects a professional self-awareness	N	1	2	3	4
<b>PROFESSIONALISM (Competence)</b>					
11. The student recognizes the boundaries of her/his competencies and the limitations of her/his expertise.	N	1	2	3	4
12. The student takes responsibility for modifying for her/his deficiencies as set forth through discussion with faculty.	N	1	2	3	4
13. The student demonstrates self-awareness by being mindful of building and maintaining rapport in therapeutic relationship	N	1	2	3	4
14. The student demonstrates a reflective attention to the therapeutic relationship and process in the therapy room.	N	1	2	3	4
15. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	1	2	3	4
<b>INTERPERSONAL (Maturity)</b>					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients, supervisors, and members of the community.)	N	1	2	3	4
2. The student demonstrates honesty, fairness and respect for others.	N	1	2	3	4
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	1	2	3	4
4. The student demonstrates the ability to receive, reflect on, and integrate feedback from peers, faculty, and supervisors.	N	1	2	3	4
5. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual (s) with whom the conflict exists.	N	1	2	3	4
<b>INTERPERSONAL (Integrity)</b>					
6. The student refrains from making statements which are false, misleading, or deceptive.	N	1	2	3	4
7. The student avoids improper and potentially harmful dual relationships.	N	1	2	3	4
8. The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3	4
9. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	1	2	3	4
<b>ACADEMICS</b>					
1. The student regularly attends class.	N	1	2	3	4

2. The student is on time for class.	N	1	2	3	4
3. The student stays and actively participates for the entire class.	N	1	2	3	4
4. The student completes all assignments on time.	N	1	2	3	4
5. Completed assignments reflect appropriate graduate level work, including adherence to most recent edition of APA Manual.	N	1	2	3	4
6. The student is open to feedback regarding academic performance and incorporates said feedback through subsequent work.	N	1	2	3	4
7. The student can grasp, apply, and integrate knowledge at both concrete and abstract levels of thought.	N	1	2	3	4
<b>PROFESSIONAL DISPOSITIONS</b>					
<b>1 – Rarely      2 – Sometimes/ Occasionally      3 – Regularly/ Meets Expectations      4 - Consistently</b>					
<b>Aware of self and others</b> (Awareness of one’s thoughts and feelings as well as others’ thoughts and feelings able to be reflective, practices self-care)		1	2	3	4
<b>Teachable</b> (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth)		1	2	3	4
<b>Ethical</b> (Honest, fair, displays integrity, shows respect for professional ethical standards)		1	2	3	4
<b>Multiculturally Sensitive</b> (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination)		1	2	3	4
<b>Relationally Adept</b> (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries)		1	2	3	4

*\*This form was created with modifications based on the UNC-Charlotte Department of Counseling Professional Counseling Performance Evaluations.*

**Comments:**

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**(If formally reviews with student, student signature required.)**