PC511 Introduction to Pastoral Care and Counseling

Fall Semester 2018
South Hamilton, MA
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(978) 646-4116
Office: Academic Center 136
Office Hours: M-F 8:00-9:00 am; 12:00-12:45 pm.
Credit Hours: 3
Course Meeting: Mondays 9:10 A<M-12:10 PM

I. ACADEMIC ASPECTS

A. COURSE DESCRIPTION

The course deals with the basic training in academic and practical dimensions involved in the preparation of students for the complex task of pastoral care and counseling. The focus is upon the pastor in the congregational setting as a provider of services to individuals, couples, families and groups in the Body of Christ.

B. COURSE OBJECTIVES

The intention of this course is that the student will:

1. Develop a sound Biblical and theological foundation for the conduct of Pastoral Counseling.
2. Develop an understanding of the integration of Biblical, theological and psychological structures, processes and expressions, operative in a whole person developmental model.
3. Develop fundamental counseling skills for effective Pastoral Counseling, focused on the person(s) who request counseling services as well as on their problems, framed in the context of the community of the believers.
4. Learn how to assess and evaluate the complaints and problems brought into pastoral counseling situations by individuals, couples and families in order to determine their nature, extent, and severity, and the associated consequences experienced in their lives and relationships.
5. Develop an intrapsychic, personal, metacognitive perception and appraisal of endowments, giftedness, interpersonal boundaries, as well as limits in one’s knowledge, expertise, and capacity to deal appropriately and ethically, doing so within the boundaries of pastoral work.
6. Learn how to network necessary professional and community resources for comprehensive care of counselees.

C. MINISTRY COMPETENCES

The following Competencies for Ministry will be dealt with in the course, with the following intended outcomes: The student

1. Is able to assess, evaluate, formulate, and provide a pastoral impression or diagnosis of personal and relational problems.
2. Has effective listening and responding skills for Pastoral Care and Counseling.

Page 1
3. Has well developed relational skills for a variety of ministry settings.
4. Has a clear understanding of spiritual nurture of parishioners and the follow-up process?

D. INSTRUCTIONAL METHODS

- The course will employ lectures, group discussions, and the practice of experiential counseling triads dealing with issues encountered in pastoral counseling.

E. REQUIREMENTS

1. Textbooks:


Recommended works:


Specific chapters will be assigned in preparation for the topics listed in your syllabus. The books provide a foundation and should be read in their entirety. This is especially important if you have no personal background in psychology.

2. Reading Requirements:

- To develop a solid background in Pastoral Counseling, students are expected to read a variety of materials to compliment areas of understanding which have not yet been developed. Books may be chosen from the bibliography attached to this syllabus or they may be selected by the student as long as they fall into the several categories which are indicated on the bibliography. 2000 pages are required in addition to the required texts.

- In addition to books, other resources may also be utilized, e.g. films, audio and video cassettes. (Twenty-five pages of reading may be calculated per hour of viewing/listening.)

- A reading log will be submitted at the end of the term. This log should indicate books read, pages completed, and total number of hours or pages read. This reading log is due on the last day of class. A grade will be assigned to the reading, using the equivalents (# of pp = Grade)

  Range: 1900-2000 pp = A — to 899 or below = F

- The reading log is due on: **December 18th, 2018 @ 4:00 PM**
3. Papers:

- Two papers are required for this course.

3a. This is an experiential paper in which the student will demonstrate his/her ability to develop a pastoral model for the integration of Biblical, theological and psychological data. It is based on the student’s participation in counseling triads as a counselor. To be written from a pastoral counselor perspective, rendered in reflective/analytical style—both as a protagonist and a narrator of the experiences registered in counseling triads—abstracted into a narrative that includes the following:

- The chief complaint/problem addressed in counseling (its description and definition)
- The history and development of such problem, the assessment of the person and his/her problem, synthesizing and abstracting the data gathered in the sessions.
- A pastoral formulation (providing an explanation of the etiology/developmental contingencies that contributed to the person’s problem) framed in theological-psychological terms. Then, an impression (or pastoral diagnosis) that may serve as the basis for adopting a course of action and providing counseling to that end.
- Also, a succinct narrative about the conduction of the three sessions, noting any difficulties, and pointing out strengths as measured by counselor’s empathy, positive regard, congruency, dealing with transference issues, and other process issues that emerged in the process.
- Finally, reflecting upon the feedback provided by the observer and metacognitive self-assessment (being objective about the observation and assessment of the intersubjective experience as well as his/her own intrapsychic dynamics), provide an impression about the existential learning derived from such triadic experience.
- The paper is limited to seven (7) pages plus a bibliography. The paper is due on December 10th, 2018.

3b. The second paper is a research paper that deals with a particular topic in Pastoral Counseling of interest to you (e.g., anxiety, depression, relationship failures, addiction). The length of the paper should be a maximum of ten (10) pages and must include adequate bibliographic references pertaining appropriate Biblical content and theological-psychological-pastoral reflection. The paper is due on December 18th, 2018.

3c. Non-Graded Assignments:

- Two set of three sequential papers will be required for the course: Observer Reports and Counselee Feedback papers. Both sets are non-graded assignments, intended to provide dialogical feedback to the counselor from the observer’s and counselee’s perspectives. These assignments seek to foster mutuality and entrainment among students engaged in interpersonal-intersubjective triads, and may help the counselor in training to be metacognitive-reflective in the process of writing the experiential paper.
4. Counseling Practice Groups:

- The class will be divided into triads. Each group will have a counselor, a counselee and an observer.
- The triads will rotate after each session, following an order in which counselee-counselor-observer will change roles sequentially; the initial arrangement will be in place after each three sessions; in that way, these three rotations will allow each person to have three experiences as a counselor, counselee, and observer.
- The counselee will present a problem (real/figured) to the counselor such as might be brought to the attention of any pastor in his/her office.
- The counselee is free to deal with personal issues, provided that discretion about the level of disclosure is exercised and confidentiality on the counselor’s part is safeguarded.
- The counselee will prepare the content/nature of the problem with careful advance preparation so as to make the experience for the counselor a beneficial learning task. The main issue/chief complaint/problem will be dealt with throughout the entire experience (three sessions of sustained attention to such).
- The observer will attend to the intersubjective interpersonal transaction and write a report about the process that took place in the counseling session and provide such feedback to the counselor. This report will utilize the guide outlined in the introductory class, provided in this syllabus. These reports will serve as the bases for the writing of the counselor’s experiential paper, written from a protagonist/narrator perspective.
- A copy of the observer’s report will be provided to the instructor for each of the counseling sessions. In turn, the instructor will provide feedback to the observer as to enhance his/her observational learning.
- The counselee, in turn, will provide the counselor with feedback pertaining the conduction of the session. A counselor feedback guide is provided as an appendix in this syllabus. A copy should be provided to the instructor, to establish a dialogical tone to the class.
- Both the observer reports and the counselor’s feedback papers are due the class following the counseling practice group meeting. This translates into three observer reports and counselor’s feedback papers to be turned in by each class member over the course of the week. The last reports/feedback papers may be delivered to both counselor/instructor via e-mail.
- The counselee and the observer are to take the last portion of the hour devoted to counseling practice each week to debrief the counselor. This debriefing period will provide a means for developing more effective skills in counseling.
- Class demonstrations may also serve in the learning process, helping students learn, adopt, and utilize more effective counseling techniques.

F. Grading

- A final grade will be computed as follows: Experiential paper: 30%; research paper: 50%; reading log: 20%.

GCTS’s Grade Definition Chart is included in this Syllabus appendix. Students should note that minimum GPAs of 2.70 (B) overall average are required of graduate students in order to maintain Satisfactory Academic Progress. Failure to maintain SEP may result in additional work assigned, repeating a course or semester, or withdrawal from the program. Grading Scale, GCTS Student Handbook, PG. 69-70
G. Course Outline

1. September 8
   - Intro. to Pastoral Counseling
   - Biblical foundations
   - Theological foundations

2. September 17
   - Integrated models: Dialogical encounters:
   - Listening skills, communication variables
   - Triads: Formation of counseling triads

3. September 24
   - Dialogical encounters: Responding with empathy, insight
   - The utilization of Scriptures in counseling
   - Counseling practice in triads (1)

4. October 1
   - A metacognitive-trialogical model for pastoral counseling: The person, presence and power of the Holy Spirit in counseling: Thirdness as a construct in practice
   - Counseling practice in triads (2)

5. October 15
   - Crisis intervention in pastoral counseling
   - Understanding and dealing with anxiety and its many manifestations
   - A metacognitive-dialogical model in addressing anxiety in pastoral counseling
   - Counseling practice in triads (3)

6. October 22
   - Understanding and addressing depression in pastoral counseling
   - A metacognitive-dialogical model in addressing anxiety in pastoral counseling
   - Counseling practice in triads (4)

7. October 29
   - Counseling in situations of grief and loss
   - Complicated grief: Abortion, suicide, euthanasia, unresolved separation due to abnormal circumstances (e.g., terrorism, catastrophes, kidnapping)
   - Counseling practice in triads (5)

8. November 5
   - Marital counseling — based on covenantal principles (conflict resolution, quid pro quo’s); separation, divorce, remarriage
   - Ministers of a New Covenant: A paradigm for optimal relations
   - Counseling practice in triads (6)

9. November 19
   - On interpersonal forgiveness and reconciliation from a covenantal perspective
   - Domestic violence and pastoral counseling (The RAVE project)
   - Counseling practice in triads (7)
10. November 26
   • Alternate lifestyles, gender issues, and challenges to pastoral counseling
   • Counseling practice in triads (8)

11. December 3
   • Counseling in cases of addiction (substance, process)
   • Counseling practice in triads; (9)

12. December 10
   • Ethical standards for pastoral counseling, confidentiality, referrals
   • Review of the course
   • Counseling in triads debriefing, providing feedback to one another (10)

Caveat The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances or at the instructor’s discretion.
H. Bibliographic Sources of Reading/Research


**Note:** Students are encouraged to go beyond this bibliographic list, and especially, to delve into particular articles from peer-reviewed journals that may apply to the topics chosen for their research papers (e.g., *Journal of Pastoral Counseling, Journal of Pastoral Care and Counseling, Journal of Biblical Counseling, American Journal of Pastoral Counseling*)
II. Course Policies and Procedure

A. Late Work Policy:

Late Work Policy, GCTS Student Handbook, PG. 65

Assignments are due no later than the date and time assigned. Please contact the instructor in advance if, for a valid reason, work must be turned in late. When contacted ahead of time, arrangements can be typically made to work something out. If work is late, and the student has not contacted the instructor in advance, nor followed the Late Work Policy procedure, they will not receive credit for it.

B. Student Responsibility:

Do all the assigned work, to the best of his or her ability and on time.
Participate: respond to discussion questions and offer personal thoughts, with comments, references, etc.
Engage with the ideas and with fellow students. Wide-ranging opinions and ideas are encouraged, and a civil, respectful courtesy for everyone else is required.
Think deeply: this class engages with difficult subjects and thought-provoking material. Each student will be asked to scrutinize deeply-held assumptions. Be willing to do that.

C. Writing Standards

Writing Style Guidelines, GCTS Student Handbook, PG. 88

Writing in this course should meet the standard of accuracy and clarity of expression that is expected of professionals. Appropriate grammar, correct spelling, and the ability to construct a clear and well-organized statement or argument are expected.

To Document Correctly:

Be sure to attribute all outside pieces of information to their original sources. In addition, keep in mind that even when paraphrasing, the material needs to be cited. Use appropriate bibliographic and webliographic references for quoted and paraphrased material. An excellent resource for proper format and usage guidelines is Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations.

Samples for a Bibliography:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

D. Violations of Academic Integrity

Violations of Academic Integrity, GCTS Student Handbook, PG. 93

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors. Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor (see Duplication of Course Requirements). All allegations of cheating and plagiarism are referred to the Judicial Committee. The Judicial Committee is a sub-committee of the Academic Affairs Committee with
representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the Registrar of the seminary.

Plagiarism

Plagiarism is representing someone else’s words or ideas as your own. On occasion students violate, often innocently, rules for citing and referencing source material; this is still plagiarism. This problem is exacerbated by the ready availability and frequent use of online resources. To report on your research, you need to know the difference between a direct quotation and paraphrasing (both are appropriate but require citation) and paraphrasing and plagiarism.

There are two types of plagiarism: intentional and accidental. Each is serious and will not be tolerated.

*Intentional Plagiarism* is the deliberate attempt to submit someone else’s work as your own. This includes turning in:
- A paper you have copied from a book or magazine
- A paper written (in total or in part) by another person
- The first time you commit this level of plagiarism, you will receive an “F” for the assignment.
- The second time you will receive an “F” in the course. This policy covers all assignments, including discussion board posts.

*Accidental Plagiarism* is the result of misunderstanding or misapplying the rules of documentation. It includes using an idea from a source without naming the source, using the exact words of a source without quotation marks, or following the words and structure of the source too closely as you paraphrase. Errors resulting from a misapplication or unawareness of the rules of documentation may result in the grade of “F” for the paper in question.

E. Disability Accommodation Policy

*Disability Services, GCTS Student Handbook, PG. 38*

The seminary is in compliance with the provisions of the Americans with Disabilities Act. The following policy statement describes the procedures the seminary will follow in accommodating persons with disabilities.

It is the student’s responsibility, after being informed of admission, to inform the institution through Student Life Services of his or her disability and of the need for accommodation. Such disclosure of need should be completed as soon as possible so that the seminary can make necessary plans, with at least four weeks notification, as a minimum, requested. Please complete the Request for Accommodations (RAF) form.

F. ELECTRONIC DEVICES

*Electronic Devices, GCTS Student Handbook, Pg. 61*

Ringing and beeping cell phones are disruptive to the classroom-learning environment. As a courtesy to others, the expectation is that students will turn off audible signals for any device while attending class.

Students may use laptop computers to take notes in class when appropriate. It is considered disrespectful, however, when students use laptops, PDA’s and/or cell phones to check email, surf websites, or send/receive text messages during class time. Any student who experiences the need
to surf the web, text or email during class time should leave class until the student is able to fully participate in and contribute to the learning process. Students in violation of this policy will be asked to leave class to tend to their business. “Ability to return” will be determined by conference between the violator and instructor.

Appendix I — PC511 – Introduction to Counseling Triads

The Experience: For the purpose of learning along clinical endeavors, students are divided in groups of three, forming experiential “triads” in which they assume the roles of Counselor, Counselee and Observer. The definitions are obviously pointing to the basic components of a therapeutic relationship (counselor-counselee(s), with the addition of a third party acting as an observer.

A. The Roles to be played

1. The Counselee’s Role:

- The counselee brings a problem to be dealt with in counseling. The problem may be personal, interpersonal or situational.
- The counselee may convey the notion of experiencing a crisis, an acute problem, or a chronic condition. It would be advisable to bring problems of such nature that such situations could be dealt with in few sessions (beyond crisis, and not so chronic) as to facilitate an entry into the experience of counseling.
- Crisis situations and chronic problems may be dealt with later on, as time goes on and the practices allow for more familiarity with the process itself.

2. The Counselor’s Role

- The counselor will attend to, gather information from, and respond to the counselee according to basic therapeutic stances and approaches learned in class, through readings and observation.
- The strategies employed could be diverse, and draw from analytical, non-directive, multimodal, behavioral, cognitive, rational-emotive, or eclectic paradigms.
- When applicable, encompassing approaches utilizing scriptural principles and spiritual values/understanding could be integrated.

3. Observer Role

- As the therapeutic situation unravels, a student is playing the role of a counselor, and another plays the role of a counselee, the third component of the triad (observer) is there to gather all the information about the transaction that takes place in the sessions.
- As an example, the observations could be made with some basic stances in mind, or some dispositions and parameters to act as guidelines in the process:

B. The Counseling Session Observed

1. How the session begins

- What is the state of the counselee- appearance, demeanor, behaviors
- What is the presenting problem, as defined by the counselee
- What becomes the main theme or themes during this phase?
- The stance, disposition, attitude and responses of the counselor
• Problems in engaging, tuning into each other, rapport building, relevant exchanges

2. How the session proceeds

• Any difficulties with the flow of information given by counselee?
• Any difficulties in empathy, attentiveness and validation on the counselor’s part?
• Degrees of congruence, genuineness on the counselor’s part
• Degree of nonjudgmental openness, acceptance on the counselor’s part
• Any difficulties with shifts in focus, thrust, content of themes, transitions?
• Verbal behaviors on both counselor-counselee: Deficits, excesses, assets
• Non-verbal behaviors displayed by both counselee and counselor
• How does the counselor utilize him/herself in the process? particular roles?
• Awareness of transferential issues? countertransferential issues?
• Factors that foster further disclosure, openness, or sharing by counselee?
• Factors which impinge upon, act as impediments in the process?

3. How the session ends

• Abrupt ending or, connecting to further sessions, further work in counseling?
• Open ended or making provisions for a more structured follow up?
• Any referrals needed? Any collateral work to be done concurrently?
• Any dispositions to engage in adjunct therapies, interventions?
• Any connectedness to other sources of support, groups, =

4. Suggestions and feedback

• What suggestions were provided to counselor as to foster refinement in stances, strategies, techniques, approaches, verbal and non-verbal behaviors
• Pinpointing difficulties in the process--starting, flowing, terminating the session pinpointing difficulties in rapport-building, in maintaining the focus, the themes
• Providing alternative courses of action, paradigms, approaches in counseling
• How such feedback is responded to by counselor and counselee

5. Wrap up

• Statements to be made encapsulating the experience in summary fashion.

6. Personal Learning

• What one observes/ gathers becomes the basis for vicarious, observational learning
• Being “tapped,” or provoked to good works, to acquire better strategies, stances
• Reflections about one’s stances, attitudes, countertransference, challenges
• Personal learning by contrast, by analogy, in parallel fashion, in imitative fashion

C. Rotating the Triads

• Students comprising the triads will rotate weekly, as to allow for the practice of each one along the roles of counselor, counselee and observer. It will be necessary to keep in mind the themes or
content of the triads as to allow for continuity, as to avoid abrupt changes or shifts in themes to be followed.

- According to the schedules of the course, there will be nine practice sessions. Such arrangement allows for triads to be cyclically repeated, as to have three observer reports per observer for the course.

D. Writing an Experiential Summary (Experiential Paper)

- The observations gathered, and the reports submitted comprise one aspect of learning. Another aspect is derived from writing an experiential paper based upon the student’s experience as a counselor.

- Thus, adopting the stance of a person who has conducted three sessions with a counselee, the writing will reflect upon issues such as the chief complaint or major problem that was addressed; the history of such problem, with its symptoms, relevant background history –personal, familial, educational, developmental, psychiatric, medical, etc.

- Also, it is expected that the counselor will address the mental status question (cognitive, affective, motivational, behavioral, relational aspects of the person’s present functioning), as well as presenting a formulation of the case (an explanatory note or hypothetical rendering of the person’s present predicament as being somehow related to possible causes –medical, social, developmental, stressors, losses, etc.). A tentative impression or diagnosis would follow such narrative, and finally, the goals and objectives set for the intervention could be presented.

- The means of ascertaining the accomplishment of such goals could be surmised or stated. Such report will be objectively based on empirical-clinical observations made during three sessions, clinically toned, personally reflective and written as to convey a case presentation rendered as a narrative of experiential nature.
Appendix II

PC511 -- Introduction to Counseling Triads
Observer Report (Due the next day after the session)

Name: _______________________
Box # _______________________
Date: _______________________

Observer____________________________
Counselor _______________________
Counselee _______________________

The Report will focus upon and delineate the following issues:

- **Summarize briefly the counseling session**: How did it begin? What were the main issues? What was the state of the counselee? What were the initial responses made by the counselor? (3 pts)

- **Describe the conduct of the counseling session** (including attention to non-verbal cues, themes and transitions) (5 pts)

- **How was the session concluded?** What planes were made for follow-up with the counselee? (2 pts)

- **Did you notice any major difficulties with the process?** (3 pts)

- **What did you learn about yourself as a counselor as you observed the session?** (4 pts)

- **What suggestions did you share with the counselor during the debriefing session?** (3 pts)

Note: The maximum allocated length is two (2) single-space, typewritten pages, 12 point, with 1” margins. Criteria is based on differential weights assigned to the above categories, totaling 20 pts. per report. Yet: This is a non-graded assignment that needs to be fulfilled, providing feedback to the counselor, and a copy to the instructor.

Total: ____/20 pts
Appendix III. —Counselee’s Feedback  *(Due the next day after the session)*

Name:_________________________  Box # _____________________  Date:______________________

Counselee____________________
Counselor _____________________
Observer _____________________

This feedback intends to provide the counselor with some insights from the perspective of a counselee:

- **Summarize briefly the initial encounter:**
  - Did the counselor attended to your person in ways that conveyed acceptance, empathy, non-judgmental validation, and respect?
  - Did the counselor grasped the expression of your needs, problem(s), or chief complaints?
  - Were the main issues addressed with empathy and understanding?

- **Describe the counselor’s style in conducting the counseling session** (including attention to counselor’s stances, non-verbal cues, and responses)
  - What were the initial responses made by the counselor? (e.g., reflecting, inquiring, elucidating, supporting, confronting)
  - What were the counselor's stances? (e.g., attentive, open, non-defensive, empathic, caring, congruent, non-judgmental, dogmatic...)
  - What style of relating/counseling did you experience? (e.g., telling you what to do? Selling you an idea? Participating in a Socratic interpersonal-intersubjective dialogue? Seeking to empower you along the process? (i.e., encouraging you along your inner deliberations, the search for insight, deliberations, or decision-making?)

- **How was the session concluded?** (Adequately? Awkwardly? Abruptly? What planes were made for follow-up?)

- **Did you notice any major difficulties with the process?** (As these pertain to the counselor’s side; as these were experienced on your side)
What suggestions did you share with the counselor during the debriefing session?

What would you say the counselor that could help both, you and the process itself, from your perspective?

Note: The maximum allocated length is two (2) single-space, typewritten pages, 12 point, with 1" margins. Grading criteria is based upon the differential weights assigned to the above categories, totaling 20 pts. per report. The cumulative points and their equivalents are as follows. This is a non-graded assignment that needs to be fulfilled, providing feedback to the counselor; a copy is to be provided to the instructor.

Appendix IV

PC511 Experiential Paper Grading Criteria
(To be attached to the Paper)

Student: ____________________________ Box #________ Date: ______________

This form is provided as to assist you in presenting an adequate experiential paper. The content deals with the therapeutic experience as presented from a counselor’s perspective. Grading will be based on six criteria described below, with assigned weights summed up into a final grade. The form must be attached to your paper when you hand it in.

Criteria for Grading:

1. Content: Description of the case .................................................................
2. Content: Case assessment, formulation ......................................................
3. Definition: Tentative impression, diagnosis of the problem ......................
4. Explanation: Casting the experience in a theological framework ...................
5. Metacognitive awareness of skills/strategies employed ................................
6. Utilization of Scriptures, self, community ...................................................
8. Prescriptive Aspects - What could have been better? ..............................
9. Narrative Form/Style, Syntax, .................................................................
10. Grammar and Spelling .................................................................

Note: UA: Unacceptable; IA: Inadequate; A: Adequate; S: Superior E: Excellent

Additional Comments:
Grade for the Paper: ___

Appendix V

PC 511 — Intro. to Pastoral Counseling: Research Paper Grading Criteria
(Top be Attached to the Paper)

Summer Session: 2018   NAME: __ ________________________________   BOX# _______

This form is provided as to provide you an explanatory rationale used to grade your research paper. The evaluation of such is based on the criteria described below.

Criteria for Grading:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>UA</th>
<th>IA</th>
<th>A</th>
<th>S</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>1. Form/Style</td>
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<td></td>
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<tr>
<td>2. Content: Descriptive</td>
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<td>3. Content: Analytical/critique</td>
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<td>4. Prescriptive Aspects (Future directions in this field)</td>
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<td>5. Cohesiveness and persuasiveness of the argument</td>
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<td>6. Grammar and spelling</td>
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<tr>
<td>7. Sources/References: Quality/relevance</td>
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<td>8. Integration of scriptural/theological/psychological principles</td>
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</tbody>
</table>

Note: UA: Unacceptable; IA: Inadequate; A: Acceptable; S: Superior; E: Excellent

Additional Comments:
Grade for the Paper: _______________________

Appendix VI

READING LOG – Summer Session – PC 511

Name of Student: ________________________________  Box # ______

DATE: /  SOURCE: Author, date, journal entry/chapter/book /  # of pp/reading /  Cumulative
Appendix VII — Grading Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.0 Scale</th>
<th>0-100 Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94 – 100</td>
<td><strong>Excellent</strong>&lt;br&gt;The work exceeds the requirements of the course and demonstrates complete understanding of course goals. In addition, assignments exhibit a level of critical thinking that has allowed the student to demonstrate creative problem solving. Ideas and solutions are communicated clearly, showing a high level of attention and care.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 93</td>
<td><strong>Good</strong>&lt;br&gt;The work meets the requirements of the course and demonstrates understanding of course goals. The assignments reflect an ability to solve problems creatively, but solutions demonstrate inconsistent depth and critical thinking ability. Ideas and solutions are communicated effectively, but may lack the clarity and depth one sees in excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
<td><strong>Fair</strong>&lt;br&gt;The work meets the minimum requirements of the course and reflects understanding of some course goals but is lackluster. The assignments exhibit a basic problem-solving ability, but the process and solutions lack sufficient depth and demonstrate a need for greater critical thinking. Ideas are communicated ineffectively, showing a lack of attention to detail and a decided lack of clarity or depth.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>84 – 86</td>
<td><strong>C+</strong>&lt;br&gt;The work barely meets the minimum requirements of the class. Assignments lack depth and display a minimal understanding of course goals. Ideas are presented with little or no detail or elaboration. Course guidelines are often not followed.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 83</td>
<td><strong>Poor</strong>&lt;br&gt;The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74 – 76</td>
<td><strong>Unacceptable or missing work OR non-attendance</strong>&lt;br&gt;&lt;strong&gt;Repeat/Fail.&lt;/strong&gt; The work neither satisfies the requirements of the class nor demonstrates understanding of course objectives. The presentation of work is unprofessional and/or incomplete. Overall, the student shows insufficient understanding of the</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 69</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0 - 59</td>
<td></td>
</tr>
</tbody>
</table>
course requirements. Poor attendance or violation of academic integrity policy may also be factors.

To be initiated by the student, and approved by the instructor and Registration

| W  | Withdrawn     |
| EX | Approved Extension |