

INSTITUTE *of* PASTORAL STUDIES



**IPS Student Handbook:
MA in Pastoral Counseling Addendum
2014-2015**

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I. PROGRAM INFORMATION

A. Calendars

Keeping up with your programmatic calendar is an essential part of your MAPC experience. IPS follows the undergraduate calendar for all official dates. You can view the calendar by viewing the following link:

<http://luc.edu/ips/resources/academiccalendars/>

Please note that you can also view the calendars by term:

For Fall visit: http://luc.edu/academics/schedules/fall/academic_calendar.shtml.

For Spring see: http://luc.edu/academics/schedules/spring/academic_calendar.shtml.

B. IPS Faculty and Staff

Knowing your points of contact at IPS can help you as you navigate through you time here. For a list of IPS faculty and staff contact information, please visit: <http://luc.edu/ips/about/faculty/>.

C. Faculty Advisor for Pastoral Counseling Programs

The primary faculty advisor for the Pastoral Counseling programs is Dr. William Schmidt. His role is to assist you with regard to your program path and clarification regarding your professional development, especially as it relates to the MA program. Special requests, such as for Independent Study, should be addressed with your advisor. Your advisor may wish to meet with you within a group for advising purposes. You will be notified of such meetings. Request such as for advance standing and transfer of credits into the program are processed through the Director of the IPS.

II. GENDER SENSITIVE, MULTI-CULTURAL DIMENSIONS OF PASTORAL COUNSELING EDUCATION

The MA Program in Pastoral Counseling seeks to express in attitude and behavior its valuing of diversity. Students in our program represent different denominational backgrounds, ethnic and racial groups, men and women, developmental life stages, and various vocations. A basic principle of our education is that we each bring unique gifts, talents, strengths and growth areas to the learning context. This is true for both faculty and students. Our learning goal is to enhance understanding, appreciation, and respect for ourselves and for each other. Our belief is that we can and need to learn from each other both in terms of our similarities as well as our differences. We recognize that we are people of many cultures and seek to understand the influence of culture on our personal and professional lives. We recognize the need to be aware of our cultural biases, assumptions, values and expectations and to be sensitive to the same in other cultures different from our own.

The MA Program in Pastoral Counseling is committed to a gender-sensitive and multi-cultural stance in various ways. Not only course content reflects the need for such information, but course process also highlights individual reflection, small group processing and continuous feedback from both faculty and peers. An effort is made at the course level to encourage all members to have a voice, to examine their norms and values, and to be empathically present to other members of the group. Internship sites also reflect a commitment to cultural and denominational diversity as well as ministry to the disenfranchised, i.e., “preferential option for the poor.” The two semesters of clinical supervision address trainee issues around gender, culture, and various other transference and counter-transference issues of counseling.

III. CURRICULUM DESIGN AND OVERVIEW

The MA in Pastoral Counseling Program requires either a three-year full-time commitment—which includes Fall, Spring, *and* Summer terms—or a four-year half-time commitment. Because the program accepts a limited number of people each year, students have the opportunity to participate in a rewarding “learning community” educational process. Group participation and interaction is a central element in learning “therapeutic use of self.”

The MAPC curriculum includes 60 semester hours of study including 9 hours of clinical supervision. The clinical component includes an extended semester of practicum (36 course hours) and two semesters of internship supervision, totaling approximately 72 hours of individual/small group supervision. Practicum and Internship total 700 hours. The shape of the overall curriculum and the significance of the various components can best be appreciated by a short description of several goals that guide its design.

Students in this program will find an understanding of pastoral counseling incorporating both the best of psychological theory and the riches of contemporary spirituality and theology. They will find educational approaches that combine both theory and practice. They will discover a vision of the counselor as called to both individual and group work, to both therapeutic intervention and preventive education, to both psychological professionalism and theological ministry. Finally, they will find a methodology that is committed to the achievement of personal and professional integration.

The curriculum is, therefore, designed according to core sequences: 1) Theological Sequences, 2) Psychological Track, 3) Counseling Theory and Skills Development, 4) Identity-Integration/Internship practicum and 5) Electives/Licensure Requirements.

(1) Theological Sequences: Students will have the option of following either of two theological sequences depending on their previous educational background (see below, Options A and B). These theological sequences have been developed with an eye toward preparing students for membership in the American Association of Pastoral Counselors (AAPC): www.aapc.org. If foundational theology courses are required, then these will be drawn from the elective category. Elective choices can be made with the faculty advisor.

(2) Psychological Track: The psychology track of the program is the same for all students. It has been developed for the purpose of preparing students for licensure as a professional counselor in the state of Illinois.

(3) Counseling Theory and Skills Development: The program also takes care to integrate theory and practice. For full-time students, the first year emphasizes theory, with most of the learning projects taking place in a classroom setting. In the second year, the emphasis shifts to practice, with significant time spent in a supervised internship. These two emphases are kept in relationship throughout the program. Furthermore, there is a necessary sequence to course offerings

with subsequent courses resting upon earlier offerings. For example, in the first semester the course Models of Counseling offers students a theoretical framework that is developed in two subsequent courses, Psychopathology and Assessment and Intervention.

(4) Electives/Licensure Requirements: Please reference the chart below.

Illinois Licensure Requirement (Semester Length, 3 credit courses)	Loyola MAPC Course Number	Loyola MAPC Course Title (Semester Length, 3 credit courses)
Human Growth and Development	IPS 555	Psychology of Human Development
Counseling Theory	IPS 517	Models of Pastoral Counseling
Counseling Techniques	IPS 503	Fundamentals of Pastoral Counseling
Group Dynamics, Processing, and Counseling	IPS 505	Group Approaches to Pastoral Counseling
Appraisal of Individuals	IPS 507	Assessment and Intervention
Research and Evaluation	IPS 515	Research methods in Pastoral Counseling
Professional, Legal, and Ethical Responsibilities	IPS 512	Ethical Issues in Pastoral Counseling
Social and Cultural Foundations	IPS 472	Pastoral Counseling in an Intercultural Context
Lifestyle and Career Development	IPS 518	Career Counseling for Pastoral Counselors
Internship I	IPS 511	Internship Supervision I
Internship II	IPS 513	Internship Supervision II
Psychopathology and Maladaptive Behavior	IPS 509	Psychopathology
Substance Abuse	IPS 474	Addictions and Modes of Therapy
Family Dynamics	IPS 473	Family Therapy and Personal Transformation
Practicum	IPS 521	Practicum I (1.5 credits)
Practicum	IPS 522	Practicum II (1.5 credits)

The 60 credit hours of course work for these four core sequences is distributed as follows:

1) Theology Sequences (9) or (18) credit hours:

Option A (9 hours) Core Track (for students with an M.Div. or adequate theological background)

IPS XXX - Theology Elective

IPS 502 - Theology of Developing Person

IPS 512 - Ethical Issues in Pastoral Counseling

Option B (18 hours) Foundational Track (for students with no theology background)

IPS 416 - Christian Origins: An Exploration of the New Testament

Or

IPS 417 - Literature of Ancient Israel

IPS XXX - Any Spirituality Course
IPS 480 - Mindfulness & Pastoral Ministry
IPS 502 - Theology of Developing Person
IPS 512 - Ethical Issues in Pastoral Counseling

2) Psychology Track (6 hours)

IPS 555 - Psychology of Human Development
IPS 509 - Psychopathology

3) Counseling Theory and Skills Development (18 hours)

IPS 517 - Models of Counseling
IPS 501 - Human Relations Skills for the Pastoral Counselor
IPS 503 - Fundamentals of Pastoral Counseling
IPS 507 - Pastoral Psychodynamic Assessment and Intervention
IPS 505 - Group Approaches in Pastoral Counseling
IPS 520 - Testing, Measurement & Assessment

4) Additional Courses Required for Licensure (15 hours)

IPS 473 - Family Therapy and Personal Transformation
IPS 472 - Pastoral Counseling in an Intercultural Context
IPS 515 - Research Methods
IPS 474 - Addictions and Models of Therapy
IPS 518 - Career Counseling

Students are reminded that they must register in advance of each semester for the above courses.

NOTE 1: Extra elective for core students can be taken from any category, i.e. any one of the 4 categories.

NOTE 2: Foundational students will end up with more than 60 credits in some cases. Many have one or two transfer credit options to fill out the foundations track. :

IV. MAPC 60 HR - THREE YEAR - LICENSE TRACK

Course days and times listed below may be changed based on registrations and faculty availability.

Course descriptions can be found by visiting the course catalog on LOCUS at www.luc.edu/locus.

Fall – 1st Year: **9 hours**

Tues 4:15-6:45	IPS 501 - Human Relation Skills
Tues 1:00-3:30	IPS 517 - Models Pastoral Counseling
Thurs 8:45-11:15	IPS 473 - Family Therapy & Personal Transformation

Spring – 1st Year: **9 hours**

Tues 4:15-6:45	IPS 555 - Human Development
Thurs 8:45-11:15	IPS 502 - Theology of Developing Person
Thurs 1:00-3:30	IPS 503 - Fundamentals Pastoral Counseling

Summer – 2nd Year: **3 hours**

TBA	IPS 474 - Addictions & Methods Therapy* or IPS 515 - Research Methods*
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Fall – 2nd Year: **10.5 hours**

Tues 8:45-11:15	IPS 521 - Pastoral Practicum I (1.5 credit)
Thurs 1:00-3:30	“ “ “
Tues 1:00-3:30	IPS 505 - Group Counseling Approaches
Tues 4:15-6:45	“ “ “
Thurs 8:45-11:15	IPS 509 - Psychopathology
TBA	Theology Selective

Spring – 2nd Year: **7.5 hours**

Tues 8:45-11:15	IPS 522 - Pastoral Practicum I (1.5 credit)
Thurs 1:00-3:30	“ “ “
Tues 1:00-3:30	IPS 512 - Ethics
Thurs 8:45-11:15	IPS 520 - Testing, Measurement & Assessment*

Summer – 3rd Year: **3 hours**

TBA	IPS 474 - Addictions & Methods Therapy* or IPS 515 - Research Methods*
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Fall – 3rd Year:**9 hours**

Tues 8:45-11:15 IPS 511 - Internship Supervision I
 Tues 1:00-3:30 IPS 507 - Pastoral Psychodynamic Assessment & Intervention
 Tues 4:15-6:45 IPS 472 –Pastoral Counseling in an Intercultural Context

Spring – 3rd Year:**9 hours**

Tues 8:45-11:15 IPS 513 - Internship Supervision II
 TBA IPS 518 - Career Counseling
 Elective

Total Hours 60 hours

Notes: International and/or domestic students not interested in pursuing licensure may elect out of **any of these three courses*** with advisor permission (IPS 515, IPS 518, IPS 520). They may substitute electives. Their credit hours will still need to total 60 hours.

V. MA PC PROGRAM EVALUATION

VALUES - PROCEDURES - ROLES - APPEAL

A. Values Which Guide Evaluation

Evaluation needs to be respectful of the dignity and autonomy of the individual. The evaluation process seeks to model a lifelong self-evaluation approach, the backbone of which includes relational feedback and use of colleagues as agents of evaluation. Students will differ in terms of self-evaluation processes; therefore, evaluation needs to be sensitive to individual differences. The ultimate goal of this process is the development of balanced self-assessment skills, including but not limited to reality testing capacity. Evaluation also needs to be conducted in accord with external criteria (e.g., meeting of course objectives, readiness for internship or graduation, etc.)

B. Procedural Guidelines

Course Evaluation

Evaluation needs to be on-going as well as summative (at course conclusion). Evaluation needs to include: Student evaluation of self, faculty evaluation of student, and student evaluation of faculty and course.

Student evaluations need to include:

- Objective performance according to course goals
- Attitudinal factors, i.e. attitudes toward learnings, self-initiative, responsibility-taking, self-awareness, and self-disclosure
- Recommendations regarding future as a pastoral counselor, including perceived strengths and growth areas

Grades need to adequately reflect this process of evaluation

- A** indicates performance in excess of expectations
- B** indicates meeting of course expectations
- C or lower** indicates poor course performance

Evaluation of students is to be grounded in the demonstrated performance of the student in regard to the expectations and goals of a particular course. Observations and impressions of the students that cannot be translated into course performance are not factored into a student's grade.

C. Professional Evaluation

If a student maintains a "B" or above course grade for each course, then it is understood that readiness for internship and/or graduation has been achieved. If a grade of "C" or less is obtained in a course, then recommendations for readiness for internship or graduation should be specifically addressed both with the student and student's advisor.

VI. ACADEMIC POLICIES

A. Guided Study

Guided study (IPS 499) facilitates the pursuit of interests for which there are no corresponding courses offered in IPS. For additional information on the guided study policy, visit <http://luc.edu/ips/resources/forms/guidedstudyregistration/>.

B. Electives

Pastoral Counseling students are encouraged to pursue additional electives. In addition to the courses offered through IPS, students may take courses in other departments and apply them to their degree objectives. It is the student's responsibility to seek information and meet the criteria of the department and/or course prerequisites. **Inter-Program Course Enrollment forms** may be found online at: <http://www.luc.edu/ips/resources/forms>.

C. Transfer of Credit/Advanced Standing

Pastoral Counseling degree candidates may transfer up to 15 semester hours of graduate credit from another university. For additional information on this policy, visit <http://luc.edu/ips/admission/advancedstandingtransfercredit/>.

VII. MAPC INTERNSHIP

The clinical internship provides students a rich opportunity to integrate counseling theory with the actual practice of diagnosing, assessing and treating persons in distress under the supportive supervision of an experienced mental health professional. The internship training year offers the MAPC student the experience of counseling individuals, couples, families, and/or groups while engaging in individual site supervision, while also gaining exposure to a variety of other clinical experiences. Combined with small group supervision with MAPC peers each semester, the training experience offers students a beginning clinical foundation for the integration of theory and practice, equipping them to pursue additional training and supervision post-MAPC degree in pursuit of state licensure and/or other professional credentials.

A. READINESS FOR INTERNSHIP

Full-time MAPC students will begin internship during the late summer following their first two years in the program. They will begin to prepare for internship in late Fall of their second year.

Part-time MAPC students usually engage in internship prior to their final year, following completion of prerequisite coursework.

Note: The IPS faculty reserves the right to determine a student's readiness to proceed with internships. Conditions under which readiness might not be granted include insufficient self-awareness and self-ownership, a lack of sensitivity to cultural difference, or incompleteness of prior academic course work.

B. TIME INVOLVEMENT OF TYPICAL INTERNSHIP

Internships typically begin early to mid-August and run until late May. This engages the MAPC intern in at least 40-45 weeks of clinical experience. Students invest a minimum of 15 hours per week at their clinical site, with an average of 3-5 hours per week spent in sessions with clients, and the remaining 10 hours spent with individual supervision, case conferences, paperwork, and relevant reading. The internship training year thus offers the MAPC student the experience of approximately 150 clients hours, 40 hours of individual site supervision, and a variety of other clinical experience at the site. Also the intern participates in 70 hours of small group supervision with MAPC peers at Loyola.

Note: Certain sites require earlier starting or later ending dates. Students making a commitment to these sites must abide by the site's time requirements. Vacation time during the internship year is arranged with the site and **does not** follow Loyola's academic calendar. **Students typically continue seeing their clients and receiving site supervision between Fall and Spring semesters, ensuring that clients receive continuity of care, an ethical requirement of counseling professionals.**

C. INTERNSHIP SITES

The MAPC program has a consistent history of working with over two dozen sites across the Chicago area. Preference is given to sites which consistently provide good supervision, availability of clients, a wide range of clients and presenting problems, peership with other interns, and openness to a pastoral perspective. Updated lists of potential practicum sites will be made available during the practicum meetings held in the fall of each year. To facilitate specific areas of interest or geographical needs, students often initiate or develop alternate sites. Contact the IPS Faculty Coordinator for Contextual Education for procedures in developing a new site. Counseling internships do not provide a stipend.

MAPC Internship Sites	Category	Location	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Access Community Health Network			X				
Alexian Brothers Interfaith Parish Support Services	School children	Schaumburg, IL		X			
Anawim Center	Native Americans	Chicago, IL					X
Asian Human Services	Asian	Chicago, IL	X	X			
Awakening Center	Eating Disorders	Chicago, IL					X
Bonaventure House (Alexian Brothers ministry)	HIV/AIDS	Chicago, IL					
Chicago Lighthouse for People who are Blind or Visually-Impaired		Chicago, IL		X			
Christ the King Jesuit Preparatory School	High School	Chicago, IL		X			

Claret Center	Adults, couples	Chicago, IL	X		X		X
Cristo Rey Jesuit High School	High School	Chicago, IL					X
Haymarket	Addictions	Chicago, IL	X	X	X	X	X
Healing Center	Abuse	Milwaukee, WI				X	
Heartland Alliance	Refugees	Chicago, IL				X	
Heartland Alliance Marjorie Kovler Center		Chicago, IL		X			
Healthcare Alternative Systems	Hispanic families	Chicago, IL				X	
Hospice and Palliative Care of Northeastern Illinois	Hospice	Rockford, IL				X	
I Am Able Family Center	Families	Chicago, IL	X		X	X	
Interfaith House	Homeless, ill	Chicago, IL					
Isaiah Counseling Center	Hispanic adults	Berwyn, IL		X		X	
Life Works Psychotherapy Center, LLC			X				
Lorene Replogle Counseling Center	Adults, couples	Chicago, IL	X	X	X	X	X
Loyola University Medical Center	Adult outpatient	Maywood, IL		X		X	X
Loyola University Ministry		Chicago, IL		X			
LUHS Department of Psychiatry		Chicago, IL		X			

Lutheran Social Services of Wisconsin	Adult outpatient	Milwaukee, WI				X	
Marjorie Kovler Center		Chicago, IL		X			
Methodist Medical Center				X			
Midwest Palliative	Hospice	Glenview, IL		X			
Montgomery Place	Senior citizens	Chicago, IL				X	
Nazareth Family Center	Adult outpatient	Chicago, IL				X	
North Park University Counseling Center	College students	Chicago, IL	X				X
North Shore Hospice	Hospice	Skokie, IL			X		
Pioneer Court	Abuse	Rockford, IL					X
Providence Family Services	Hispanic adults	Chicago, IL		X	X		
Rainbow Hospice	Hospice	Park Ridge, IL		X			
Rape Victim Advocates		Chicago, IL		X			
St. Anthony Home	Senior citizens	Crown Point, IN	X			X	
St. Ignatius College Prep	High School	Chicago, IL					
Turning Point Behavioral Health Care		Skokie, IL	X	X			
United Stand Family Counseling Center	Children, families	Chicago, IL		X			X
Vietnamese Association of Illinois	Vietnamese	Chicago, IL			X		
Wheaton Youth Outreach		Wheaton, IL	X	X			

These sites do not grant site visits:							
Catholic Charities Holbrook	Families	Chicago, IL				X	
Catholic Charities ACES	Addictions	Chicago, IL					X
Center for Contextual Change	Violence	Skokie, IL					
These sites do not currently offer internships:							
C.G. Jung Center	Jungian therapy	Evanston, IL			X	X	X
Latino Family Services	Violence	Arlington Hts, IL			X		

D. ALTERNATIVES TO STANDARD INTERNSHIP

An internship is intended to offer students a way of integrating and implementing new learning in an environment suited to their learning goals. Some students do not have one-on-one individualized therapy as their prime objective. Some are more interested in psycho-educational processes and structures, while others desire to observe and interact with a variety of models of mental and psycho-social health care delivery. The MA program intends to have flexibility therefore, in allowing students with a specific alternate plan to present it to their academic advisor. This should be done in a timely fashion in the Spring semester of the year before the internship begins. All such alternatives are to be individually negotiated and arranged under the supervision of the IPS Faculty Coordinator for Contextual Education.

E. INTERNSHIP SELECTION PROCESS

Beginning in late October each year, a series of internship preparation gatherings will be offered. Students preparing for August internships will be oriented to the internship experience and introduced to available sites. They will then be given the assignment of forming small groups to visit at least three of these sites during the winter months.

These visits are intended to:

- give the students an understanding of the practice of pastoral counseling in the area
- help the students formulate their specific plans for internship
- stretch the students' vision of the practice of pastoral counseling

In early January students will reconvene for lunchtime sharing of information gleaned from their site visits, and will then be asked to select **at least 3** sites to which they will apply. Additional gatherings will assist the student with resume preparation and interviewing techniques.

F. APPLICATION DEADLINES

Deadlines for application **vary with each site**. Some deadlines are as early as December, but typically range from January through March for internships beginning the following August. Students are advised to inquire specifically about deadlines for each site. Many practicum sites throughout Chicago utilize one date to finalized offers to interns for the following year. Students who have applied to these sites will have to wait for this date to be notified of the status of their application.

G. SUPPORT

Because each student is ultimately responsible for securing her/his own internship, the process can sometimes be experienced as challenging and even anxiety-laden. The MAPC academic advisor and Faculty Coordinator for Contextual Education are available to provide ongoing support during this process.

VIII. GRADUATION PROJECT REQUIREMENT

There are **two** options for fulfilling the final graduation project requirement. These include the Applied Ministry Project and the MA Integration Project.

A. Applied Ministry Project

This option, begun in 2004, is intended to have a specific, applied focus that will be useful to the student in the future. The project addresses a specific need e.g., trauma in Sri Lanka following the tsunami, emotional awareness/expression in Eastern European cultures, or spiritual resources for displaced persons in Columbia. The project includes considerable library research which is then integrated into a practical end project. Approval of MAPC academic advisor during the Fall semester is required if a student wishes to pursue this option. Otherwise, students will prepare the following MA Integration Project as they proceed in Internship Supervision I and II.

B. MA Integration Project

Rationale

The **MA Integration Project** provides the student with the opportunity to synthesize his/her didactic and clinical learning of the past two years. This includes the psychological, theological, personal, and professional dimensions of the student's overall experience. Believing that learning has transpired and that personal synthesis has accompanied the student's journey into the professional pastoral counseling community, the project should give written expression to the steps taken along the way.

Client selection

The criteria for selecting a client(s) to be represented in the **MA Integration Project** include the following:

- The student has worked for a sufficient number of sessions over the past months, ***demonstrating an established therapeutic relationship*** (ideally 15 or more sessions);
- ***Established goals*** are being pursued;
- The ***presenting problem*** and subsequent issue(s) of the client are ***substantive***;
- The issue(s) provide sufficient latitude for the student to ***address the theological dimensions***.

Sections of Project

The **MA Integration Project** consists of three major parts:

- ***contextual foundations***
- ***clinical encounter***
- ***integration***

You are encouraged to begin working on the ***contextual foundations*** section first. It will involve pulling together (synthesizing) the core ideas from many papers you have written in previous courses. Also begin to collate a bibliography of writings which have been influential to you in your personal and professional journey. Create an alphabetical list by author of books which have had an impact on you as a growing person, spiritual seeker, developing professional, etc.

Assistance with writing

Students working with **English as a Second Language** may wish to explore the offerings through the ESL offices at Loyola University Chicago: <http://www.luc.edu/esl>

Location & Office Hours

Lake Shore Campus
Office for International Programs
Sullivan Center for Student Services, Room 206
6339 N. Sheridan Rd.
Chicago, IL 60660
Hours: Monday-Friday, 9:00a.m. - 5:00p.m.
ESL Walk-In Hours: Monday-Friday, 1:00p.m. - 3:00p.m.
Or by appointment.

Phone: 773.508.3880

Fax: 773.508.7125

E-mail: ESL@luc.edu

IX. POST GRADUATION

This manual contains information necessary for applications for licensure and professional affiliations. **KEEP A COPY OF YOUR MAPC MANUAL** for reference. Course description, course requirements, credit hours given, etc., are all contained herein and will be necessary to have on hand for licensure.

Professional Affiliations

As is true of any Master Degree program, professional affiliation will require post-degree clinical hours and supervision. Some potential affiliations includes, but are not limited to the following:

American Association of Pastoral Counselors (AAPC)

8508 A Lee Highway
Fairfax, Virginia 22301
703-385-6967
www.aapc.org

As an international organization of ministers, priests, rabbis, and religious oriented professionals, the AAPC promotes the development of pastoral counseling ministry. It establishes standards and provides certification for competent practice and training of pastoral counselors and accreditation for pastoral counseling centers and training programs. Affiliation is encouraged for pastors and other professionals interested in pastoral counseling. AAPC publishes a quarterly *Newsletter*, including a list of job and training opportunities, and jointly sponsors the publications of *The Journal of Pastoral Care and Counseling*. An Annual Conference is held in April and the ten regions hold meetings in the Fall and Spring.

American Counseling Association (ACA)

Executive Director
5999 Stevenson Avenue
Alexandria, Virginia 22304
703-823-9800
www.counseling.org

With more than 56,000 professional counselors, counselor educators, and related human development specialists, the ACA provides a variety of programs and services that support the personal, professional, and program development goals of its members. ACA has 56 state branches and four regions. The association is also noted for its extensive work in accreditation and certification programs and 15 governance units of professional identity. ACA publishes *The Journal of Counseling and Development* and *Guidepost*, and 18 issue newspaper. An Annual Convention is hosted by ACA for professional counselors and human development specialists.

American Association for Marriage and Family Therapy (AAMFT)

Executive Director
 1100 17th Street NW 10th Floor
 Washington, DC 20036-4601
 202-452-0109
www.aamft.org

The AAMFT is the professional organization for marriage and family therapists. The association has over 10,000 members and 45 regional, state, and provincial divisions throughout North America. The AAMFT Commission on Accreditation for Marriage and Family Therapy Education is recognized by the United States Department of Education as the national accrediting agency for graduate educational programs in marital and family therapy. AAMFT publishes the *Journal of Marital and Family Therapy*, a bi-monthly newspaper, Family Therapy News, and two resources materials, *Family Therapy Glossary* and *Directory of Clinical Members*. AAMFT hosts an Annual Conference.

Association for Clinical Pastoral Education (ACPE)

Executive Director
 Suite 450, Interchurch Center
 475 Riverside Drive
 New York, NY 10115
 212-870-2558

An interfaith organization to foster training in pastoral care and counseling through clinical pastoral education, the ACPE sets standards for CPE, accredits CPE centers, and certifies supervisors of CPE. Membership is composed of CPE supervisors, CPE centers, theological schools, denominations, and the individuals who support CPE. CPE publishes a monthly *News*, including a list of job opportunities and jointly sponsors *The Journal of Pastoral Care*. An Annual Conference is held in the Fall and the nine regions hold meetings in the Fall and Spring.

Association of Mental Health Clergy (AMHC)

Executive Director
 Lakeshore Mental Health Facility
 5908 Lyons View Drive
 Knoxville, Tennessee 37919
 615-584-0521

An interfaith organization of Jewish, Protestant, and Roman Catholic clergy, the AMHC is engaged in a ministry to the emotionally troubled and the mentally ill. Membership is open to parish clergy as well as chaplains. The AMHC sets standards for certification, including a year of CPE, six months of which are in a psychiatric setting. AMHC publishes *The AMHC Forum*, a quarterly *Newsletter*, and jointly sponsors *The Journal of Pastoral Care*. An Annual Meeting is held in May, concurrently with the American Psychiatric Association.

X. EMPLOYMENT POSSIBILITIES

The **Career Development Center (CDC)** serves all Loyola students and alumni as a source for career assessment, career education, and assistance with the job search. Career advisors are available year-round by appointment and during walk-in hours. To set up an appointment or learn about our current walk-in hours, please call their office at 773-508-7716 or email careercenter@luc.edu.

Resources Available to Students:

- **RamblerLink** (Online Job/Internship Board) <https://luc-csm.symplicity.com/>
- **Career Advising** - research the career potential of academic majors, assess individual interests and skills, develop networking savvy, and connect with potential employers.
- **Career and Life Planning Lab (CPSY 224)** - 3 credit course that includes a battery of self-assessment inventories that identify interests, values, skills, and personality traits related to career development.
- **Career-Self Assessment Workshop (C-SAW)** - workshop to help you make decisions about majors and careers. *One individual advising session is required to register for C-SAW.*
- **Job Fairs** - www.luc.edu/career/fairs.shtml - network with a variety of employers and make a first impression that can lead to an interview.
- **Career Workshops** - focused workshops on various topics including: Resume and Cover Letter Writing, Job Search Strategies, Effective Interviewing, Salary Negotiation, and Effective Networking. www.luc.edu/career

Ministerial settings of graduates include:

- Parishes
- Hospitals - Chaplaincy. You will typically need additional theology beyond MAPC; check with endorsing bodies
- Hospitals - Crisis counselor
- University Ministry Program
- Primary and Secondary Schools
- Pastoral Counseling Centers
- Community Service Settings
- Spiritual Direction and Formation Work
- Marriage, Family, and Divorced Ministries
- Women's Counseling Centers
- Youth and Young Adult Ministry
- Ministry to the Elderly

- Hospice Ministry
- Community Mental Health Centers
- Family Guidance Centers
- Retreat Centers
- Catholic Diocesan Social Services
- Lutheran Child & Family Services/Catholic Charities
- AIDS/HIV Treatment Center Services/Lutheran Social Services
- Prison Ministry

XI. LICENSURE FOR PASTORAL COUNSELING Summary Sheet

The following information was updated in August, 2012. There were a number of significant changes to the Illinois licensing laws. What follows is a brief summary of licensure requirements. However, **you are advised to check with the Illinois Department of Professional Regulation (IDPR) to remain updated on the current status of rules and regulations** and to receive all applications forms. Their web site is www.idfpr.com

Once you access the web site, in the middle of the “home page” you will see the words “Professional Quick Links.” Click on the pull down menu and click on the words “division of professional regulation” and click on the “go” button. You will find yourselves at a page entitled “Division of Professional Regulation.” Click on the “Select a Profession” link and scroll down to Clinical Professional Counselor. When you get to the page called “Professional Counselor,” follow the prompts for what you need.

Graduate education program in a clinical area of 48 hours from an accredited institution. Loyola is accredited by the North Central Association of Colleges and Schools. IPS is not CACREP nor CORE accredited.

Curriculum requirements include the following **fourteen (14)** courses. Numbers in parenthesis are the IPS courses that correspond to the license categories. Courses need to be three (3) credit hours each. It is our understanding that courses not completed in the 48 hours program can be “added on” afterwards. However, you must have completed all 13 courses in order to receive approval to sit for the licensure exam.

1. Human Development (555)
2. Counseling Theory (517)
3. Counseling Techniques (501 & 503)
4. Group Counseling (505)
5. Assessment (507)
6. Research Methods (515)
7. Professional, Legal, Ethical Issues (512)
8. Social and Cultural Foundations (472)
9. Testing, Measurement, and Assessment (520)
10. Life Style and Career Counseling (tba)
11. Practicum/Internship (511 & 513)
12. Substance Abuse (476)
13. Psychopathology (509)
14. Family Therapy (473)

Supervised clinical hours post-degree: From the Illinois Law: Section 1375.130

“Professional Experience for Licensure as a Clinical Professional Counselor beginning January 1, 1999 shall be obtained as set forth below: A person holding a master’s degree in counseling, rehabilitation counseling, psychology, or similar degree program shall have completed the equivalent of 2 years of full-time satisfactory supervised

experience working as a counselor in a professional capacity under the direction of a qualified supervisor subsequent to the degree.” Two years experience totals 3360 hours at 1680 hours per year. Clinical work cannot be done in a private practice setting. If there is any question you will be asked to submit a W-2 form to verify employment.

Exams: There are two examinations taken after finishing your degree. The first is the LPC exam (Licensed Professional Counselor) taken after graduation as soon as you have completed all 13 required courses. It is more book and classroom oriented. The second exam is the LCPC (Licensed Clinical Professional Counselor) taken after completing supervised clinical practice. It is more clinically oriented, presents case studies, and asks for diagnostic and treatment plans. The exams used to be given only twice a year in April and October. Effective September 1, 2007 they will be computer administered each month. The IL DPR board meets once each month to review and approve applications. Once your application is approved as complete, you sign up for the next available test date.

Exam preparation: The IL Mental Health Counselors Association conducts test preparation workshops several times each year. Contact them at 800-493-4424 or imhca@imhca.org. Their website is <http://www.imhca.org> See also: Howard Rosenthal, The Encyclopedia of Counseling, Brunner-Routledge, 2002. National Board of Certified Counselors Exam Prep materials for the NCE Exam. Past students have found it especially helpful to study in small 2-4 person groups.

Information management/Record keeping: Students are advised to keep *course syllabi* from the IPS MAPC program and have these ready for submission with other license materials if requested. A suggestion: keep all these materials together in the MAPC Manual.

Keep track of your *clinical* (individual, couple, family, group), *supervisory*, and total *site hours* during and after the program; see the MAPC tracking sheet given out in Supervision 1 (511). You begin to accumulate hours towards the LCPC licensure after the graduation date on your official transcript.

When applying for licensure complete all forms/application materials, including dates of entry and completion of the program, and be willing to walk these through the university channels for verification. We will sign them and get the university seal/stamp. We will not, however, go back into the files to gather all the background informatives, dates, etc.

Finally, would you let us know when you *take and pass the exams*. The university is now asking us to keep track of this information.

International students are welcome to sit for one or both of the licensure exams. A Social Security number is required on the applications.

XII. ACADEMIC ADVISING GUIDE

ACADEMIC ADVISING GUIDE	MASTER OF ARTS IN PASTORAL COUNSELING	LOYOLA UNIVERSITY CHICAGO	
Name: _____	Part-Time _____	Full-Time _____	
Core Required Courses	Yr 1 2014-2015	Yr 2 2015-2016	
	Sum. Fall Spring	Sum Fall Spring	
	Credits	Semester of Matriculation	
		Yr 3 2016-2017	
		Yr 4 2017-2018	
501 Human Relation Skills	3 () () ()	() () () () () ()	() () () () () ()
517 Models of Counseling	3 () () ()	() () () () () ()	() () () () () ()
504 Theology for Pastoral Counselors	3 () () ()	() () () () () ()	() () () () () ()
503 Fundamentals of Pastoral Counseling	3 () () ()	() () () () () ()	() () () () () ()
502 Theology of Developing Person	3 () () ()	() () () () () ()	() () () () () ()
509 Psychopathology	3 () () ()	() () () () () ()	() () () () () ()
555 Psychology of Human Development	3 () () ()	() () () () () ()	() () () () () ()
505 Group Approaches to Pastoral Counseling	3 () () ()	() () () () () ()	() () () () () ()
507 PP Assessment and Intervention	3 () () ()	() () () () () ()	() () () () () ()
512 Ethical Issues in Pastoral Counseling	3 () () ()	() () () () () ()	() () () () () ()
511 Internship Supervision I	3 () () ()	() () () () () ()	() () () () () ()
521 Pastoral Practicum I	1.5 () () ()	() () () () () ()	() () () () () ()
513 Internship Supervision II	3 () () ()	() () () () () ()	() () () () () ()
522 Pastoral Practicum II	1.5 () () ()	() () () () () ()	() () () () () ()
520 Testing, Measurement, and Assessment	3 () () ()	() () () () () ()	() () () () () ()
605 Master's Study	0 () () ()	() () () () () ()	() () () () () ()
Family Therapy/Licensure _____	3	Theology Prerequisites (If required)	
Additions/Licensure _____	3	Biblical _____	
Career/Licensure _____	3	Theological _____	
Multi-Cultural/Licensure _____	3	Spirituality _____	
Research Methods/Licensure _____	3	Practicum Site Secured: _____	
	60	Thesis Project Completed: _____	