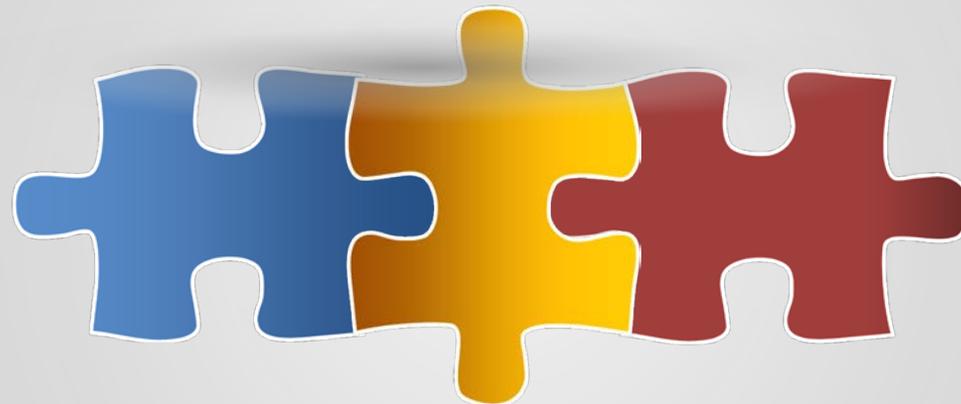


THEORY INTEGRATION PRESENTATION: Formerly known as Theory Papers

This presentation will be posted on the ACPE website for further reference.



Bringing the Pieces of the Puzzle Together

Conceptual and Theoretical Competence

Clinical pastoral supervision is a relational activity grounded in theology and in theories of personality and education. The student and supervisor meet each other as living human documents, acknowledging the complexities of relationships while at the same time valuing the learning that emerges from faithful engagement with one another.

A solid theoretical foundation is essential for the practice of supervision. The ability to articulate with clarity the conceptual frameworks that inspire, motivate and inform supervision is one of the qualifications for a supervisor to function independently.

Conceptual and Theoretical Competence

Aspiring supervisors must demonstrate:

- 1) A competent level of knowledge of theory in three areas
 - a. *Theology/Spirituality*
 - b. *Education*
 - c. *Personality*
- 2) Agility in the application of these theories
- 3) Creativity in accessing alternatives to their own theoretical positions.

Demonstration of conceptual and theoretical competence is acknowledged with the acceptance of the Theory Integration Presentation by the Reading Committee.

What's New and Different?

The Theory Integration Presentation is:

- an innovative method of demonstrating the ways theories influence the practice of supervision.
- moving away from the challenges of the past evaluative processes that focused on three discrete silos of understanding.
- moving to a relational, developmental process that brings creativity to the forefront in demonstrating the integration of theory and practice.
- a tool used for coaching students through this process and assisting them in developing ways of expressing the hows and whys of their supervision

What is a Rubric?

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria...It should be clear from the definition that rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance for these criteria.

Taken from, "How to Create and Use Rubrics for Formative Assessment and Grading," by Susan M. Brookhart

Why a Rubric?

Rubrics are descriptive and not evaluative. While rubrics can be used to evaluate, the main idea is that one should match the performance to the description rather than evaluate it.

The main purpose of a rubric is to assess performance. This can be done through direct observation of an aspirant or observing the product of a aspirant's work.

The presentation is not “scored” in the traditional sense; theory presentations are “accepted” when the mentor and the committee determine that it successfully addresses the rubric. Aspirants may still have edits to make to their presentations after they have been accepted by the committee.

How Does a Rubric Help?

A rubric will help aspirants to

- Understand expectations and components of the Theory Integration Presentation
 - Become more aware of their learning process and progress
 - Improve their work through timely and detailed feedback
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A rubric will help supervisors and mentors to

- Communicate expectations and components of the Theory Integration Presentation to aspirants
- Guide the aspirant through the development process and help them to prepare for submission of the presentation

The Rubric

The rubric is divided into multiple sections:

- Overall Presentation Attributes

Connections/Integration; Reflection/Self-Assessment; Utilization of Theory; Critical Purchase; Congruence; Multi-Cultural/Multi-Faith; Group Theory; Use of Examples; Structure

- Specific Educational Theory Components

- Specific Personality Theory Components

- Specific Spiritual Belief System Components

The Rubric

The rubric utilizes two levels of performance:

Emerging: This describes a basic level of understanding and is the level at which aspirants often begin their journey.

Competent: This describes the level of understanding that is required for an aspirant to move forward in the supervisory process.

An aspirant's Theory Integration Presentation is "accepted" when the committee determines that the areas of the rubric have met the criteria as "competent."



The Rubric - *Overall Attributes*

	Emerging	Competent
Connections/ Integration	<p>Identifies and connects theories perceived as related to their own interests and experiences.</p> <p>Gives evidence of basic knowledge of at least two major concepts and references in the field.</p> <p>Theories are compatible.</p> <p>Uses primary resources.</p> <p>Applies concepts to the practice of supervision.</p> <p>Shows ease of access to own life narrative.</p>	<p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate their theory</p> <p>Shows substantial knowledge of major concepts and references in the field.</p> <p>Gives evidence of a working familiarity with, and critical use of, relevant literature in the field by demonstrating awareness of primary sources critical of the theory being espoused.</p> <p>Independently connects examples, facts, or theories from more than one field of study, discipline or perspective.</p> <p>Demonstrates how their theory connects with the components of CPE (e.g. application process, orientation, verbatim seminar, IPR, evaluations)</p> <p>Ease of access to and compatible with life narrative throughout theories. Theories fit with life as presenter has lived it.</p>
Reflection and Self- Assessment	<p>Describes their work and experiences in general terms of success and failure.</p> <p>Articulates a basic understanding of their own strengths and challenges.</p>	<p>Reflects on their own changes in learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk; deals with frustration and conflict.</p> <p>Clearly includes awareness of their own cultural and belief-system biases.</p>



The Rubric - *Overall Attributes*

	Emerging	Competent
Utilization of Theory	<p>Articulates a basic understanding of relevant literature in the field.</p> <p>Can describe a method for the “what” as well as “how” of supervision.</p> <p>Gives a basic description of how their theories are compatible. Uses primary resources.</p> <p>Applies concepts to the practice of supervision.</p>	<p>Develops their own theoretical position, illustrating content competency and critical use of relevant literature in the field.</p> <p>Articulates the theoretical “why” that inform their supervision, incorporating rather than elaborating upon on the methodological “what” or “how.”</p> <p>Represents theorists and resources accurately and in context</p> <p>Demonstrates how theories inform their practice of supervision (assessment/goals/strategies and interventions)</p>
Critical Purchase	<p>Identifies implications their theories (this needs to be explained).</p> <p>Describes the strengths and weaknesses of their theorists’ views</p> <p>Describes strengths and weaknesses of their own theories.</p> <p>Identifies the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views</p>	<p>Addresses implications of and the strengths and weaknesses of his/her theorists’ views</p> <p>Examines the theoretical match and discrepancies between the primary assumptions of his/her theorists’ views and provides relevant examples from the literature and personal experience. Additionally, what does the presenter rely on when theory falls short?</p> <p>Addresses what happens when their theory does not work.</p>
Congruence	<p>Chooses theories that seem to be at odds with one another without showing awareness of same.</p>	<p>Theories are compatible with each other and examples provided give clear illustration of same.</p>

The Rubric - *Overall Attributes*

	Emerging	Competent
Multi-Cultural/ Multi-Faith	Demonstrates a basic understanding of the multi-cultural, multi-faith dynamics and complexities that are inherent to the educational and supervisory process, but lacks depth and application	Explicitly identifies and addresses multi-cultural, multi-faith dynamics and complexities both in theoretical constructs as well as in examples related to the educational and supervisory process and the clinical setting Demonstrates understanding of how cultural/ethnic identity impacts personality, theology and the educational process.
Group Theory	Describes in a basic a theory of supervision.	Demonstrates an understanding of theory which promotes learning in groups. Describes alternate approaches when their group theory is not working.
Use of Examples	Provides sufficient examples that illustrate therapeutic insights or interventions without connecting them to the student's spiritual care or professional formation, identity and competence.	Clinical examples illustrate the theoretical underpinnings of supervisory practice, as borne out in actual practice Examples include a variety of students and a variety of learning issues.
Structure	Utilizes basic structure to organize thoughts and sources.	Assimilates materials into a coherent and integrated whole rather than merely stringing together random ideas. Presentation has a clear beginning and end and is clearly focused throughout. Uses footnotes, endnotes, and bibliography to document competent knowledge of his/her theory; without "padding." Syntax, spelling, format, punctuation, etc., is of graduate-level quality.

The Rubric

Specific Educational Theory Components

Emerging

Offers a basic view of how people learn and can articulate a basic understanding of educational theory
Does not sufficiently demonstrate the application of theory in the various components of the CPE Process.

Competent

Articulates a comprehensive understanding of an educational theory of how persons learn (and fail to learn) individually and in groups, rooted in the sciences and behavioral sciences
Demonstrates how theory informs one's assessments and interventions.
Demonstrates how theory makes use of the various components of the CPE Process including orientation, verbatim seminar, IPR and the evaluation process
Presents a vision of CPE as a model for education in multiple professional contexts.



The Rubric

Specific Personality Theory Components

Emerging

Offers a basic view of human nature and development.

Identifies compatible theorists but does not apply to practice.

Focuses on therapeutic approaches without application to clinical practice and spiritual care education.

Competent

Articulates a in depth understanding of how personality is formed and shaped by cultural and context and how one grows and develops including factors that both contribute to and hinder growth and development.

Demonstrates how one's personality theory informs practice. Gives specific examples of one's assessment of student learning and supervisory interventions.

Demonstrates how one's personality theory informs program design and CPE curriculum including, but not limited to, orientation, verbatim seminars, group process, didactics and the evaluation process.



The Rubric

Specific Spiritual Belief System Components

Emerging

Competent

Relies on vague and general concepts about God/Transcendent without reference to historical movements or contexts.

Articulates an understanding of theory without critical reflection on its influence in the learning process.

Shows minimal awareness of the theological implications that are congruent with the mission and values of ACPE (i.e. inclusivity, justice, etc.)

Describes a comprehensive understanding of the God/Transcendent and grounds the understanding in his/her individual faith/spiritual tradition.

Articulates ideas of how human kind relates to the Divine and the impact/ramifications/ influence that these ideas have on one's supervisory practice.

Articulates theories and ideas around the impact of interpersonal relationships, the human condition, and the relationship of others with the God/Transcendent and the impact this has on the educational/supervision process.

Provides a Spiritual Maturity that demonstrates complexity, emotional, and a spiritual richness of theory as a foundation for the ideas and examples presented.

Articulates the interplay to ACPE's culture and mission, to theologians and teachers in the field, and spiritual resources of a variety of faith traditions.

Clearly identifies religious/spiritual heritage and current beliefs/personal philosophy of theology and current beliefs/practice and how these relate to their theories and impact their work with students.

Includes references to cultural context, theological/spiritual perspective, personal formation and development

Who's Involved?

The Aspirant

The Training Supervisor

The training supervisor supports the work of the aspirant in consultation with the Mentor and provides opportunities for the aspirant to implement his/her theories.

Theory Integration Presentation Mentor

The Mentor works with the aspirant in the development of the presentation through a dialogical process. The mentor is in regular communication with the training supervisor to ensure continuity and consistency. It is the mentor's responsibility to determine when the Theory Integration Presentation is ready to be assessed by the reading team.

Theory Integration Presentation Reading Team

The reading team is comprised of the mentor and two additional persons. Reading teams will gather in person 3-4 times a year on a set schedule to review presentations.



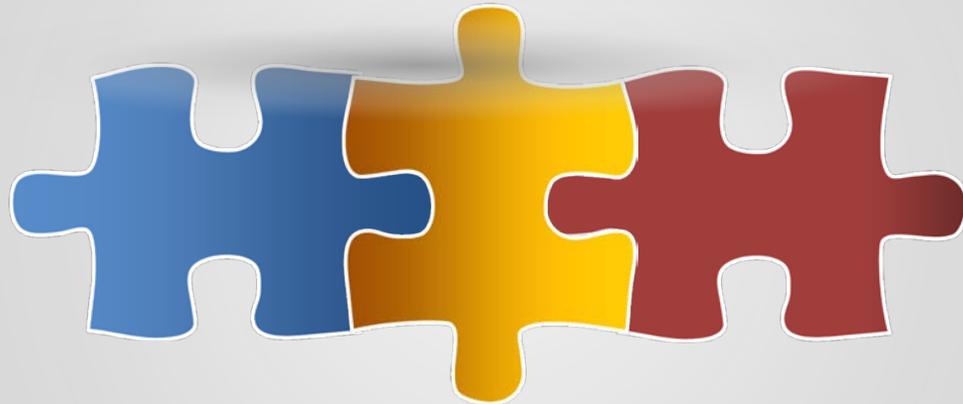
The Process and The Product

- The Theory Presentation Mentor will be assigned to the aspirant upon completion of the core curriculum and will determine when the aspirant's presentation is ready to be reviewed by a committee. The development of the presentation is a dialogical process from the beginning.
- The Theory Presentation Mentor will communicate regularly with the Training Supervisor.
- In conversation with their Training Supervisor and Theory Integration Presentation Mentor, the aspirant will choose one of the following methods for the product:
 - A written, 15-20 page paper that includes all topic areas
 - Three written, individual papers addressing each topic areas
 - A Powerpoint (or similar) presentation or series of presentations, integrating oral, written, and visual elements

Q & A

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