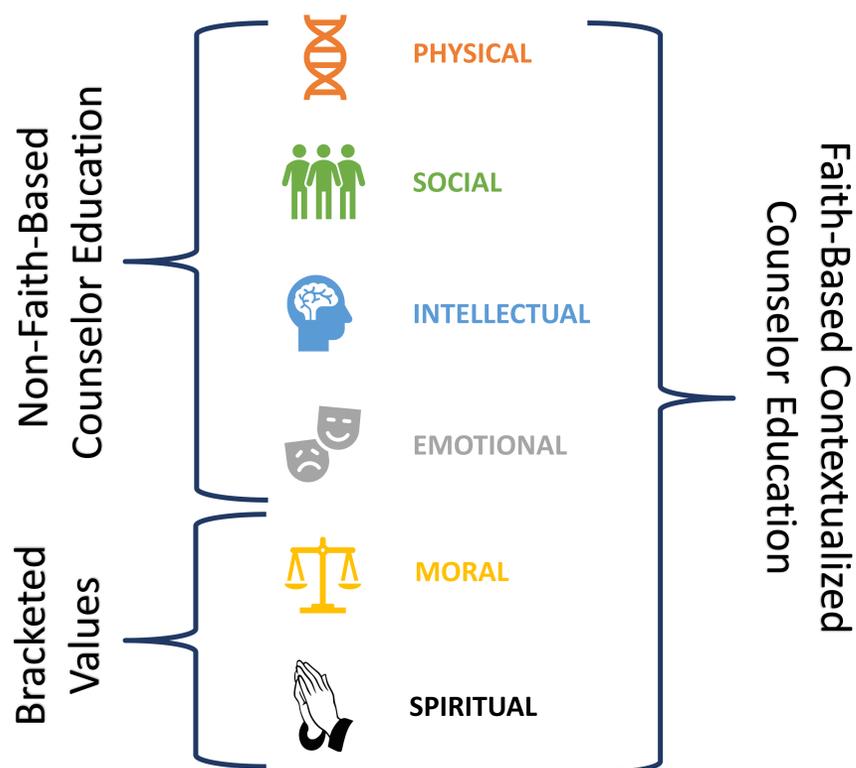


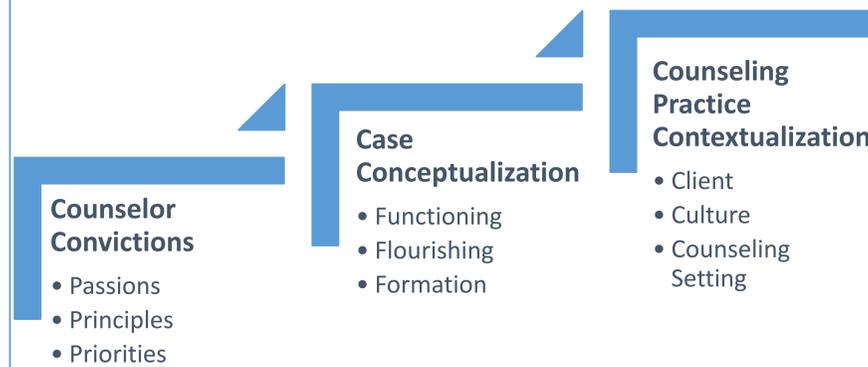
INTRODUCTION

Faith-based counseling programs serve a critical role, providing an integrated perspective to accurately and necessarily incorporate all dimensions of development within the core component of spiritual developmental to form an interactive, whole-person transformation necessary for effective people helping in counseling. The value and belief system of the counselor forms the foundation for motivating the counselor as a people helper, defining the intent, direction, and goals for the therapeutic relationship (Ratts, 2008). The valuing of the person of the client requires the inclusion of the counselor's values, acknowledging that the counselor must be aware of these values and the role these values play in informing client care. The process of fostering awareness to developing appropriate application of values in counseling must occur during graduate training, providing a safe venue for exploration of personal beliefs and values while equipping counselors to live out these beliefs as part of their professional identity as a counselor (Greggo, 2016; Scott, 2018b). Faith-based schools take seriously the calling to equip students as stewards of the gifts and purposes God designed, incorporating the process of spiritual formation into the task of counselor professional identity to assist students in aligning their professional affiliation and Christian identity into a contextualized whole through the process of mentoring, modeling, and academic training (Bracey, 2018).

SIX DOMAINS OF HOLISTIC COUNSELOR DEVELOPMENT



VISUALIZING THE FAITH-BASED COUNSELOR IDENTITY



Taken from Greggo, S. P. (2016). Counselor Identity and Christian Imagination: Striving for Professional Case Conceptualization and Artistic Contextualization. *Journal of Psychology and Christianity*, 35(1), p. 27.

DISCUSSION

As counseling seeks to emphasize the distinctives of wellness, prevention education, lifespan development, and empowerment, a holistic model of counselor identity development, incorporating the six domains of moral, social, emotional, intellectual, physical, and spiritual development, forms a critical foundation for training counselors with the personal and professional skills necessary for effective application in the field (Wolf, Thompson, & Smith-Adcock, 2012). With the therapeutic relationship forming the predominant contributor to counselor effectiveness in multiple studies (Lambert, 1992; McMinn & Campbell, 2007; Lambert, 2004), the holistic development of the person of the counselor in preparation and contribution to their professional identity development forms a critical role in the continued effectiveness and identity development for the field of counseling (Dollarhide et al., 2013; Scott, 2018a). With most non-faith-based (NFB) counseling programs unprepared for, or antagonistic against, fostering moral and spiritual development (Davis, 2012; Ghali, 2016), two foundational components that provide direction, expression, and intent for the remaining developmental domains, faith-based counselor education programs deliver a critical niche, providing the unique opportunity for drawing all elements of a counselor's professional identity development together into a contextualized and comprehensive whole (Bracey, 2018). Hope is a foundational component to counseling and is founded on a belief system, a worldview and value. Faith-based counseling programs are unique from NFB programs in that the basis and intention of this value is made explicit and fostered throughout the training, contextualizing this critical component of personal belief and value into the process and professional identity of the counselor in training (Greggo, 2016).

CONCLUSION

Graduate students in counseling approach their training with these convictions providing the passions, principles, and priorities driving their pursuit within this field. If faith-based counselor education is to harness these convictions to increase counselor awareness as a means to avoid bias and imposition (ACA, 2014), this awareness must begin at the beginning before the formation of training is contextualized to a faulty or unacknowledged value system. Starting at the beginning and providing training in awareness and direct acknowledgment of the underlying convictions allows faith-based programs to help counselors in training to incorporate these values appropriately within the context of their professional identity development to foster the skills and competencies necessary for effective and ethical practice with those who hold similar beliefs and those who differ. Faith-based graduate programs provide the perfect setting to assist counselors in training to identify and contextualize their convictions in appropriate ways to enhance ethical clinical engagement with intentional training for considering the spiritual and religious needs of clients and in acknowledging how these convictions inform the case conceptualization and practice conceptualization for the counselor. Hope is a belief, conviction, and value that something better is coming. Faith-based programs align with the reality of this hope and by modeling, mentoring, and training students to recognize the role of these convictions for themselves, these future counselors will be prepared to proclaim hope for the lives of their clients.

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This article is currently in review with the *Journal of Psychology & Christianity*. A draft of this article, along with additional articles, research, and presentations from this author, are available at

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