CNS 6647  Counseling and Consulting Services  
Ashland Theological Seminary-Detroit  
Counseling Program  
2 CREDITS  
Fall Semester 2015  
Monday 6:00 – 7:15 p.m.  
Class Meetings August 24, 31; September 14, 21, 28; October 5, 12, 19, 26; November 2, 9, 16, 30; December 7, 14  

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Phone: 313-407-6909

I. Course Description  
This course deals with consultation theory and process as related to agencies and post-secondary educational institutions. Explores roles and functions of counselors and student personnel specialists in program and proposal development, conflict management, organization, administration, evaluation of services, public relations, and knowledge of community resources and referral process. Students will be helped to respond to the cultural context of each group, agency, or organization.

II. Knowledge Base  

III. Learning Outcomes:  
As a result of the class, students will:  
1. Have an overview of the ways that counseling skills can be used in consulting.  
2. Be able to plan and develop programs to meet the needs of individual and corporate clients.  
3. Be acquainted with a range of resources for assessments.  
4. Be aware of cultural differences and the effects of those differences in work environments.  
5. Think from a pastoral care framework with a biblical perspective on counseling and consulting.

IV. Teaching Strategies for Student Learning  
The format of the class will include lecture, discussion, small group work, student reports, and resource people.
V. Course Requirements

A. COURSE REQUIRED TEXT

B. Attendance
According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. This policy also includes tardiness.

C. Assignments

SPECIAL PROJECT (Due September 28, 2015) 20 points: Students will read at least three articles about consultation with a special population and then write a three to five page paper discussing ways that one might design a program for that population. See chapter 15 in the textbook for examples of special populations. We will discuss other possibilities in class. SLO #1-5

Major Project/ Paper (Due November 16 2015) 70 points
A Final Project that will be a "tailor-made", ready to market, service delivery program that the learner develops throughout the Course will be worth 70 points. This Final Project will be targeted to a specific audience, with a specific need. Projects will be presented to the Instructor in a professionally prepared, marketable format. Detailed instructions concerning the Project will be discussed at the first class meeting. There will be no grace period for submission of these projects. As is the case with proposals submitted for grants, or submitted to companies for consideration, timeliness is a key element. Deadlines are a reality in this field. This is a part of the consulting market. "You snooze, you lose!" SLO #1-5

D. Calculation Of Grade & Connection With Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>1-5</td>
<td>10%</td>
</tr>
<tr>
<td>Major Project</td>
<td>1-5</td>
<td>70%</td>
</tr>
<tr>
<td>Special Project</td>
<td>1-5</td>
<td>20%</td>
</tr>
</tbody>
</table>

VI. Course Schedule

Reading assignments
August 24 & 31, 2015 – Introduction and Chapter One
September 14, 21, 28, 2015 – Part One: Individual-Level Consulting Issues
VII. Lifelong Learning
In order to continue to develop counseling and consulting skills, each student should make every effort to read additional materials on the subject, in addition to those listed in the bibliography and become involved in local and national organizations. During the course, students will be made aware of people who can assist them and resources that are available in their local communities.

VIII. SEMINARY & CLASSROOM STANDARDS AND POLICIES
A. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by email at atswc@ashland.edu.

B. Ashland Theological Seminary Academic Integrity Policy:
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

C. Classroom preparation & plagiarism policy:
It is strongly recommended that you come to class with a heart open and receptive to God, interactions with your instructor and classmates and the learning process. Come prepared by reading and integrating all textbook information. Acts of plagiarism will absolutely not be tolerated. Students found guilty of plagiarism will receive a failing grade on the assignment, and are subject to receive a failing grade in the course and dismissal from the Pastoral Counseling Program. Please read the Student Handbook for the complete policy on plagiarism.

D. Attendance and Tardiness:
The attendance policy, as stated in the student handbook, will be followed. Regular attendance at all class meetings is a necessary prerequisite for success in graduate level studies; therefore, you are expected to attend class regularly and on time. In addition, each tardy will be counted as ½ of an absence. Every absence beyond the first, in
accordance with the student handbook, will result in a final grade reduction of one point for each absence and ½ point for each late arrival to class. More than two absences (or four tardies) may result in withdrawal from or failure in the course.

E. Late work policy:
All written assignments are to be completed ON TIME. No late assignments will be accepted unless arrangements have been made with the instructor ahead of time. If no arrangements are made, late work will not be graded. For late work turned in with the instructor’s awareness, the work will automatically be reduced one letter grade. For example: a B grade will be reduced to C, etc. Grades of I or E must be applied for and approved—application does not guarantee automatic receipt of the I or E grade.

F. Ashland Theological Seminary Writing Guidelines for Counseling Courses:
All papers are to be written in a scholarly fashion, in APA Style. Emphasis in grading written assignments will be placed on such standards as formatting and documentation, grammar, spelling, neatness and fulfillment of expected requirements.

G. Academic Support Services
If you need assistance with writing projects for your coursework, you may contact the ATS Academic Support Center. The Center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the Center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement.

Our ATS-Detroit writing consultant is available by appointment.

Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

I. Relationship to Curriculum Model
The purpose of the course is to give students a working knowledge of the mental health delivery system of consultation. Students will also learn to create, market, and deliver a consultation program for a specific, targeted market. As students work through the assignments, emphasis will be placed on their core identity as children of God, and the development of character that reflects God. They will be encouraged to understand whether they are called to this ministry, and to know the importance of being competent in whatever they choose.
Core Identity rooted in Christ, as the source from which life and ministry flow.
- Emphasis will be placed on getting to know who we are as children of God. Even in our brokenness, we want to reflect the image of God to our clients.
  1. Student will think from a pastoral care framework with a biblical perspective on counseling and consulting.

Character that reflects maturity in Christ.
- This class will focus on the relationship between clients and counselor/consultant. That relationship will focus on the character of Christ as the model for living. The emphasis will be on forming a relationship with Christ as a necessary component of serving and meeting the needs of others.
  1. Be aware of cultural differences and the effects of those differences in work environments.

Calling that is foundational for servant leadership in the church, community and world.
- Counselors must see dealing with clients as a ministry. This class will assist them in clarifying their call to this type of ministry.

Competence in the disciplines and skills relevant to Christian ministry
- This class is designed to train counseling students to be aware of ways that they can meet the needs of both individual and corporate clients. They will also learn theories and techniques that will assist them in dealing with special populations.
  1. Have an overview of the ways that counseling skills can be used in consulting.
  2. Be able to plan and develop programs to meet the needs of individual and corporate clients.
  3. Be acquainted with a range of resources for assessments.

IX. ATS Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
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<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
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<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
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<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
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<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
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<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
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<td>-------</td>
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<tr>
<td>D+</td>
<td>71-73</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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X. Selected Bibliography


