

CNS 7797—INTERNSHIP IN COUNSELING II (post-cohort)
ASHLAND THEOLOGICAL SEMINARY – DETROIT
Counseling Program

Summer 2017 – Mondays 6:00-9:45 PM
May 15, 22; June 5, 12, 19, 26

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I. COURSE DESCRIPTION

An internship is a post-practicum, on-the-job experience in professional counseling which enables the student to refine and enhance basic counseling skills and to integrate professional knowledge and skills. The internship involves work with bona fide clients and is under the tutelage of an on-site supervisor who is an independently licensed mental health professional.

The intern is provided an opportunity to move from student to professional while receiving placement supervision. Students' learning is also enhanced by weekly meetings with fellow interns and the internship liaison.

II. STUDENT LEARNING OUTCOMES (SLO)

At the successful completion of Internship in Counseling II, the intern will:

1. Use appropriate counseling skills that are specific to cultural differences and demonstrate competency in basic counseling skills that influence the helping process with a variety of people encountered at his or her training site.
2. Describe the profession of counseling which includes history, professional roles, organizational structures, ethics, standards and credentialing. (DLO Knowledge 1.)
3. Apply effective strategies for treatment, planning and intervention in counseling. (DLO Professional Skills 2.)
4. Act professionally as generally recognized within the counseling profession. (DLO Personal Attributes 4.)

III. KNOWLEDGE BASE

This course meets the Michigan educational requirements for Admission to the Examination for Professional Counselor Licensure: Michigan Administrative Code (SOAHR) requirement for Internship--R 338.1753 Rule 3 (3).

IV. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Sweitzer, H. F. & King, M.A. (2013). The Successful Internship: Personal, Professional, and Civic Development, 4th Edition. Cengage Learning. **ISBN-13: 978-1285077192**

B. ATTENDANCE POLICY OF THE SEMINARY

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.**

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.

C. ASSIGNMENTS

Note: Log sheets, evaluations, journal forms, summary forms and other pertinent documents will be given to students on our first meeting.

1. Complete required internship hours and provide appropriate log documentation. (SLO #1-4). Due last day of class. (20% of grade)
2. Complete three reflections (1-2 pages each) of your clinical learning experience. (SLO #2,3,4). Due last day of class. (25% of grade)
3. Submit two summaries (1-2 pages each) of a learning experience with an assigned client. (SLO #1,2,3). Due last day of class. (25% of grade)
4. Complete and submit a clinical site evaluation and a supervisor evaluation. (SLO #2,4). Due last day of class. (20% of grade)
5. Show proof of having purchased liability insurance prior to beginning on the job training at their internship sites. (SLO 2,4). Due 3rd class. (10% of grade)

V. Calculation of Grade and Connection of Learning Outcomes

Assignments	ATS Degree Learning Outcomes	Percent of Final Grade
1. Internship Hours and Log	1,2,3,4	20
2. Three Reflections	2,3,4	25
3. Two Summaries	1,2,3	25

4. Clinical Site & Supervisor Evaluation	2,4	20
5. Proof of Liability Insurance	2,4	10

VI. Tentative Course Schedule

Week #	Date(s)	Lecture/Topic	Readings/Assignments
1	May 15	Overview Foundations of the Internship	Sweitzer & King Ch 1- 3
2	May 22	Foundations cont'd, Beginnings of the counseling relationship	Sweitzer & King, Ch 4-6
3	June 5	Beginnings cont'd, Rhythms of the Counseling experience	Internship Approval Documentation due Sweitzer & King Ch 7-9
4	June 12	Rhythms of the Counseling experience cont'd, Crescendos of the counseling experience	Sweitzer & King Ch 10- 12
5	June 19	Crescendos of the counseling experience cont'd	Sweitzer & King Ch 13, 14
6	June 26	Finishing up Course evaluation	Three Reflections, Two Summaries, Internship Hours and Log, and Clinical Site & Supervisor Evaluation all due

VI. Recommendations for Lifelong Learning

In order to continue to develop adequate internship skills, each student should make every effort to read additional materials on the subject, in addition to those listed in the bibliography. Students also need to ensure that they complete their personal counseling and shape their personal commitment to lifelong personal counseling as alignment with self care.

VII. Seminary Guidelines

A. ATS 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*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

D. ATS Grading Scale

Grade	Percent	Description
A	97-100	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.
A-	92-96	
B+	89-91	
B	86-88	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.
B-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VIII. SELECTED BIBLIOGRAPHY

Baird, Brian N. (1996). *Internship, Practicum, and Field Placement Handbook, 4th Edition*. New Jersey: Prentice Hall.

Benner, D. G. (1998). *Care of souls: Revisioning Christian nurture and counsel*. Grand Rapids, MI: Baker Book House.

Boylan, John C. and Judith Scott. (2008). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy 4th Edition*. New York: Taylor and Frances Group, LLC.

Kirwan, William T. (1984). *Biblical Concepts for Christian Counseling*, Grand Rapids, MI: Bakers Books.

McMinn, M.R. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL: Tyndale House Publishers, Inc.

Mitchell, R. W. (2001). *Documentation in counseling records, second edition*. Alexandria, VA: American Counseling Association.

Morrison, J. (2017). *DSM-5® Made easy: The clinician's guide to diagnosis*. New York: Guildford Press.

Sanders, Randolph K. (1997). *Christian Counseling Ethics*, Downers Grove, Ill: InterVarsity Press.

Sutton, R. (2015). *The counselor's STEPs for progress notes: A guide to clinical language and documentation*. New York: Guildford Press.

Wheeler, A. & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice*. Alexandria, VA: American Counseling Association.

Zuckerman, E. L. (2010). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports*. New York, NA: Guildford Press.