

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PACO 699 PASTORAL COUNSELING INTERNSHIP

COURSE DESCRIPTION

This course can be registered for once a student has completed 21 hours of MAPC coursework. This course offers student participation in a pastoral counseling experience under supervision in an approved setting along with supervision by a university faculty member.

RATIONALE

This Internship course involves participation in a planned ministry-based experience through an approved organization or other setting under an approved supervisor. During the Internship experience, students are actively engaged in the field of pastoral counseling and they contribute to the cooperating ministry context by assisting its staff in carrying out many of the daily activities of that organization. The purpose of the counseling Internship is to provide a supervised, field-based, experience for students.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Observe and discuss the practice of self-care in a pastoral counseling setting. (Measured by assignments: B, D, G)
- B. Describe and apply foundational skills useful to the advancement of long-term effectiveness in ministry. (Measured by assignments: B, D, E, F, G, H, J)
- C. Observe and discuss the practice of pastoral counseling. (Measured by assignments: B, D, E, F, G, H)

- D. Collaborate with site supervisor in building a helping relationship with potential care-seekers with appropriate connection to supportive relationships. (Measured by assignments: E, F)
- E. Apply appropriate documentation procedures related to pastoral counseling in a way that meets the standards of the site, the Internship course, and the state in which the student is working. (Measured by assignments: E, F)
- F. Articulate how rapport is established, effective working relationships with care-seeker(s) are built, and how basic pastoral counseling skills are used. (Measured by assignments: B, D, E, F, G)
- G. Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling. (Measured by assignments: B, E, F, G)
- H. Evaluate the effectiveness of the student's role and function in the setting and in the supervisory relationship during the Internship experience. (Measured by assignments: B, E, F, G, H, J)
- I. Support assertions, arguments, and affirmations with appropriate content from the readings according to current APA research and writing guidelines. (Measured by assignments: D, G, J)

V. COURSE REQUIREMENTS AND ASSIGNMENTS (NUMBER OF ASSIGNMENTS MAY VARY)

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Syllabus, Course Schedule, Guidelines & Expectations [Student Expectations](#) , and subscribing to the Question and Answer Center, the student will complete the related checklist found in Module/Week 1.

- C. Subject Matter Conversation(s)

Student must engage on time, be attentive, and prepared to substantively contribute to subject matter conversations. Preparedness will be monitored throughout course. A cumulative score (see VIII. A. Points) will be posted in the first Subject Matter Conversation and updated at the end of term. Contributions may be assessed through participation in Subject Matter Conversation meetings via Webex or Skype for Business (see Course Schedule). Be attentive to email alerts as your Professor may require a meaningful response to a query/task in the Question and Answer Center venue. In the event a Subject Matter Conversation is missed due to extenuating circumstances or technical issues, the SMC will be assessed via Question & Answer Center through a substantive response to the recorded SMC session.

- D. Discussion Board forums (8)

As a means of demonstrating reflection in the milieu of ministry (R.I.M.M), the student is required to provide a thread in response to the prompts in each forum. Each thread must be at least 150 words and demonstrate course-related knowledge (i.e., cite/reference). In addition to the thread, the student is required to substantively reply

to 1 other classmate's threads. Each reply must noticeably (i.e., cite/reference) add insight from course resources and be at least 75 words. Assertions/affirmations must be supported primarily with pertinent research, literature; when appropriate, the Scriptures may serve as a secondary source. All posts must be written in substantive manner, without spelling and grammar errors, and must adhere to [Student Expectations](#).

E. Supervised Training

The student must complete 225 total hours in a supervised training experience, with a minimum of 50 hours spent in collaborative services (face-to-face contact). Collaborative services may include working with site supervisor and/or an assigned staff member in the following areas: spiritual direction, discipleship, lay counseling, life-coaching, individual, couple, and family counseling, group counseling, and conducting intakes. The remaining 175 hours are dedicated to supervision and related activities. Supervision (S) includes at least 1 hour per week of individual and/or triadic supervision (i.e., at least 14 hours). Related Activities (RA) may include additional collaboration in the above activities and/or observation/participation in staff meetings, counseling/discipleship-related administrative work, writing progress notes, filing counseling-related files/documents, and telephone calls. RA may also include the state licensure investigation assignment, and required Webex sessions as scheduled by student's professor and/or the Director of MAPC program. Cumulative hours are to be reported through the Mid-term and Final Student Evaluations. In the event that the student fails to earn the required 225 hours, then he/she may register for a second semester with the approval of the director of the MAPC. Review the Internship Fieldwork Manual for additional requirements.

F. Student Evaluations (2)

The student's supervisor(s) will complete a midterm evaluation (e.g, Week 6) and final evaluation. The student will download the evaluation forms located with the assignment instructions. The student must give the forms to their supervisor(s) to complete. Once the supervisor has completed the evaluations, the student must scan and submit the evaluations in Blackboard. If the student does not receive passing evaluations during the course, they will work with the supervisor and faculty to develop a plan to correct any deficits.

G. Self-Reflections (2)

The student will complete a mid-term and final self-reflection paper.

The midterm self-reflection is intended to engage the student in the process of reflective learning while demonstrating self-awareness, self-evaluation, and the ability to develop a specific action plan that will aid the student in improving his/her knowledge and understanding of the pastoral counseling profession and his/her own personal counselor identity. The paper should remain noticeably connected (i.e., citations/References) to course materials and former courses in the MAPC learning journey. The required length of the midterm reflection is within the scope of 4 pages.

The final self-reflection is intended to engage the student in the process of reflective learning while demonstrating self-awareness, self-evaluation, and the ability to develop a specific action plan that will aid them in improving his/her counseling

skills. The paper should remain noticeably connected to course materials and student’s MAPC learning journey. The required length of the final reflection is within the scope of 5 pages.

H. Site and Supervisor Evaluation

The student will evaluate their site and supervisor near the conclusion of the course, using the form provided with the assignment instructions.

I. Liability Insurance FaceSheet

The student must submit a copy of liability insurance in order to prove that liability insurance has remained current throughout the Internship.

J. *What’s Best Next* Reflective Journal

The reflective journal is a cumulative learning activity submitted in Blackboard near the end of the course. The student must write a non-reflective summation on each “Part” in *What’s Best Next* (i.e., Parts 1-7). A 3-part journal entry will be written from each “Part” and placed after the related summation. Each summation should be within the scope of 150 words; cite accordingly. Each journal entry must have at least 1 in-text citation and be within the scope of 200 words. The paper will include a cover sheet, table of contents, introduction, 7 summations and related journal entries, and conclusion. A clear “So What?!” insight (i.e., a most important take-away) must be argued in the conclusion. The journal should be typed in 12 pt Times New Roman font and double-spaced with citations and References according to current APA Guidelines. For further instructions, see Course Content>Assignment Instructions.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist	10 pts.
Subject Matter Conversation(s)	75 pts.
Discussion Board forums (8 @50 pts)	400 pts.
Student Evaluations	
Midterm	75 pts.
Final	75 pts.
Reflective Journal	125 pts.
Self-Reflections (2 @ 100 pts)	200 pts.
Site and Supervisor Evaluation	50 pts.
Total Points	1010 pts.

B. Scale

940–1000	A
920–939	A-
900–919	B+
860–899	B
840–859	B-

820–839	C+
780–819	C
760–779	C-
740–759	D+
700–739	D
680–699	D-
0–679	F

VII. COURSE POLICIES

A. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

B. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

C. Attendance Policies

The student is obliged to follow the attendance policies identified in the graduate catalog.

D. Dress Code

Students are expected to maintain a neat, modest appearance while in class, even Webex sessions.

E. Classroom Policies (residential delivery)

The use of cell phones is provisional; sound must be in vibrate mode. The student may only use a computer for taking notes during class. Surfing the web, social networking, or any other activity on a computer that distracts the student from the lecture (in the opinion of the instructor) will result in the forfeiture of the privilege of computer use in class.

F. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

G. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately by the offended. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. The Question & Answer Center will be used for course related matters; personal messages may not be appropriate for posting in Blackboard. If there

is a doubt, confer with Professor. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

H. Dual Relationships

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

I. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

J. Disability Assistance

Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

Online students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PACO 699

Textbooks: Wilson & Hoffman, *Preventing Ministry Failure* (2007).
Perman, *What's Best Next* (2014)

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	<ul style="list-style-type: none"> • Internship Fieldwork Manual AACC Ethics • Perman: pp. 11-32, 329-330 • Wilson & Hoffman: pp. 9-31 • Wilson & Hoffman: Foundation Stone 1 • Review DB Comprehensive Guidelines • Questions for our first Webex meeting? 	<ul style="list-style-type: none"> • Course Requirements Checklist • Class Introductions • R.I.M.M DB Forum 1 • SMC Skype for Business g 	<p>10</p> <p>*0</p> <p>50</p> <p>*25/75</p>
2	<ul style="list-style-type: none"> • Perman – Part 1 (chs. 1-4) 	<ul style="list-style-type: none"> • R.I.M.M DB Forum 2 	50
3	<ul style="list-style-type: none"> • Wilson & Hoffman: Foundation Stone 2 	<ul style="list-style-type: none"> • <i>What's Best Next</i> Journal Entry 	*0/125
4	<ul style="list-style-type: none"> • Perman – Part 2 (chs. 5-10) 	<ul style="list-style-type: none"> • R.I.M.M. DB Forum 3 	50
5	<ul style="list-style-type: none"> • Wilson & Hoffman: Foundation Stone 3 	<ul style="list-style-type: none"> • <i>What's Best Next</i> Journal Entry 	*0/125
6	<ul style="list-style-type: none"> • Perman – Part 3 (chs. 11-13) • Questions for our second meeting? 	<ul style="list-style-type: none"> • R.I.M.M. DB Forum 4 • Midterm Student Evaluation • SMC Skype for Business 	<p>50</p> <p>75</p> <p>*25/75</p>
7	<ul style="list-style-type: none"> • Wilson & Hoffman: Foundation Stone 4 	<ul style="list-style-type: none"> • Midterm Self-Reflection • <i>What's Best Next</i> Journal Entry 	<p>100</p> <p>*0/125</p>
8	<ul style="list-style-type: none"> • Perman – Part 4 (chs. 14-15) 	<ul style="list-style-type: none"> • R.I.M.M DB Forum 5 	50
9	<ul style="list-style-type: none"> • Wilson & Hoffman: Foundation Stone 5 	<ul style="list-style-type: none"> • <i>What's Best Next</i> Journal Entry 	*0/125

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
10	<ul style="list-style-type: none"> Perman – Part 5 (chs. 16-18) 	<ul style="list-style-type: none"> R.I.M.M. DB Forum 6 	50
11	<ul style="list-style-type: none"> Wilson & Hoffman: Foundation Stone 6 Questions for our third meeting? 	<ul style="list-style-type: none"> Site and Supervisor Evaluation <i>What's Best Next</i> Journal Entry SMC Skype for Business 	50 *0/125 *25/75
12	<ul style="list-style-type: none"> Perman – Part 6 (chs. 19-22) 	<ul style="list-style-type: none"> R.I.M.M. DB Forum 7 	50
13	<ul style="list-style-type: none"> Wilson & Hoffman: Foundation Stone 7 	<ul style="list-style-type: none"> Liability Insurance Facesheet R.I.M.M. DB Forum 8 <i>What's Best Next</i> Journal Entry 	0 50 *0/125
14	<ul style="list-style-type: none"> Perman – Part 7 (chs. 23 – Conclusion) 	<ul style="list-style-type: none"> <i>What's Best Next</i> Journal 	*125
15	<ul style="list-style-type: none"> Get your bearings 	<ul style="list-style-type: none"> TBD/ Skype for Business 	0
16	<ul style="list-style-type: none"> Prepare for Final Evaluation and Self-Reflection 	<ul style="list-style-type: none"> State Licensure Investigation 	0
17	<ul style="list-style-type: none"> Wrap Up! 	<ul style="list-style-type: none"> Final Student Evaluation Final Self-Reflection 	75 100
TOTAL			1010

SMC = Subject Matter Conversation; R.I.M.M. = Reflection In Milieu of Ministry; DB = Discussion Board; * = Part of larger assignment

** Course Schedule** = This is a tentative schedule. Since the course is relatively new, clarifications/revisions may be needed. Any adjustments made will be communicated soonest.

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday. Assignment feedback is usually turned around within 5 days of submission deadline. Late assignment feedback is usually turned around within 5 days of submission. Final Grades are posted within 7 days of end of term.